



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

President's Higher Education Community Service Honor Roll Application

Program Purpose: The President's Higher Education **Community Service** Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President's Interfaith and **Community Service** Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President's Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for **General Community Service, Education, Economic Opportunity, and Interfaith Community Service** category.

Uses of information: Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and **Community Service** (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:	<u>University of San Francisco</u>
Name of chief executive officer	First name: <u>Stephen</u>
	Last name: <u>Privett, S.J.</u>
	Title (President, Chancellor, other): <u>President</u>
Mailing Address	Street Line 1: <u>2130 Fulton Street</u>
	Street Line 2: _____
	City: <u>San Francisco</u>
	State: <u>California</u>



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	ZIP:	94117
	Phone:	(415) 422-6762
	Fax:	(415) 422-2303
	Email Address	privett@usfca.edu
Interfaith Community Service Staff Lead (Required only for "Interfaith Community Service")	First name:	
	Last name:	
	Department / Office:	
	Email Address:	
Official Department Contact Information (If different from main contact)	Street Line 1:	2130 Fulton St
	Street Line 2:	
	City:	San Francisco
	State:	California
	ZIP:	94117
	Phone:	(415) 422-2846
	Fax:	(415) 422-2504
	Email Address:	zياجka@usfca.edu
Media Contact	First Name	Gary
	Last Name	McDonald
	Telephone	(415) 422-2699
	Fax	(415) 422-2696
	E-mail Address	mcdonald@usfca.edu
Campus Community Service Coordinator	First name:	Alan
	Last name:	Zياجka
	Department / Office:	Provost Office
	E-mail address:	zياجka@usfca.edu
Institution code	IPEDS (6 digit)	122612
	and 8-digit OPEID number	00132500
Total student enrollment (graduate and undergraduate, full- and part-time)	10017	



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Institutional type (check one)

- Two-year public
- Four-year public
- Graduate students only, public
- Other (please describe)
- Two-year private
- Four-year private
- Graduate students only, private

Please describe: _____

Minority-serving institution (check as appropriate)

- Alaska Native Serving Institution
- Asian American and Pacific Islander Serving Institution
- Hispanic Serving Institution
- Historically Black College/ University
- Native Hawaiian Serving Institution
- Native-American Serving (Non-Tribal) Institution
- Predominately Black Institution
- Predominately Minority Population Community College
- Tribally Controlled College/University

Have you ever been a member of the Honor Roll?

- Yes
- No
- Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc.) membership on the Honor Roll?

- Yes
- No
- Don't know/ data not available

How did your institution learn about the Honor Roll



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program? (Indicate all that apply):

- ACE Annual Meeting
- CNCS's letter to higher education chief executives
- Media advertisement
- Media news story
- National Conference on Volunteering and Service
- Other
- Outreach (website, newsletter, etc.) by CNCS or its programs
- Outreach by another higher education organization
- Outreach by Campus Compact

Definitions

Community service means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Interfaith community service means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Academic term means: quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30, 2013 ****

Institutional Commitment to Community Service Statement

Describe your institution's commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

This statement **MUST** include:

- Detailed discussion of the institutional commitment to community service, including:
 - Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)
 - Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)



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- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
- Discussion of the impact and effect of this commitment to service in the community
- Description of the conditions in the community that drove your institution to engage in service

If you are applying for the Interfaith Community Service Category, describe your institution's commitment to Interfaith Community Service through intentional interfaith engagement and how this ties into the commitment to service. Please provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institutions and its impact on the community.

Please discuss in detail the institutional commitment to interfaith engagement, including:

- Explanation of the commitment of institutional resources to support interfaith engagement
- Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities

The Vision, Mission, and Values Statement of the University of San Francisco speaks to the institution's commitment to serving the local, national, and international communities with generosity, compassion, and justice: "The University's core values include a belief in and a commitment to advancing a culture of service that respects and promotes the dignity of every person." This mission permeates all aspects of the institution, including student learning and faculty development, curriculum design, program and degree offerings, alumni relations, publications, and other institutional features. The University of San Francisco (USF), founded in 1855, has a long history of service to the citizens of San Francisco and the world. Throughout the 19th century, the Jesuit school encouraged its faculty and students to provide social services to the people of San Francisco in hospitals, schools, homeless shelters, soup kitchens, and prisons. This legacy of community service is evident today at USF. During the year ending on June 30, 2013, 7,480 USF students performed 303,283 hours of community service. USF is one of the few national universities that require all undergraduates to complete a service-learning course to graduate, and the university has more than 50 student organizations and five living-learning communities dedicated to community service. Due to this community outreach, the Corporation for National and Community Service placed USF on the President's Higher Education Community Service Honor Roll for seven years in a row, and three times "with distinction." USF was among a group of 62 universities in 2006 to receive the Carnegie Foundation community engagement classification for both curricular engagement and outreach and partnerships. In 2013, the Washington Monthly ranked USF 12th out of 258 national universities in staff and student community service participation. USF's President, Stephen A. Privett, S.J., was chosen in July 2010 to serve as the chair of the California Campus Compact, a coalition of leading universities that works to advance civic and community engagement on their campuses. USF was selected as one of five universities in the nation to receive the 2012 Higher Education Civic Engagement Award from the Washington Center for Internships and Academic Seminars. USF was recognized for its contributions to the community, leadership and professional achievement, and enrichment of student learning.

USF gives annual awards to faculty, staff members, and students who distinguish themselves by their community service. USF's academic departments assess the work of students as interns and service-learning participants with more than 250 community partners in San Francisco. USF's president, and other university leaders, publicly address the importance of community service for the institution. Considerable fund-raising efforts have been directed at community service, and every fiscal year, USF budgets funds for faculty development projects, and faculty members often use those funds for community service projects.

World and local conditions call for renewed efforts to bring about change. Approximately 1.6 billion people, 23 % of the world's



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population, live in extreme poverty, and try to survive on less than \$1.25 per day. In San Francisco, more than 112,000 people (13.8% of the population) live below the federal poverty level, as do almost 43 million people in the nation. USF is engaged with local, national, and international community partners to address pressing problems and promote social justice in the Jesuit tradition. USF's mission speaks to critical world and local community service issues and advances a blueprint for change. It reflects a legacy of educational excellence and social justice in San Francisco that has prevailed for 158 years and Jesuit values that have endured throughout the world for 473 years—a promise to use reason and faith, mind and heart, to seek a better world now and in the future.

Apply for Competition

Indicate which categories your institution is applying for

- General Community Service
- Education
- Economic Opportunity
- Interfaith Community Service

Would you like more information about the Presidents Interfaith and Community Service Campus Challenge?

- Yes
- No



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Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service Category



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Project 1

Project title Leo T. McCarthy Center for Public Service and the Common Good

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The Leo T. McCarthy Center for Public Service and the Common Good educates students to be leaders for ethical public service, develops and maintains authentic community partnerships, and supports community-engaged learning across the school, consistent with USF's mission. It coordinates internship opportunities at the local, state, national, and global levels, and runs two masters programs: the Master of Public Affairs and the Master of Arts in Urban Affairs. Both graduate programs have integral community-engaged components, including public service internships and community-based research projects. The Center was established in 2001 through a major gift from Leo McCarthy, USF graduate and former Lt. Governor of California. The Center also received major grants from the CNCS Learn and Serve America Program (via Tulane University), the Fund for the Improvement of Post-Secondary Education (FIPSE), the California Public Utilities Commission Foundation, the Connecticut Street Foundation, and several individuals and private foundations. During the 2012-2013 academic year, 1,744 USF undergraduate students enrolled in service-learning courses during the fall and spring semesters. To implement these courses, the Center engaged more than 250 community-based organizations, representing every neighborhood and demographic group in San Francisco, as well as regional, national, and



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global organizations. The Center is moving forward with “year one” of the Engage SF initiative, which combines faculty teaching and research (and other university resources) with Western Addition service providers and assets to achieve measurable community outcomes for children and youth. To broaden the initiative, the McCarthy Center is developing and facilitating an RFP to fund community-engaged projects for the next academic year. Additionally, through its USF in DC program, the Center partners with the University of California's Washington DC Center to offer students a variety of elective courses and co-curricular opportunities to supplement their rigorous internships and research seminar. The Center continues to offer the McCarthy Fellows in Sacramento program, Advocates for Community Engagement (ACE) student leadership program, and Global Service-Learning Fellowship (formerly Sarlo Scholars), which combines intensive spring and fall courses that supplement and enhance summer internships in India, Bolivia, and Uganda. The Center also offers pedagogy workshops, intensive educational seminars, networking events, and individual consultations to support faculty and community partners in integrating service with academic content to enhance student learning. In 2012-2013, the Center sponsored or co-sponsored 10 campus events that brought together faculty, students, and community members to dialogue around community issues and initiate reciprocal partnerships. Examples of new offerings launched in spring 2013 include a Graduate-Level Community-Engaged Learning Seminar, in which faculty and community partners discussed how to integrate community engagement into graduate programs at USF, and the Faculty and Community Partner Book Club focusing on community-based research. In April 2014, the Center will administer its biennial community partner survey, which yields valuable data on the benefits of service-learning for the community. The 2012 assessment of community partners was positive, and 92.2% of the respondents were satisfied with the service provided by USF. The Center continues with the development of a dynamic interactive online platform that will allow the university, and individual service-learning constituents (faculty, staff, students, community partners) to track partnerships over time and across the university. This system will illuminate points of intersection and opportunities for interdisciplinary collaboration, and will enhance the impact of service-learning on both students and communities by providing data that informs program development.

Total Number of Participating Students	Students Participating in Curricular Projects:	1744
	Students Participating in Extra-Curricular Projects:	
Number of Student Hours Served		34880
Number of Participating Faculty/Staff		89
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	26700
	Participating in Extra-Curricular	



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Projects: _____

Estimated Number of Individuals Served 15000

Evidence of Project Effectiveness

Economic Opportunity

- Houses built _____
- Meals served 440000
- Hours of job training and support provided _____
- Other _____

Education

- Students tutored/mentored _____
- Students assisted in undertaking service-learning 1744
- Books read _____
- Other _____

Environment

- Community gardens built 4
- Streams monitored/remediated _____
- Bags of garbage collected _____
- Cans and bottles recycled _____
- Other _____

Health

- Number of people provided with health screenings 3300
- Nutrition/healthy living lessons taught 60
- Other _____

Veterans and Deployed Personnel

- Veterans assisted with reintegration into the community _____
- Military families assisted _____



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Other _____

Other _____

Interfaith Engagement _____

Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____

Number of students who committed to participating in future interfaith events _____

Number of the above students who were first-time participants of an interfaith event _____

Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____

Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 2

Project title Architecture and Community Design (ARCD)

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Since 2004, faculty members and students in the Architecture and Community Design Outreach Program have worked with under-served communities in San Francisco, the Bay Area, and around the world during the summers and regular academic year to support USF's social justice mission to fashion a more humane and just world. Students in the program receive a rigorous and broad-based architecture education, and the tools and sensitivity to contribute to the common good of all members of the community, particularly the vulnerable and disenfranchised. Funded by USF, the 2012-13 academic year programs involved 96 students, 12 faculty members, and included 5 major community programs and several individual student research projects. One outreach activity through the San Francisco Symphony and the San Francisco Architectural Foundation sent 18 USF students into 5th grade public school classrooms to demystify architect and to help young people learn how to appreciate their local environment. Starting with a "Rhythm and Repetition" theme, USF students helped children define what constitutes visual rhythm and repetition, and do simple exercises to identify the pattern of columns and windows, patterns in textiles and landscape, and repetition in ornament. In the Gateway Middle School project, USF students undertook a collaborative design with 6th- and 7th-graders in an under-served San Francisco public school to build a rooftop garden for the school and to encourage children's natural interests in



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urban gardening, recycling, and life cycle of plants. Another project involved the Pinoleville Pomo Tribe of Native Americans, residing just north of the San Francisco Bay Area. USF students designed a living culture center, located on trust land, to serve as a cultural museum and community center for the tribe, to justify retrieving heritage artifacts from local museums, and to provide a daily living and learning experience for tribal members. USF students received feedback from members of the Native American community, followed by material investigations and design development. Another program, the Clear Lake Project, addressed the needs of a low-income, sparsely populated county of California, approximately 100 miles north of San Francisco, where many people live in poorly maintained houses or trailers. The USF project's goal was to introduce low-cost, efficient, aesthetically pleasing, and locally built housing to benefit the development of the community. With an abundance of clay soils, the region was suitable for earthen construction, and composite structures of cob and bamboo were proposed by local builders. The student design called for an open-walled, roofed pagoda structure with a circular floor plan, which will be located on Clarks Island, in the easternmost corner of Clear Lake. A bamboo interior frame will be covered by cob walls with large openings, and a conical wood-pole-framed roof. The structure will serve as an outdoor classroom to help educate the community about the possibilities of natural building materials and systems, and as a home for environmental education, using local natural materials as an economical and aesthetically superior choice. USF students investigated construction systems, structural design, materials engineering issues, developed the overall building design, and outlined the environmental implications of the project. USF students in the Nicaragua Architecture Immersion Program worked on three projects with the under-served rural Nicaraguan community of Goyena: the design refinement and construction of a prototype house for a mother and daughter; the design and construction of a large plaza for the community center; and an urban design involving GPS tracking, measured mapping, photo recording, and community member interviews. The project paired USF student teams with members of an under-served international community, combining students' acquisition of cultural competency with professional practice.

Total Number of Participating Students	Students Participating in Curricular Projects:	96
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		10190
Number of Participating Faculty/Staff		12
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	664



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Participating in 204
Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served

5050

Evidence of Project
Effectiveness

Economic Opportunity

Houses built

1

Meals served

Hours of job training and support provided

Other

Education

Students tutored/mentored

872

Students assisted in undertaking service-learning

96

Books read

Other

Environment

Community gardens built

3

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings

Nutrition/healthy living lessons taught

Other

Veterans and Deployed Personnel

Veterans assisted with reintegration into the



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community _____

Military families assisted _____

Other _____

Other _____

Interfaith Engagement _____

Number of students who learned something new
about a denomination, religion, or secular perspective
different than their own _____

Number of students who committed to participating in
future interfaith events _____

Number of the above students who were first-time
participants of an interfaith event _____

Number of students who met and/or worked with
some one of a different denomination, religion, or secular
perspective _____

Number of students who experienced a positive
impact on the way they think about a denomination,
religion, or secular perspective different than their own _____

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive
attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 3

Project title University Ministry's Community Action Program

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

University Ministry's Community Action Program collaborates with many Bay Area non-profit agencies to serve the local community. The program is supported by private sources and the university. USF students, faculty, and staff honor the University's Jesuit ideals of social justice and community engagement by volunteering their time at different poverty-focused organizations within the city to prepare and deliver meals, help to repair and build houses, work on community gardens, provide health-related services, and spend quality time with those in need. During the fall and spring semesters of the 2012-13 academic year, 782 students spent 3,496 hours engaged at San Francisco Bay Area sites, including the St. Anthony Foundation, St. Vincent De Paul Homeless Shelter and Wellness Center, the USF Community Garden, the Corpus Clinic for under-served patients, Project Open Hand, and other social service agencies. Every year, University Ministry also organizes two special days of service to the community, October Outreach and April Action, which focus on issues of poverty in the community. Through these programs, the entire USF community witnesses the daily struggle of people living on the margins of society, is encouraged to ask questions about the systems which perpetuate suffering, and tries to reduce the hardships people face. As part of the USF philosophy to "change the world from here," these outreach opportunities are meant to enhance the personal growth of students while making a positive change in the lives of others.



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The St. Anthony Foundation, for example, has hosted USF students for service-learning and co-curricular service for 30 years. Their Justice Education program is an outstanding source of information for our students and faculty about poverty and homelessness in the city. In assessing USF's program, the foundation's director said: "St. Anthony's staff have relied on the support of USF service-learners to complete many projects they otherwise would have been unable to complete due to staffing limitations. USF students have created a 16 week A+ certification course including a modified version of the text book geared towards St. Anthony's clients, designed and taught other courses in the Tech Lab, organized and created an online catalog for St. Anthony's social justice resource library, and an oral history project with community members, among other projects. St. Anthony's has been able to provide more personalized services to guests and community members in addition to new offerings as a product of USF service-learner contributions to the organizations. The projects with the greatest impact have included the guests as project leaders for community empowerment."

Since the founding of the University of San Francisco in 1855, the predecessors of today's university ministry staff have joined with faculty, staff, and students, as well as priests from St. Ignatius Church, in engaging community partners to provide service to others. Today's University Ministry Community Action program promotes community-based learning in the Jesuit and university tradition. This type of learning is reflective of the Ignatian method of being open to transformational perspectives, knowledge, and insights that merge with the experiences of social, religious, occupational, or other groups perceived or perceiving themselves as distinct and marginalized. By sharing new perspectives and ideas, groups of USF students are able to develop lasting relationships with community partners and become potential channels for the distribution of knowledge and services to the community. Work with students and faculty give external validation to the efforts of the local community, and help community partners broaden their perspectives. Students, faculty, and staff help to enhance the lives of people in the community, congruent with the institution's mission "to fashion a more humane and just world" and to "promote the dignity of every person."

Total Number of Participating Students	Students Participating in Curricular Projects:	28
	Students Participating in Extra-Curricular Projects:	754
Number of Student Hours Served		3496
Number of Participating Faculty/Staff		28
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	4
	Participating in Extra-Curricular Projects:	24



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Estimated Number of
Individuals Served

1000

Evidence of Project
Effectiveness

Economic Opportunity

Houses built

1

Meals served

5000

Hours of job training and support provided

Other

Education

Students tutored/mentored

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings

Nutrition/healthy living lessons taught

Other

Veterans and Deployed Personnel

Veterans assisted with reintegration into the
community

Military families assisted

Other



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- Other
- Interfaith Engagement
 - Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
 - Number of students who committed to participating in future interfaith events _____
 - Number of the above students who were first-time participants of an interfaith event _____
 - Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
 - Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
 - Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 1744
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5736
- c. The total number of students who engaged in community service of any kind (sum of a and b). 7480
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 1744
- e. The number of students whose service was supported by one or more CNCS programs. 1744
- f. The total number of all community service hours engaged in by the institutions students. 303283



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Definitions:

assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation, and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university and community resources, and innovative use of creative solutions to address local problems.

includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)



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Education Section: Project 1

Project Title San Francisco Teacher Residency Program

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

From 2011 to 2013, the San Francisco Teacher Residency Program (SFTR) received \$789,344 from the Corporation for National and Community Service. The project is a partnership among USF, Stanford University, the San Francisco Unified School District, and the San Francisco Teachers' Union to recruit, prepare, and retain teachers who can be successful working with students in San Francisco's high-need urban schools. This grant enables teacher "residents" to apprentice in the classrooms of expert teachers while also completing their coursework at USF and Stanford University. Teacher residents receive stipends, tuition discounts, and loan forgiveness when they commit to teaching in San Francisco's schools for a minimum of three years. Teacher residents also earn a California teaching credential and complete credits towards a master's degree. Beginning in 2011, graduates of the San Francisco Teacher Residency Program taught in 20 district schools and served more than 1,500 students across the city. Currently in the fourth year of the program, the program's graduates have attained over a 90% retention rate in the San Francisco Unified School District (SFUSD), and they have served more than 10% of the public school children in the city.



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During the June 2012 to June 2013 academic year, there were 24 teacher residents enrolled in the San Francisco Teacher Residency program, 18 from USF and 6 from Stanford University. They served approximately 720 students in 6 SFUSD's high-need schools, and worked with 23 cooperating teachers. The 18 USF students were enrolled as full-time teacher education candidates, and they all completed service-learning projects at their schools that served students, faculty, parents, and community members. As a group, the 24 teacher residents served more than 1700 hours. USF Teacher Education faculty all worked directly with the teacher residents, taught their courses, and four USF faculty worked with teacher residents in their fieldwork. Six USF supervisors and four USF adjunct faculty members also worked with the teacher residents.

The San Francisco Teacher Residency Program fulfills an important community need, and reflects USF's Mission to offer "undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity to be men and women for others."

Total Number of Participating Students	Students Participating in Curricular Projects:	24
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		1700
Number of Participating Faculty/Staff		14
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	4200
	Participating in Extra-Curricular Projects:	0
Estimated Number of Individuals Served		720
Project Effectiveness	<input checked="" type="checkbox"/> Education	
	<input type="checkbox"/> Economic Opportunity	



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Education Section: Project 2

Project Title Upward Bound Math and Science

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The Upward Bound Math and Science Project prepares disadvantaged high school students during the summer months, including follow-up programs during the regular academic year, for successful entry into, retention in, and completion of post-secondary education. The project seeks to generate the skills and motivation necessary for success in education beyond high school among low-income students, and to reduce the academic achievement gap between lower-and higher-income students. The Upward Bound Math and Science Project's goal is to prepare students from this target population to pursue the study of STEM fields specifically, and to enter those fields as careers upon completion of their post-secondary education.

The Upward Bound Project began at USF in 1966, under the 1964 Economic Opportunity Act. The program's objectives were to retain 80 percent of the participants through graduation from high school, place 90 percent of the graduates in post-secondary institutions, and document that 80 percent of those will complete college or will still be attending college in 5 years. The project met



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or exceeded these objectives consistently for the last two grant cycles, spanning more than 10 years. The project was funded by the U. S. Department of Education. An additional federal grant of \$250,000 per year for five years was awarded in 2009 for the Upward Bound Math/Science Project to serve an additional 50 students per year. In 2012-2013, 86 high school students enrolled in the program from 12 San Francisco public high schools, 4 charter high schools, and one Catholic high school. In 2012-2013, 84 USF undergraduate and graduate students were employed as resident advisors, tutors, and instructors, for a total of approximately 2,440 service hours. Their duties included everything from direct student services in the form of tutoring project participants, to creating project alumni development plans for future implementation.

Among the 45 graduates of the first Upward Bound Math and Science Cohort that began in 2010, 30 students entered a four-year college, 12 students entered a two-year college, and 3 students deferred college enrollment in order to work. Surveys of parents of the high school students enrolled in the USF Upward Bound project are positive and constructive. Upward Bound Project provides a safe and secure environment where students, parents, and school administrators are confident that an outstanding educational experience is being provided. Upward Bound staff members serve as role models for other USF staff members in engaging and serving the community. As a host institution of a well-established and respected national project, USF has been the preferred site for campus visits and admission presentations from many of the over 800 currently funded Upward Bound Projects and the 174 Upward Bound Math and Science Projects.

The Upward Bound Project evidences USF's long history of service to the community and reflects the core values of the University's Vision, Mission, and Values Statement "to distinguish itself as a socially responsible learning community of high quality scholarship and academic rigor sustained by faith that does justice."

Total Number of Participating Students	Students Participating in Curricular Projects:	78
	Students Participating in Extra-Curricular Projects:	6
Number of Student Hours Served		2440
Number of Participating Faculty/Staff		27
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	226
	Participating in Extra-Curricular Projects:	0
Estimated Number of		86



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Individuals Served

Project Effectiveness

- Education
- Economic Opportunity



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Education Section: Project 3

Project Title America Reads

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

America Reads brings USF students into the San Francisco Bay Area community to assist disadvantaged elementary school children with learning how to read. This engagement with young children, families, and teachers gives university students an opportunity to observe how education makes a difference in young learners' lives, trains students to teach reading, provides education experience for students who seek a career in teaching, and helps understaffed schools. In 1997, USF, through its Office of Academic and Enrollment Services, and the School of Education, was one of the first institutions of higher education in the nation to participate in this Federal Work-Study Program. USF collaborated with San Francisco Unified School District elementary schools, selected Catholic elementary schools, and nonprofit children's centers to serve the city's children and their families. In 2012-2013, 65 USF students spent approximately 11,000 hours reading approximately 3,700 books to more than 1200 elementary school students during the regular sessions of the academic year who participated in the reading program. The program receives \$30,000 per year through federal financial aid funds, supplemented by USF learning center funds, not including federal work study funds that pay the



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student tutors' salaries.

The America Reads Program has provided training and educational experience to more than 1100 USF students during the past 16 years, many of whom have gone on to careers in teaching. It has also sensitized staff and students to the concerns of children, families, and schools in the community. Assessment from the schools and parents has been consistently positive. The program has enhanced the linkage between USF and the community while concurrently providing a critical support to understaffed schools as they strive to teach children one of life's most important skills. The program reflects the institution's "social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations."

Total Number of	Students	65
Participating Students	Participating in Curricular Projects:	_____
	Students	0
	Participating in Extra-Curricular Projects:	_____
Number of Student Hours Served	11194	_____
Number of Participating Faculty/Staff	2	_____
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	150 _____
	Participating in Extra-Curricular Projects:	0 _____
Estimated Number of Individuals Served	1267	_____
Project Effectiveness	<input checked="" type="checkbox"/> Education <input type="checkbox"/> Economic Opportunity	



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 143
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 30
- c. The total number of students who engaged in community service of any kind (sum of a and b). 173
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 143
- e. The number of students whose service was supported by one or more CNCS programs. 24
- f. The total number of all community service hours engaged in by the institutions students. 15334



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Required fields are marked with a red asterisk (*)

Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institutions mission statement or strategic plan?
 Yes No Don't know/ data not available
2. Is interfaith community service explicitly cited in your institutions mission statement, or strategic plan, or other key institutional materials?
 Yes No Don't know/ data not available Not applying for interfaith
3. Does the institution make internal budgetary allocations to support service?
 Yes No Don't know/ data not available
4. Does the institution make internal budgetary allocations to support interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith
5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?
 Yes No Don't know/ data not available
How many? 6
6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith
How many? 4
7. Does the applicant institution provide scholarships or other financial rewards to students for community service?
 Yes No Don't know/ data not available
8. Does the applicant institution provide a match award for the Segal AmeriCorps Education Award?



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- Yes No Don't know/ data not available

9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

- Yes No Don't know/ data not available

Approximately how many? 120

10. Does the applicant institution offer academic courses that integrate interfaith community service with academic content?

- Yes No Don't know/ data not available Not applying for interfaith

How many? 10

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available Not applying for interfaith

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

- Yes No Don't know/ data not available

14. Is the applicant institution recognized under one of the Carnegie Foundations Community Engagement classifications?

- Curricular Engagement
 Outreach and Partnerships
 Curricular Engagement and Outreach and Partnerships

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

- Yes No Don't know/ data not available



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2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?

- Learn and Serve America
- Americorps*State and National
- AmeriCorps*VISTA
- AmeriCorps*NCCC
- Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

The Leo T. McCarthy Center for Public Service and the Common Good (general community service project #1) received support from CNCS Learn and Serve America, the Fund for the Improvement of Post-Secondary Education (FIPSE), and the California Public Utilities Commission. The San Francisco Teacher Residency Program (Education Project #1) is funded by CNCS. The U.S. Department of Education helps fund Upward Bound (Education Project #2) and America Reads (Education Project #3).

The Paperwork Reduction Act Statement

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION.
WE APPRECIATE ALL THE WORK THAT YOU DO!**

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMB control number (See 5 CFR 1320.5(b)(2)(i)).

This information collection instrument expires 12/4/2016.

Time Burden: The time required to complete collection of information is estimated to average 1 hour per applicant.

Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.