

18-19 ANNUAL REPORT

LANG CENTER FOR CIVIC AND SOCIAL RESPONSIBILITY

Signature
Programs

Community Partnerships

OUTCOMES & IMPACT

"Connecting curriculum, campus, and community through Engaged Scholarship and collaborative action."

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Message from the Executive Director

During a 2018 summer retreat, staff members from the Eugene M. Lang Center for Civic and Social Responsibility set ourselves a **5-year goal: to establish Swarthmore as a global leader in liberal arts Engaged Scholarship**. Our goal complements one of President Valerie Smith's [three priorities for the College](#), "education for the common good," and supports Swarthmore's historical [mission](#) "to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern."

Our terminology reflects the Lang Center's shift from supporting Community-Based Learning (CBL) to the broader category of Engaged Scholarship. Engaged Scholarship includes CBL as well as other forms of research and teaching that orient the college's resources toward "our most pressing social, civic, and ethical problems" ([Boyer 1996](#)). CBL historically has been less accessible to faculty and students in the humanities, arts, and STEM fields than in the social sciences. By expanding our focus to Engaged Scholarship we have been better able to support research and teaching across all three divisions of our liberal arts curriculum, including interdisciplinary work. The registrar just instituted a new "ESCH" course catalog designation, and we will be working with department chairs to update our [course lists](#) for interested students and faculty. Those lists attest to our broader and more inclusive scope.

Alongside our 5-year goal, we also envisioned smaller goals that we would have to meet each year in order to actualize the larger one. For 2018-2019, two of those smaller goals included:

- (1) Defining, formalizing, and supporting Engaged Scholarship on campus; and**
- (2) Improving our community-curricular partnerships to facilitate further Engaged Scholarship.**

As described in this Annual Report, we met those first-year goals while building paths to our next steps.

Toward the end of defining, formalizing, and supporting Engaged Scholarship on campus, some of the most important, achieved outcomes have included:

- (a) Creation of an "Engaged Scholarship" definition (in consultation with relevant faculty);
- (b) Creation of an "Engaged Scholarship" designation (ESCH) for the course catalog, which we hope will replace the Community-Based Learning (CBL) designation used until now;
- (c) Continuation of the annual, Engaged Scholarship symposium series that we began in 2016-17; and
- (d) Drafting of an Engaged Scholarship White Paper (that I co-authored with Assistant Professor Roseann Liu), to be circulated internally during the 2019-20 academic year for faculty feedback before a wider release.

The White Paper sketches the historical evolution of CBL, Service Learning, and Engaged Scholarship nationally as background context for the Lang Center's philosophy and trajectory. It also addresses the importance of terminological choices, and (based on interviews and consultation with numerous faculty colleagues) Swarthmore's current understanding of Engaged Scholarship. We believe that other liberal arts colleges will find Swarthmore's experiences and approach extremely useful.

Next steps include creating a faculty cohort whose members know each other's work and who can provide mutual support and opportunities for collaboration.

Toward the end of improving our community-curricular partnerships, some of the most important, achieved outcomes have included:

- (a) Defining more clearly Swarthmore's relationship to Chester, especially through our new Community Impact Assessment survey instrument, designed by Jennifer Magee;
- (b) Creating a "learning community" among three Art Department classes taught with Chester partners and supported by the Lang Center's Ashley Henry and Delores Robinson;
- (c) Developing and solidifying global partnerships with the help of Denise Crossan, who created a yearlong syllabus with partners in Colombia, Northern Ireland, and Japan;
- (d) Continuing the "Friends, Peace, and Sanctuary" signature project (Katie Price and Peggy Seiden) and deepening connections with Philadelphia-based refugee communities; and
- (e) Forging new partnerships in mass incarceration education and reform, including a nascent collaboration with Swarthmore, Princeton, and East Jersey State Prison.

The Lang Center's recent efforts are already being noticed. The 2019 Middle States Commission on Higher Education, in a [March, 2019 assessment](#) covering all of Swarthmore College, highlights our Engaged Scholarship initiatives as one of the eight most "significant accomplishments" and "exemplary/innovative practices" college-wide: "The Lang Center has strengthened the college's capacity for Engaged Scholarship for both students and faculty" (p 15).

In another acknowledgement of Lang Center innovations, Swarthmore was named the sole winner of the Engagement Scholarship Consortium's (ESC) 2019 nation-wide "[Excellence in Student Engagement](#)" Award. ESC consists primarily of large research universities such as Ohio State, Penn State, and the University of Wisconsin; Swarthmore is the first liberal arts college it has singled out for recognition. The award honors the [Chester Community Fellowship](#) (CCF) Program, which has undergone extensive, positive revisions since Ashley Henry joined the Lang Center as Project Manager. Ashley accepted the award in Denver along with representatives of the Chester Housing Authority, a longtime CCF partner.

Because we are convinced that Engaged Scholarship (alongside traditional teaching and research) benefits all involved, we have committed to advancing our faculty partners' careers by connecting them to resources and recognition. In addition to making Lang Center faculty grants—we received twice as many applications in 2018-19 than ever before—we also began investigating national fellowship opportunities for interested faculty members. For instance, we nominated Assistant Professor Nina Johnson for a

Brown University/ Campus Compact “Engaged Scholar Initiative” fellowship, and she [was selected as part of a small, exclusive cohort](#).

Lang Center staff members also arranged for the [“Academic Minute” podcast to run a one-week “Swarthmore takeover.”](#) in which five Swarthmore professors from across the liberal curriculum—all of whom practice Engaged Scholarship in Philadelphia and across the liberal arts curriculum—were profiled in five successive podcasts. The episodes can be found on the Swarthmore College website as well as the Academic Minute archives.

This annual report, and those in following years, will discuss key objectives, changes, and major new initiatives that will position us to achieve our 5-year goal. Our website contains complete descriptions of all of the Lang Center’s signature programs, as well our many transformative projects involving students, faculty, staff, alumni, and community partners.

Executive Summary

The Lang Center for Civic and Social Responsibility provides vision, leadership, and support for Swarthmore College's stated purpose of making students "more valuable human beings and more useful members of society," who combine intellectual development "with a deep sense of ethical and social concern." The Lang Center works with faculty, students, staff, and community partners to promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems, all under the paradigm of "[Engaged Scholarship](#)." The Lang Center's signature programs forge connections between the liberal arts curriculum—teaching as well as research—and community partners near and far, for mutually rewarding collaborations on "our most pressing social, civic, and ethical problems" ([Boyer 1996](#)).

We continue to form close partnerships not only with individual faculty members but also with departments, programs, and offices that share our Engaged Scholarship orientation, including Environmental Studies, Peace & Conflict Studies, Educational Studies, and the Office of Sustainability. Four [faculty-led programs](#)—Urban Inequalities and Incarceration (UII), Health & Societies, Global Affairs, and Arts in Action—essentially "de-center" the Lang Center by empowering faculty experts to organize their own collaborations across the academic divisions, based on shared interests rather than disciplinary training. Recent faculty grantees and interdisciplinary projects come from departments as diverse as Economics, Engineering, Educational Studies, English, Religion, Art, Sociology, and Linguistics, among others.

The UII faculty-led program, directed by Professor Keith Reeves '88, continues to address the United States' mass incarceration crisis. UII has helped multiple faculty members to receive "Inside Out" Prison Exchange training, after which they can teach combined groups of Swarthmore students and incarcerated students behind prison walls. Reeves also mentors colleagues new to Inside-Out pedagogy. In the spring semester of 2018 he co-taught a new iteration of his successful Inside-Out political science course with fellow political scientist Ben Berger.

In the spring of 2019 Berger, the Lang Center Executive Director, also served as Princeton University's Rockefeller Visiting Professor for Distinguished Teaching and taught (at East Jersey State Prison) a version of the course that he and Reeves had developed. In April 2019 Berger organized Princeton's annual "Prison and the Academy" symposium around the theme of "Prison Education and Engaged Scholarship," and Swarthmore affiliates comprised half of the program. Reeves, Berger, Assistant Professor Nina Johnson, Jack Pokorny '19, community partner Thomas "Reem" Cotton, and Institute for Innovation in Prosecution Executive Director Lucy Lang '03 spoke to a packed auditorium and bolstered the budding relationship between Swarthmore and Princeton around higher education and mass incarceration.

More: "[Political Scientist Ben Berger to Promote Engaged Scholarship through Prison Education Symposium](#)"

The 2018-19 Annual Report updates the development of Lang Center's most enduring signature programs: (1) the [Lang Visiting Professorship for Issues of Social Change](#); (2) the [Lang Opportunity Scholarship \(LOS\) Program](#); and (3) the large set of [Summer Opportunities funding](#), including Swarthmore Foundation funds.

(1) [Lang Visiting Professor](#) Denise Crossan, in the first year of a renewed, three-year term, continued her astonishing record of program-building by helping to establish a "Swarthmore Innovation Collaborative." The Collaborative, a community of social innovators, connects Crossan's Lang Center-based Social Innovation Lab (SIL) with other spaces and workshops in Swarthmore's MakerSpace ecosystem. Further, Crossan established and nurtured partnerships with social innovators world-wide and developed a year-long course—to be conducted in 2019-20—that would "apply knowledge to need in post-conflict communities" such as Hiroshima, Japan; Medellín, Colombia; and Derry/Londonderry, Northern Ireland.

(2) The Annual Report will introduce [the Lang Scholar Class of 2021](#), the latest cohort of the [Lang Opportunity Scholarship \(LOS\) Program](#). Since 1981 the LOS program has supported innovative, individual student projects addressing issues of social concern in deep consultation with community partners.

(3) The Lang Center oversees the College's largest pool of undergraduate summer internship funds, which the Center recently re-cast with an Engaged Scholarship orientation. Students now apply for summer internships and research positions that connect their studies with positive social change. Some of them work with faculty on Engaged Scholarship research projects, which advances the students', faculty members', and community partners' interests— all with the same funds. Student interest has soared, and applications have multiplied. Through the exemplary generosity of the Eugene M. Lang Foundation and other alumni donors who followed in the Foundation's lead, the Lang Center was able to support a larger percentage of qualified applicants for summer funding this year (65%) than last year (45%).

In sum: 19 students embarked upon [Faculty-Led Engaged Research](#) in collaboration with 14 faculty members advancing Engaged Scholarship research; 11 projects for social impact; and 76 students through the Lang Center's summer [internship program](#), the Social Impact Summer Scholarship. All combined, these students provided over 24,056 hours of work to their internship host sites. In the spring of 2019 faculty from across the disciplines joined the Lang Center staff in hosting a day-long retreat to give grantees practical knowledge as well as ethical guidelines for their summer engagements. Topics included: Power, Positionality & Privilege; Working with Vulnerable Populations; Ethical Engagement; and Cultural Humility, among others.

The Annual Report also details several relatively new (and extremely successful) interdisciplinary programs, including the following:

The two-year [Friends, Peace, and Sanctuary](#) (FPS) project represents a dazzling example of interdisciplinary Engaged Scholarship that lifts up the arts and humanities while

empowering community voices. A collaboration between the Lang Center, the Swarthmore College Libraries, resettled individuals, professional artists, and community organizations, FPS has integrated relevant academic courses, community collaborations and meals, art projects, and public exhibitions. In recognition of the project's contribution to the lives of resettled individuals in Philadelphia, [Helen Gym introduced a resolution to City Counsel honoring the project](#). The project was covered by [WHYY](#), [The Inquirer](#), [The Philadelphia Citizen](#), [The China Weekly](#), [The Swarthmorean](#), and [Bulletin](#). An exhibition catalog, published in 2019, and a [38-minute podcast](#) provide further details and insight.

The [President's Sustainability Research Fellowship](#) (PSRF) continued its evolution in 2018-19, strengthening its alumni mentoring program and its innovative partnership with Hawaiian community partners. PSRF students participate in a year-long Environmental Studies course, undertake paid internships with College staff who possess relevant experience and expertise, and work with individualized 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. The 2018-2019 academic year saw the successful completion of the first PSRF project with an off-campus focus ("Campus/Community Connections") and the institution of a new Senior Fellowships program, which let previous years' PSRF Fellows to continue their project work and mentor current students.

2018-19 marked the first year of a major new initiative, the [Sidney Kimmel Medical College \(SKMC\) Scholars Program](#), an early assurance medical admissions partnership between Swarthmore and Jefferson University's Sidney Kimmel Medical College. The Lang Center, working alongside the Health Sciences Office and the Health & Societies faculty-led program, supports the student application and selection process. The program aims to attract students with strong interests in public health, health policy, and community engagement but who might not otherwise have considered medical school. Admitted undergraduates earn a summer internship (arranged by the Lang Center) that will provide relevant experience, and gain automatic admission to SMKC as sophomores or juniors.

In the Lang Center's previous (2017-18) annual report, we committed to understanding better the ways in which our campus-community partnership achieve impact in Chester and the Greater Philadelphia area, and the ways in which we might improve. In section 6 of this report we share our initial findings.

Finally, in the last annual report we shared news that the College Access Center of Delaware County (CACDC) would be closing, and that the Lang Center would be partnering with the Chester Education Foundation (CEF) to create a new college access center at CEF. We are delighted to share that the dedicated space for the [Marie and Cynthia Jetter College and Career Center](#) is under construction, with promising college and career readiness programming on the horizon.

**Lang Center Annual Report
FY 18-19**

1. MISSION & PHILOSOPHY

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,” 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.”

The Lang Center forges connections across the liberal arts curriculum and among communities—close to campus and around the world—by supporting Engaged Scholarship. In so doing, we bring together communities of scholars, practitioners, and other constituencies to contribute to the common good. Swarthmore faculty, staff, and students work with community members and organizations (via Engaged Scholarship courses, project collaborations, co-curricular internship placements, and more) to co-create insights, knowledge, and programs for reciprocal gains.

The Lang Center seeks to deepen engagement among faculty and students across the liberal arts curriculum in pursuit of solutions to pressing societal issues. Student collaborations with faculty and their research often yields new insights, increases productivity, and enhances student learning “beyond the classroom.” Community-based learning continues to be an important form of Engaged Scholarship that brings together the campus, curriculum, and communities. Complete descriptions of all of the Lang Center’s initiatives can be viewed on [our website](#).

In light of the significant social and environmental issues facing the contemporary world, this annual report lifts up collaborative projects and partnerships that show how we are working with stakeholders to create social value and to live into the key Swarthmore College values of access and inclusion, academic excellence (especially interdisciplinary work), and education for the common good. Specifically, we are excited to share with you a few of our signature programs and initiatives that have emerged and grown over FY 18-19: *Friends, Peace & Sanctuary*; the President’s Sustainability Research Fellowship; Lang Visiting Professor for Issues of Social Change; and Faculty-Led Engaged Research. These programs exemplify how the Lang Center has facilitated Swarthmore College’s commitment to intellectual rigor, ethical engagement, and social responsibility by connecting the curriculum, campus, and communities in innovative ways.

2. TEAM

2.a. Full-Time Staff

Benjamin Berger, Executive Director, Professor of Political Science
Denise Crossan, Lang Visiting Professor, Peace & Conflict Studies
Ashley Henry, Program Manager
Jennifer Magee, Senior Associate Director
Katie Price, Associate Director, Co-Curricular Programming and Outreach
Roseann Liu, Senior Fellow of Engaged Scholarship, Professor of Educational Studies
Delores Robinson, Administrative Assistant
Raven Bennett '17, Civic Education and Engagement Fellow
Brenna Leary, Sustainability and Engaged Scholarship Fellow
Guilu Murphy, Sustainability and Engaged Scholarship Fellow

2.b. Lang Center Associates (LCAs)

Mariam Bahmane '19, Economic Development
Mohammed Bappe '19, Identities & Inequality
Rebecca Castillo '20, Arts, Media, & Culture [Fall]
Juliane Ding '22 Arts, Media, & Culture [Spring]
Shelby Dolch '21 Identities & Inequality [Spring]
Emma Dulski '22 Environment & Sustainability [Spring]
Nusaybah Estes '21, Environment & Sustainability
Michelle Ma '20, Science & Society
Aqil (Tarzan) MacMood '20, Education & Access and Science & Society
Lamia-Emilie Makkar '21, Economic Development
Killian McGinnis '19, Refugees & Immigration
Maleyah Peterson '21 Identities & Inequality [Spring]
Coleman Powell '20, Ethics & Human Rights [Fall]
Ava Shafiei '19, Ethics & Human Rights and Education & Access
Simran Singh '19, Politics & Public Policy
Elizabeth Stiles '20, Public Health
Nevien Swailmyeen '20, Refugees & Immigration [Fall]
Li Tian '19, Science & Society [Fall]

The Lang Center Associates (LCAs) are student ambassadors for the Lang Center. Working at the front desk, LCAs warmly greet visitors, research new pathways for students to engage with specific social issues, and advise fellow students on how to link their passions, curricular choices, and community engagement opportunities. During FY 18-19, Lang Center Sustainability and Engaged Scholarship Fellow, Guilu Murphy managed the LCAs.



[From left to right, top to bottom: Li Tian '19, Coleman Powell '20, Ava Shafiei '19, Killian McGinnis '19, Aqil (Tarzan) MacMood '21, Elizabeth Stiles '20, Nevien Swailmyeen '20, Rebecca Castillo '20, Maleyah Peterson '21, Shelby Dolch '21, Nusaybah Estes. '21, Emma Dulski '22, Simran Singh '19, Juliane Ding '22, Mohammed Bappe '19, Michelle Ma '20, Mariam Bahmane '19, and Lamia-Emilie Makkar '21]

One of the main goals of the LCA program continues to be increasing the reach of the Lang Center across campus. To this end, LCAs host late night hours, Monday through Thursday until midnight, during the majority of the semester in order to better serve our students' needs for space to study and to host meetings. LCAs also host themed study breaks at the Lang Center, bringing more students into the building who may not normally do so. These study breaks are often themed around helping students to apply for summer grant through the Lang Center, to find social impact internships for the summer, to identify Engaged Scholarship courses, and ultimately to learn about the Lang Center's mission and resources.

In FY 18-19, LCAs hosted seven study breaks, reaching approximately 175 students as well as 205 advising sessions with students. In these 30-minute advising sessions, LCAs informed students of the Lang Center's mission, the Engaged Scholarship paradigm, and resources that can help students to link their academic interests with action. LCAs also supported three key goals of the Lang Center: increase access among first-generation and

low income students; enhance engagement with STEM students; and promote ethical engagement.

2.b.i. Increase Access among First-Generation and Low Income Students

To engage first-generation and low-income (FLI) students, Identities & Inequality and Refugee & Immigration LCAs hosted: a panel of FLI students previously awarded Lang Center summer grants where they shared their experiences; a study break for FLI students with Swarthmore Organization of Low-Income Students (SOLIS) to share summer funding options; and a summer grant writing workshop with SOLIS. This series reached approximately 85 FLI students.

2.b.ii. Enhance Engagement with STEM Students

Seeking new ways to engage STEM students the Science & Society, Public Health, and Environment & Sustainability LCAs created and displayed four large posters in Eldridge Commons of the Science Center that displayed their Engaged Scholarship summer work in the STEM fields in fall 2018. In spring 2019, the LCAs created a [STEM for Social Good Handbook](#) of Engaged Scholarship resources specifically for STEM students to be used during advising season in the fall.

2.b.iii. Promote Ethical Engagement

Ethics & Human Rights and Economic Development LCAs advanced the Lang Center goals of ethical engagement in two ways. First, in fall 2018 the LCAs hosted one workshop where students brainstormed together their own definitions of what ethical engagement is. Then in spring 2019, the LCAs expanded on this workshop and hosted a session as part of the Lang Center's Summer Grantee Training Series. In the facilitated discussions, LCAs considered ethical dilemmas in non-profit work, working with low-resourced communities, and creating one's own project. LCAs walked students through how one might react, respond, and deal with such dilemmas.

3. AMPLIFYING ENGAGED SCHOLARSHIP

In this section, we show the steps we have taken to position Swarthmore College as a leader of engaged liberal arts and to amplify ethical engagement practice.

3.a. Course Designation

We worked with the Registrar's office to create a new course designation to reflect the Lang Center's expanded definition of Engaged Scholarship: ESCH. Courses that identify as CBL — that is, those which engage reciprocally with community partners and produces or co-produces work beneficial to external communities — are included in the broader ESCH rubric. But many other courses have been included as well, such as those developing theories essential for students planning to address social problems. For fall 2019, 42 courses will be designated as ESCH compared to 20 CBL courses in fall 2018.

3.b. Symposium

The title of this year's Engaged Scholarship Symposium was "How Ideas Gain Traction: Books as Engaged Scholarship." Books are a consideration for tenure and the primary audience is often seen as other scholars in one's niche subfield. The symposium challenged faculty to consider how to write a book in ways that appeal to broad audiences and address pressing issues of contemporary concern. The speaker, Elizabeth Branch Dyson, senior editor of the University of Chicago Press, argued that despite new forms of media, the book is still one of the most important forms for disseminating big ideas that change the world.

3.c. National & Regional Conferences

Lang Center staff also participated in a number of national convenings to amplify and exemplify Engaged Scholarship:

- In April 2019, Executive Director Ben Berger hosted ["Prison and the Academy,"](#) a symposium at Princeton University that focused on joining higher education and community development. More: ["Political Scientist Ben Berger to Promote Engaged Scholarship through Prison Education Symposium"](#)
- In January 2019, Jennifer Magee and Katie Price presented at the annual AAC&U conference in Atlanta on "Model and Methods of Ethical Engagement." Following the conference, Drs. Magee and Price co-authored a [blog post for GlobalSL](#) on "Preparing Swarthmore College Students for Ethical Engagement."
- In October 2018, Katie Price traveled to Chicago to present "Connecting Art, Activism, and Archives: A Case Study and Book-Making Activity" at the annual Imagining America (IA): Artists and Scholars in Public Life conference. The *Friends,*



Peace, and Sanctuary project was featured as an exemplary project in IA’s newsletter shortly after the conference.

3.d. Radio On-Demand

The past several years we have worked to strengthen our internal communications, and this year we turned outward to share our work on Engaged Scholarship with publics and scholarly communities outside of the College. For instance, Academic Minute is a radio show and podcast that keeps “listeners abreast of what’s new and exciting in the academy and of all the ways academic research contributes to solving the world’s toughest problems and to serving the public good” ([Academic Minute](#)). In February 2019, the work of five Swarthmore faculty were featured for an entire week, a [“weekly takeover:”](#)

- **Syon Bhanot** (Economics) talked about how behavioral science can have a positive impact on cities;
- **Syd Carpenter** (Studio Art) discussed using art to bring the stories of African American farmers to life;
- **Edwin Mayorga** (Educational Studies) delved into the mental health of Latinx youth;
- **Nina Johnson** (Sociology) explored the effects of mass incarceration; and
- **Art McGarity** (Engineering) detailed how green infrastructure can benefit cities at a reasonable cost (More: [“How to Engineer a Better Stormwater Runoff System and Improve the Environment at the Same Time”](#)).

By organizing a Swarthmore edition of Academic Minute, the Lang Center showcased compelling ways in which Swarthmore College’s faculty research contributes to the public good in the Greater Philadelphia Area.

3.e. Friends, Peace, and Sanctuary

Friends, Peace, and Sanctuary (FPS) is a two-year (2017-2019), collaborative and interdisciplinary project that connects the arts to historic and contemporary stories of refuge. Local Syrians and Iraqis work with commissioned artists to create handmade books that explore connections between history and experience, displacement and refuge, empathy, and belonging.



In recognition of the project’s contribution to the lives of resettled individuals in Philadelphia, [Helen Gym introduced a resolution to City Council honoring the project](#). An exhibition catalog, published in 2019, and a [38-minute podcast](#) about the project can provide more insight. The project was

covered by [WHYY](#), [The Inquirer](#), [The Philadelphia Citizen](#), [The China Weekly](#), [The Swarthmorean](#), and [Bulletin](#).

This project has been built upon a groundbreaking premise: that artistic, archival, and experiential ways of knowing must be brought together to fully understand our contemporary moment. Major support for FPS has been provided by The Pew Center for Arts and Heritage, with additional support from Swarthmore’s Cooper Series, Swarthmore College Libraries, the Lang Center for Civic and Social Responsibility, and the Andrew W. Mellon Foundation. We would also like to thank Nationalities Service Center and HIAS Pennsylvania for their partnership.

In 2017-2018, resettled Syrians and Iraqis now living in Philadelphia developed their printing, binding, and other artistic techniques through a series of workshops that took place across the city of Philadelphia. Through these workshops, they wrote, designed, edited, and published their own books. Inspired by social practice, project collaborators—along with their family and friends—took ownership over the exploration of questions of self-representation, displacement, and hopes for the future.

Five artists—Erik Ruin, Maureen Cummins, Islam Aly, Mark Strandquist, and Courtney Bowles—led the workshops and were commissioned to create new pieces emerging from their work with project collaborators and research in Swarthmore College’s Friends Historical Library and Peace Collection archives.



In Fall 2018, Peggy Seiden and Dr. Katie Price (FPS co-directors) co-taught a Peace and Conflict Studies course in which students, faculty, and collaborators met at the Lang Center to co-create a graphic novel. Yaroub Al-Obaidi and Josh Graupera led the workshops, and Eric Battle illustrated the final product.

Works made by collaborators and established book artists throughout the project—all of which combine historic and contemporary experiences—were featured in exhibitions at Swarthmore College in spring 2019. An expanded, multi-site exhibition traveled to iconic locations in Philadelphia: City Hall, Twelve Gates Arts, and the Free Library Parkway Branch in summer 2019. The exhibitions were curated by Suzanne Seesman, with deep support from FPS project manager Nora Elmarzouky and FPS community liaison Yaroub Al-Obaidi.



The Swarthmore exhibition opening included:

- March 28: Art, History, Experience: A Panel on Displacement, moderated by Nora Elmarzouky and featuring:
 - Yaroub Al-Obaidi, Community Liaison with Friends, Peace, and Sanctuary
 - Osman Balkan, Visiting Assistant Professor at Swarthmore College
 - Rona Buchalter, Director of Refugee Programming and Planning from HIAS Pennsylvania
 - Erik Ruin, Artist with Friends, Peace, and Sanctuary
- March 29: Exhibition Opening and Communal Dinner
- March 30: Community Celebration
 - All-day on-campus celebration that included art-making, organizational tabling, art and food sales, and more.



The Philadelphia exhibition included the following events and programming:

- June 6: Flag-raising kick-off of Immigrant Heritage Month at City Hall
- June 7: First Friday Opening at Twelve Gates Arts with live musical performance by FPS-artist Erik Ruin and Julius Masri
- June 8: Book-making workshop and story share with FPS-artist Islam Aly at Twelve Gates Arts
- June 15: Beyond Borders and Binaries: A Conversation and Workshop at Asian Arts Initiative
- July 13: Open House and Reception at the Free Library of Philadelphia Parkway Branch
- July 26: Closing celebration with dinner, art-making, and projections at City Hall

4. SIGNATURE PROGRAMS

Our “signature programs” denote ongoing Lang Center initiatives that advance Engaged Scholarship goals and unite communities of scholars, practitioners, and other constituencies who collaborate for positive social change.

4.a. Lang Visiting Professor for Issues of Social Change



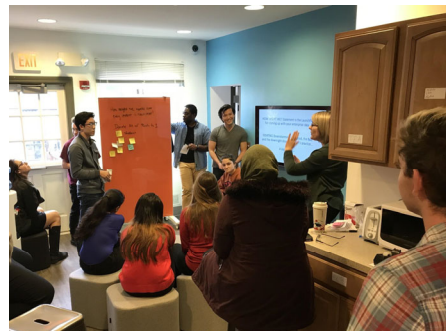
Endowed by Eugene M. Lang '38, the Lang Visiting Professorship brings to Swarthmore outstanding social scientists, political leaders, and social activists whose careers demonstrate sustained engagement with major issues of social justice, civil liberties, human rights, and democracy. Along with the sponsoring academic department, the Lang Visiting Professorship is co-hosted by the Lang Center for Civic and Social Responsibility. Dr. Denise Crossan, a professor of social entrepreneurship, will continue to serve as the Lang Visiting Professor for Issues of Social Change in 2019-2020.

4.a.i National and International Social Innovation Research

Throughout FY 18-19 Professor Crossan’s research has focused on social innovation and peace processes, social entrepreneurship (especially the Business Model Canvas), and the liberal arts. Professor Crossan presented and discussed her work at the Latin American Social Innovation Network (LASIN) Conference, Medellín, Colombia; the Global Social Economy Forum, GSEF, Bilbao, Spain; The Future of Design in Higher Education Symposium, Dartmouth College; and the International Social Innovation Research Conference, Heidelberg, Germany. Professor Crossan also participated in a small national network of liberal arts colleges teaching social innovation and entrepreneurship.

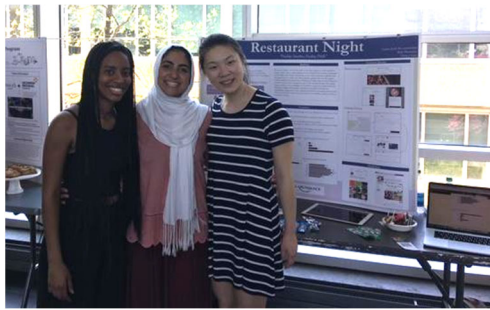
4.a.ii. Teaching through Engaged Scholarship

In FY 2018-2019 Professor Crossan continued to deliver Engaged Scholarship classes through the Peace and Conflict Studies program. In PEAC 039. Social Entrepreneurship for Social Change, students worked closely with their social entrepreneur partners in Culture Works Philadelphia to explore, understand, and discuss the theory of social innovation and entrepreneurship in practice. Students gained in-depth insights into the wicked nature of pertinent social problems being addressed within the city. In PEAC 049. Be the Change: Social Entrepreneurship in Principle and Practice, students followed a human-centered design process to formulate a social enterprise prototype for the Swarthmore campus and surrounding communities. Their prototypes were exhibited in the Science Center at the end of the semester in the now annual, “Social Enterprise Fair.”



4.a.iii. Building a Community of Swarthmore Social Innovators

Created in FY 2017-2018, the Social Innovation Lab @ the Lang Center has become an



important space for learning, problem solving, and project development. In its second year, the Lab has held numerous workshops to introduce students, faculty, and staff to human centered design thinking, social innovation, and systems change approaches. Our community of social innovators consists of a growing number of students from all class years, staff members from the Dean's division and Library staff, as well as local community partners.

In FY 18-19 the Lab continued to partner with Stanford d.School's University Innovation Fellows program. Their mission is to "empower students to become leaders of change in higher education." In this second year, three students became University Innovation Fellows: Hanan Ahmed '19, Cassandra Stone '20, and Lamia Makkar '21. In addition, six Social Innovation Lab Associates (SILAs)—Christopher Gaeta '22, Jolleen Opula '21, Tobiah Cavalier '19, Hussain Zaidi '22, Rebecca Castillo '20, and Steven Fernandez '20—were hired to deliver Design Thinking sessions, host student-focused events in the Lab, and assist the Lang Center communications team in developing the Lab's social media presence.



Over Spring Break 2019, the Social Innovation Lab @ the Lang Center partnered with the Center for Innovation and Leadership on a number of programs, including SwatTank, Find Your Founder, and the CIL@SF trip. During CIL@SF, Professor Crossan taught additional seminar classes on Social Innovation in Practice in the US, and while in San Francisco, students met with outstanding alumni working in the social innovation and social entrepreneurship space.

4.a.iv. Building International Connections with Social Innovators

Professor Crossan acted as the Faculty Coordinator for the Clinton Global Initiative University network and accompanied students to attend the annual event at the University of Chicago where students presented their community projects with 2,000 other students from around the world.

In March 2019, the Social Innovation Lab hosted ten Youth Venture Social Innovators, from [Ashoka, Japan](#). Predominantly from the Tokyo area, the Youth Venture Social Innovators, aged between 16 and 21, collaborated with students in the Swarthmore Social Innovators community to share project ideas, collaborate and reflect on their experiences of taking on

the challenge of social change in different context. The Social Innovation Lab hopes to welcome the group back again in Spring 2020.

In Spring 2019, Professor Crossan began enrollment for a new Engaged Scholarship class, PEAC 060. Social Innovation for Peace. The course's mission is to apply knowledge to need in post-conflict communities. Drawing on her international networks, Professor Crossan has nurtured peacebuilding partnerships in Derry/Londonderry, Northern Ireland; Hiroshima, Japan; and Medellín, Colombia. Students will complete two classes during the academic year for two credits total. Collaborating with community partners remotely throughout the Semesters via Zoom, students also will have the opportunity to visit their community partners in-country and to co-create social innovation prototypes that build on the peace and reconciliation.



4.b. Faculty-Led Programs

Who better to lead Engaged Scholarship initiatives, expand our network, and effectively “de-center” the Lang Center by spreading its reach across campus than faculty? Deeply committed to the educational mission of Swarthmore College and the Lang Center, faculty members possess more expertise and scholarly connections in their areas than any individual staff member. Convened by faculty leaders around interdisciplinary issue areas, our faculty-led programs contribute to the educational mission of Swarthmore College and the Lang Center through speaker series, workshops, faculty collaborations, and other activities that connect the campus, curriculum, and communities.

Led by Associate Professor of Dance Pallabi Chakravorty, **Arts in Action** brings artists, students, faculty, and staff to engage with the arts for building community and to explore creative and transformative possibilities at the individual and community levels. Through collaborative, cross-cultural immersion, Arts in Action projects build access to the arts for underserved communities, creating awareness, networks, and advocacy. The central goal is to broaden the meaning of the arts and create a space for it in diverse contexts as teachers, students, and activists.

In spring 2019, Professor Chakravorty taught “The Arts in Action,” a course that exemplified the values of this faculty-led program. The class activities included a combination of academic readings and creative expressions. A series of artists and scholars informed the course as guest lecturers: Kimmika Williams Witherspoon (theater activist and Professor) and alumna Jalisa Danielle '13 (dancer, choreographer, and the founder of Cocoon) augmented the course through guest lectures; students attended a lecture by

Professor Pika Ghosh (art historian on Kantha, embroidered quilts from Bengal, India) at the Philadelphia Museum of Art; and in preparation for visiting *Friends, Peace, and Sanctuary* (FPS) exhibition at McCabe Library, Yaroub Al-Obaidi and Dr. Katie Price spoke about FPS. Students also got the opportunity to visit New York for an international Kathak festival, where Courtyard Dancers—a dance collective that views dance as a form of critical social engagement—was performing. Though only one student could attend, the event and its significance among the Indian diaspora was discussed in class.

The class time was also used for student presentations on academic papers that analyzed art and social justice issues. Students kept regular journals, volunteered in community events, and regularly responded to prompts about their class readings. The culminating event was a group project that emerged from their readings, field experiences, class discussions, and voluntary activities. Student groups created an exhibition in the Social Innovation Lab @ the Lang Center. The projects included topics like climate change, translational communication on Brazilian sign language and dance, intersectional community and dance, and interactive books. The final projects were creative, thought provoking, and idea-oriented. Professor Roseann Liu (Educational Studies) was available during the exhibition to give students thoughtful feedback, which was a highlight of the event.

The **Global Affairs** program at the Lang Center takes an interdisciplinary approach to examining our most pressing global challenges. This initiative is directed by Associate Professor of Political Science Dominic Tierney and Assistant Professor of Political Science Emily Paddon Rhoads. It projects disciplines such as Economics, Environmental Studies, History, Peace and Conflict Studies, and Political Science onto the global stage, asking how these disciplines can work together to help us understand our complex, global world. Swarthmore's increasingly international composition and outlook coincide with rising uncertainty about the future of the global order, making Global Affairs a timely Engaged Scholarship initiative.

During 2018-2019, Global Affairs supported the [Swarthmore International Relations \(IR\) Club](#), a student-led group. In Spring 2018, the club hosted its first event on the Syrian war, with refreshments provided by a local Syrian refugee-entrepreneur. In November 2018, the club co-sponsored a film series on Latin America. On April 1, 2019 it ran an event, "Teatime with Tierney," with Professor Dominic Tierney to discuss Brexit. On April 25, the club co-sponsored a talk by Zack Cooper on US-China competition. The IR Club also held regular informal meetings, as well as a meeting in April to discuss the Turkish elections and returning foreign fighters.

With the generous support of the Lang Center, Global Affairs also supported:

- [Swarthmore International Relations Journal \(SIRJ\)](#). From 2016-2019, SIRJ was an undergraduate journal publishing works on global affairs. Established in 2016, SIRJ was student written, edited, and produced. The primary goals of SIRJ were twofold: to help foster a new generation of scholars, and to bring fresh, liberal arts perspectives to international relations. Through a peer-reviewed editing process,

SIRJ sought to become a major vehicle for undergraduate research on international relations, and encourage critical and intellectual dialogues among scholars.

- Coverage of war and politics can quickly devolve into a haze of statistics, strategies, and expert predictions. Lost are the real effects policy decisions have on real people around the world. [War News Radio](#) amplifies the voices of real people. From the War News Radio website, “Our show fills the gaps in the media’s coverage by airing new perspectives, both personal and historical, in a balanced and in-depth manner. We hope our broadcasts will engage our listeners and inspire them to engage critically with the rest of the world.” Beyond our journalistic goals, however, War News Radio also serves as an educational tool. Since War News Radio founding in early 2005, dozens of students have participated in the production of War News Radio, gaining a deeper understanding of international affairs and passing that knowledge on to their peers. The WNR team hopes the program can be a model for other efforts to spread global awareness among American youth. WNR leadership included: Lisa Kato ’19, Serena Sung Clarke ’19, Jake Stattel ’19, and Kyle Richmond-Crosett ’19.
- Working in groups, students in Professor Emily Paddon Rhoad’s African Politics class produced a significant, semester-long piece of investigative journalism on one of five African countries (DR Congo, Nigeria, Uganda, Senegal, or South Africa). Each group worked closely with an in-country expert who served as a sounding board during the research process, directed students to sources and connected them with people to interview in-country. The projects covered a wide range of topics, including the Ebola crisis in eastern Congo, women activist groups in the Niger Delta and the politics of oil extraction, gentrification in post-apartheid Cape Town, South Africa, and the politicization of Makerere University in Uganda.
- In April 2019, Paul D. Williams, a leading expert on security issues in Africa and Associate Professor at the George Washington University, gave a talk on his latest book, *Fighting for Peace in Somalia: A history and analysis of the African Union Mission (AMISOM), 2007-2017*. AMISOM is the world’s largest deployment of uniformed peacekeepers and is at the forefront of multilateral efforts to confront a violent insurgency in Somalia led by the al-Shabaab militant organization. In the lecture, Professor Williams reflected on the successes and shortcomings of AMISOM in tackling the instability caused by al-Shabaab and the outlook for Somalia’s security service transition.

Note: In FY 19-20, the Lang Center’s Global Affairs program evolved into the new academic minor, [Global Studies](#), organized by Professors Ayse Kaya (Political Science) and Carina Yervasi (French and Francophone Studies). We look forward to reporting on this development in the next annual report.

Health and Societies¹ brings together Swarthmore staff, students, and faculty who are interested in the cultural, ethical, economic, social, and political questions that relate to

¹ Special thanks to Visiting Assistant Professor Madalina Meirosu (MLL) who led the event when Prof. Schuetze was on leave.

health on local, regional, and global scales. The central goal of the Health and Societies program is to highlight the important intersection of health and social justice, and the vital contributions that the social sciences and humanities make on understanding and addressing human health—past and present. This initiative is directed by Associate Professor of Anthropology Christy Schuetze. There were two types of engagements sponsored by the Health & Societies program in FY 18-19: support for the new Sidney Kimmel Medical College (SKMC) Scholars Program, and several events including a symposium.

Health and Societies worked together with the Health Sciences Office and the Lang Center to advise and plan aspects of the new early assurance program through the SKMC Scholars Program at Jefferson University in Philadelphia, Pennsylvania ([more](#)). This program is for students who want to become physicians, who are interested in public health and health policy, and who have a commitment to community engagement. Health and Societies assisted with designing application procedures and selection criteria as well as with creating a list of approved courses used to determine eligibility in the application process. The Lang Center participated in the screening interview process and—through Swarthmore Foundation—supports a paid summer internship or research fellowship for successful SKMC applicants in their junior year.

On February 9, 2019, the symposium *Connected: Body, Medicine, and the Humanities*, took place at Swarthmore College. Supported by a Tri-Co Mellon Seed Grant, the symposium was presented by the Tri-Co Medical Humanities Network, of which the Health and Societies Program is a significant partner. The Network has since received additional funding, and they plan to host a symposium again in Spring 2020.

With the generous support of the Lang Center for Civic and Social Responsibility, the Health and Societies Program was able to organize and support several events which are a critical aspect of the work we do to build community, spark discussions, and spread awareness of diverse health-related issues. Health and Societies co-sponsored and co-organized three events in fall 2019:

My 5 Lives in Public Health Lecture by Dr. Joe Steensma, November 1

Dr. Joe Steensma, EdD, is a Professor of Practice at the Brown School at Washington University in St. Louis. He shared his experiences in many realms of public health: as a public health officer in the US Army, his work with the DOE, his time as president of a large community Board of Health, and his time as a professor and serial public health entrepreneur.

"Sustaining Activism, Sustaining Self" A Conversation with Miriam Zoila Pérez, November 13

Miriam Zoila Pérez '06, a queer Latinx writer, activist, and Swarthmore College alumni described their journey away from despair and towards optimism as a political practice, one which ensures we keep envisioning the world that we need. Their work addresses the

intersections of race, gender, and health. A former full-spectrum doula and the founder of [Radical Doula](#), Pérez's writing has appeared in the *New York Times*, *Colorlines*, *Fusion* and *Rewire*. News among other outlets. Their 2016 *TED Talk*, "How Racism is Harming Pregnant Women and What Can Help," has been viewed almost 900,000 times. Pérez is the author of *The Radical Doula Guide*.

Screening of "Clinica de Migrantes" and Q&A with founder, Dr. Steven Larson, November 15

Clinica de Migrantes is a medical drama about a year in the life of Puentes de Salud, one of the only health clinics in the U.S. involved in the politically controversial practice of providing healthcare to undocumented immigrants. By law, illegal immigrants cannot obtain health insurance or receive regular medical treatment. At Puentes, a team of volunteers led by Dr. Steve Larson attend to an ever-growing population of housekeepers, prep cooks, and construction workers. Many come to Puentes after being turned away at other hospitals. Full of unforgettable patient-doctor interactions and human portraits, *Clinica de Migrantes* tells the story of America's true untouchable class and of the heroic few who reach out to help them.

The **Urban Inequality and Incarceration (UII)** program at the Lang Center seeks to explore the intersections of race, inequality, mass imprisonment, and policy and their connections to the carceral disparities present in our local and global communities. UII's current work centers on incarceration and includes transformative Inside-Out Prison Exchange courses and tutoring partnerships at the State Correctional Institution in neighboring Chester; research on the impact of incarceration on children who have an incarcerated parent; and other student-based learning such as directed reading and thesis opportunities. Through this Engaged Scholarship, UII aims to foster opportunities for deep learning, grounded action, and social change. This initiative is directed by Professor of Political Science Keith Reeves '88.

Inside-Out is a transformative model for learning that engages college/university students in a deeper questioning of crime and justice "behind prison walls." Swarthmore's Inside-Out courses bring our students, primarily juniors and seniors and incarcerated students together for a semester-long course in which they encounter and learn from each other as peers across profound racial, class, geographic, ideological, social, and bureaucratic barriers. Each semester, a diverse group of Swarthmore College students enroll in one of several Inside-Out prison exchange courses taught by Swarthmore faculty inside the medium-security correctional site in Chester, PA.

Interest in Inside-Out continues to grow among Swarthmore College faculty and students. The UII program, with funding from the Lang Center, has enabled faculty members such as José Vergara (Russian Studies), Ellen Ross (Religion), and, most recently, Betsy Bolton (English) to undergo intensive, immersive, eight-day training courses for Inside-Out accreditation.

In April 2019, Executive Director Ben Berger – who was teaching for the semester as Princeton University’s Laurance S. Rockefeller Visiting Professor for Distinguished Teaching – drew upon UII’s training to teach the only Inside-Out course in the state of New Jersey. Berger brought Princeton University students to join incarcerated students at East Jersey State Prison. He also organized a university-wide symposium, [“Prison and the Academy.”](#) whose invited speakers highlighted Swarthmore’s leadership in this field. Prof. Keith Reeves ‘88 spoke with Jack Pokorny ‘19; Lucy Lang ‘03 spoke with Jarrell Daniels; Prof. Nina Johnson spoke with Reem Cotton; and Berger introduced the entire symposium. More: [“Political Scientist Ben Berger to Promote Engaged Scholarship through Prison Education Symposium”](#)

In the summer of 2017, SBAN and UII launched a pilot internship program to provide Swarthmore students with an opportunity to engage in impactful research and public policy projects. This internship program is particularly unique in that it is intentionally linked to the curriculum. Building upon the extraordinary success of the inaugural internship experience, in 2018 SBAN interns were selected based on their impressive performance in “Philosophies and Politics of Punishment,” a course co-taught by Profs. Reeves and Berger. Those two pilot years proved the program’s mettle and led to three new developments in FY 18-19:

- UII and the Lang Center decided to broaden the internships’ scope beyond criminal justice to include Black culture, Black history, urban inequality, environmental justice, access to housing, access to education, racial and ethnic disparities in public health and health care access, cultural equity, and social justice and arts initiatives impacting communities of color.
- Thanks to generous lead donors, a new endowed fund (SBAN Endowed Internship Fund) will support social justice initiatives and research through the Lang Center in perpetuity.
- Contributions to the SBAN Endowed Internship Fund – invested in Swarthmore’s Fossil Fuel-Free Fund – will provide support for a minimum of one internship a year once the fund balance reaches \$125,000. This endowment is on track to begin funding one internship a year starting in 2023.

More: [Swarthmore Black Alumni Network](#)

Lastly, this past year UII established a partnership with the [Petey Greene Program](#) to bring the program to Swarthmore’s campus. Thanks to the enthusiastic student leadership, the newly established chapter began in the fall of 2018 offering supplemental education programming at various carceral institutions in the surrounding area. In fact, Olivia Robbins – one of the student leaders of Petey Greene – was also the first Chester Semester Fellow. In addition to connecting a network of tutors to incarcerated students, the Petey Greene chapter also seeks to educate Swarthmore’s campus about incarceration and inequality issues through guest speakers and events. For example, in November 2018, Petey Greene and UII worked together to bring Families against Mandatory Minimums to campus for a panel event with formerly incarcerated individuals.

4.c. President's Sustainability Research Fellowship

How do students learn to lead? In the President's Sustainability Research Fellowship (PSRF) at Swarthmore College, they learn by leading: by taking stewardship over vital sustainability challenges. The program matches students with staff and faculty mentors to research, develop, and implement projects in a year-long course and associated internship.

The pioneering PSRF program—a collaboration between the President's Office, the Office of Sustainability, the Environmental Studies Program, and the Lang Center for Civic and Social Responsibility—fosters interdisciplinary collaboration throughout the institution. As students learn, lead, and innovate, they apply their knowledge to pressing sustainability needs and produce replicable solutions for our campus and beyond.

In the program's third year, former Lang Center Executive Director and Professor of Sociology Joy Charlton taught the year-long course along with Aurora Winslade, Director of Sustainability. Many developments were made to provide additional support to students as they completed their year-long projects, and to support the growth and development of the PSRF program as a whole, including:

- **Staff:** Additional staffing has been added through the joint Lang Center for Civic and Social Responsibility and Office of Sustainability role of Sustainability and Engaged Scholarship Fellow, Brenna Leary. This past year, Brenna offered support to the PSRF organizing team by providing assistance to the PSRF co-instructors, student project support, alumni communication, and logistics management for key meetings and events. The Fellow also serves as a member of many students' Project Boards and offers mentoring support.
- **Project Management Tool:** The 2018-2019 academic year was the second year in which PSRF fellows used a standardized project management process, based on the professional PRINCE2 system and adapted by Lang Visiting Professor for Issues of Social Change, Denise Crossan. The system was edited and improved based on feedback from the 2017-2018 cohort and will continue to be used by the 2019-2020 cohort.
- **Sustainability Sages:** Each PSRF Fellow was matched with a Swarthmore alumni with professional sustainability experience relevant to that student's project. These "Sustainability Sages" supported their PSRF the cohort by providing suggested readings, facilitating introductions with thought leaders, and serving as a problem-solving partner for unforeseen challenges. The Sustainability Sages program engaged 11 alumni and will continue into its third year with the 2019-2020 PSRF cohort.
- **PSRF-Hawaii:** The PSRF-Hawaii program also entered its second year, with three students working on 10-week summer internship projects with community partners in Hawaii. This year, students worked with Hawaii Green Growth, the University of Hawaii Sustainability Office, and the Surfrider Foundation. Students were also able to participate in a variety of enrichment experiences around the islands including connecting with Josh Green, Hawaii's Lieutenant Governor and

Swarthmore Alumni Class of 1992. The PSRF-Hawaii collaboration will continue to be explored by an incoming PSRF, with the hope of developing off-campus learning experiences in Hawaii for the Swarthmore student body at large.

- **Campus Community Connections:** The 2018-2019 academic year saw the successful completion of the first PSRF project with an off-campus focus. The project, titled Campus/Community Connections, was a collaboration between Swarthmore College and the Swarthmore Centennial Foundation, a local grant-giving organization. They sought to initiate redevelopment plans for a walkable, intergenerational, and environmentally friendly downtown Swarthmore.
- **Senior Fellowships:** The 2018-2019 year also marked the first year the program offered Senior Fellowships to PSRF Fellows from previous years who were interested in continuing their project work. The Senior Fellows also proved an invaluable resource to the 2018-2019 cohort, as they were able to provide deep institutional knowledge and guidance to the new PSRFs.

2018-2019 President's Sustainability Research Fellows:

Dan Altieri '19, Sustainability in Athletics
Mentors: Adam Hertz and Eric Wagner

Anna Garner '19, Sustainable Transportation Systems
Mentors: Anthy Coschignano and Greg Brown

Sophie Peipher '20, Building Energy Efficiency (Power Over Ethernet Lighting)
Mentors: Andy Feick and Joel Cooper

Nusaybah Estes '21, Carbon Charge (Plug Load Pilot)
Mentors: Nathan Graf and Domenic Porrini

Max Katz-Balmes '20, Campus Community Connections
Mentors: Greg Brown and Aurora Winslade

Kyle Richmond-Crosset '19, Renewable Energy Procurement
Mentors: Nathan Graf and Andy Feick

Daria Mareescu '20, Sustainability in the Curriculum
Mentors: Melissa Tier and Ben Berger

Saadiq Garba '19, Sustainable Food and Dining
Mentors: Linda McDougall and Anthony Coschignano

Eriko Shrestha '19, Zero Waste (E-Waste Diversion)
Mentors: Christopher Proctor and Melissa Tier

2018-2019 Senior PSRF Fellows:

Amos Frye '19, Crum Woods Stewardship and Engagement
Mentors: Jeff Jabco and Lars Rassmussen

Chloe Klaus '19, Sustainable Procurement and Policy Writing
Mentors: Melissa Tier and Amanda Karpen

Isabel Llosa '20, Sustainable Food and Dining
Mentors: Linda McDougall and Anthony Coschignano

Terrance Xiao '20, Zero Waste
Mentors: Christopher Proctor and Melissa Tier

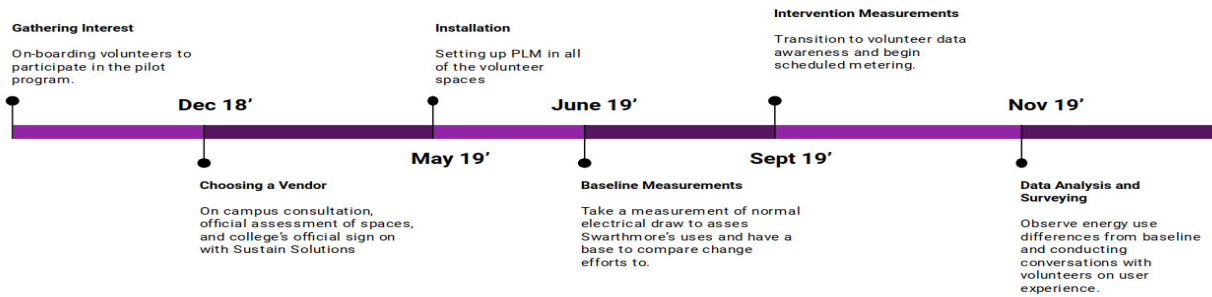
While all nine PSRFs and four Senior Fellows were impressive in their dedication and productivity throughout the year, the following two project summaries highlight the remarkable difference Engaged Scholarship can make at the institutional level and in the higher education landscape of the United States:

The following reflection was written by Max Katz-Balmes '20:

“I was fortunate enough to be selected as the Campus Community Connections PSRF. My charge was to find ways to link sustainability efforts taking place in the Borough of Swarthmore with those at the College. After conversations with my project mentor, Greg Brown, in addition to Joy Charlton and Aurora Winslade, we decided that the goal of my project would be to initiate redevelopment plans for a more walkable, intergenerational, vibrant, and environmentally friendly downtown Swarthmore. This project flowed out of a series of facilitated visioning sessions conducted by the Swarthmore Centennial Foundation, a local grant-giving organization, to determine residents’ vision for the future of the Borough.

From September 2018 to May 2019, I led a request-for-proposals (RFP) process that culminated with the Centennial Foundation and the College hiring a real estate consultant, U3 Advisors, to conduct a highest and best use analysis of downtown Swarthmore. The findings of this study will determine financially feasible opportunities for redevelopment in the Borough that align with residents’ and students’ demands and concerns. The study will also examine ideas for making downtown Swarthmore more sustainable: more vertical housing, more shared workspaces (reduced commuting), and better amenities (reduced travel).

Beyond providing me with my first professional position in the field of urban planning, a career-path I am seriously considering, the PSRF program has helped me improve my public speaking and facilitation skills. Additionally, I have been able to work with and



present for high-level staff, administrators, and alumni, many of whom have taken a personal stake in my career development. One alumnus in particular, Chris Leinberger, has provided me with real estate, urban planning, and place manager contacts, one of whom offered me a full-time job.

Because PSRF has been valuable in so many ways, next year I plan to continue working with the program. As a senior fellow, I plan to use U3 Advisors' recommendations to help current property owners and new investors redevelop Swarthmore's town center in an environmentally sustainable, profitable, and community-focused way."

The following reflection was written by Nusaybah Estes '21:

"In 2016, Swarthmore College established an internal Carbon Charge with the goals of providing a platform to educate and engage the community with carbon pricing solutions, reducing emissions, providing capital for projects that reduce emissions, and building momentum for carbon pricing outside of the College. In alignment with those goals, the Carbon Charge is working on a project that focuses on reducing the electrical draw of office spaces. The goals of this project are to 1) increase campus understanding of electricity use, 2) more accurately model the price of carbon, 3) explore a new energy-saving product to inform a decision of feasibility on campus.

This project, under the mentorship of Nathan Graf (Office of Sustainability) and Domenic Porrini (Facilities), is aimed to test a relatively new technology, plug load meters. These small, fist-sized devices can be plugged directly on to electrical outlets and have the capability to measure and record the electricity that flows through electrical outlets and stop the flow of electricity when office members are not using a space. This project also includes key stakeholder voices across the campus, which form the Project Board.

Volunteers who take part in the pilot include faculty and staff that will provide input on the effects of the energy saving interventions based on their experiences with them. Below is a general overview of the project over the 2018-2019 year.

Through this project, the Plug Load Management Board hopes to develop, implement, and analyze collected data from our electrical outlets in office spaces. This project will allow the Board to gain a sense of the viability of plug load metering before scaling up as well as

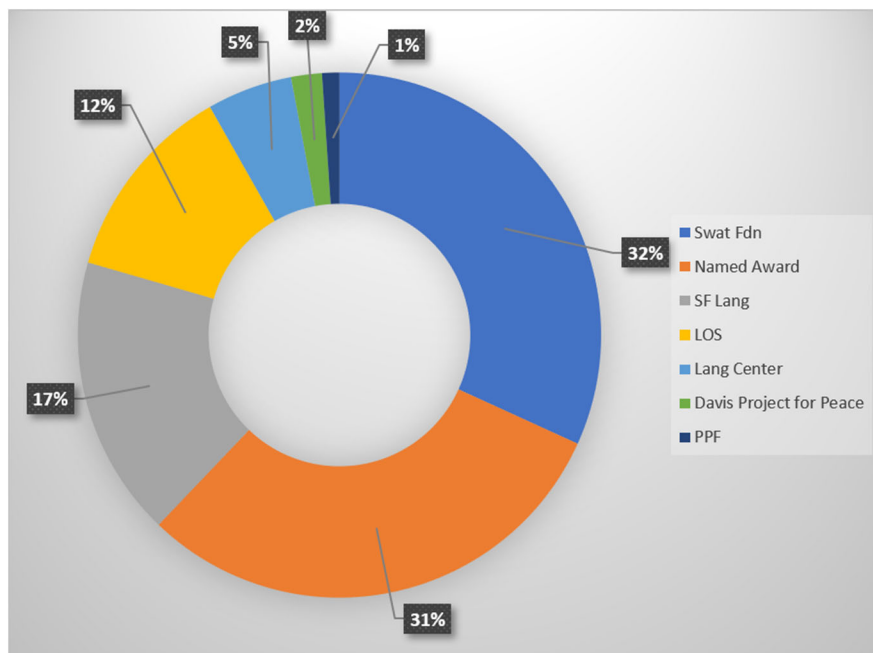
present recommendations to the campus on practical ways for the College to proceed in energy saving interventions.”

The next PSRF cohort will begin work on three new projects: ChesterSemester, Climate Crisis Communication, and Green Advisor, Sustainability Advocate, and Hawaii Immersion Program Development and Support. The addition of these projects speaks to the prior success of the PSRF program. The course will be co-taught by Prof. Carr Everbach, who reprises his 2017-2018 role, and Sustainability Director Aurora Winslade, ably assisted by Sustainability & Engaged Scholarship Fellow Kyle Richmond-Crosset '19.

4.d. Student Grant Programs

The Lang Center’s grant program mission is to empower students and community partners to generate positive social impact via Engaged Scholarship. We are especially interested in supporting co-curricular initiatives that are sustainable, measurable, innovative, and socially valuable to key stakeholders. Toward this end, we embrace the following commitments: preparing students for responsible, ethical action via academic coursework, co-curricular training, and advising; building dialogue and social networks among students, alumni, staff, faculty, and community members; and by supporting students with human, social, and financial capital at critical points along their learning journey.

Student Grant Programs Financial Snapshot



This chart depicts the percentage of grants that were provided to students during FY 18-19 through the various funds administered by the Lang Center.

Through these funds, the Lang Center provides grants for three types of opportunities: engaged research with a faculty member; unpaid, summer internships with organizations working toward the common good; and small-scale social impact projects.

In FY 18-19, because of student demand, the Lang Center grants provided more students with the opportunity to partake in unpaid internships (72%) than any other type of grant available. Also, we noticed that as with summer 2017 and 2018, Lang Center grantees

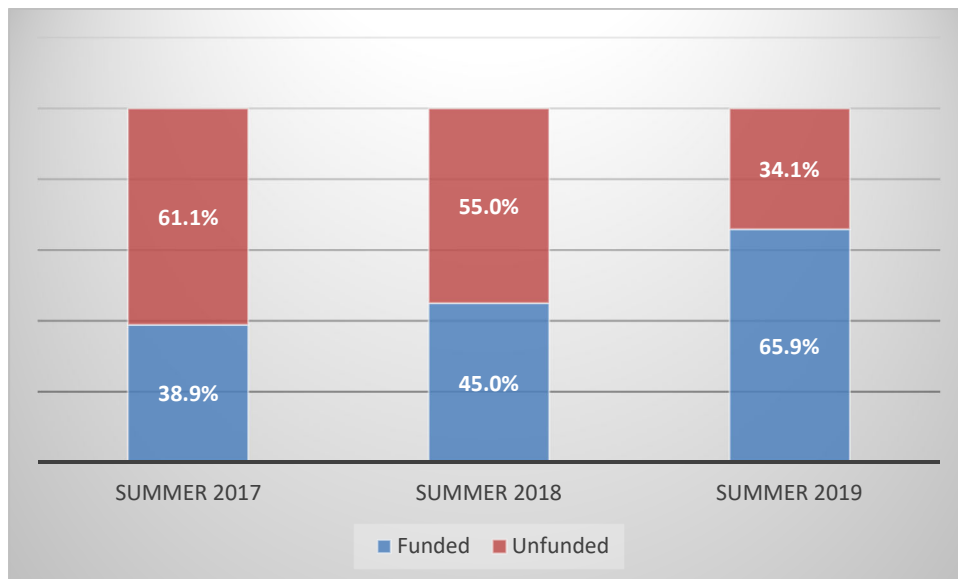
primarily conducted their engaged research, internships, and projects within the United States (77%). In keeping with past trends, “Education & Access” continues to be the most popular issue area among all grantees (21%).

In this annual report, we highlight two ongoing priorities:

- Rising to Meet & Anticipate Demand
- Increasing Access & Collaboration across Campus

4.d.i. Rising to Meet & Anticipate Demand

For the summer 2017 and summer 2018 funding cycles, the Lang Center could not provide funding to all applicants: 38.9% and 45% (respectively) of the total pool of applicants. Around this same time, Swarthmore College increased the maximum rate for full time summer grants from \$4,500 in summer 2018 to \$4,800 in summer 2019. **For the summer 2019 funding cycle, the Lang Center supported 65.9% of the total pool of applicants.**



How did that happen? Regarding this increase in our capacity to rise to meet demand among the student body, we credit the following factors. First, Lang Center Executive Director Ben Berger made successful alumni appeals for additional support. Next, the Eugene M. Lang Foundation permitted the Lang Center to use additional funds for student experiences in inclusive sustainability. Finally, the current Swarthmore College capital campaign, *Changing Lives, Changing the World*, which prioritizes support for “beyond the classroom” learning including funded summer opportunities and research, and so on enhanced supply of summer grants. We continue to be humbled and grateful for the immense generosity of the foundation and all donors to Swarthmore College.

4.d.ii. Increasing Access & Collaboration across Campus

Dr. Jennifer Magee (Lang Center) co-chairs the Beyond the Classroom (BTC) Advisory Committee, which (among other things) explores financial, structural, and programmatic changes that could promote student access to and usage among all of our students, regardless of socioeconomic status. There were three key ways that the BTC Advisory Committee increased access for all Swarthmore College students to student grants in FY 18-19.

First, in the 2017-2018 *Analysis of Funding Gaps Related to High Impact Learning at Swarthmore*, the BTC Advisory Committee noted that across grant making offices on campus, there is a wide range of usage among need categories—suggesting that the Lang Center could do more to enhance access to student grant programs. Swarthmore Admissions is “need blind.” Swarthmore Financial Aid “meets 100% of demonstrated need.” However, when it comes to beyond the classroom experiences and resources—like grants for internships, research fellowships, and projects—funding decisions are generally made *without* regard to financial need. Noticing differential access among various groups of students, we believed our practices should be better aligned with institutional priorities of access and inclusion. Thus, the Lang Center added financial need as additional criteria for funding decisions by including the following prompt in the summer 2019 funding application: “Please explain how the grant will impact your ability to participate in the experience.” Further, we established a confidential process with the Office of Financial Aid that maintains students’ privacy while revealing income status.

Second, the 2017-2018 *Analysis of Funding Gaps related to High Impact Learning at Swarthmore* speculated that one of the significant structural constraints facing international students centered on authorization for experiences beyond the classroom, such as internships, research fellowships, and projects. International student employment of any kind is contingent on remaining within the terms and restrictions of a student visa. International students engaged in off-campus work experiences without utilizing either Curricular Practical Training (CPT) or Optional Practical Training (OPT) jeopardize their immigration standing. CPT allows international students studying at Swarthmore on a student visa to work off campus in the United States. Jennifer Marks Gold, Director of the International Student Center and member of the BTC Advisory Committee, spearheaded an initiative that led to the implementation of Curricular Practical Training at Swarthmore College in 2018-2019. We anticipate that the adoption of a CPT model will increase access for international students and empower them to participate fully in beyond the classroom experiences considered integral to their academic program over time.

Finally, the 2017-2018 *Analysis of Funding Gaps related to High Impact Learning at Swarthmore* recommended an increase in the transparency of beyond the classroom experiences by instituting a College-wide application, reporting, and tracking system. In 2018-2019, a large percentage of the offices represented on the BTC Advisory Committee—including the Lang Center—transitioned to a single system for processing summer grant applications (Zengine). We anticipate that using one central system will support the increased transparency about the availability of student grant options will facilitate

administrative collaboration, and will allow us to more centrally collect and analyze data to better capture trends related to BTC experiences over time. For instance, the assessment sub-group of BTC Advisory Committee developed an exit inventory for student grant recipients so that together we may stay abreast of the hidden costs or other challenges encountered by our students, and share this information among grant-making office staff on campus as well as with other decision-makers at the college.

Thank you.

Beyond the classroom student opportunities like these would not be possible without our amazing team and the ongoing engagement of Swarthmore College alumni. From our founder, Eugene M. Lang '38, whose vision and bounty endowed the Lang Center and multiple grant programs to grants created by Lang Scholar alumna such as Margaret (Molly) Williamson and David Robbins '83, Swarthmore College alumni continue to humble and inspire us with their generosity and service. Alumni have served as internship host supervisors, application evaluators, and selection committee members for various grant



programs administered by the Lang Center, contributing authors for short pieces that appear in the bi-annual "Dogfish Stories: The Lang Scholar Newsletter," and panelists in "Spotlight Sessions," which bring together seasoned professionals who also serve on Alumni Council [pictured left in the Social Innovation Lab] with early stage social innovators at Swarthmore College for coaching and assistance in taking students' projects to the next level. We are especially grateful to all of those alumni who have contributed their time, insight, and intellect to supporting Lang Center grantees in FY 18-19, including: Joe Alberti '06, Charles Bailey '67, Shamiaka Black '11, Way-Ting Chen '94, Liz Derickson '00, Laura McKee '88, Prof. Keith Reeves '88, Riana Shah '14, Michael Dennis '93, Sampriti Ganguli '95, and Howard Vickery '70.

5. COMMUNITY PARTNERSHIPS

The Lang Center continues to cultivate relationships with stakeholders in the City of Chester with the goal of enhancing civic life and shared understanding. Whether through direct service, collaborative art-based initiatives, or immersive educational experiences, we are building capacity — of organizations to deliver upon their missions and of students to engage ethically and thoughtfully with community members.

5.a. Chester Education Foundation

Swarthmore College has had a long and meaningful relationship with the Chester Education Foundation (CEF). In FY 18-19, the Lang Center funded the Let's Get Ready (LGR) SAT Prep & College Choice Program in concert with CEF to ensure that the Chester community would have continuous access to college and career services after the closure of the College Access Center. The Lang Center worked closely with CEF to supervise tutor recruitment and monitor weekly programming. Eight Swarthmore students supported LGR programming as tutors or site directors. Next year, we look forward to supporting SAT prep and college readiness programming offered through the new [Jetter Center for College and Career Services \(Jetter Center\)](#). We will continue to assist CEF with outreach to key stakeholders to develop community-centered programming at the Jetter Center and elsewhere in Chester.

5.b. Chester Made

As a part of the larger collaborative effort to support the Historic Chester Arts and Culture District, Chester Made is an initiative to promote and harness the power of the arts and culture in the City of Chester along the “Chester Cultural Corridor” (C3), that is, the Avenue of the States between City Hall and Widener University. In a joint project supported by a grant from the Andrew W. Mellon Foundation and the Lang Center for Civic and Social Responsibility, Swarthmore Professors Syd Carpenter, Ron Tarver, and Randall Exon were able to extend the bounds of their classrooms to include Chester Made artists who then co-created art reflecting the City of Chester. *Photographed: Syd Carpenter, Swarthmore College Professor of Studio Art, walks along the Chester waterfront with students from her ceramics class, “Containers as Architecture.” Students take in the architecture of Chester through photographs that they will use to create art pieces for their final project.*



Through a series of local tours, classes, and mini-workshops led by Chester resident, artist, and business owner, Devon Walls, arts students learned about the city's history,



architecture, and local businesses. This springtime collaboration also yielded opportunities for Chester artists to explore their interests and hone their skills. For example, Visiting Assistant Professor of Art Ron Tarver facilitated a free photography lighting workshop for the Chester community at the MJ Freed Theater, a premier performing arts venue in the Overtown section of Chester. In FY 19-20, the Lang Center hopes to expand its partnership with the Chester Made initiative to include Chester artists who will work with arts classes in studio spaces on campus, as well as summer

internship opportunities for students interested in exploring the intersection of arts and culture in the city of Chester. *Photographed here, the owner of Jacqueline's Boutique in Chester, Pa meets up with Syd Carpenter, Swarthmore Professor of Studio Art, and students of her Spring '19 ceramics class, "Containers as Architecture." During a visit to Chester led by local resident Devon Walls, students learn more about the city's history, architecture, and local businesses.*

5.c. ChesterSemester Program

The ChesterSemester Program is a one-semester, curriculum-unified, community-based internship focused on critically understanding, and hopefully ameliorating, some of society's most pressing real-world problems. The ChesterSemester Program relies on and will expand Swarthmore's historical commitment to sustainable community partnerships in the city of Chester. For the Swarthmore and Chester communities, respectively, the goal of this program is shared transformation for all parties in a spirit of intentional commitment to build societies of purpose and meaning for mutual benefit. In Professor Mark Wallace's two Religion courses, that work is done within the academic frame of Religious Studies and Environmental Studies; other eligible courses across the curriculum provide frames from their respective disciplines. In the community, fellows develop the reflective and practical skills necessary for addressing seemingly intractable problems. Similarly, Chester partners — including Chester Eastside Inc. and Quaker Earthcare Witness African Diaspora Coalition — benefit from working alongside committed students who share a common vision for healthy neighborhoods in the context of a free and open exchange of insights and ideas. Through academic study, reflection sessions, and civic leadership projects, the ChesterSemester Program helps to realize the goal of the liberal arts: empowering young people to become more intellectually reflective and practically skilled participants in the systemic revitalization of the wider society. Prof. Wallace reflects, "I want to highlight that without the encouragement and industry of the Lang Center for Civic and Social Responsibility the ChesterSemester program would not have taken

wings. My Lang Center colleagues have been invaluable in providing guidance to insure successful oversight, community placements, and logistical support of ChesterSemester fellows. Ben Berger has led this effort and provided me with Lang Center personnel and financial resources for the program's ongoing development. Ashley Henry has worked tirelessly to oversee placements and counsel individual fellows to enable their successful partnerships with community leaders Mss. Wilkinson and Simms. And Jennifer Magee has regularly met with fellows for reflection sessions so that they can develop a nuanced understanding of the rich history and current problems facing distressed urban communities such as Chester."

5.d. Dare 2 Soar

Dare 2 Soar is Swarthmore College's largest and oldest tutoring program that has served hundreds of children aged K-12 in Chester, PA. Chester youth receive academic and cultural enrichment through the administration of meaningful activities that provide opportunities for personal development as well as recreation. The program's primary goal is to provide effective homework help to students in a way that encourages them to become increasingly more academically self-sufficient. During post-homework activities, students engage in fun and educational activities that increase their exposure to new subjects and help foster an independent love of learning. Having consolidated Dare 2 Soar sites from eight to six sites in FY 17-18, in FY 18-19, Dare 2 Soar provided after-school tutoring at the following Chester-based sites: Boys and Girls Club; Chester Eastside, Inc.; Chester Charter School for the Arts; Community Action Agency of Delaware County; God's House of Glory; and J. Lewis Crozer Library.

Swarthmore students are needed to ensure the success of the Dare 2 Soar Program. Each student tutor participates for a minimum of two hours per week at the Chester-based site to which they are assigned. Approximately 65 students volunteered with Dare 2 Soar in Fall 2018 and 62 students participated in tutoring in Spring 2019. Dare 2 Soar also has a tiered leadership structure, comprised of student leaders, community partners in Chester, and Lang Center staff. Lead Coordinators work closely with Lang Center Program Manager Ashley Henry to support logistical and administrative operations for the program overall. The Lead Coordinators for 18-19 were Emily Barranca '19; Ferial Berjawi '19; and Shuang Guan '19. Site Coordinators work directly with our community partners and tutors to ensure mutually enriching experiences for Swarthmore and Chester students. The Site Coordinators for 18-19 were Zain Talukdar '19, Wendy Tan '19, Emily Barranca '19, Kaleb Forson '20, Vanessa Jimenez-Read '20, Aria Parikh '20, Alexis Riddick '20, and David Buckley '21. In February 2019, Dare 2 Soar student coordinators participated in the Lang Center sponsored, pre-immersion workshop offered to all students volunteering with programs in the City of Chester. This workshop helped to enhance their understanding and awareness of the issues related to race relations and culture within Chester.

Beginning in September 2019, we consolidated the Dare 2 Soar sites to two Chester partnerships, the Boys and Girls Club and Chester Eastside, to improve volunteer training and overall program management. We are working with Widener University to lay the foundation for growing partnerships, outside of Dare 2 Soar, with God's House of Glory and

others. The goal will be to provide a more tailored and ongoing support to these sites that includes, but is not limited to, weekly tutoring. As a part of the upcoming changes to Dare 2 Soar, we will begin providing tutor support to the Chester Children’s Chorus who have expressed an increased need for math coaches. This on-campus site eliminates the barrier that limited van transportation and tight class schedules currently present to many students who would like to tutor, but whose afternoon or evening class schedules conflict with the Dare 2 Soar van schedule. In addition, working with the Chester Children’s Chorus students allows us to reach far more Chester young people than we have previously been able to do which is Dare 2 Soar’s essential mission.

6. OUTCOMES & IMPACT

The Lang Center’s commitment to Engaged Scholarship means not only supporting and developing new, public-facing research and teaching opportunities, but also assessing the social impact of our collective work in Chester and/or the Greater Philadelphia Area. Below, we describe some of the impact that Engaged Scholarship opportunities have had upon Swarthmore College students and partners.

6.a. Community Partnership Impact Assessment

The community partnerships we aspire to are those marked by reciprocity, respect, and commitment to common purpose. Community partnerships facilitate an array of engagement activity types, from direct service and internships, to engaged teaching and research, and beyond. These engagements promise mutual (though not the same) benefits, but when considering effectiveness in partnership, we must ask – and answer – the question “What’s changed or changing as a result of this partnership?”

Through our community partnership assessment project we hoped to learn the extent to which the relationship between Swarthmore College and the partner enhances the organization’s capacity to deliver their mission and (co)create economic impact in communities beyond campus—responding to the recommendation that “the university-community partnership itself be the unit of analysis” (Cruz and Giles 2000, 31) and critique in the field, “Not only did we need to do a much better job of assessing community outcomes; we also needed to address qualities of the partnerships that were working to generate these outcomes” (Bandy, et al, 2018, p.102).

We constructed a survey informed by the Campus Compact Community-Based Learning – Community Partner Survey and the Carnegie Classification for Community Outreach and Engagement.² We assert that in administering our Community Impact Questionnaire³ at multiple points over time in the future, we will be able to gather systematic insight into community partnership impacts, areas for growth, and challenges that might not otherwise

² Gelmon, Sherril B., Barbara Holland, and Amy Spring. 2018. *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. 2nd edition. Stylus Publishing: Boston, Massachusetts (110-111).

³ See Appendix IV.

be brought into the informal, ongoing conversations that are commonly a feature of campus-community partnerships.

There are a couple contextual differences worth mentioning here between partnerships in the cities of Chester and Philadelphia:

1. The Lang Center facilitates all of the Chester partnerships, while individual faculty members have maintained all of the Greater Philadelphia partnerships.
2. Most of the Chester partnerships have existed for five or more years (4/6), whereas most of the Philadelphia partnerships are more recent: 5/6 have existed for one to three years.
3. The “shared work”⁴ with Chester partnerships most often takes the form of service or volunteerism whereas faculty partnerships include direct service or volunteerism, a course or class, **and** research in equal measure **as well as** internships and fee-for-service. Neither research nor fee-for-service was indicated by any of the Chester partner respondents.
4. Of the ten issue areas that are listed on the Lang Center’s website, **education** was the most frequently mentioned of Chester and Greater Philadelphia partners. At the same time, at least half of the respondents representing Chester partnerships and Greater Philadelphia partnerships added the following issue areas: juvenile justice; college access; agriculture/food access; strategic planning; civil legal services; and employee health.

Because of this assessment, we have come away with a clearer understanding of the ways in which our partnerships are making a difference in communities beyond Swarthmore College (see Table 1. Areas of Impact) and learned that there are common areas for growth (see Table 2. Areas of Growth), as well as unique challenges in each partnership, whether based in Chester or in Greater Philadelphia (see Table 3. Key Challenges).

6.a.i. Areas of Impact

For those respondents who saw the following impacts as being **important**⁵ to their organization, they also generally reported that the partnership was **influential** in the achievement of this/these impact(s).

Table 1. Areas of Impact

| Chester Partnerships | Greater Philadelphia Partnerships |
|--|---------------------------------------|
| Increase in the number of clients served | Increase availability and use of data |

⁴ Respondents were invited to select all that applied from the following list of preset options: course or class; fee-for-service; internship; research; service/volunteerism. They were also free to write-in additional areas of shared work.

⁵ “Importance” was inferred when a respondent indicated that an outcome was extremely important, very important, or moderately important. Likewise, “influence” was deduced when the partnership was ranked as extremely influential, very influential, or moderately influential.

| | |
|---|------------------------------------|
| Generate new insights about the organization and/or its operation | Access to technology and expertise |
| Enhance offerings or services | |
| Increase organizational resources | |
| Identification of additional volunteers | |

6.a.ii. Areas of Growth

For those respondents who saw the following impacts as being **important** to their organization, the partnership was *not* noted as **influential** in the achievement of this/these impact(s) – suggesting areas of growth for the partnership.

Table 2. Areas of Growth

| Chester Partnerships | Greater Philadelphia Partnerships |
|---|--|
| Increase leverage of financial/other resources | Increase leverage of financial/other resources |
| Create new or deepen connections/networks with other community groups | Generate new insights about the organization/its operation |
| Increase awareness of your organization’s mission among policymakers | Enhance offerings or services |
| Increase community engagement with your organization’s mission | Increase community engagement with your organization’s mission |
| Increase availability and use of data | |
| Increase visibility of organization within public eye | |

6.a.iii. Key Partnership Challenges

No relationship is without its challenges. The question, “What have been some of the challenges you encountered in our partnership? How problematic were the challenges? Remember: Your responses will in no way negatively impact our relationship,” was

designed to help us understand various challenges in relationship with Swarthmore College through its faculty and staff of the Lang Center.

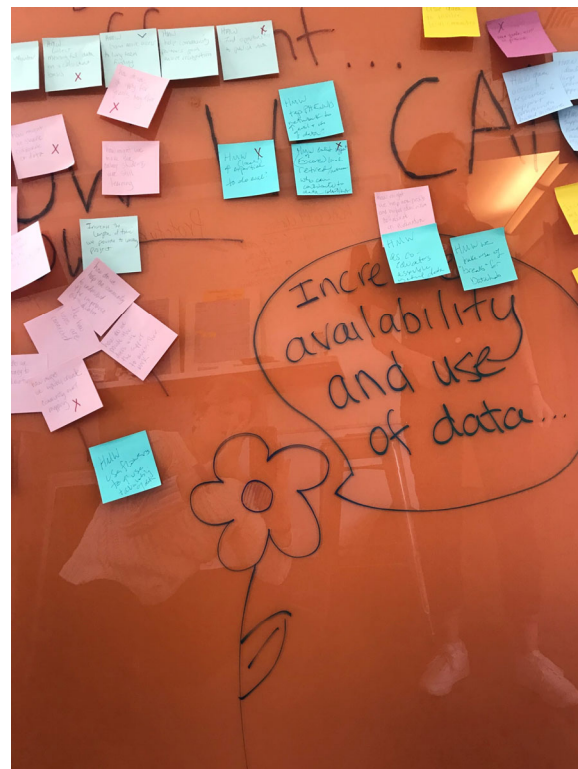
Table 3. Key Partnership Challenges⁶

| Chester Partnerships | Greater Philadelphia Partnerships |
|---|--|
| Project time period insufficient (4/6) | Demands upon staff time (3/6) |
| Number of students inappropriate for size of organization (1/6) | Students did not perform as expected (3/6) |
| Students not well-prepared (1/6) | Students not well prepared (2/6) |

Colleges who participate in community-based learning and research can be perceived as being extractive and/or only interested in student learning outcomes – not in community inputs or outcomes. To “close the loop” on this assessment project, the Lang Center hosted a half day introduction to design thinking with Chester partners who: first, completed the survey and, second, noted in their responses that the increase in the availability and use of data was one area where our partnership has yet to create impact.

After briefly presenting aggregated responses, a University Innovation Fellow led the group – four community partners and two Lang Center staff – through a design-thinking workshop. Together, we explored areas of impact, areas of growth, and key challenges. All of the community partners indicated they would be interested in participating in future design-thinking workshops, suggesting that the experience was favorably received.

We intend to administer the survey and follow up with design-thinking workshops (or other group process) every other year or so such that we can continue to share and reflect upon findings together (alongside faculty with relevant expertise or interest),



⁶ If a challenge is recorded in Table 3. Key Partnership Challenges, then it means that a partner indicated an item was either “moderately challenging” or “very challenging.”

make use of the Social Innovation Lab @ the Lang Center, provide instruction in design-thinking, and facilitate a new method for connection with partners. We may be able to infer our effectiveness in partnership if we see additional areas of impact and/or movement from areas of growth to area of impact as reported by community partners.

6.b. Student Participation in Engaged Scholarship

Just over half of the total student body (854) students from across the class years participated in Lang Center programming (such as a grant program, mass transit, student group, and so on) and/or took Engaged Scholarship (ESCH) course(s) during 2018-2019.

Table 4. Participation in ALL Engaged Scholarship Types during 2018-2019

| Class Year | Participants | Total Students Enrolled at Swarthmore | % |
|-------------------|---------------------|--|----------|
| First Year | 205 | 415 | 49.4% |
| Sophomore | 221 | 394 | 55.8% |
| Junior | 230 | 418 | 55% |
| Senior | 199 | 405 | 49.1% |
| | 854 | 1632 | 52.4% |

Of the figures reported in Table 4:

- 394 students participated in one type of engagement.
- 223 students participate in two types of engagements.
- 116 students participated in three types of engagements.
- 121 students participated in four or more types of engagements.

Notably, 607/854 (71%) students of these students were enrolled in one or more Engaged Scholarship course.

Table 5. Students Enrolled in Engaged Scholarship Courses during 2018-2019

| Class Year | Total ESCH Enrollment | Total Students Enrolled at Swarthmore | % |
|-------------------|------------------------------|--|----------|
| First Year | 129 | 415 | 31.1% |
| Sophomore | 168 | 394 | 42.6% |

| | | | |
|--------|-----|------|-------|
| Junior | 153 | 418 | 36.6% |
| Senior | 157 | 405 | 38.8% |
| | 607 | 1632 | 37.1% |

Of the figures reported Table 5:

- 377 students participated in one Engaged Scholarship course.
- 162 students participated in two Engaged Scholarship courses.
- 47 students participated in three Engaged Scholarship courses.
- 21 students participated in four or more Engaged Scholarship courses.

6.c. The Value of Volunteer Time

In total, through its mass transit program, the Lang Center empowered 271 students to engage in community-based learning fieldwork, community service, and/or political engagement. [The Independent Sector](#) reports that the estimated value of volunteer time in Pennsylvania in 2018 was \$24.94 per hour. Combined, these students provided 7,660.6 hours of service, essentially providing agencies with \$191,055.36.

7. FUTURE DIRECTIONS

Eugene M. Lang's vision and generosity have enabled the Lang Center continuously to find, fund, and develop meaningful new projects. Below we describe a few that have the potential to develop strong roots at the College and beyond.

7.a. Pulitzer Center Partnership

In Fall 2019, Swarthmore College entered a [three-year partnership](#) with the [Pulitzer Center on Crisis Reporting](#). Sponsored by the Lang Center for Civic and Social Responsibility, this partnership will support journalism (across a range of media) as a vital ingredient in maintaining and supporting free thought, open discourse, and informed political engagement locally and around the world. Being a member of the Campus Consortium will enable yearly programming that connects the Swarthmore community with journalists and Pulitzer-supported local, national, and international reporting, engaging students, faculty, and staff on critical local and global issues such as resource extraction, climate change, LGBTQIA rights, and food insecurity. In addition to programming, the partnership will enable a student summer fellowship.

7.b. Assessing Institutional Effectiveness

The Lang Center received recognition during the recent accreditation process as we had generated two of the four assessment reports uplifted in the [Middle States report](#). The Middle States Commission on Higher Education team records the following in the Summary of Evidence and Findings for Standard V: Educational Effectiveness Assessment⁷:
“Consideration and use of assessment results for the improvement of educational effectiveness is apparent in several ways...Evidence of this activity is found in *Assessment of Institutional Effectiveness Lang Center 2016*, *Assessment of Institutional Effectiveness Lang Center 2017*, *Assessment of Swarthmore Summer Scholars Program*, and the *Career Services Annual Report 2017*.”

The Lang Center approaches assessment as a continuous improvement strategy. Thus, staff time and resources permitting, we intend to repeat assessment protocols that have been illustrative and to refine or remove those that do not help us to improve. First, the Lang Center intends to assess the impact of Engaged Scholarship on students in 2019-2020 by assembling evidence that can help us answer the question: What is the impact of Engaged Scholarship on students? Are there any meaningful differences between those who do/do not do Engaged Scholarship coursework? Second, the Lang Opportunity Scholarship (LOS) Program grant agreement requires the Lang Center to hire an external researcher/research team to conduct a 10-year “Retrospective.” Since this will be the second Retrospective and researchers will repeat methodology, we greatly anticipate the findings and comparative analysis that will result. As with the last retrospective, some (if not all) of the

⁷ Middle States Standard V, “Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their programs of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.”

recommendations could be implemented to enhance the LOS Program. Finally, the Beyond the Classroom Advisory Committee – of which the Lang Center is a part – will gather preliminary information about the issue of “hidden costs” summer grantees may have faced. We are concerned that these hidden costs may reduce access to beyond the classroom learning experiences for some students. We intend to design a systematic process for tracking and, if appropriate, sharing this aggregated information with campus decision-makers and stakeholders going forward.

7.c. Inclusive Sustainability

The Lang Center for Civic and Social Responsibility and the Office of Sustainability envision the Inclusive Sustainability initiative to be a scaffold holding resources (funding, staffing, and space) and relationships at the intersections of Engaged Scholarship, social justice, environmental sustainability, and community engagement. The program’s pluralism, in the spirit of the liberal arts, will support a variety of approaches to engaging together, as a community in this important work to build a healthier and more just society.

Many low-income and people of color are disproportionately burdened by environmental harms, and climate change will exacerbate this inequity. The Swarthmore College Sustainability Charrette and larger campus community recognized this on February 11-12, 2015. One of the five broad consensus items included: “take all steps necessary to embed the concept of ‘just sustainability’ in the College’s DNA.” The top proposal emerging from the charrette, which directly addressed the first mandate, was to create a Center for Just Sustainability, “dedicated to environmental sustainability aligned with the advancement of social justice.”

In pursuit of that vision, the Office of Sustainability and the Lang Center for Civic and Social Responsibility have earmarked and are stewarding funds, staffing, and spatial resources dedicated to inclusive sustainability. As the Lang Center facilitates the College’s commitment to intellectual rigor, ethical engagement, and social responsibility by connecting curriculum, campus, and communities, we seek to devote resources and raise funds specifically for Engaged Scholarship on the topic of the *intersectionality* between sustainability issues and other social justice issues.

Many of Swarthmore’s peer institutions have ongoing partnerships with local government agencies and nonprofits that help them to make an impact in their communities; rarely, however, do these programs focus specifically on intersectionality between sustainability and other social justice issues. We have a unique opportunity to fill a gap and become a leader by integrating inclusive sustainability into the work of offices and academic departments.

In FY 18-19 the Inclusive Sustainability initiative hired on one Engaged Scholarship and Sustainability Fellow, Guilu Murphy, to be staff support for the initiative. In the Fall, Aurora Winslade, Director of Sustainability, and Ben Berger, Executive Director of the Lang Center, had discussions with both President Valerie Smith and Provost Sarah Willie-LeBreton about formally launching a Working Committee comprised of delegates from across

campus, including but not limited to the President's and Provost's office, the Black Cultural Center, the Intercultural Center, the Center for Innovation and Leadership, and people like the Associate Dean of Diversity, Inclusion, and Community Development, Coordinator of Environmental Studies, Coordinator of Peace and Conflict Studies, and Coordinator of Black Studies. The Inclusive Sustainability Working Committee was convened in fall 2018 to discuss their draft charge and determine next steps for the committee. In spring 2019, conversations around the Inclusive Sustainability initiative continued with plans of funding select professors' work that aims at building community partnerships around environmental sustainability, social justice, and Engaged Scholarship. Conversations will continue in terms of gathering stakeholder buy-in and building out programmatic steps.

APPENDICES

Appendix I

2018-2019 Engaged Scholarship Course List⁸

Ernest Boyer coined the term “Engaged Scholarship” to describe teaching and research that connects “the university to our most pressing social, civic, and ethical problems” ([Boyer, 1996](#) [pdf]). In FY 18-19, nineteen faculty requested train tickets or bus tokens for their course participants through the Lang Center’s mass transit program: 133 students from courses provided an estimated 1,396 hours of community-based service and engaged research.

Fall 2018

1. [CHIN 090 Practicum in Bridging Swarthmore and Local Chinese Communities](#)
2. [EDUC 014 Introduction to Education](#)
3. [EDUC 021 Educational Psychology](#)
4. [EDUC 041 A Site of Struggle: Educational Policy](#)
5. [EDUC 092 Curriculum and Methods](#)
6. [EDUC 131 Social and Cultural Perspectives on Education](#)
7. [ENGL 089E/ ENV5 042 Ecofeminism\(s\)](#)
8. [ENGR 057/ ECON 032 Operations Research](#)
9. [ENGR 063 Water Quality and Pollution Control](#)
10. [ENVS 012 Writing and Sustenance: Novels and Food](#)
11. [HIST 067 Digging through the National Security Archive: South American Dirty Wars](#)
12. [LING 053/ EDU 53 Educating Emergent Bilinguals](#)
13. [LING 054 Oral and Written Language](#)
14. [PEAC 039 Social Entrepreneurship for Social Change](#)
15. [PEAC 053 Israeli-Palestinian Conflict](#)
16. [PEAC 077 Gun Violence Prevention: Peace Studies and Action](#)
17. [POLS 043B / ENV5 35 Environmental Justice: Theory and Action](#)
18. [POLS 115 The Politics and Practice of Wartime Humanitarian Action](#)
19. [PSYC 028 Stereotypes, Prejudice, and Discrimination](#)
20. [RELG 024 From Vodou to Voodoo: African Religions in the Old and New World](#)
21. [SOC1 056C American Democracy: Political Participation in Midterm Elections](#)

Spring 2019

1. [ANTH 049B Comparative Perspectives on the Body](#)
2. [ANTH 103 Humanitarianism: Anthropological Approaches](#)
3. [ARTH 014 Facing Race and Identity in American Art](#)
4. [BIOL 009 Our Food](#)
5. [DANC 004 Arts in Action](#)
6. [ECON 015 Economic Poverty and Inequality](#)
7. [EDUC 014 Pedagogy and Power: An Introduction to Education](#)

⁸ Community-Based Learning (CBL) courses represent a form of Engaged Scholarship, connecting students and faculty directly with local communities and their members. On this list, CBL courses are marked with an asterisk (*).

8. [EDUC 018 Critical Perspectives](#)
9. [EDUC 026 Special Education: Issues and Practice](#)
10. [EDUC 065 Educational Research for Social Changes: Qualitative Methods](#)
11. [EDUC 042 Teaching Diverse Young Learners](#)
12. [ENGL 089 Race, Gender, Class and Environment](#)
13. [ENGL 002M Medical Writing and Rhetoric](#)
14. [ENGL 050D Literature and Art on the US-Mexico Border](#)
15. [ENGL 052C Contemporary US Fiction, 1990 to the Present](#)
16. [FMST 047 Race and Media Theory](#)
17. [FMST 048 Performance and the Global Body](#)
18. [HIST 004 Latin American History](#)
19. [HIST 001V First-Year Seminar: History in the Making: Autocrats, Activists, and Artists in a Changing Middle East](#)
20. [HIST 090X Divided America: History of the Culture Wars](#)
21. [LING 041 Dialects of American English](#)
22. [LITR 037R Crime or Punishment: Russian Narratives of Captivity and Incarceration](#)
23. [MUSI 008B Music, Race and Class](#)
24. [PEAC 025B Transforming Intractable Conflict](#)
25. [PEAC 043 Gender, Sexuality, and Social Change](#)
26. [PEAC 049 Be the Change: Social Entrepreneurship in Principle and Practice](#)
27. [PEAC 071B Research Seminar: Global Nonviolent Action Database](#)
28. [POLS 045 Disaster Politics and Policies](#)
29. [POLS 070B Politics of Punishment](#)
30. [POLS 104 The State of American Democracy](#)
31. [POLS 028 The Urban Underclass and Public Policy](#)
32. [POLS 057 Latin American Politics](#)
33. [POLS 061 American Foreign Policy](#)
34. [RELG 007B When the Saints Go Marching In! Festivals and Parades of Latin America](#)
35. [SOCI 007B Housing, Wealth, and Racial Inequality](#)
36. [SOCI 021E Social Inequalities](#)
37. [SOCI 026B Class Matters: Privilege, Poverty and Power](#)
38. [SOCI 030B Practicum: Working in Organizations \(M\)](#)
39. [SPAN 023 Introducción a la literatura latinoamericana](#)
40. [SPAN 084 México, 1968: La violencia de ayer y hoy](#)

Appendix II

Student Grant Program Descriptions

Chester Community Fellowship

The Chester Community Fellowship (CCF) Program is a signature program of the Lang Center that connects students to community organizations in the city of Chester for a 10-week summer internship experience. The CCF program seeks to enhance the capacity of Chester-based community organizations as well as develop each Chester Fellow as a scholar, civic leader, and public servant. Over the last two years, Lang Center Project Director Ashley Henry has redesigned CCF to add more of an Engaged Scholarship orientation.

In recognition of the CCF Program's recent achievements, Swarthmore College was named the sole recipient of the 2019 Excellence in Student Engagement Award from the Engagement Scholarship Consortium.

More: ["Swarthmore Honored with National Award for Engaged Scholarship in Chester"](#)

| First Name | Last Name | Class Year | Issue Area | Grant Name | Grant Amt | Host Site |
|------------|-----------|------------|--------------------------|------------|------------|------------------------------|
| Angeline | Etienne | 2022 | Identities & Inequality | SF Lang | \$4,800.00 | Chester Education Foundation |
| Colin | Donahue | 2022 | Economic Development | SF Lang | \$4,800.00 | Chester Housing Authority |
| Helen | Tumolo | 2022 | Education & Access | SF Lang | \$4,800.00 | Chester Education Foundation |
| Malik | Kuziwa | 2022 | Politics & Public Policy | SBAN | \$4,800.00 | Chester Youth Courts |
| Tessa | Hannigan | 2020 | Education & Access | SF Lang | \$4,800.00 | Chester Youth Courts |
| Vanessa | Levy | 2021 | Public Health | SF Lang | \$4,800.00 | Chester Eastside, Inc. |

In May 2019, the Chester Fellows began their summer of community engagement with an orientation to the city led by Ulysses Slaughter of the Chester Housing Authority and Pauline Guerin-Thompson of Penn State Brandywine. This orientation brought students and Chester residents into a shared social setting to reconsider how and why they participate in Chester's development. The concept of "cultural safety" was examined in relation to personal and professional development.

As a capstone to their fellowship, the cohort worked together to create a proposal for long-term engagement with Chester. In the proposal, the Chester Fellows made recommendations of courses that could feature a community-based learning component in Chester and offered suggestions for how to increase access to on-campus spaces and resources for members of the Chester community. Beyond the summer, this proposal will be used as a resource for the Lang Center and others to reference in their efforts to deepen their engagement with Chester.

The program concluded in August with a gathering attended by Swarthmore staff, faculty, and community partners where Chester Fellows shared reflections about their summer experiences.



Photographed here is the 2019 Chester Community Fellows with program manager Ashley Henry. From left: Colin Donahue '22, Vanessa Levy '21, Tessa Hannigan '20, Nya Kuziwa '22, Helen Tumolo '22, Angeline Etienne '22, and Ashley Henry.

Davis Project for Peace

[Davis Project 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 named for Kathryn W. Davis, a lifelong internationalist and philanthropist. At Swarthmore College, the selection committee—Prof. Dominic Tierney (Peace & Conflict Studies); Dr. Denise Crossan (Lang Visiting Professor for Issues of Social Change); and Dr. Jennifer Magee (Lang Center)—nominated Hussain Zaidi '22 and his project, *Improving Healthcare Access for the Transgender Community in Lahore* to receive the \$10,000 grant. This project

sought to address the inequitable access to healthcare through convening stakeholders and



exploring methods to increase the availability of safe, discrimination-free, healthcare spaces for trans people in Pakistan. Hussain describes, “My project taught me the value that an open-minded environment has in promoting a more peaceful environment. One important thing I noted was that it is crucial to constantly check yourself in order to make sure that any personal bias’s you

may have are not being an obstacle to work that may benefit society at large.”

Lang Opportunity Scholarship Program

A signature program of the Lang Center, the [Lang Opportunity Scholarship \(LOS\) Program](#) supports the innovative efforts of students working on issues of social concern in deep consultation with community members. Topics of current projects are global as well as local, including design thinking with athletes from the City of Chester, PA; a STEM



education initiative in Thailand; and a girl’s empowerment program in Lebanon. 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 based on distinguished academic and extracurricular achievement, as well as a demonstrated commitment to civic and social responsibility.

[Left to right, Chris Precise ’21, Seimi Park ’20, Elizabeth Erler ’20, Nancy Awad ’20, Rose Ridder ’20, and Omri Gal ’19]

The LOS Program covers a portion of each Lang 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 Lang Scholar (or \$15,000 for a pair of Lang Scholars) to support a project which will facilitate social change in a significant way. Lang 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. (More: [“Introducing the Lang Scholar Class of 2021”](#))

Lang Scholars & Their Projects

- Nancy Awad '20, *Banat Seshat* [Daughters of Seshat] Initiative, Egypt, More: [Program in Egypt lets female orphans channel their inner tech goddess](#), ['Benat Seshat' Initiative uses digital literacy to empower orphan women](#), [Benat Seshat: a Digital Literacy Initiative Empowering Young Orphan Women in Upper Egypt](#), [Banat Seshat: The Egyptian Initiative Looking to Empower Upper Egyptian Women](#)
- Faith Becker '21, Strive St. Louis, Missouri
- Ferial Berjawi '19, The BetterFly Camp, Lebanon, More: ["Q&A with Lang Opportunity Scholar Ferial Berjawi '19"](#), [BetterFly Is Charitable Project to Empower Refugee Women](#)
- Aayushi Dangol '20, Nepali Girls Code, Nepal
- Elizabeth Erler '20 *Alianza de salud de zona tres* [Zone 3 Health Alliance], Guatemala
- Omri Gal '19, Design FC, Chester, ["Omri Gal '19 Teams With Philadelphia Union to Help Chester Youth"](#)
- Layla Hazainei '20, Creating a Cyber Social Movement: Virtual Arab Feminism, ["Layla Hazainei '20 Wins Next Generation Peacemaker Award"](#)
- Lamia Makkar '21, WOCO, Haiti
- Jolleen Opula '21, TBD, Kenya
- Seimi Park '20, TBD, Philadelphia
- Chris Precise '21, Writing in the Ward, Philadelphia
- Rose Ridder '20, โครงการน้ำโรงเรียนผาปังวิทยา [Phapangwittaya Water Project], Thailand
- Shayena Shah '20, SaniStitch, India
- Eriko Shrestha '19, Nagar Mitra's E-waste Network, Nepal
- Nancy Yuan '20, Refugee Sponsor Hub, New Zealand
- Andrew Zhu '21, A STEM for social good project

During FY 2018-2019, the following Lang Scholars received graduate fellowship funds:

- Riana Shah '14, Massachusetts Institute of Technology
- Ariel Finegold '13, Harvard Business School
- Hope Brinn '15, University of Michigan
- Isabel Sacks '15, Stanford University
- Bolutife Fakoya '17, Harvard University
- Sonya Chen '18, Princeton University
- Tyler Alexander '17, Sidney Kimmel Medical College at Thomas Jefferson University
- Akunna Uka '14, University of California, Los Angeles

Lang Social Impact Fellowship

The [Lang Social Impact Fellowship](#) has empowered alumni scholars to replicate, extend, or deepen project impact by providing additional funding and support, including mentoring, training, and advising during the fellowship year. A'Dorian Murray-Thomas '16 and Fatima Boozarjomehri '18 are members of the second Lang Social Impact Fellow cohort in 2018-2019. (More: "[Introducing the 2018-2019 Lang Social Impact Fellows](#)")

A special major in Political Science & Educational Studies, **A'Dorian Murray-Thomas '16**



founded SHE Wins—a free social action and leadership development program for middle and high school girls in Newark who are affected by violence—while she was a Lang Scholar at Swarthmore College. A trauma-informed program, SHE Wins consists of a summer and afterschool Leadership Academy where girls hone their leadership, literacy, and self-regulatory skills through mentorship, project-based learning, and service-learning opportunities. During the Fellowship year, A'Dorian deepened the services SHE Wins provided at their flagship partner school, 13th Avenue School—a traditional public school in one of the highest-need neighborhoods in the City of

Newark. Prioritizing depth over breadth, they ran additional programming at the school and met regularly with school administrators and staff to see how SHE Wins can help fulfill the academic, behavioral, and social-emotional needs of their 6th - 8th grade girls. The result was an increase in visibility within the school's culture and climate, tightened relationships with staff and administration, and a spike in the number of users/participants in SHE Wins from this school.

A'Dorian reflects, "I was intentional about deepening SHE Wins' partnership with this school both because of its high needs population and the wealth of philanthropic and institutional opportunities that come with working in this particular neighborhood. From this partnership, we caught the attention of a local afterschool program that is a subsidiary of a national afterschool program, 21st Century Learning, that currently serves tens of thousands of students across the country and thousands in the city of Newark. Their local anchor institution is the Cornwall Research Center out of Rutgers University Newark, and they expressed interest in working with SHE Wins to scale our program to additional 21st Century Learning sites in Newark. We have recently built a relationship with Girl Scout Hearts of New Jersey, that currently serves thousands of girls in Newark, and they have similarly expressed interest in some form of partnership."

The SHE Wins Summer Leadership Academy grew from 40 girls in 2018 to 50 girls in 2019—the 2019 cohort is more than quadruple the number of young women served in our founding Summer Academy in 2015. Further, they have grown their workforce development component of the program by increasing the number of scholars they employ as SHE Wins Peer Interns through the City of Newark's Summer Youth Employment Program—growing from 22 girls in 2018 to 30 girls in 2019. As far as community service hours, SHE Wins Scholars have already given more than 300 collective hours of service

from the '18-'19 school year alone, and their service projects have grown to reach nearly 2,000 people in the City of Newark (as compared to 1500 in 2018). With more than 26,000 girls living under the age of 18 in the City of Newark, there is tremendous opportunity for SHE Wins to continue growing and scaling their work. Now entering the second year of the Lang Social Impact Fellowship, A'Dorian plans to streamline, enhance, and package a SHE Wins Curriculum to scale to other schools and nonprofit organizations, among other goals.

Fatima Boozarjomehri '18 graduated from Swarthmore College with majors in Peace and Conflict Studies and Islamic Studies. As a student at Swarthmore College, Fatima worked



with the Afghan refugee population of Southern Tehran and designed projects dedicated to improving access to education and training for Afghan youth and women through two separate initiatives: The Fanoos Project which was sponsored in part by the Project Pericles Fund of Swarthmore College, and ReVision which was supported by the LOS Program.

During the first three years of Fanoos, programming was based in southern Tehran and specifically targeted Afghan mothers in Soosh. In the first half of the Lang

Social Impact Fellowship year, Fatima worked towards expanding the reach of Fanoos to the greater Afghan community of Tehran. By expanding the coverage of their programming, they are now able to provide benefits and services to many women in central Tehran who would otherwise not have the transportation means to reach their classes in Shoosh. For this initiative, Fatima collaborated with two NGOs, Society for the Protection and Support of Socially Disadvantaged Individuals (SPASDI) and Tavanyab, to expand their carpet-weaving workshops. By expanding this program, they reached 40% more Afghan women and have facilitated a basic level of integration for their Afghan clients who otherwise did not interact with Iranians in a formal capacity. Afghan mothers who attend our workshops at the SPASDI headquarters are free to participate in their other programming, free of charge. In March 2019, Fatima attended the Commission on the Status of Women at the United Nations headquarters in New York where she met other women working in the nonprofit sector in Iran whose work closely aligns with the mission of Fanoos.

In the second year of the Fellowship, Fatima plans expand the programs currently offered by Fanoos to the most vulnerable women in the Afghan refugee population. She describes, "During the first year of Fanoos, we handpicked the most qualified applicants to take part in our pilot program and rejected over 90 applications. After a successful year, we are now ready to expand the breadth of the program to include women we had previously rejected from our program: heads of households who are elderly, illiterate, and have developmental disabilities. A second year of LSIF funding will support me to create a program that is geared towards the needs of this subpopulation. Specifically, teaching the women to create handicrafts which an NGO will help sell on their behalf. During the second year, we will be working towards achieving the same goals of providing economic self-sufficiency, psychological empowerment, and helping create a network of strong women within the Afghan refugee community of southern Tehran."

Project Pericles Fund

The purpose of the [Project Pericles Fund \(PPF\)](#) is to support groups of Swarthmore College 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 partnerships with community members and sustain the social value of local and/or global, social change-oriented projects. In FY 18-19, the following group received project funding:

Storyboard

In partnership with the Las Fotos Project in Los Angeles, California, Storyboard aimed to provide high school students in low- resource communities access to digital media, writing skills, education in film and photography, and a platform for diverse stories. Their strategy involved organizing monthlong, intensive summer programs that taught 10 to 12 students technical, interpersonal, and professional skills that prepares them to create their own digital media (photography, video, and writing pieces) and share stories about social justice issues in their communities. Post evaluation forms suggest that participants experienced greater confidence and skill levels than before the program. One of Storyboard's greatest achievements was the end of program premiere, which was attended by over 40 people and allowed the students to practice public speaking. The published Zine also allowed students to take home a tangible artifact of their hard work. The team intends to replicate the project in New York City and beyond.

Swarthmore Black Alumni Network (SBAN) Internship Program

Founded by alumni of Swarthmore College, the mission of the [Swarthmore Black Alumni Network \(SBAN\)](#) is to serve, involve, engage, and inform the Swarthmore community of Black alumni to build powerful networks, promote mentoring, create initiatives, and execute programs that connect Black alumni to each other, their communities, current Black students, and to the faculty, staff, and administration of Swarthmore College. The Swarthmore Black Alumni Network proudly supports the Lang Center for Civic and Social Responsibility through dedicated SBAN internship grants for students. Grantees in the summer of 2019 included: David Buckley '21, Mikayla Purnell '22, Sara Laine '21, and Malik Nya Kuziwa '22. Thanks to generous lead donors, a new endowed fund (SBAN Endowed Internship Fund) will support social justice initiatives and research through the Lang Center in perpetuity. Contributions to the SBAN Endowed Internship Fund are invested in Swarthmore's Fossil Fuel-Free Fund and will provide support for a minimum of one internship a year once the fund balance reaches \$125,000. This endowment is on track to begin funding one internship a year starting in 2023.

More: [Swarthmore Black Alumni Network](#)

Swarthmore Foundation

The Swarthmore Foundation is a small philanthropic, multi-constituent funding body formed by Swarthmore College in 1987. The Swarthmore Foundation is supported by endowments and the generous gifts of individuals, foundations, and others—including the Eugene M. Lang Foundation. Overseen by the Lang Center, the Swarthmore Foundation provides students with faculty-led engaged research, pilot project, and summer internship grants.

Faculty-Led Engaged Research

The Lang Center continued to broaden notions of Engaged Scholarship beyond community-based learning (CBL). CBL represents a rewarding but intensely demanding form of teaching and research that emphasizes close classroom-community partnerships and co-creation of knowledge. Moving toward an inclusive model that considers Engaged Scholarship as work that address a contemporary issue of pressing public concern and builds knowledge about how to ameliorate social problems — in addition to CBL — Engaged Scholarship may produce work that engages with various publics and/or is public-facing. Because of this expanded definition of Engaged Scholarship, the number of people applying for faculty grants this year increased to 16 applications for Engaged Scholarship Research Grants (ESRG) and 22 applications for Engaged Scholarship Teaching Grants (ESTGs) in FY 18-19. ESRG provide students with a crucial bridge between their academic pursuits and the issues they care about—all under the guidance of a Swarthmore College faculty member. In summer 2018, 15 students who received ESRG worked with nine faculty whereas in summer 2019, 19 students worked alongside 12 faculty.

| First Name | Last Name | Class Year | Issue Area | Grant Name | Grant Amt | Faculty Sponsor (Dept) |
|------------|--------------|------------|--------------------------|-------------|------------|------------------------|
| Brandon | Shi | 2020 | Politics & Public Policy | Nason | \$4,800.00 | Daniel Laurison (SOCI) |
| Cecilia | Williamson | 2022 | Arts Media and Culture | Swat Fdn | \$2,400.00 | David Harrison (LING) |
| Chantal | Reyes | 2022 | Arts Media and Culture | Swat Fdn | \$2,400.00 | David Harrison (LING) |
| Destiny | Samuel | 2022 | Education & Access | Nason | \$4,800.00 | Roseann Liu (EDUC) |
| Dorcas | Tang | 2019 | Arts Media and Culture | Class of 61 | \$2,500.00 | Rodney Evans (FMST) |
| Eleanore | Lee | 2021 | Economic Development | Believe | \$3,300.00 | Syon Bhanot (ECON) |
| Evelien | van Gelderen | 2021 | Public Health | Starfield | \$4,800.00 | Ellen Magenheim (ECON) |

| | | | | | | |
|---------------|----------|------|-------------------------|---------|------------|------------------------|
| Kadiata | Diallo | 2021 | Education & Access | Nason | \$4,800.00 | Ann Renninger (EDUC) |
| Kaitelyn | Pasillas | 2020 | Education & Access | Nason | \$4,800.00 | Edwin Mayorga (EDUC) |
| Kiara | Rosario | 2022 | Education & Access | Nason | \$4,800.00 | Roseann Liu (EDUC) |
| Lucas | Barton | 2021 | Education & Access | Nason | \$4,800.00 | Ann Renninger (EDUC) |
| Maya | Henry | 2020 | Education & Access | Lenfest | \$4,800.00 | Lisa Smulyan (EDUC) |
| Paul | Buchanan | 2021 | Identities & Inequality | Lenfest | \$4,800.00 | Sa'ed Atshan (PEAC) |
| Pempho | Moyo | 2021 | Education & Access | Nason | \$4,800.00 | Ann Renninger (EDUC) |
| Sarah | Wheaton | 2021 | Public Health | Nason | \$4,800.00 | Ellen Magenheim (ECON) |
| Stella (Luca) | Poxon | 2022 | Education & Access | Lenfest | \$4,800.00 | Jen Bradley (EDUC) |
| Sydney | Schwarz | 2020 | Arts Media and Culture | Nason | \$4,800.00 | Elaine Allard (EDUC) |
| Tom | Jensen | 2020 | Economic Development | Penrose | \$3,300.00 | Syon Bhanot (ECON) |
| William | Han | 2021 | Economic Development | Penrose | \$3,300.00 | Syon Bhanot (ECON) |

Pilot Project Grants

Pilot project grants from the Swarthmore Foundation allow students to test the feasibility of a project idea, test a prototype, conduct community assessment, and perform research to refine and enhance a project idea *before* implementing it on a larger scale. In FY 18-19, two pilot project grants were made:

| First Name | Last Name | Class Year | Issue Area | Grant Name | Grant Amount | Description |
|------------|-----------|------------|------------------------------|------------|--------------|--------------------------------|
| Juliette | Narame | 2021 | Environment & Sustainability | Believe | \$5,700.00 | Community assessment in Rwanda |

| | | | | | | |
|-------|-------|------|------------------------|-------|------------|---|
| Karen | Avila | 2020 | Arts Media and Culture | Stott | \$5,000.00 | Curriculum development and community building in Philadelphia |
|-------|-------|------|------------------------|-------|------------|---|

Social Impact Summer Scholarships

Social Impact Summer Scholarships (formerly referred to as internships) support students pursuing unpaid, full time or part time positions with host organizations that empower them to add dimension to their undergraduate coursework while advancing the organization’s mission, goals, and objectives.

| First Name | Last Name | Class Year | Issue Area | Grant Name | Grant Amount | Host Site |
|-------------------|------------------|-------------------|--------------------------|-------------------|---------------------|--|
| Abigail Irene | Bautista | 2022 | Education & Access | Lubar | \$2,300.00 | Educo Accredita |
| Abuhena (Rafi) | Hares | 2020 | Economic Development | SF Lang | \$4,800.00 | Science Leadership Academy |
| Alana | Ballagh | 2022 | Public Health | SF Lang | \$4,800.00 | Maternal, Child, Adolescent/Adult Center (MCA) for Infectious Diseases and Virology of the Los Angeles County & University of Southern California Medical Center |
| Alessandro | Getzel | 2021 | Politics & Public Policy | SF Lang | \$4,800.00 | NYS Democratic Party |

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|---------------------|-----------------|------|------------------------------|----------|------------|--|
| Alex | Frost | 2020 | Ethics & Human Rights | Swat Fdn | \$4,800.00 | Justice Now |
| Alicia | Contrera | 2022 | Environment & Sustainability | SF Lang | \$4,800.00 | Forestal Sylvis |
| Amy | Harris | 2021 | Economic Development | Swat Fdn | \$4,800.00 | Philadelphia Behavioral Science Institute |
| Ananya | Bhattacharya | 2021 | Environment & Sustainability | Swat Fdn | \$4,800.00 | Conservation Law Foundation |
| Angela | Reyes Cervantes | 2022 | Ethics & Human Rights | SF Lang | \$4,800.00 | Promise Arizona |
| Anjali | Singapur | 2021 | Public Health | Swat Fdn | \$4,800.00 | Chicago Alliance Against Sexual Exploitation |
| Biruh Tesfa | Dejene | 2022 | Education & Access | Swat Fdn | \$4,800.00 | Lebawi International Academy |
| Carolyn | Cheng | 2022 | Environment & Sustainability | Swat Fdn | \$4,800.00 | Sunrise Movement |
| Chandararith (Andy) | Im | 2022 | Environment & Sustainability | SF Lang | \$4,800.00 | Mighty Writers |
| Chrisbet | Cortes-Lopez | 2022 | Refugees & Immigration | Swat Fdn | \$4,800.00 | My New Red Shoes |
| Corinne | Wolyniec | 2021 | Identities & Inequality | Swat Fdn | \$4,800.00 | Delaware County Advocacy & Resource Organization |
| David | Buckley | 2021 | Identities & Inequality | SBAN | \$4,800.00 | NAACP Legal Defense Fund |
| Eduardo | Burgos | 2022 | Refugees & Immigration | Swat Fdn | \$4,800.00 | Justice at Work |
| Edward | Tranter | 2022 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Duke-NUS Medical School |

| | | | | | | |
|--------------|---------------|------|------------------------------|-------------------------------------|------------|---|
| Emma | Chiao | 2022 | Ethics & Human Rights | Swat Fdn | \$4,800.00 | Immigration Policy Lab @ Stanford |
| Evelyn | Pineda | 2020 | Refugees & Immigration | Swat Fdn | \$4,800.00 | Friends to Elect Robert Emmons, Jr. |
| Francis | Eddy Harvey | 2021 | Public Health | Swat Fdn | \$4,800.00 | Pittsburgh Mercy Family Medical Center |
| Gabriella | Vetter | 2022 | Education & Access | Swat Fdn | \$4,800.00 | The Chester County Food Bank |
| Gwen | Gilfond | 2022 | Education & Access | Swat Fdn | \$2,970.00 | Breakthrough Collaborative |
| Hanna | Gutow | 2020 | Public Health | Williamson | \$4,800.00 | Stanford Healthcare Obstetrics and Gynecology |
| Jared | Gillen | 2020 | Politics & Public Policy | Robbins Chang | \$4,800.00 | MIT Election Data and Science Lab |
| Jasmine | Moore | 2020 | Environment & Sustainability | Nason | \$4,800.00 | Gwinnett County Parks and Recreation |
| Jissel | Becerra Reyes | 2020 | Refugees & Immigration | Swat Fdn | \$4,800.00 | National Network for Immigrant and Refugee Rights |
| Julia | Botkin | 2021 | Refugees & Immigration | Swat Fdn | \$4,800.00 | Las Americas Immigrant Advocacy Center |
| Kaavya | Arakoni | 2021 | Politics & Public Policy | Asian American Nonprofit Internship | \$4,800.00 | Committee of Seventy |
| Katie | Silva | 2022 | Ethics & Human Rights | SF Lang | \$4,800.00 | Diocesan Migrant and Refugee Services |
| Kawit (Ping) | Promrat | 2020 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Congressman David Cicilline (D-RI) Office |

| | | | | | | |
|-------------------|-----------|------|--------------------------|----------------|------------|--|
| Keton | Kakkar | | Science & Society | Swat Fdn | \$4,800.00 | Columbia University in the City of New York |
| Kevin | Liao | 2021 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Delco Democrats |
| Lily | Goldman | 2021 | Ethics & Human Rights | Swat Fdn | \$4,800.00 | National Museum of American Jewish History |
| Louisa | Carman | 2021 | Refugees & Immigration | Swat Fdn | \$3,360.00 | Latinos Progresando |
| Lucy | Fetterman | 2022 | Ethics & Human Rights | Swat Fdn | \$3,600.00 | Quaker Earthcare Witness |
| Max | Gruber | 2020 | Arts Media and Culture | Class of '61 | \$4,800.00 | FLORA ars+natura in Bogotá, Colombia / Christie's in NYC |
| Melissa | La Noire | 2020 | Public Health | Nason | \$4,800.00 | National Hospital dos de Mayo |
| Michael ("Mikey") | Kourakos | 2021 | Science & Society | Robbins/ Chang | \$4,800.00 | Swarthmore College - DNA sequencing project with prof. Mathieson |
| Mikayla | Purnell | 2022 | Education & Access | SBAN | \$4,800.00 | Philadelphia Children's Movement/The Homesteadista |
| Mohammed | Bappe | 2020 | Refugees & Immigration | SF-Lang | \$4,800.00 | Teaching for Change/Multicultural Family Community Services |
| Naomi | Horn | 2022 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Advocates for Women's and Kids' Equality (AWAKE TN) |

| | | | | | | |
|-------------------|----------------------|------|------------------------------|----------|------------|--|
| Narangarav (Nara) | Enkhtaivan | 2022 | Education & Access | SF Lang | \$4,800.00 | Mongolia 4-H Youth Organization/ Ministry of Education |
| Olivia | Robbins | 2021 | Identities & Inequality | Swat Fdn | \$4,800.00 | Zochrot |
| Owais | Noorani-Kamtekar | 2021 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Institute for Policy Studies |
| Pacifique | Niyonkuru Kalimbanya | 2022 | Economic Development | SF Lang | \$4,800.00 | Rwanda Business Development Fund |
| Ricardo (Ricky) | Espino | 2020 | Refugees & Immigration | Swat Fdn | \$4,800.00 | Washington Office on Latin America |
| Ryan | Arazi | 2021 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Office of Congresswoman Alexandria Ocasio-Cortez |
| Samantha | Ortiz-Clark | 2022 | Public Health | Swat Fdn | \$2,997.60 | University of Puerto Rico Medical Sciences Campus |
| Sara | Laine | 2021 | Identities & Inequality | SBAN | \$4,800.00 | African Family Health Organization |
| Sarah | Smith | 2021 | Public Health | Swat Fdn | \$4,800.00 | Physicians for Human Rights & Dana Farber's Summer Volunteer Program |
| Seneca | Kinn-Gurzo | 2020 | Environment & Sustainability | SF Lang | \$4,800.00 | Serenity Soular |
| Shelby | Dolch | 2021 | Identities & Inequality | SF Lang | \$4,800.00 | Nationalities Services Center |
| Sonia | Linares | 2022 | Education & Access | SF Lang | \$4,800.00 | College Match Los Angeles |

| | | | | | | |
|---------------------|----------------------|------|------------------------------------|--------------|------------|---|
| Taing (Eaindray) | Aung | 2021 | Ethics & Human Rights | Lenfest | \$4,800.00 | Girls Inc. of Greater Philadelphia & Southern NJ |
| Theodore | Grayer | 2022 | Politics & Public Policy | Swat Fdn | \$965.00 | Office of Mary Gay Scanlon |
| Veronica | Yabloko | 2022 | Politics & Public Policy | Swat Fdn | \$4,800.00 | Law Offices of Christina Aborlleile |
| Vivien | Fernandez- Ravelo | 2020 | Ethics & Human Rights | Swat Fdn | \$4,800.00 | Miami-Dade State Attorney's Office |
| William | Bein | 2021 | Politics & Public Policy | SF Lang | \$4,800.00 | Congressman Pascrell |
| William | Marchese | 2020 | Environment & Sustainability | Miller | \$4,800.00 | Sunrise Movement |
| Xinrui (Jessica) | Yang | 2021 | Economic Development | Swat Fdn | \$4,800.00 | Philadelphia Behavioral Science Institute |
| Yifan | Ping | 2021 | Education & Access | Swat Fdn | \$4,800.00 | Bureau of Human Resource and Social Security |
| Zina | Dana | 2021 | Arts Media and Culture | Class of '61 | \$4,800.00 | The Wilma Theater |

Appendix III

Swarthmore Foundation and Other Grants Administered by the Lang Center

| Fund Name: Number | Description |
|--|--|
| Asian American Non-Profit Summer Internship: 23801 | The Asian American Non-Profit Summer Internship was established in 2017 by Martin Juhn '88. The fund shall be used to support student participation in fellowships, internships, and other summer opportunities that support Asian American nonprofits, and selection will be made by the Lang Center for Civic and Social Responsibility. |
| Believe Current Social Action Award Fund: 23548 | The Believe Endowed Social Action Award was established in 2006 to enable students to spend the summer in a developing country working on a global social action project. The Mission of the Believe Award is "To support inspired global citizens who believe in the reality of a better world, and who believe that the key to peace and progress in the world is to develop personal connections in other cultures through social action and direct community engagement." The Believe award is administered through the Lang Center for Social Responsibility. |
| Cilento Family Community Service Internship: 26166 | The Cilento Family Community Service Internship was established in 2002 by Alexander Cilento '71 to support Swarthmore College students who carry out community service projects that benefit low-income families in the area. The Swarthmore Foundation administers the fund. |
| Class of 1961 Fund for the Arts and Social Change: 26144 | The Class of 1961 Fund for the Arts and Social Change was established by the Class of 1961 in honor of its 50th Reunion. This fund provides a Summer Social Action Award to one or more students each summer with a preference for projects in which the arts and social change are joined. This reflects the distinctive interests of the Class of 1961 in the art, theater, music and dance of their time and their commitment to making a difference in the world. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility. Summer Social Action Awards are granted to students on a competitive basis so that they may spend a summer engaging meaningfully with non-profit organizations, grass-roots advocacy groups, or public service agencies. |

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| <p>Gilmore Stott Service Award: 22017</p> | <p>From the endowment agreement, this award "...shall provide funding each year to enable a Swarthmore student to accept an unpaid internship which promotes the ideal of service to others that was treasured and fostered at Swarthmore by Gilmore Stott. Priority will be given to internships that combine service with the performing arts, especially in the City of Chester." This award is provided to a student (known as the Gilmore Stott Service Scholar) through the S2A2 program. Preference is given to a student serving the Chester Children's Chorus or the Chester School of the Performing Arts. If no student is serving the two organizations named above, preference will be given to a student serving an agency in Chester devoted to visual arts (examples include the Nia Center summer arts camp or the Chester Community Mural Arts Program). The next level of preference would be given a student serving a non-profit performing arts organization in the five-county area (Philadelphia Mural Arts, First Person Arts, Samuel Fleischer Art Museum) or a local youth performing arts organization.</p> |
| <p>John Nason Community Service Fellowship: 26945</p> | <p>The John W. Nason Community Service Fellowship. The John W. Nason Community Service Fellowship celebrates the contributions of Swarthmore's eighth president by supporting students pursuing off-campus community service related to their academic program. The Nason Fellowship was initiated by members of the Class of 1945 in anticipation of their 50th reunion. The Nason Fellowship is administered by the Swarthmore Foundation.</p> |
| <p>John W. Anderson '50 Memorial Internship: 26518</p> | <p>John W. Anderson '50 Memorial Internship was created by his wife, Janet Ball Anderson '51. The Anderson internship supports students teaching science to disadvantaged children, with preference for students interested in working with children in grades K-12.</p> |
| <p>Lenfest Student Fellowship Endowment: 26111</p> | <p>The Lenfest Student Fellowship Endowment was established in 2008 by Gerry and Marguerite Lenfest. The fund shall be used to support student participation in research fellowships, internships, and other summer opportunities, and selection will be made by the Provost's Office and the Lang Center for Civic and Social Responsibility.</p> |
| <p>Miller Internship for Environmental Preservation: 26524</p> | <p>The James H. '58 and Margaret C. Miller Internship for Environmental Preservation enables a Swarthmore student to engage in meaningful work directed toward the preservation of the environment, including such activities as environmental education, environmental justice, habitat preservation and restoration, issues dealing with environmentally sustainable technologies and economies, and relevant public policy. This may take the form of an internship with an organization which is committed to a sustainable future. The Nature Conservancy, American Farmland Trust, and Natural Resources Defense Council are current examples of organizations engaging in such work. The Award is intended to encourage a student to explore a career in public policy relating to preserving the environment for future generations. The Lang Center for Civic and Social Responsibility selects the internship recipient.</p> |

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| <p>Penrose International Service Fund: 26964</p> | <p>The Penrose International Service Fund provides a stipend to support participation in a project to improve the quality of life of a community outside North America. The project should involve direct interaction with the affected community and be of immediate benefit to them rather than action in support of social change at a regional or national level. The stipend will be available to a Swarthmore student from any class for a project in any country other than that of his or her own citizenship. The Lang Center for Civic and Social Responsibility administers the Penrose International Service Fund.</p> |
| <p>David Robbins '83 Chang Big Data/Social Change Lang Center Internship: 26229</p> | <p>The David Robbins '83 Big Data/Social Change Lang Center Internship was established in 2017 by David Robbins '83. The fund shall be used to support student participation in fellowships, internships, and other summer opportunities that support our students' use of big data while working for social change or in connection with the Liberal Arts. The selection will be made by the Lang Center for Civic and Social Responsibility, but is open to all students at Swarthmore.</p> |
| <p>Sager Fund</p> | <p>The Sager Fund of Swarthmore College was established in 1988 by alumnus Richard Sager '73, a leader in San Diego's gay community. To combat homophobia and related discrimination, the fund sponsors events that focus on concerns of the lesbian, bisexual, and gay communities and promotes curricular innovation in the field of lesbian and gay studies. The fund also sponsors an annual three-day symposium. The fund is administered by a committee of women and men from the student body, alumni, staff, faculty, and administration. In 2004, Richard Sager created an "internship" to provide funding for students in internships with nonprofit organizations whose primary missions address gay/lesbian/bisexual/transgender issues. The Lang Center for Civic and Social Responsibility administers the internship.</p> |
| <p>Stephen Lubar '75 Student Summer Fellowship: 23118</p> | <p>The Stephen Lubar '75 Student Summer Fellowship was established in 2014 by Stephen Lubar '75. This fund is intended to provide an enriching summer fellowship for a rising junior or senior at Swarthmore in any field of study (to vary in subsequent years as additional funds become available) to travel somewhere they've never been before to enrich their own lives and the lives of others. These fellowships will be administered by the Lang Center for Civic and Social Responsibility.</p> |
| <p>Swarthmore Black Alumni Network (SBAN) Endowed Internship: 23146</p> | <p>The Swarthmore Black Alumni Network (SBAN) Endowed Internship was established by Marilyn J. Holifield. The fund is intended to provide summer working, learning, and research opportunities for students (first years through juniors), with a preference for those focused on social justice and urban inequality. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility.</p> |
| <p>Swarthmore Fdn-Lang Funds: 26949</p> | <p>Founded in 1987, the Swarthmore Foundation is a small philanthropic body designed to be a distinctive part of Swarthmore College. Its mission is to promote an understanding and a sense of social responsibility within the student body by aiding them to become involved in effective charitable work.</p> |

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| Swarthmore Foundation: 26950 | Founded in 1987, the Swarthmore Foundation is a small philanthropic body designed to be a distinctive part of Swarthmore College. Its mission is to promote an understanding and a sense of social responsibility within the student body by aiding them to become involved in effective charitable work. |
| Williamson Summer Opportunity: 23152 | To be used as current funding to support one Lang Summer Opportunity per year for the next four years. |