



FY 15-16 ANNUAL REPORT

Supporting the mission of Swarthmore College “to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern” (College Catalogue, 1.1, “Objectives and Purpose”), Eugene M. Lang '38 established the Lang Center for Civic and Social Responsibility in 2001 “to inspire and provide vision, leadership and support toward fulfilling an essential dimension of the liberal arts mission of Swarthmore College: to prepare and motivate students to understand and engage issues of civic and social concern and ... to set their own paths towards shaping a more just and compassionate world.”

TABLE OF CONTENTS

Message from the Executive Director.....	2-5
Lang Center Staff and Student Employees	6-7
Lang Center Associates.....	8-10
Lang Visiting Professor for Issues of Social Change.....	11
Engaged Scholarship: Co-Curricular Innovations	12
Curriculum Development Grants.....	12
Community-Based Learning.....	13
Faculty Outreach & Engagement.....	14
Faculty Discussion Series.....	14
Faculty-Led Signature Program Feature: Urban Inequalities & Incarceration.....	15-16
Campus-Community Engagement.....	17
Community Partnerships.....	17-18
Alumni Connections.....	19
Preparation & Training.....	20
Volunteer Programs.....	21-23
Mass Transit Program & Van Usage Report.....	24
Supporting Student Learning & Civic Innovation.....	25
Davis Project for Peace.....	26
Lang Opportunity Scholarship Program.....	26-28
Project Pericles Fund of Swarthmore College.....	28
Swarthmore Foundation.....	29
Summer Internship Programs	30
Chester Community Fellowship.....	31
Summer Internship Support & Summer Social Action Awards.....	32-36
Assessing Impact: FY 15-16 Assessment Projects.....	37-38

MESSAGE FROM THE EXECUTIVE DIRECTOR

The Eugene M. Lang Center for Civic and Social Responsibility facilitates Swarthmore College's commitment to intellectual rigor, ethical engagement, and social responsibility by connecting the curriculum, campus, and communities (Lang, 1999). By "curriculum" we mean not only formal coursework but all related research. By "communities" we mean the campus community; the proximate communities of Chester, Delaware County, and the greater Philadelphia area; more distant community partners around the country and the globe; and the community of scholars and practitioners (including Swarthmore College faculty) who share knowledge and best practices regarding ethical action and civic engagement. This Annual Report will describe the ways in which the Lang Center has connected the College's curricular excellence with engagement in all of those communities using an approach that we identify as "Engaged Scholarship."

Engaged Scholarship

Ernest Boyer first coined the term "Engaged Scholarship" to encompass both teaching and research that connect "the rich resources of the university to our most pressing social, civic, and ethical problems" (Boyer, 1996). Engaged scholarship conveys the ways in which the Lang Center connects the community of scholars, the campus, and the curriculum with local and global communities for reciprocal gains. For example, in response to faculty interest expressed at a series of Fall 2015 receptions, Prof. Denise Crossan—Lang Visiting Professor for Issues of Social Change—developed a campus Civic Engagement Map, a user-friendly platform that allows faculty members to see what kinds of Engaged Scholarship projects (research and teaching) others are undertaking, and to view other faculty member's community partners. This platform will help faculty, students, and community organizations to identify potential collaborators for research or teaching, and/or to find new ideas for applying their work to issues of community benefit. Those wishing to learn more can view an explanatory video at <http://mapmyorg.net>. Throughout this Annual Report, we will illustrate other recently forged connections among the "three Cs" of campus, community, and curriculum.

Aligning Form & Function

FY 2015-2016 at the Lang Center has been a period of organizational change and growth. In March 2015, a team of external reviewers met with campus stakeholders. Based on those interviews and their expert knowledge of higher educational "best practices," the external reviewers generated an insightful report that recommended wide-ranging improvements. In response, the Lang Center has undergone a reorganization to advance more completely Eugene Lang's vision of educating for responsible citizenship. Details of the reorganization can be found on page 6. These staffing changes—along with the launching of the Lang Center Associates program (see page 7)—have helped us to increase faculty and student engagement; to enhance citizenship education in the curriculum and co-curriculum; to better administer our Swarthmore Foundation funds by connecting them to ongoing student and faculty work; and to develop a series of innovative, new programs.

The year's most important innovations (described below) include our four **Faculty-Led Signature Programs**; the **President's Sustainability Research Fellowship**; the **Lang Center Associates** program, which adds a dynamic undergraduate cohort as campus ambassadors and civic education stewards; our overhaul of the **Swarthmore Foundation's** administration, in order to tie students' summer experiences to coursework or faculty research and thus add a co-curricular component; and an ambitious **Assessment Program** to determine the social impact of our curricular and co-curricular programming.

Faculty-Led Signature Programs

In order to increase faculty engagement and autonomy, the Lang Center has created four Signature Programs, convened by faculty leaders, around issue areas essential to the Lang Center's mission. The faculty leaders have access to yearly budgets that can support speaker series, workshops, faculty collaborations, relevant student groups, and even faculty-staff journal publications. The faculty leaders, who possess more expertise and faculty connections in their areas than any individual staff member, are able to find collaborators, expand our network, and effectively “de-center” the Lang Center by spreading its reach across campus.



The four Faculty-Led Signature Programs are as follows (names subject to change):

- **Urban Inequalities Initiative**, led by Prof. Keith Reeves (POLS) in collaboration with Prof. Nina Johnson (SOC/ANTH)
- **Health & Societies**, led by Prof. Christie Schuetze (SOC/ANTH)
- **Global Affairs**, led by Prof. Dominic Tierney (POLS) and Prof. Ayse Kaya (POLS)
- **Arts & Social Action** (an homage to recently retired Professor Sharon Friedler), led by Prof. Pallabi Chakravorty (DANC)

Co-Curricular Innovations

Presidential Sustainability Research Fellowship (PSRF)

The PSRF program represents an exciting collaboration between the Lang Center, the President's Office, the Office of Sustainability, and the Environmental Studies Program. Each year, 6 to 12 admitted students — selected after a rigorous application process — will participate in a year-long Environmental Studies course, undertake paid internships with College staff who possess relevant experience and expertise, and work with faculty mentors who help them to connect their coursework and paid work. The latter collaboration converts what would otherwise be an extracurricular internship into a co-curricular practice. We are in the process of converting several Lang Center rooms into a Social Innovation Lab for the PSRF students, Green Advisors, and Lang Visiting Professor Denise Crossan's Social Entrepreneurship students.

Experiential Learning, Credit-Bearing Course Additions

In response to faculty demand, the Lang Center has worked with interested faculty members to develop, and provide seed money for, academic courses with experientially based, credit-bearing additions. Assistant Professor Sa'ed Atshan '06, a former Lang Scholar, developed a 0.5 credit add-on for his course, Peace and Conflict Studies 053: The Israeli-Palestinian Conflict. Atshan partnered with the Bethlehem-based Siraj Center, as he had for several years while teaching at Harvard, so that his students could travel for 10 days. Those students who wrote an extra term paper about the experience and related readings received an additional 0.5 course credit. The Lang Center provided a Curriculum Development Grant to get the project off the ground, and the Provost's and Advancement Offices quickly found alumni donors who were eager to provide the remaining funds needed to pay for all interested students. The Lang Center has also provided seed money for Associate Professor Ayse Kaya's year-long Political Science course (POLS 068) entitled "Globalization: Politics, Economics, Environment, Health, & Security." Professor Kaya is teaching POLS 068 as a two-semester sequential course in 2016-17, but in 2017-18 she will be adding an experiential component that involves Winter Break externships tied closely to course themes. Further experientially-oriented, travel-based, Engaged Scholarship courses are in development, as are numerous courses that fit a more traditional "Community-Based Learning" model.

Swarthmore Foundation Connections to Engaged Scholarship

The Swarthmore Foundation has long provided extremely generous support to fund students through summer internships. In the past, however, summer internships may or may not have been explicitly tied to academic programs. Going forward, whenever possible these internship experiences will provide students with a bridge from their curricular interests and course work to the exploration of issues of social concern. For instance, in summer 2016, Nikhil Chopra '18 and Kemi Oladipo '18 conducted Geographic Information Systems (GIS) research with Professor Ganapathy Narayanaraj (ENVS). By studying the connection between El Nino Southern Oscillation (ENSO) climate variability and global patterns of disease flow under the guidance of Prof. Narayanaraj, these undergraduate researchers got hands-on experience with collecting tabular data, contacting other researchers and organizations such as the World Health Organization (WHO), and analyzing data using GIS spatial analysis tools and techniques. In turn, this team contributed to exciting GIS research in the field of disease flow/climate variability. Prof. Syon Bhanot arranged for Meghan Kelly '18 and Katherine Kwok '18 to work as interns at The Busara Center for Behavioral Economics in Nairobi, Kenya. The students helped to organize two conferences: the Symposium for Economic Experiment in Developing Countries (SEEDC), an annual conference that brings together academics conducting experimental economic research in developing countries; and Behavioral Research for Emerging and Applied Knowledge, a one-day conference to introduce practitioners to applied behavioral science. They also assisted with a series of lab experiments that formed part of a larger study. The study, "Habits of Virtue" tested whether people continued to exhibit prosocial, cooperative behavior even after the institutions that encouraged such behavior disappeared.

Assessing the Impact of Engaged Scholarship

Engaged Scholarship represents the method and approach the Lang Center employs to connect communities of research scholars, the classroom/curriculum, and the campus with local, regional, national, and global communities for reciprocal gains. Some Engaged Scholarship methodologies include stakeholders in many phases of the research process, as with the case of community-based research, action research, and appreciative inquiry. Engaged Scholarship teaching methods tend to include experiential practices such as field study, community-based learning or service-learning, immersion experiences or travel abroad in connection with a course, all of which complement students' classroom learning. Since connecting the campus, communities, and curriculum is so fundamental to the Lang Center's and Swarthmore College's mission and learning goals, in this next cycle we plan to focus assessment efforts on student learning outcomes related to Engaged Scholarship.

Lang Center Staff & Student Employees

FY 15-16 Full Time Staffing Structure

- Prof. Ben Berger, Executive Director, Associate Professor of Political Science
- Prof. Denise Crossan, Lang Visiting Professor of Social Change, Peace & Conflict Studies
- Cynthia Jetter '74, Director of Community Partnerships and Planning
- Debra Kardon-Brown, Assistant Director of Student Programs
- Hana Lehmann '13, Civic Education and Engagement Fellow
- Dr. Jennifer Magee, Associate Director of Student Programs and Special Projects
- Delores Robinson, Administrative Assistant
- Arto Woodley, Scholar-in-Residence

Lang Center Advisory Board

- Prof. Ben Berger, Political Science and Lang Center (Chair)
- Prof. Nina Johnson, Sociology and Anthropology
- Prof. Lynne Steurle Schofield, Mathematics/ Statistics
- Prof. Krista Thomason, Philosophy
- Prof. Tom Whitman, Music
- Arto Woodley, Lang Center

Student Staff

- Aneesa Andrabi '16, Communications Coordinator & Dare 2 Soar Coordinator
- Mariam Bahmane '19, Lang Center Associate
- Mohammed Bappe '19, Lang Center Associate
- Maria Castaneda Soria '18, Lang Center Associate
- Iris Chan '17, Saturdays of Service Coordinator
- Cesar Cruz Benitez '17, Dare 2 Soar Coordinator
- Medgine Elie '17, Dare 2 Soar Coordinator
- Uriel Espino '16, Transportation Coordinator
- Sam Gutierrez '16, Building Host
- Sunness Jones '16, Building Host
- Stephanie Kestleman '16, Building Host
- Pooja Kumar '17, Dare 2 Soar Coordinator
- Sida Li '18, Learning for Life Coordinator
- Jason Mendoza '16, College Access Center of Delaware County Coordinator
- Ashley McQuiller '16 Dare 2 Soar Coordinator
- Taylor Morgan '19, Lang Center Associate
- Sushyam Ravi '17, Transportation Coordinator
- Tessa Rhinehart '17, Volunteer Income Tax Assistance Coordinator
- Amal Sagal '19, Lang Center Associate
- Simran Singh '19, Lang Center Associate
- Diondra Straiton '16, College Access Center of Delaware County Coordinator

- Yijia Tang '18, Learning 4 Life Coordinator
- Britini Teresi 19, Lang Center Associate
- David Tian '17, Saturdays of Service Coordinator
- Therese Ton 19, Lang Center Associate
- Brandon Torres '17, College Access Center of Delaware County Coordinator
- Lily Tyson '17, Communications Coordinator
- Stephanie Wang '17, Building Host
- Zane Weinberger '17, Transportation Coordinator
- Ciara Williams '16, Building Host
- Alexis Zavez '15, Volunteer Income Tax Assistance Coordinator

Summary of Lang Center Re-Organization

NOTE: These changes span two fiscal years, FY 15-16 and FY 16-17.

- Cynthia Jetter '74, previously our Director of Community Partnerships, has accepted a new position as the Executive Director of the College Access Center of Delaware County (CACDC) as well as the Director of Collective Impact at the CACDC's parent organization, the Chester Higher Education Consortium (CHEC). Ms. Jetter, who now will report to Swarthmore College's Vice President for Finance & Treasurer Office Greg Brown, has been integrally involved with both community organizations since their inception, and her visionary leadership will bolster their foundations and future.
- The Assistant Director of Student Programs position, which had been held by Debra Kardon-Brown, no longer exists within the new structure.
- Dr. Katie L. Price was hired after a rigorous national search for a newly created position, Coordinator of Co-Curricular Programming and Outreach. ("Co-curricular" refers to initially extracurricular pursuits— internships, jobs, and off-campus experiences, for example—that are attached to the formal curriculum of research and coursework through expert oversight.)
- Arto Woodley was the Lang Center's Scholar-in-Residence during the 2015-16 academic year, and is serving as the interim Associate Director of Engaged Scholarship while a national search is conducted.



[Pictured here, the current Lang Center staff, left to right: Dr. Katie Price, Coordinator for Co-Curricular Programming and Outreach; Arto Woodley, Associate Director for Engaged Scholarship (interim); Dr. Jennifer Magee, Associate Director of the Lang Center for Civic and Social Responsibility; Delores Robinson, Administrative Assistant; Dr. Ben Berger, Executive Director; and Hana Lehman '13, Civic Education and Engagement Fellow]

Lang Center Associates

The Lang Center Associates (LCAs) are issue-based liaisons for the Lang Center. They focus on outreach primarily at the student level in spaces that Lang Center traditionally staff do not enter (i.e. dorms). Working at the front desk of the Lang Center, LCAs warmly greet visitors, research new pathways for students to engage in their specific social issue, and acquaint fellow students with the pathways to link their passion, curricular choices, and community engagement opportunities together. The issue pathways below were chosen based on the combination of student interests and the presence of our resources such as associated faculty, partner organizations, and CBL courses.



[From left to right, top to bottom: Therese Ton '19, David Ding '16, Taylor Morgan '19, Mohammed Bappe '19, Simran Singh '19, Lydia Koku '18, Mariam Bahmane '19, Rachel Yang '16, Maria Casteneda Soria '18, Brittni Theresi 19, Lindsey Holcomb '16, Amal Sagal '19, and Nimesh Ghimire '16]

Lang Center Associates and Issue Pathways for FY 2015–2016:

- Mohammed Bappe '19 - *Identity, Place, & Social Change*
- Mariam Bahmane '19 - *Social Innovation & Entrepreneurship*
- David Ding* '16 - *Environment, Food, & Sustainability*
- Nimesh Ghimire* '16 - *Social Innovation & Entrepreneurship*
- Lindsey Holcomb* '16 - *Race & Class*
- Lydia Koku '18 - *Education, Arts for Social Change*
- Taylor Morgan '19 - *Genders & Sexualities*
- Amal Sagal '19 - *Race & Class*
- Simran Singh '19 - *Political Engagement & Public Policy*
- Maria Castaneda Soria '18 - *Peace & Conflict Studies*
- Brittnei Teresi '19 - *Environment, Food, & Sustainability*
- Therese Ton '19 - *Health & Societies*
- Rachel Yang* '16 - *Arts for Social Change*

* Denotes Senior Lang Center Associates (SLCAs) who each worked with 3-4 younger LCAs to field questions, manage projects, build community, and draft new initiatives.

LCA Outreach Initiatives

One of the main goals of the LCA program was to increase the Lang Center's student outreach. Each week, LCAs hosted a study hall at the Lang Center and offered coffee, tea, and simple snacks. Starting in the Spring of 2016, they began hosting a themed study breaks in the Lang Center building each month. For example, in April we provided Federal Donuts and stress-relieving coloring books to celebrate Arts Month. Throughout the spring, these initiatives served approximately 150 students. Both of these initiatives had the goal of bringing more students into the space and providing resources on opportunities for engagement.

The LCAs also accomplished outreach outside of the building in many ways that traditional Lang Center staff could not accomplish because of their non-student status. First, they hosted eight study breaks in student dorms. They used these study breaks to raise awareness about Lang Center resources: advising, courses, funding, space, transportation, etc. Additionally, they served as Lang Center liaisons in the dorms when students had questions regarding co-curricular engagement. For instance, students would drop by LCA Lydia Koku's room in Wharton to ask about which grants they should consider and discuss possible internship options. This function is similar to the role the Student Academic Mentors (SAMs) play in the dorms as point people for curricular advising. Instead of curricular advising, the LCAs are present for in-dorm co-curricular advising and general information about the resources available at the Lang Center.

Lastly, the Wellness Coordinator, Noemí Fernández, organized a "Wellness Fair" during the fall final exam season. The LCAs represented the Lang Center by distributing information about an enjoyable local fair, quarter-sheet handouts of all of summer funding deadlines, and—last but not least—treats from Federal Donuts. Nine of the thirteen LCAs were able to attend the Fair and talk with students about our summer opportunities.

Other LCA Projects

- *Debating 4 Democracy* - In the spring, Lindsay Holcomb '16 and Simran Singh '19 coordinated and participated in Debating 4 Democracy, an advocacy letter-writing competition. Each LCA partnered with another associate to write a letter for submission. Topics for the letters included policy suggestions for issues of mass incarceration, education, tax affordability in higher education, climate change, and environmental justice.
- *Research Assistantships* - During the year, some LCAs were recruited to assist Swarthmore College professors on their research.
 - David Ding '16 assisted Professor Syon Banot on behavioral economics research in Newark, NJ on food pantries.
 - Maria Castaneda Soria '18 and Amal Sagal '19 assisted Professor Lee Smithey with Peace & Conflict Studies research on gun violence in Chester.
 - Mariam Bahaman '19, Nimesh Ghimire '16, and Therese Ton '19 assisted Lang Visiting Professor Denise Crossan with her research on social entrepreneurship and the designing of our new Civic Engagement Mapping Database which was launched in fall 2016.
- *Communications* - LCAs supported our communications team by creating and hanging posters, designing and posting social media images and posts, and writing stories of engagement. The LCAs used Facebook to advertise for our in-house study break events that we started hosting in the spring. RSVPs for LCA events increased from 18 in March 2016 to 66 in May 2016. Between July 4 of 2015 and June 4 of 2016, there was an increase in Facebook Page "likes" from 381 to 496, a 30.2% increase.
- *Hiring* - Senior Associate, Lindsay Holcomb '16, co-coordinated the hiring process with manager Hana Lehmann '13 for the 2016-2017 LCAs by advertising, designing an improved application, reading applications, and participating in the interviewing process. Lehmann had the final say in the hiring process, but the student leadership and participation was crucial to hiring an effective team.

Lang Visiting Professor for Issues of Social Change

Denise Crossan, PhD

Dr. Denise Crossan was appointed as the Lang Visiting Professor in Issues for Social Change in Sept 2015. As part of her role, Dr. Crossan taught two courses throughout the year, PEAC 039. “Social Entrepreneurship for Social Change” in Fall Semester 2015 and PEAC 049. “Social Entrepreneurship: Principles and Practices” in Spring Semester 2016. PEAC 039 primarily examined the underpinning theory relating to the topic of social entrepreneurship and had 25 students enrolled in the class. PEAC 049 asked the 15 enrolled students to consider the application of theory in practice and focused on getting students to identify and develop their own social enterprise business plan.



In addition to teaching, the role of the Lang Visiting Professor is to engage with faculty, staff, students, and alumni in a variety of other ways in order to build dialogue around the topic and enhance engagement. Dr. Crossan took an active part in a number of events throughout this year to achieve this goal.

Working on behalf of the Lang Center and in collaboration with the Center for Innovation and Leadership (CIL), the Careers Office and Advancement Office, Dr. Crossan played a role in the planning and implementation of the annual Lax Conference in April 2016. The conference theme *The Reinvention of Capitalism: Is Porter and Kramer's "Shared Value" the new way of doing "good business"?* brought together faculty, students and alumni engaged in the social entrepreneurship space to hear from world renowned international guests such as Baroness Glenys Thornton, Member of the UK House of Lords and CEO of the Young Foundation, Gorka Espiau, Director of Places and International Affairs, Young Foundation, Ibon Zugasti, Director of Social Innovation Research and Development at Mondragon Engineering and Business Solutions, and also Juan José Ibarretxe, who was elected to the Basque Parliament in 1986 and served as president of Spain's Basque Autonomous Community from 1999 to 2009.

Dr. Crossan was also actively engaged in seeking better ways to understand, visualize, and build networks within Swarthmore College in relation to civic engagement work amongst faculty, staff, students and alumni. Dr. Crossan, in collaboration with Swarthmore's ITS department and supported by student interns, designed a mapping platform—<http://mapmyorg.net>— which creates a searchable Google Map-like interface illustrating all of the civic engagement projects undertaken around the campus. The project's goal will be to make civic engagement visible, increase collaboration among partners, and ultimately measure the social impact created by the civic engagement work across the campus.

Dr. Crossan takes a strong interest in the role that **ethics** play in the teaching and practice of social entrepreneurship, civic engagement, and liberal arts education in general. Toward this end, in collaboration with Dr. Jennifer Magee and colleagues from the Tri-College campuses, Dr. Crossan submitted and was successfully awarded a Tri-Co Faculty Forum Program grant to deliver a range of discussion events and workshops focusing on ethics in curriculum. This program will be delivered throughout Fall/Spring 2016/17.

Engaged Scholarship: Co-Curricular Innovations

This year, the Lang Center is setting the stage for regularized and robust scholarship of engagement with two of Swarthmore College's interdisciplinary programs: Environmental Studies (especially through the Presidential Sustainability Research Fellowship program) and Peace and Conflict Studies. These programs share with the Lang Center an integral focus on social justice and experiential learning. The following curriculum development grants evince this deepening engagement:

Curriculum Development Grants, FY 15-16

Faculty Member	Dept/ Program	Amount	Course
Bakirathi Mani	ENGL	\$5,000	English 079. What Is Cultural Studies?
Sa'ed Atshan	PEAC	\$5,000	Peace & Conflict Studies 053. Israeli-Palestinian Conflict
Nanci Buiza	SPAN	\$1,000	Spanish 103. Horacio Castellanos Moya
Roseann Liu	EDUC	\$1,500	Educational Studies 068. Urban Education
Ellen Magenheim	ECON	\$5,000	Economics 091. Community-Based Field Experimental Research
Betsy Bolton	ENVS	\$5,000	Environmental Studies 005. Sustainable Systems Change
Jennifer Pfluger	BIO/ ENVS	\$350	Biology 009/Environmental Studies 009. "Our Food"
Total:		\$22,850	

Research Development Grants, FY 15-16

Faculty Member	Dept/ Program	Amount	Description
Syon Bhanot & Ellen Magenheim	ECON	\$5,000	Campus-based research into community members' decision-making processes and response to behavioral economics initiatives
Total:		\$5,000	

TOTAL Curriculum + Research Grants: \$27,850

Engaged Scholarship: Co-Curricular Innovations (cont'd)

Community-Based Learning

Community-Based Learning (CBL) courses represent a form of Engaged Scholarship, connecting students and faculty directly with local communities and their members. CBL bases its pedagogical approach on the premise that the most profound learning often comes not only from intellectual analysis but also *experience* supported by expert guidance and the provision of social, cultural, and historical context.

Fall 2015

DANC 073B. Community Arts Internship
EDUC 014. Introduction to Education
EDUC 014F. First-Year Seminar: Introduction to Education
EDUC 021. Educational Psychology (cross listed as PSYC 021)
EDUC 041. Educational Policy
EDUC 042. Teaching Diverse Young Learners
EDUC 053. Language Minority Education (Cross-listed as LING 053)
ENGR 057/ECON 032. Operations Research
ENVS 004. Sustainable Community Action
ENVS 005. Sustainable Systems Change
LING 095. Community-Service Credit: Literacy and Hard-of-Hearing or Deaf People
PEAC 071B./POLS 081./SOCI 071B. Research Seminar: Strategy and Nonviolent Struggle
POLS 019. Democratic Theory and Practice
POLS 043B. Environmental Justice: Theory and Action
SOCI 048I. Race and Place: A Philadelphia Story (Inside-Out Exchange Course)

Spring 2016

DANC 004. The Arts as Social Change (cross-listed as MUSI 006)
DANC 073B. Community Arts Internship
EDUC 014. Introduction to Education
EDUC 014F. First-Year Seminar: Introduction to Education
EDUC 023. Adolescence (cross-listed as PSYC 023)
EDUC 023A. Adolescents and Special Education
EDUC 026. Special Education: Issues and Practice (cross-listed as PSYC 026)
EDUC 065. Educational Research for Social Change
EDUC 068. Urban Education (cross-listed as SOAN 020B)
EDUC 161. Policy, Politics & Urban Education
ENVS 001. Introduction to Environmental Studies
POLS 070B. Politics of Punishment (Inside-Out Exchange Course)
PSYC 090. Practicum in Clinical Psychology
RELG 022. Religion and Ecology

Faculty Outreach & Engagement

In the fall semester of 2015 Ben Berger, Executive Director of the Lang Center for Civic and Social Responsibility, convened a cross-section of Swarthmore College faculty members – just over 1/3 of the entire faculty body – for a series of four faculty receptions and discussions. Together with Lang Center Scholar-in-Residence Arto Woodley, Berger shared with the attendees:

- An overview of the Lang Center’s mission and resources;
- Highlights of the Lang Center’s new directions;
- An inclusive framework for research & teaching called “Engaged Scholarship” (for explication, see p.2).



After the introductory remarks, each reception was split into smaller teams that discussed two questions:

- What are you (or your colleagues) working on that relates broadly to themes such as responsible citizenship, community, ethics, social responsibility, equality and inequality, and science and/or arts in the public interest?
- How might the Lang Center better support your (or your colleagues’) work?

Afterward these intensive discussions, faculty attendees re-convened to share their results. The Lang Center team compiled the notes and shared the results with participants. Three recurring themes predominated over the four faculty discussions: (1) the desire for increased *Interdisciplinary Collaboration*, (2) the need for additional *Time and Money*, and (3) the need for expert guidance regarding *Language and Logistics*. These notes can be viewed in Appendix 11.

Participating faculty members tended to focus a bit more on interdisciplinary collaboration than on the need for time and money or a need for logistical support, but all three areas seemed closely linked in demanding a more nimble, well-coordinated system to support faculty work (that in turn will involve both students and community partners). As a result of these sessions, the Lang Center staff has proposed a number of initiatives (including a re-conceptualization of Swarthmore Foundation summer experiences—see p.4) to better meet faculty needs, and has committed to continuing our productive faculty conversations.

Faculty Outreach & Engagement (cont'd)

Faculty-Led Signature Program Feature: Urban Inequalities & Incarceration

The Inside-Out Prison Exchange¹ program was started in 1997 at Temple University. Inside-Out classes assemble students from outside and inside the prison— current college students side by side with incarcerated students—for a semester-long class on a topic broadly related to incarceration. In the spring of 2013 Keith Reeves, Associate Professor of Political Science, taught the inaugural Swarthmore College class on “The Politics of Punishment” at Chester, PA’s State Correctional Institution (SCI Chester). In the fall of 2015 Nina Johnson, Assistant Professor of Sociology, began teaching a second Inside-Out course at SCI-Chester on the topic of “Race and Place in Philadelphia.”

In the spring of 2016, Lang Center staff member Hana Lehmann '13 and Professor Keith Reeves co-facilitated POLS 70B: Politics of Punishment at SCI Chester. The Swarthmore College Course Catalog describes the course themes as follows:

The question of why the United States has become a vastly more punitive society—some 2.3 million Americans are held in jails and prisons throughout this country, at last count—is the subject of this upper-level division seminar. The aim of the seminar is to provide both a critical and in-depth exploration of the interplay among American electoral politics, public concerns regarding crime, and criminal justice policy.

Among the central questions we will examine are: How is it that so many Americans are either locked up behind bars or under the supervision of the criminal justice system? And where did the idea of using “jails” and “prisons” as instruments of social and crime control come from? What explains the racial and class differences in criminal behavior and incarceration rates? What does it mean to be poor, a person of color—and in “jail” or “prison?” How and why does criminal justice policy in this country have its roots in both the media culture and political campaigns? And how might “politics” underpin what is known as “felon disenfranchisement” or “prison-based gerrymandering?” What are the implications of such political practices for broader questions of racial, economic, and social justice? And importantly, what are the prospects for reform of America’s incarceration complex?

Group projects from the course included:

(1) Reentry Transportation Guide; (2) Philly Reentry System Redesign; (3) Resource Guide for Miller v. Alabama; (4) After-School Youth Programs & the School-to-Prison Pipeline (Grades K-3); (4) After-School Youth Programs & the School-to-Prison Pipeline (Grades 4-8)

In the summer of 2016 Prof. Ellen Ross (Religion) completed the Inside-Out Facilitator Training. We hope to help Prof. Ross to restructure her course on prison letters to fit the Inside-Out pedagogical model, so

¹ “Inside-Out creates a dynamic partnership between institutions of higher learning and correctional systems in order to deepen the conversation about and transform our approaches to understanding crime, justice, freedom, inequality, and other issues of social concern...Inside-Out brings college students together with incarcerated men and women to study as peers in a seminar behind prison walls. Through college classes and community exchanges, individuals on both sides of prison walls are able to engage in a collaborative, dialogic examination of issues of social significance through the particular lens that is the ‘prism of prison.’” <http://www.insideoutcenter.org/>

that she can teach a Swarthmore Inside-Out course by the spring of 2017. At this point, we have four facilitators trained in the Inside-Out model: Keith Reeves, Hana Lehmann, Nina Johnson, and Ellen Ross.

Directed Reading, *Mass Incarceration: Perspectives on Faith & Social Justice*

During the spring semester of 2016, Prof. Reeves and Hana Lehmann '13 piloted a student-directed reading through the political science department entitled "Mass Incarceration: Perspectives on Faith & Social justice." The impetus for the reading was a group of students who were interested in learning about and engaging with the issue of mass incarceration, and who shared a background in the Christian faith. The course goals included:

- Providing academic reading and discussion opportunities for increasing understanding about the systems of mass incarceration;
- Discussing and interrogating a series of Christian theological frameworks of response to social injustices; and
- Offering opportunities for practical engagement with the issue of mass incarceration and social inequality.

The leadership team of the course was comprised of the following: student facilitator Abby Wild '17; faculty advisor Professor Keith Reeves, Political Science; and staff advisors Joyce Tompkins (Interfaith Center) and Hana Lehmann '13 (Lang Center). Ten students completed the class. Two faculty members, Prof. Keith Reeves (Political Science) and Prof. Catherine Crouch (Physics) and two staff members, Hana Lehmann (Lang Center) and Joyce Tompkins (Interfaith Center), attended the course in addition to the students.

The syllabus was written by Hana Lehmann '13 and included readings that (1) provided an in-depth understanding of the system of mass incarceration and (2) provided theological frameworks for response. The framework readings originated from Europe, South America, the Philippines, and the United States. Based on the end-of-year reflections, students found the class content engaging and transformative.

Currently one of the students, Kelly Hernández '18 (Summer 2016 Davis Project for Peace grantee), is taking a semester off to work on a project that relates to the issues of mass incarceration. Additionally, in the spring of 2017, many of the members of the class plan to assemble a series of written pieces based on the material covered in class.

Campus Engagement with Communities

Community Partnerships

Community partnerships occupy the heart of Swarthmore College's Engaged Scholarship efforts. Swarthmore faculty, staff, and students work with community partners (*via* Community-Based Learning, project collaborations, and co-curricular internship placements) to co-create insights and knowledge for the purpose of community betterment. Partnerships with nonprofit, community- and faith-based organizations connect the campus to communities in and around Swarthmore, the City of Chester, and the Philadelphia region, as well as a number of other communities around the globe.

Chester Swarthmore Learning Institute (CSLI)

CSLI has been in existence for 11 years as the organizing entity for engaging Chester, PA's faith-based organizations. CSLI membership has consisted of several local church leaders and several Swarthmore College staff and faculty members. The organization's primary activity has been a direct action project: working together to support and reform the Chester Upland School District's (CUSD's) primary and secondary educational systems. During the 2015-2016 academic year, two members of CSLI served on the CUSD's Community Advisory Board, and another on the STEM High School advisory board. CSLI members occasionally accompanied Swarthmore students to school board and City Council meetings that addressed the CUSD's state of emergency. With the Lang Center's support, CSLI occasionally has conducted an orientation (Chester 101) for Swarthmore students interested in Chester-based CBL and other forms of service.

College Access Center of Delaware County (CACDC)

The CACDC represents Delaware County's only facility of its kind, offering free programs and information to assist county residents wishing to pursue higher education. In its seventh year of operation, CACDC cumulatively has served more than 8,000 individuals with college counseling, SAT/ACT preparation, tutoring in math, science, English, foreign languages, and financial aid assistance. Cynthia Jetter, formerly the Lang Center's Director of Community Partnerships, has provided oversight of the CACDC staff and operations on behalf of the Chester Higher Education Council (or "CHEC," which sponsors CACDC and represents a coalition of Delaware County Community College, Cheyney University, Neumann University, Swarthmore College, Penn State University, Brandywine, and Widener University). As described earlier in this report, Ms. Jetter has accepted a position as the CACDC's Executive Director and CHEC's Director of Collective Impact, and in those roles she continues to oversee the CACDC staff as well as Swarthmore volunteers, while also planning for CACDC's long-term future.

Chester Children's Chorus (CCC)

Dr. John Alston H'15 began the Chester Children's Chorus (CCC) in 1994 when he was professor of Music at Swarthmore College. CCC began with seven boys from one school in Chester, PA, and today includes over 130 children representing every Chester school. Historically, the Lang Center has worked with the CCC by supporting undergraduate interns who learn about nonprofit administration while helping to staff organizational needs. For example, in the summer of 2016 Janice Luo '18 (Chester Community Fellow) and Dayna Horsey '19 (Swarthmore Foundation grant recipient) worked with CCC Executive Director

Kirsten Halker-Kratz on CCC administrative functions. In the fall of 2016 Lang Center Executive Director Ben Berger began discussions to increase the Lang Center's engagement with the CCC as a foundational community partner with longstanding Swarthmore connections. The initial plan involves increased Lang Center involvement with the summertime Science for Kids (SFK) program at Swarthmore College, which pairs Swarthmore students, faculty, and instructors with Chorus children for science mentorship. We hope to share further details in future years' annual reports.

Chester Charter School for the Arts (CCSC)

The Chester Charter School for the Arts was founded in 2012 as the result of a charter school application sponsored by the Chester Fund for Education and The Arts (TCF). TCF, a charitable non-profit organization with roots in Swarthmore, had in 2008 partnered with the Chester Upland School District to create the Chester Upland School of the Arts (CUSA). That school operated until 2011. After state budget cuts forced radical staff restructuring, TCF applied for a charter school application to establish a more autonomous Chester school. Since CCSA opened its doors in the fall of 2012, Swarthmore College has played an important role. In the first year Ben Berger (three years before he became Lang Center Executive Director) joined the CCSA Board of Trustees along with Maurice Eldridge '61, then Vice President of the College. CCSA has a strong if informal relationship with the Chester Children's Chorus as well; CCSA students comprise a much larger percentage of the CCC membership than any other Chester school. Given the College's historical relationship with both the CCC and CCSA, the Lang Center (in conversation with Swarthmore President Valerie Smith) now aspires to forge stronger relationships with both organizations *via* Engaged Scholarship.

Swarthmore Collegium

Lang Center Executive Director Ben Berger founded the Swarthmore Collegium in the fall of 2015 to forge stronger ties between Swarthmore College and the local Swarthmore borough community, which is rich in professional and scholarly expertise as well as boundless civic energy. Together with neighbors Susan Brake and Beth Murray—each a lecturer at the Wharton School of Business—Berger and the Lang Center sponsored several events that paired community residents with Engaged Scholarship students. The first Collegium event (October, 2015) united Lang Opportunity Scholars with borough residents whose professional strengths and experience complemented the Scholars' projects. The second Collegium event (March, 2016) brought together resident public health experts with Swarthmore undergraduates passionate about public health, including many members of the Project Pericles-sponsored campus group Global Health Forum. Each Collegium event garnered positive local attention and laid the basis for future collaborations. For further information please see:

<https://www.swarthmore.edu/news-events/a-lively-exchange>

Campus Engagement with Communities (cont'd)

Alumni Connections

Swarthmore College alumni engage with the Lang Center in a myriad of ways. For instance, alumni have served as:

- Internship host supervisors
 - Edgar Cahn '56, Time Banks USA
 - Andrew Dorrance '15, Village Education Project
 - Jonah Eaton '02, Nationalities Service Center
 - Eleanor Joseph '07, Ubuntu Capital
 - Evan Nesterak '09, The Psych Report
 - Theresa Williamson '94, RioOnWatch and Catalytic Communities
 - Yared Portillo '15, Juntos
 - Alix Webb '92, Asian Americans United
- Application evaluators and selection committee members for various grant programs administered by the Lang Center
 - Lang Opportunity Scholarship Program Selection Committee: Salem Shuchman '84, Lourdes Rosado '85
 - Lang Opportunity Scholarship Program Application Evaluators: Liz Derickson '00, Gloria Chan '02, Hope Brinn '15, Sonja Spoo '14, Aarti Rao '14, Riana Shah '14, Sneha Shrestha '11, and Jason Heo '15
 - Project Pericles Fund Selection Committee: Cynthia Jetter '74
- Contributing authors for short pieces that appear in the bi-annual “Dogfish Stories: The Lang Scholar Newsletter”
 - Katie Camilus '08
 - Ecem Erseker '11
 - Ariel Finegold '13
 - Dan Hammer '07
 - Diego Garcia Montufar '09
 - S. N. Nyeck '07
 - Shadi Rohana '09
 - Riana Shah '14
 - Sneha Shrestha '11
 - Minh Vo '15
- Discussants who participate in “Spotlight Sessions” during Alumni Council Weekends. These sessions bring together seasoned professionals among the alumni with early stage social entrepreneurs for coaching and assistance in taking their projects to the next level.
 - Alumni Participants: Charles Bailey '67, Way-Ting Chen '94, Sandra Balaban '94, and Laura McKee '88
 - Swarthmore College Student Participants (all Lang Scholars): Sonya Chen '18, Tyler Huntington '18, Fatima Boozarjomehri '17, Ciara Williams '16 and Sedinam Worlanyo '17

Campus Engagement with Communities (cont'd)

Preparation & Training

Beginning in FY 2015-16 the Lang Center staff discussed plans to overhaul our existing preparation and training programs. During the Fall 2015 faculty receptions (see p.14 and p.61) we heard repeated faculty requests that our students be better trained before undertaking CBL courses, other Engaged Scholarship practices, Study Abroad, and general community engagement in the College's name. The Lang Center responded by developing the "Civic Leadership Development" workshop series (see p.32) for our Chester Community Fellows, which we envision as a pilot program to be "scaled up" for a much larger student population.

The following events represent established preparation and training programs that the Lang Center once again sponsored in FY 2015-16. We are currently reviewing which programs to retain, which to revise, and which to drop.

Chester 101

The purpose of Chester 101 has been to expose students, faculty, and staff who will enter Chester as part of community-based learning (CBL) courses, or as a community service volunteer, to the diverse issues that impact the lives of Chester residents. Chester 101 represents an introduction to the people, history, and journey that have shaped Chester's current reality. The presentation format includes panel discussion, videos, handouts, and a city tour. For many students, the program has represented the first opportunity to develop and build respectful relationships with those in the Chester community. In FY 15-16, Chester 101 drew 53 students, four faculty from Swarthmore College, and four community residents.

Organizing Skills Institute

This year's Organizing Skills Institute (OSI), facilitated by Nico Amador, Daniel Hunter, and Jennie Miller of *Training for Change*, followed a different design than in previous years. In previous years, students worked together with community participants during three weekends of training. The revised design condensed the program into two weekends, with one session conducted off-campus and two mini-sessions held on-campus. This training was open to all Swarthmore College students. We are reviewing feedback from previous years to determine our next steps with OSI.

Tutor Training

In the past, tutor training has been provided by Assistant Professor of Educational Studies Edwin Mayorga and several outside consultants. Several of the tutoring sites' supervisors, including two public school teachers, have also assisted with the training. Priority has been given to volunteer student tutors and then to a broader participant base, depending on space availability. The sessions were conducted periodically throughout the year, on demand, customized to meet the student organizations' needs. Training content has addressed the following topics: developing a strong foundation for students who struggle with math and reading skills; developing flexible and creative curriculum and lesson plans; and engaging parents. Each student received a copy of the tutoring handbook as well as other tools and resources that may be of use.

Campus Engagement with Communities (cont'd)

Volunteer Programs

Volunteer service provides timely response to community members' immediate needs, can improve college student retention for the students undertaking the volunteer work, and can prepare student volunteers for lives dedicated to civic and social responsibility. The Lang Center has administered numerous volunteer programs, along with students, staff, and community members. In FY 2015 we began to discuss how best to administer the following programs, and how better to connect them with Engaged Scholarship, but the following list represents our past engagements.

Dare 2 Soar

Dare 2 Soar is the largest and oldest tutoring program at Swarthmore College, and is the largest student-run group under the guidance of the Lang Center for Civic and Social Responsibility. Through this program, Swarthmore students tutor and mentor K-12 students in Chester, PA at various sites, including: Chester East Side Ministries, Crozer Library, God's House of Glory, STEM Magnet High School, Unity Center, Boys and Girls Club of Chester, Nia Center/Chester Apartments, and Chester Community Charter School. During the year, approximately 70 Swarthmore students tutored and mentored roughly 125 children over the course of a combined total of 4,880 hours. Program participants benefitted from several cultural, educational, and entertaining field trips. In FY 15-16, Pooja Kumar '17, Aneesa Andrabi '16, Ashley McQuiller '16, and Cesar Cruz-Benitez '17 were the Dare 2 Soar student coordinators.

Learning for Life (L4L)

Learning for Life (L4L) is a voluntary, reciprocal learning program comprised of student-staff partnerships. In this program, Swarthmore students and members of Dining Services and Environmental Services staff form learning partnerships and explore various areas of common interest including cooking, writing poetry, digital storytelling, language learning, internet usage, guitar playing, and jazz history. L4L has been made possible with the support of many across campus and received critical support from the Human Resources Department, staff supervisors, senior staff, as well as the Lang Center for Civic and Social Responsibility. In total, there were 22 student-staff learning partnerships engaged in reciprocal learning, devoting a combined 980 hours during the academic year. Professor Diane Anderson of the Educational Studies department chairs the L4L steering committee and continues to teach the Literacies and Social Identities course, which requires students to participate in L4L. A duo of student coordinators facilitates the actions directed by the multi-constituent Steering Committee.

Let's Get Ready

Let's Get Ready is a registered, non-profit organization that provides low-income high school students with free SAT preparation, admissions counseling, and other support services needed to gain admission to and graduate from college. Trained student volunteers deliver these services and offer encouragement, inspiration, and confidence. The program began at Swarthmore in the fall of 2012. Swarthmore students received detailed training on methods of teaching about the math and critical reading/writing sections of the SAT, and how to guide students through the complexity of the college admissions process. Student

participation consisted of two program coordinators and eight coaches/mentors who committed to coaching one night per week, three hours per night, for a semester, as well as one hour of preparation time per week. The program worked with 25 high school juniors and seniors who have qualifying financial need during the initial year of operation. In its fourth year, the program recruited 10 students to participate in the spring at Upper Darby High School, Delaware County.

Project Blueprints

The U.S. Department of Human and Health Services Office of Minority Health awarded a grant to Swarthmore College to support Project Blueprints. This is the third grant awarded to the program by the agency. The Lang Center and Swarthmore's Black Cultural Center have collaborated with The Chester-Crozer Wellness Center, Chester Upland School District, and the College Access Center of Delaware County to implement the program. Project Blueprints engages at-risk minority youth from Chester, PA with opportunities for academic support, life skills training, personal development, cultural enrichment, and career exploration. The program provides after-school programming for more than 40 students who will be supported 8th through 12th grade. Ten Swarthmore College students serve as program facilitators and mentors. Faculty member Roseann Liu from the Department of Educational Studies has the lead responsibility for curriculum development and delivery. The Lang Center's Director of Community Partnerships Cynthia Jetter provided administrative coordination. Ashley Henry continues to serve as the program coordinator.



[Blueprints student, Devvyn Holloway shakes hands with Senator Hillary Clinton (NY).]

Saturdays of Service

Saturdays of Service is a program designed to facilitate student volunteering for short-term, one-time projects. This year it was organized and publicized by three Lang Center student coordinators, with the guidance of the Center's Director for Community Partnerships. The 2015-2016 coordinators were Iris Chan '17, and David Tian '17. Sites of service included but were not limited to Philabundance Food Bank, Books through Bars, Cradles to Crayons, Philly Aids Thrift, Share Food Pantry, and South Philadelphia High School Community Garden.

Student-Run Emergency Housing Unit of Philadelphia (SREHUP)

SREHUP is a registered non-profit organization consisting of students from Swarthmore College, Villanova University, University of Pennsylvania, and Drexel University. They work together to maintain caring and safe shelter units where guests can be treated with dignity, trust, and respect. The program is in its fifth year of operation and in FY 15-16 recruited 10 volunteers who worked directly in the shelters weekly and an additional 20 who either donated meals or visited shelters on one or two occasions. SREHUP established a strong partnership with the Swarthmore Christian Fellowship volunteers who visited weekly.

War News Radio

War News Radio fills the gaps in the media's coverage of the conflicts in Libya, Iraq, Afghanistan, and more by providing balanced and in-depth reporting, historical perspective, and personal stories. War News Radio is a student organized, student-produced regular broadcast. Swarthmore's War News Radio has launched partnerships with radio stations in Africa, thanks to a new collaboration with Developing Radio Partners (DRP). <http://warnewsradio.org/>

Trash to Treasure (T2T)

T2T is an annual resale event featuring items donated by students moving out of their dormitories and community members at the end of the academic year. The sale serves a critical environmental purpose as it keeps an estimated 400 cubic yards of unwanted items out of the waste stream: students and other members of the campus community donate, volunteers from all constituencies on campus organize, and the community support the College's efforts in becoming more environmentally friendly while providing funds to social service agencies in our immediate vicinity. In FY 15-16, the management of T2T shifted from the Lang Center for Civic and Social Responsibility to the Swarthmore College Office of Sustainability.

Volunteer Income Tax Assistance (VITA)

This program empowers low-income families to access the federal Earned Income Tax Credit without having to pay for tax preparation services. Volunteers are trained in basic tax preparation, complete the IRS certification process during the Winter Break, and commit to three hours per week of tax preparation. In the spring 2016, 2,744 tax returns were completed by program volunteers in total in Delaware County, Pennsylvania -- returning \$1,240,771 in Earned Income Tax Credit benefits to the local community. Seventeen Swarthmore College student volunteers contributed 357 hours of service, which helped recover \$3,579,594 in Federal Tax Returns to local families.

Campus Engagement with Communities (cont'd)

Mass Transit Report

In FY 15-16, requests for train tickets and/or bus tokens were received for 139 separate purposes in support of 299 students' community engaged activities. Note: Some requests included multiple students of a CBL class or multiple members of a student group. Transportation needs ranged from one-time to multiple times per week per semester. For instance, 137 students completed Community-Based Learning (CBL) coursework, including courses such as ENGL 79: What is Cultural Studies; ENV5 004: Sustainable Community Action; DANC 004: The Arts As Social Change; POLS 019: Democratic Theory & Practice; MUSI 003: Jazz History; and LING 025: Sociolinguistics-Language, Culture and Society. Combined, these CBL students provided 3,750 hours of community service.

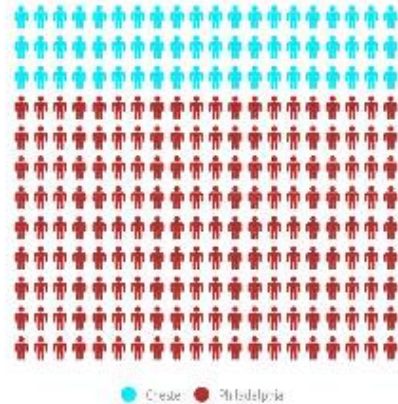
The Independent Sector (https://www.independentsector.org/volunteer_time) reports that the estimated value of volunteer time in Pennsylvania in 2015 was \$23.40 per hour. In total, through its mass transit program – which cost \$18,162.18 – the Lang Center empowered 299 students to engage in community-based learning field work, community service, and/or political engagement. Combined, these students provided 16,779 hours of service – providing agencies with \$392,628.60.

Van Usage Report

From Fall 2015–Spring 2016, the Lang Center Vans transported a total of 70 students (Mondays through Thursdays and Saturdays) to Dare 2 Soar sites in Chester, PA:

- Better Tomorrows at Chester Apartments (Nia Center)
- Chester Boys and Girls Club
- Chester Community Charter School
- Chester Eastside Ministries
- Community Action Agency of Delaware County
- Crozer Library
- God's House of Glory
- Unity Center

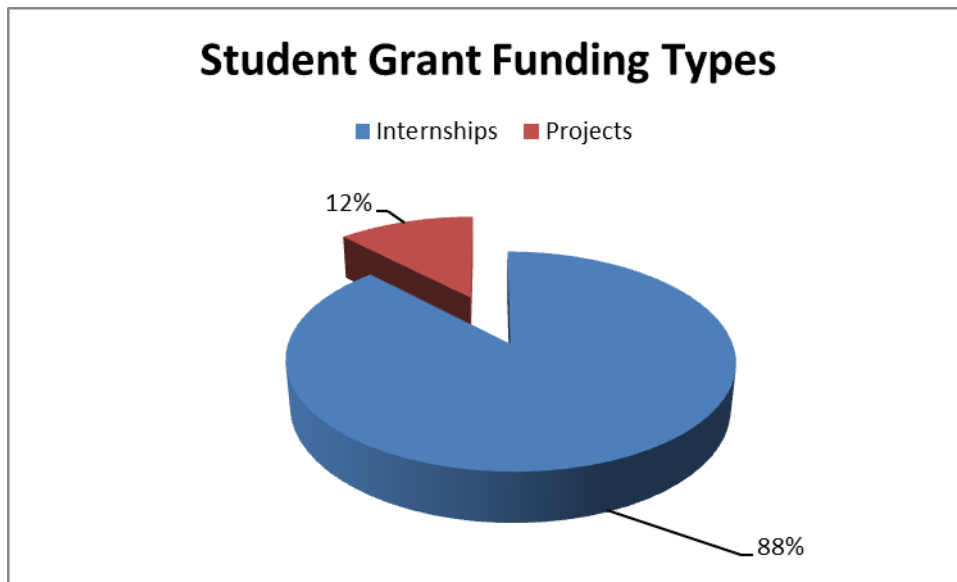
Mass Transit Destinations, FY 15-16



Supporting Student Learning & Civic Innovation

The Lang Center student grant programs answers to the following mission: to empower students and their partners (including faculty, community members, and staff members) to build impactful solutions – that is, solutions which are sustainable, measurable, innovative and socially valuable to key stakeholders – while providing platforms for students to integrate their experiential learning and undergraduate coursework.

Toward this end, we embrace the following commitments: preparing students for responsible, ethical action via academic course work and co-curricular training; supporting students with human, social, and financial capital; and building dialogue and social networks among students, alumni, staff, faculty, and community members (including advisors, collaborators, and partners). The pie chart below depicts the breakdown of student grant funding by type for Summer2016:



PROJECT GRANTS OVERVIEW

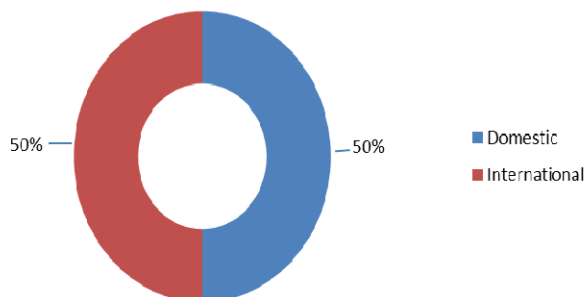
Davis Projects for Peace

- \$10,000 project grant
- Three months
- Individual or Groups of Students

Lang Opportunity Scholarship (LOS) Program

- \$10,000 project grant + other benefits
- Multiple years
- Individual or Pairs of Students

Project Locations Served, FY 15-16



Project Pericles Fund of Swarthmore College

- \$25,000 project grant
- Multiple years
- Groups of Students

Davis Projects for Peace

Davis Projects for Peace is an initiative for all students at the Davis United World College Scholars Program partner schools (of which Swarthmore College is one) to design grassroots projects during the summer months – anywhere in the world – which promote peace and address the root causes of conflict among parties. Davis Projects for Peace is funded by Kathryn W. Davis, a lifelong internationalist and philanthropist. At Swarthmore College, selection committee nominated Kelly Hernandez '18 to be summer 2016 Davis Project for Peace award winner. With the advice and support of Dr. Jennifer Magee – including site visit to Philadelphia Mural Arts and conference calls with prospective community partners – Kelly created, Revitalizing Arts, is a 12-week art program for youth who are or have been directly impacted by the criminal justice system. She writes, “Youth of color are criminalized, pushed out of schools, towards a prison track, but through art activism, they’re able to break free from the confines of what it means to be respectable. With programs like Revitalizing Arts, youth are able to use their voices and address issues that matter to them through a visual medium, promoting not only dialogue and thought, but healing as well.” Instagram: @revitalizing_arts



Lang Opportunity Scholarship Program

The Lang Opportunity Scholarship (LOS) Program supports the innovative efforts of individual students working on issues of social concern in deep consultation with community members. Topics of current projects are global as well as local, including migrant workers’ rights in Mexico; refugee health care in Philadelphia and Iran; urban farming and food justice in Chester, Pennsylvania; and STEM programming in Nigeria and in Ghana. Each year up to six members of the sophomore class are admitted to the LOS Program, made possible by a gift of Eugene M. Lang '38. They are selected on the basis of distinguished academic and extra-curricular achievement and demonstrated commitment to civic and social responsibility.



[Pictured here, a team of Lang Scholars, Sedinam Worlanyo '17 and Bolutife Fakoya '17 won the 2016 Swat Tank Innovation Competition with their idea, YenAra. Also in spring 2016, Sedi and Bolu presented their Lang Projects in tandem to a group of Alumni Council members in a talk focused on the relationship of STEM and civic engagement.]

The LOS Program, administered by Dr. Jennifer Magee, covers a portion of each Scholar's financial aid award (not covered by other sources) starting in the second semester of the sophomore year and provides Scholars with a paid summer internship, \$1,500 for educational enhancement, and a budget of up to \$10,000 for an individual Scholar or \$15,000 for a pair of Lang Scholars to support a project which will facilitate social change in a significant way. Scholars whose final projects are completed are eligible for a fellowship of \$10,000 for graduate study, and a completion award in the amount of \$1,000. During FY15-16, four students were named to the LOS cohort. Financial data for this program can be found in Appendix 2 and 3.

Lang Scholars & Their Projects

- Tyler Alexander '17, Project Ké, Haiti
- Efua Asibon '16, Dislabelled: SustainAbility Project, Ghana
- Raven Bennett '17, Youth Activist Institute, California
- Fatima Boozarjomehri '17, ReVision, Iran
- Al Brooks '16, Student Equity Action Network, California
- Maria Castañeda Soria '18, Proyecto de Mujeres Migrantes (The Migrant Worker Women's Project), Mexico
- Sonya Chen '18, Educational Access, Philadelphia Chinatown
- Mariko (Erin) Ching '16, Bijli Bicycle, India
- Mariah Everett '18, Refugee Healthcare, Philadelphia
- Bolutife Fakoya '17, Abuja Science and Community Resource Centre (ASCRC), Nigeria
- Chase Fuller '17, No project²
- Tyler Huntington '18, Harvest Circle, Pennsylvania
- A'Dorian Murray-Thomas '16, SHE Wins Institute, New Jersey
- Michaela Shuchman '16, Stage of Life, Pennsylvania
- Duong Tran '15, Youth's View, Voice and Vision in Society (YVS), Vietnam, (winter 2015 graduate)
- Ciara Williams '16, Chester Green's Environmental Education Program, Pennsylvania,
- Sedinam Worlanyo '17, YenAra Robotics Program, Ghana

In FY 2015-2016, the following Lang Scholars received graduate fellowship funds (see Appendix for details):

- Nick Allred, Rutgers University
- Elizabeth Crow, The University of Texas Health Science Center at San Antonio
- Jason Heo, Schwarzman College, Tsinghua University
- Priya Johnson, MIT
- Maria Gloria Robalino, Harvard University



[On September 30, 2016 the White House honored 11 people from across the country as "Champions of Change"-- individuals who have conducted meaningful work in their communities to make higher education more accessible -- including Lang Scholar alumna, A'Dorian Murray-Thomas '16.]

² Chase Fuller withdrew from the LOS Program as a result of failing to propose a feasible project design before the end of his junior year.

External Review of the Lang Opportunity Scholarship (LOS) Program (2015-2016)

After evaluating recommendations made in an external review of the LOS Program by Jon Isham (2015), *Finding Lives of Meaning in Social Justice: How the Lang Opportunity Scholarship Program Can Embrace Social Entrepreneurship in the Liberal Arts*, and – in conversation with key stakeholders – the Lang Center developed the following programmatic changes during FY 15-16:

- Generated course options related to typical Lang Projects by creating thematic, interdisciplinary maps of the curriculum.
- Updated program requirements to include: required course in Social Entrepreneurship; required all Lang Scholars to have a faculty member serve on their Project Advisory committee.
- Devised new selection and evaluation criteria for Lang Scholars and subsequently, revised the application materials, letter of interest specifications, and selection process beginning in fall 2015, such that students applied to the LOS Program either with or without a project in mind.
- Chaired the selection committee which identified four Lang Scholars beginning in fall 2015 with the goal of having enough funds to support two graduating or recent alumni of the LOS (or PPF program) and their projects through a post baccalaureate program.
- Developed new post baccalaureate program mentioned above, tentatively titled “Lang Social Impact Fellowship,” for launch during FY 2017-2018 (July 1, 2017 - June 30, 2016) with selections process during spring 2017.
- Planned and executed a ½ day retreat for Lang Scholars in February 2016; a full day retreat is being planned for spring 2017.
- Conducted a Training Needs Assessment of each Lang Scholar during the February 2016 retreat
 - Aggregated data to reveal common training need areas across all cohorts, within cohorts, and for individuals;
 - Worked with new Lang Scholars to identify learning goals and skill targets for summer internship that are in line with the training need areas.
 - For instance, we created and facilitated a small group workshop, *Building Your Budget and Living within It*, for new Lang Scholars.
 - Currently, we are administering TNAs to current Lang Scholars so as to inform the development of the spring 2017 retreat content.

Project Pericles Fund of Swarthmore College

The purpose of the Project Pericles Fund of Swarthmore College is to support groups of Swarthmore students who propose and implement social and civic action projects whose scope and sustainability will advance solutions for the issues in question and also promote recognition of students’ motivation and capacity to address such major issues effectively. Providing financial and other support to Periclean Scholars on a multi-year basis, can empower groups of students to deepen partnership with community members and sustain the social value of local and/or global, social change-oriented projects. In FY 15-16, the Project Pericles Fund selection committee was chaired by Dr. Jennifer Magee. The following groups received project funding (financial data is in the Appendix 6):

- Chester Youth Garden Cooperative, Pennsylvania (Laura Laderman ‘15, Christopher Moyer ‘15, Josh Gregory ‘15, Tyler Huntington ‘18, Willa Glickman ‘18, Bennett Parrish ‘18)
- Education 2 Empowerment, Sri Lanka (Yohan Sumathipala ‘16, Aaron Jackson ‘16,

- Jameson Lisak '15)
- Peace Innovation Lab (Nimesh Ghimire '16, Rajnish Yadav '18)
- PowerPush, United States (Ben Goloff '15, Hazlett Henderson '17, Jason Manning '17,
- Laura Rigell '15)
- Serenity Soular, Pennsylvania (Lekey Leidecker '16, Nora Kerrich '16)
- Social and Environmental Eyewear Initiative (SEE It), Pennsylvania (Tyler Alexander '17, Kate Amodei '15, Drew Mullens '15, and Rob Abishek '17)



[Pictured here are members of Serenity Soular who participated in the first annual Climate Action Summit in Eldridge Commons at Swarthmore College.]

Swarthmore Foundation

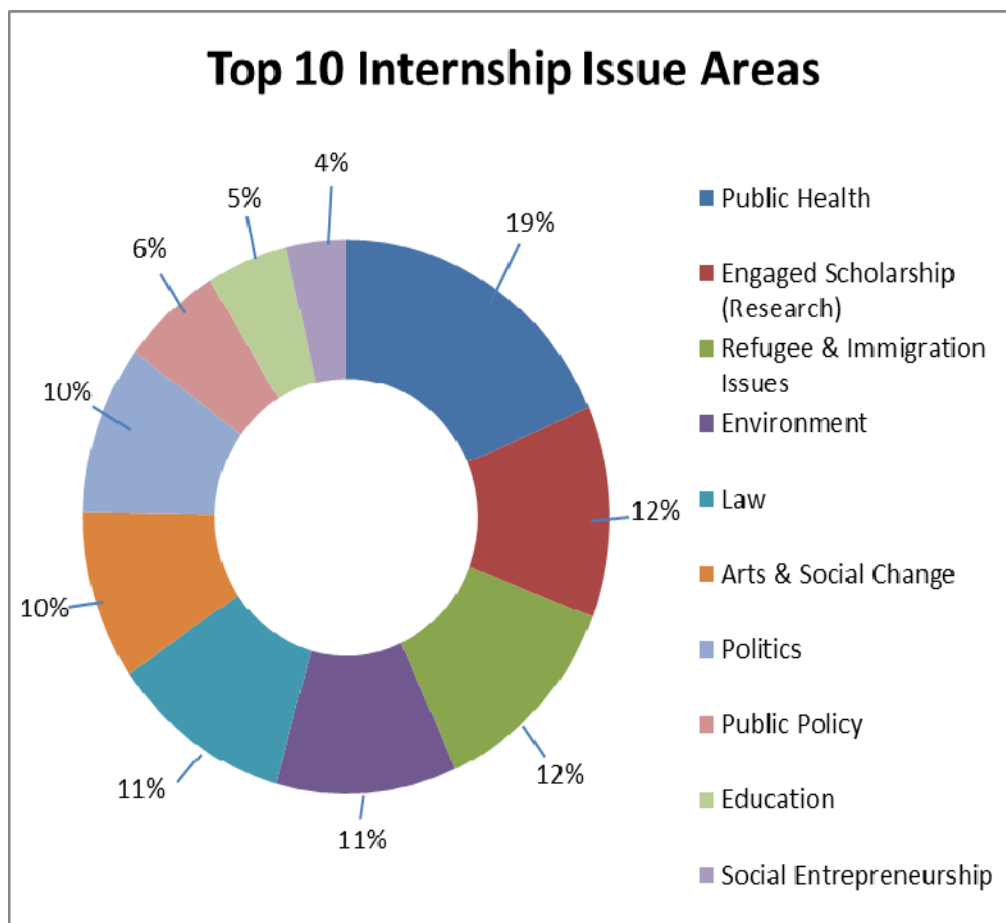
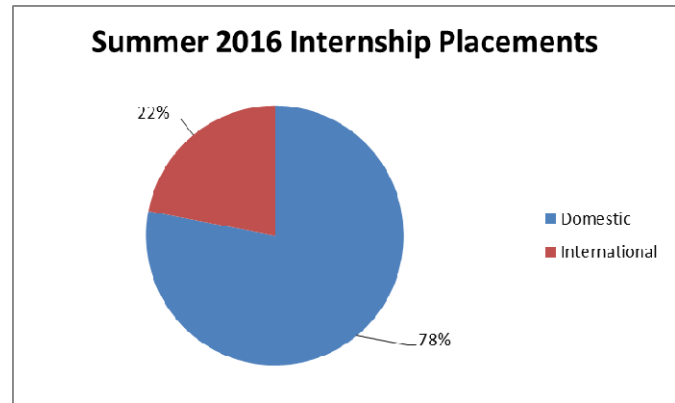
The Swarthmore Foundation represents a philanthropic, multi-constituent funding body formed by Swarthmore College in 1987. The Foundation is supported by endowments and the generous gifts of individuals, foundations, and others – including the Eugene M. Lang Foundation. The Swarthmore Foundation provides pilot grants, intended as seed funds for social action projects, as well as small grants to support social action or skill-building activities. In FY 2015-2016 the Swarthmore Foundation made no new project grants; however, the Foundation supported the following social action requests:

- Elizabeth Balch-Crystal '19, Artist as Citizen Conference, New York, \$500
- Olivia Cheng '17, Georgetown Development Initiative Presentation, Washington DC, \$309.50
- Sarah Dobbs '18, et al Our Generation, Our Choice March, Washington, DC, \$1000
- Nathan Graf '16, UN Framework Convention on Climate Change: Conference on the Parties 21, Paris, \$367.46
- Nora Kerrich '16, Civic Participation Project Summer Institute, Teachers College, Columbia University, New York, \$295
- Dakota Pekerti '16, Persis Ratouis '17, Patrick Han '16, James Chen '17, and Yenny Cheung '16, Georgetown Innovation Marketplace Development Competition, Washington, DC, \$337
- Amit Schwalb '17, 2015 Singing Communities Intensive Workshop, Mechon Hadar, New York, \$150
- Eriko Shrestha '19, The Face of Resilience: Migrant Crises of the Past and Present, Panel Discussion and Photographic Exhibit, Swarthmore College, \$700

SUMMER INTERNSHIP PROGRAM OVERVIEW

Swarthmore Foundation funds three summer internship programs:

- Chester Community Fellowships (CCF) – ten week, full-time experiences in the city of Chester, PA, contextualized with a project in common and guest speakers from the community, awarded at \$4,350
- Summer Internship Support (SIS) – budget based, covers up to a maximum of \$185 per week in living expenses for a maximum of 10 weeks
- Summer Social Action Awards (S2A2) – ten week, full-time experiences, awarded at \$4,350³



³ Note: The College rate for full time internships is set to increase from \$4350 to \$4500 in summer 2017.

Chester Community Fellowship (CCF) Program

The CCF Program, funded through the Swarthmore Foundation, represents a key cohort of students who work each summer with Chester-based community organizations for mutual benefit. This summer's cohort of eight students had a broad impact in a variety of community sites and issues in Chester. [Here are their stories.](#)

[Back row, from left: Jacob Demree '19, Zhicheng Fan '19, Romeo Luevano '19, Jay Smack '19, and Tiauna Lewis '19. Front row,



from left: Keyanna Ortiz-Cedeño '19, Taylor Morgan '19, and Janice Luo '19.]

The 2016 Fellows and their Chester worksites were:

- Jacob Demree, Chester Housing Authority
- Zhicheng Fan, Chester Youth Courts
- Tiauna Lewis, NIA Center
- Romeo Luevano, Chester Education Foundation
- Janet Luo, Chester Children's Chorus
- Taylor Morgan, College Access Center of Delaware County
- Keyanna Ortiz-Cendeno, Community Charter School of Chester
- Jay Smack, NIA Center

Educational theorist John Dewey (1933), the father of experiential learning, stressed *reflection* as the key to deep and rich learning. In the reflective process the world of academic knowledge and worldly experience meet meaningfully. Our Chester Fellows expanded their capacities as civic leaders and, through group discussion and reflection, gained additional insights into their field-based learning. In particular, our new “Civic Leadership Development” workshops—instituted in response to faculty demand—helped the

Fellows to expand their understanding of crucial work-related concepts. The new workshops were as follows:

- Identity, led by Mo Lotif (Assistant Director of the Intercultural Center) & Hana Lehman '13 (Civic Education and Engagement Fellow of the Lang Center);
- Power and Positionality, led Professor Nina Johnson (Sociology);
- Structural Racism led by Professor Keith Reeves (Political Science);
- Applied Research in the City led by Professor Lynne Schofield (Math/Stats); and
- Asset-Based Community Development led by Arto Woodley (Lang Center Scholar-in-Residence)

The summer experience focused on developing each Chester Fellow as a scholar, civic leader, and public servant. As the Chester Fellows worked with our Chester-based community partners on projects of civic enrichment, they also worked with Lang Center staff members and affiliated faculty. Our staff and affiliated faculty helped the Chester Fellows to view their work experiences through conceptual frameworks that will enrich their future scholarship as well as their public service.

Summer Internship Support & Summer Social Action Awards

The Swarthmore Foundation supports individual students with full-time (Summer Social Action Award) and part-time (Summer Internship Support Grants) funding for summer internships that provide a meaningful bridge between their academic pursuits and issues of social concern. The table below lists students who received summer 2016 internship funding. The Appendix contains the accompanying financial statement.

ID#	FIRST	LAST	YR	HOST	LOCATION	ENDOWMENT
902042879	Mayank	Agrawal	2018	Carnegie Mellon University Robotics Research lab	Pittsburgh	Nason
902127109	Hanan	Ahmed	2019	Y-Center Mumbai	Mumbai, INDIA	Believe
902032575	Jasmine	Anouna	2018	Jackson Elementary/Edwin Mayorga	Philadelphia	Swat Fdn
902025679	Emily	Audet	2018	Nationalities Services Center	Philadelphia	Nason
902051162	Mariam	Bahmane	2019	Ubuntu Capital	Kampala, Uganda	Penrose
902037785	Nicole	Baneles	2018	Time Banks	Washington, DC	SF-Lang
902027335	Cal	Barnett-Mayotte	2018	Innocence Project - UCSC Law	Santa Clara, CA	Swat Fdn
902006078	Adrianna	Berring	2018	Juntos	Philadelphia	Nason
901911335	Christen	Boas-Hayes	2016	UNHCR METAdrasi (Action for Migration and Development)	Athens, GREECE	Believe
902112438	Mohammad	Boozarjomehri	2019	Ale Ahmad International School	Teheran, IRAN	Swat Fdn
902125278	Salima	Bourguiba	2019	Ale Ahmad International School	Teheran, IRAN	Swat Fdn

ID#	FIRST	LAST	YR	HOST	LOCATION	ENDOWMENT
902102208	Andrey	Boycko	2019	BrightCore Energy	Armonk, NY	Swat Fdn
901889442	Estefania	Brambila	2017	Village Education Project	Otavalo, ECUADOR	SF-Lang
902045917	Rachel	Bronkema	2018	Superior Court of Wilmington, Delaware	Delaware	Swat Fdn
902030109	Joelle	Bueno	2018	University of Massachusetts Library Special Collections	Boston	Swat Fdn
902027927	Irina	Bukharin	2018	Democratic National Committee	Washington, DC	Swat Fdn
901972947	Corinne	Candilis	2017	Center for International Policy	Washington DC	Swat Fdn
901922184	Muriel	Carpenter	2016	Nationalities Services Center	Philadelphia	Swat Fdn
901980004	Anna Livia	Chen	2017	University of Wisconsin	Wisconsin	Nason
901959792	Liting	Chen	2016	Philadelphia Eye Hope	Philadelphia	Swat Fdn
902034120	Mindy	Cheng	2018	Crowdfund	New York City	Swat Fdn
901960463	Olivia	Cheng	2017	Middlebury College Organic Farm	Middlebury, Vermont	Swat Fdn
902028755	Nikhil	Chopra	2018	Dr. Narayanahraj	Swarthmore College	Lenfest
901935690	Brandon	Conner	2017	Ubuntu Capital	Kampala, UGANDA	Swat Fdn
901998395	Sonja	Dahl	2018	Mayor of Philadelphia Internship Program	Philadelphia	Nason
901977131	Vinita	Davey	2017	Philadelphia Legal Assistance	Philadelphia	Nason
902012601	Jacob	Demree	2019	Chester Housing Authority	Chester	Cilento
902037277	Priya	Dieterich	2018	PALS and Lifecycle Woman Care	Philadelphia	SF-Lang
901978976	Katherine	Dunbar	2018	J Street	Philadelphia	SF-Lang
902007029	Leo	Elliot	2018	National Security Archive	Swarthmore College	Swat Fdn
901982603	Emma	Eppley	2017	HopeSetters Autism Center	Accra, GHANA	Nason
902105331	John	Fan	2019	Chester Youth Courts	Chester	SF-Lang
901980351	John Liam	Fitzstevens	2017	Hannover Medical School	Hannover, GERMANY	Swat Fdn
901965546	Lilliana	Frankel	2017	Solidarity Center	Washington DC	Swat Fdn
901928871	Kat	Galvis	2017	New Jersey Parent's Caucus, Inc. Youth Justice Initiative	Elizabeth, NJ	Swat Fdn
901977143	Dylan	Gerstel	2017	White House	Washington DC	Swat Fdn
901943490	Tara	Giangrande	2016	Philadelphia Museum of Art	Philadelphia	Class of 61
902134303	Jacob	Gichan	2017	Committee of Seventy	Philadelphia	Swat Fdn
902105838	Morgan	Goldberg	2019	Legal Aid Society	New York City	Swat Fdn

ID#	FIRST	LAST	YR	HOST	LOCATION	ENDOWMENT
901950329	Cole	Graham	2017	Baltimore City Health Department	Baltimore	SF-Lang
902019859	Vishnu	Gupta	2018	Ale Ahmad International School	Teheran, IRAN	Swat Fdn
902051012	Kyra	Harvey	2018	Village Education Project	Otavallo, ECUADOR	SF-Lang
902046707	Shana	Herman	2019	US Dept of Interior office of Env. Policy and Compliance, Phila. Regional Office	Philadelphia	Swat Fdn
901906619	Anneliese	Hermann	2016	Lutheran Services of Georgia	Atlanta	Swat Fdn
901916900	Abby	Holtzman	2016	WOAR	Philadelphia	Swat Fdn
902016752	Dayna	Horsey	2018	Chester Children's Chorus	Swarthmore College	SF-Lang
901959524	Eileen	Hou	2016	the Psych Report	Philadelphia	Swat Fdn
902143718	Patrick	Houston	2017	PennEnvironment	Philadelphia	Miller
902046979	Robin	Htun	2018	Sustainability Office	Swarthmore College	Swat Fdn
901833849	Christina	Hui	2017	Unitarian Universalist Unite Nations Office	New York City	SF-Lang
901959613	Hannah	Joo	2016	Diversity in Arts Leadership program	New York City	Class of 61
902115654	Pavan	Kalidindi	2019	Jerusalem Film Workshop	Jerusalem, ISRAEL	Class of 61
902030174	Meghan	Kelly	2018	Busara Center/Synon Bhanot	Nairobi, KENYA	Penrose
902042903	Katherine	Kwok	2018	Busara Center/Synon Bhanot	Nairobi, KENYA	Swat Fdn
902011470	Marissa	Lariere	2018	Jobs with Justice	Philadelphia	Swat Fdn
902073543	Ashley	Lê	2019	Coal River Mountain Watch	West Virginia	Swat Fdn
902048000	Christine	Lee	2018	Asian Americans United	Philadelphia	Nason
901944859	Toby	Levy	2017	Brookings Institute	Washington DC	Swat Fdn
902075586	Tiauna	Lewis	2019	NIA	Chester	Class of 61
901961877	Bryan	Lin	2017	UCSD Moores Cancer Center	La Jolla, CA	Swat Fdn
902027751	Alice	Liu	2018	Johns Hopkins Wilmer Ophthalmological Institute	Baltimore	Swat Fdn
902099001	Romeo	Luevano	2019	Chester Education Foundation	Chester	SF-Lang
902037716	Janice	Luo	2019	Chester Children's Chorus	Chester	Class of 61
902106084	Lu Min	Lwin	2019	Myanmar Development Resources Institute's Center for Economic and Social Development	MYANMAR	Swat Fdn
901985861	Aamia	Malik	2018	The Bridge Museum	San Francisco	Swat Fdn
901911752	Cameron	Marsh	2018	Center for Cancer Computational Biology	Boston	Swat Fdn
901999416	Killian	McGinnis	2019	PALS and LWC (doula)	Philadelphia	Swat Fdn

ID#	FIRST	LAST	YR	HOST	LOCATION	ENDOWMENT
902043915	Colin	McLeish	2018	Tufts	Boston	Swat Fdn
902006363	Lily Olivia	Mendoza	2018	Youth Represent	New York City	Swat Fdn
902080609	Vanessa	Meng	2019	New Light Foundation	Kolkata, INDIA	Swat Fdn
902080609	Vanessa	Meng	2019	Bill and Melinda Gates Fdn.	Beijing, CHINA	Swat Fdn
901983207	Sabrina	Merold	2017	Center for Reproductive Rights	New York City	Lenfest
902111186	Guinevere	Mesh	2019	Dr. We, New York University	New York City	Swat Fdn
902125696	Julius	Miller	2019	Y-Center	Mozambique	SF-Lang
901998622	Aidan	Miller	2017	Office of the Public Defender	Baltimore, MD	Swat Fdn
901997556	Joseph	Millman	2017	American Enterprise Institute for Public Policy Research- Russian Studies Dept.	Washington, DC	SF-Lang
901983333	Kirsten	Morehouse	2018	UC Berkeley	Berkeley, CA	Swat Fdn
902069056	Taylor	Morgan	2019	College Access Center of Delaware County	Chester	SF-Lang
901959103	Noah	Morrison	2017	H AIS	Philadelphia	Swat Fdn
902033956	Jonas	Noomah	2019	R.E.C. Room	Homer, Alaska	Swat Fdn
902004045	Atousa	Nourmahnad	2017	Children's Hospital of Philadelphia	Philadelphia	Swat Fdn
902043212	Kemi	Oladipo	2018	Dr. Narayanahraj	Swarthmore College	Lenfest
902095591	Keyanna	Ortiz-Cedeno	2019	Chester Charter School/Prof Reeves	Chester	SF-Lang
902024603	Madeleine	Pattis	2018	RefugeeOne	Chicago	Swat Fdn
902009724	Claire	Perez	2018	Life Span	Chicago	Lenfest
902023527	Miriam	Pierson	2018	Democratic National Committee	Washington, DC	SF-Lang
902024396	Kimberly	Rosa-Perez	2018	Questbridge	Palo Alto, CA	Swat Fdn
902004533	Eduard	Saakashvili	2017	WHYY	Philadelphia	Swat Fdn
902025403	Anna	Scheibmeir	2018	Congressman Denny Heck	Washington, DC	SF-Lang
901962999	Jeremy	Seitz-Brown	2018	Fair Vote	Washington, DC	Nason
902033088	Bret	Serbin	2018	Sampsonia Way	Pittsburgh	Class of 61
902118108	Eriko	Shrestha	2019	Mountain Institute	NEPAL	Swat Fdn
902047665	Cynthia	Siego	2017	UNICEF - WASH, Indonesia	Indonesia	Swat Fdn
902127002	Simran	Singh	2019	Brookings Institute	Washington DC	Swat Fdn

ID#	FIRST	LAST	YR	HOST	LOCATION	ENDOWMENT
901817778	Summer	Sloane-Britt	2016	Young Arts	Miami, FL	Swat Fdn
902077549	Jada	Smack	2019	NIA	Chester	Class of 61
902063090	Seth	Stancroff	2019	Committee of Seventy	Philadelphia	Swat Fdn
902046227	Ben	Ter Matt	2018	Committee to Elect Leanne Krueger-Braneky	Philadelphia	Swat Fdn
902118629	Therese	Ton	2019	Project Vietnam Foundations	VIETNAM	Swat Fdn
902032570	Gretchen	Trupp	2018	San Diego LGBT Center	San Diego CA	Sager/Swat Fdn
902013301	Jeffrey	Tse	2019	Dept. of Interior	Washington DC	Miller
901981202	Nate	Urban	2018	Democratic Convention Welcome Committee	Philadelphia	SF-Lang
901875470	Rachel	Vogel	2016	Smithsonian Institution	Washington DC	Swat Fdn
901983042	Aaron	Wagener	2017	Vermont Employee Ownership Center	Vermont	Lenfest
902051047	Junsong (Sally)	Wang	2018	Scottish Parliament	Edinburgh, Scotland	Swat Fdn
902047216	Zicheng (Sam)	Wang	2018	Council of Hemispheric Affairs	Washington DC	Swat Fdn
902111687	Anna	Weber	2019	Global Rights for Women	Minneapolis	Swat Fdn
902082329	Marie	Wild	2019	Congressman Brendan Boyle	Glenside, PA	Swat Fdn
902069521	Zara	Williams-Nichols	2019	Quality of Citizenship in Jamaica	Kingston, Jamaica	Swat Fdn
901976946	Rachel	Winchester	2017	Delphi Project Foundation @ Philadelphia Museum of Art	Philadelphia	Class of 61
902125931	Wendy	Wu	2019	Y-Center	Mozambique	Swat Fdn
902046600	Zachary	Yonda	2018	KCX consulting	Philadelphia	Swat Fdn
902113499	Nancy	Yuan	2019	Ale Ahmad International School	Iran	Swat Fdn
901969276	Sophia	Zaia	2018	RioOnWatch	Brazil	Believe
902028872	Annie	Zhao	2018	Asian Americans United	Philadelphia	Lenfest

Assessing Impact: FY 15-16 Assessment Projects

Senior Survey Analysis

In FY 2015-2016, Lang Center staff worked with Pam Borkowski-Valentin (Institutional Research) to add two Lang Center programming-specific items to the Senior Survey for 2016.

Question 1: Type of Lang Center Interaction (with drop down menu of specific examples);

Question 2: Did the Lang Center help you to link your academic work with responsible social action? (Q2 was only asked of those who selected one or more responses to the first question.)

By adding these questions we hoped to gain insight into the relationship between Lang Center programming and student learning outcomes, specifically those linking academic work with responsible social action (or what is referred to elsewhere in this document as “Engaged Scholarship”).

Forty-three percent of those who responded to Q2 said that the Lang Center helped them “A great deal” or “a moderate amount” to link their academic work with responsible social action. However, the results seem to suggest that dosage matters: Those with only one or two interactions with the Lang Center have a greater percentage of students reporting that the Lang Center helped them “a little” or “none at all” than those with 3 or more interactions. The results may also suggest that the nature of the interaction with the Lang Center may also be influential: For instance, only studying or taking a class at the Lang Center or only volunteering may not be as impactful as receiving advising from a Lang Center staff person who explicitly helps the student forge linkages between their course of study and their co-curricular engagements. This could be an area for future study.

Based on this report, one future goal of the Lang Center could be to increase the percentage of students who have interactions with the Lang Center to above 50%. An objective that could help us achieve this outcome would be engaging more students in 3 or more interactions with the Lang Center, in particular, activities of those that foster students’ ability to link academic work with responsible social action.

Research Project for Project Pericles, Inc. on Integrative Learning (2015)

In spring 2015, Professor Joy Charlton (previous Executive Director of the Lang Center for Civic and Social Responsibility) proposed a study called, “Mapping the Relationship of the Curricular to the Co-curricular with Qualitative Data and Content Analysis Methods.” When we initially reviewed a sampling of student reports, we noticed that students’ pathways to civic engagement were not only relating to whole courses, but also to partial aspects (concepts, theories, activities) of a wide range of courses. Based on this preliminary evidence, we designed *Mapping the Relationship of the Curricular to the Co-curricular with Qualitative Data and Content Analysis Methods* to examine the extent to which this relationship could be observed with consistency across student respondents.

While this pattern (of students applying lessons learned during coursework to an internship with a social justice oriented focus) continues to be noted—broadly suggesting the transferability of knowledge and skills from one setting to another—the picture we see has more in common with a stained glass window than a photograph. By this we mean that there is wide array of responses, in terms of the quality of writing and depth of reflection, as well as nature and content. While not every one of the 146 respondents engaged

in the application of knowledge and skills in the same fashion, some interesting patterns emerged from the data.

- The majority of the courses mentioned by students in their reports are courses from the Social Sciences division (66%), followed by Interdisciplinary Programs (16%), Humanities (12%) and Natural Sciences & Engineering (6%).
- A subset of the total pool of reports mentioned more than one course from within a division. 21% of those who mentioned more than one course referenced classes taken *across* the divisions.
- 16% of all of the courses that were mentioned by students came from interdisciplinary programs: Black Studies, Environmental Studies, Gender and Sexuality Studies, Latin American and Latino Studies, and Peace and Conflict Studies.
- 62% (90/146 students) referenced at least one course by a specific title (for instance, “Introduction to Education”) or generally (for instance “education courses”); A smaller subset of this group – 23% (33/146 students) – mentioned multiple courses. 38% (56/146 students) did not make any particular course references.
- Non-CBL courses were referenced more frequently than CBL courses (72% and 34%, respectively).
- Of 146 students’ reports, 223 quotations were related to the item Experiential Learning (EL) Effects, making it the most well-supported code out of the 14 codes that were used (See appendix for codes). The operational definition of EL Effects is: This code is used when student demonstrates how experiential learning has supported her/his/their intellectual development, problematized previously learned material or "taken for granted" knowledge, piqued curiosity in new avenue of learning, choice of major or future courses, career development, or other future plans.
- Of 146 students’ reports, 194 quotations were related to the item Integrative Learning from Academic to Non-Academic (A-NonA) settings, making it the next most well-supported code. The operational definition of Integrative Learning A-NonA: This code is used when knowledge, skills or abilities (like writing, research, critical thinking and analysis, etc) from academic context is applied to non-academic context.
- While 12% or 18/146 students did not describe any such integration, some promising future inquiry can be noted. Only one explicitly negative comment emerged about Swarthmore College curriculum and was related to the student’s inability to translate jargon learned in a discipline to others in the community where he worked.