## MacJannet Prize Nomination Form

This form is for anyone wishing to nominate a community engagement program at a Talloires Network member university, including students or staff involved with such a program. Once you have downloaded and completed the nomination form, please email it to talloiresnetwork@tufts.edu

IMPORTANT: Please complete this form using Adobe Acrobat Professional or Adobe Reader 10. To download a free copy of the Adobe Acrobat 10 Reader, visit http://get.adobe.com/reader/

No more than 2 nominations are allowed from each university. Programs must be at least 2 years old to be nominated.

This nomination form must be accompanied by a signed letter of support from the head (president, vice-chancellor or rector) of the university. A scanned copy of the letter or an email from the institution head should be sent to talloiresnetwork@tufts.edu

Deadline: February 29, 2016

Nominations will be judged on the following selection criteria:

## Student leadership

- Are students able to work independently, with support from faculty and staff? Are their ideas and contributions valued in the project design? Do they carry out a significant portion of the work?


## University Support

- Has the university demonstrated commitment to promoting active citizenship and civic engagement? Has the university supported this program, either financially, in kind, or through policy and recognition of its value?

Community Partnership and Involvement

- Do the university program coordinators consult the community in program design? Do the aims of the program meet community needs? Are community members able to contribute to the program?


## Demonstrated Positive Impact on the Community

- To what extent has this program positively affected the community? How
many community members have benefited, and to what degree?


## Demonstrated Positive Impact on the Participating Students

- Has this program contributed to building civic values and skills for students? Has the program impacted students' choices about career path or future involvement in community outreach activities?


## Sustainability

- How will the program find the needed resources to continue running into the future? What policies or mechanisms support the ongoing success of the program? Are communities engaged in sustaining the program for the long-term?

In addition, the MacJannet Prize will seek geographic diversity by recognizing programs operating in various regional contexts around the world.

University Information
Name of University: Drexel University
Country of University: USA

## Nominator Information

What is your name? Jennifer Johnson Kebea
What is your title? Executive Director, Lindy Center for Civic Engagement
How are you affiliated with the program? The Lindy Center oversees all CBL programs at Drexel
Email: jpi38@drexel.edu
Alternate email:
Phone: 610.905.4028

## Nominated Program Information

## Name of program: Side-bv-Side Courses

Program Website (if available): https://peoplefirstdrexel.wordpress.com/
Brief program mission statement (limit 100 words):
Side-by-Side provides an academic space for Drexel students and community students to share knowledge, learn together, and examine critical issues of social justice. This unique course format equalizes both groups within the same class, providing an opportunity for community members to be recognized as contributors of knowledge and academic peers of college students (Clarke, 2003; Dorado \& Giles Jr., 2004; Eyler \& Giles, 1999; Worrall, 2007). This perspective is valued by service-learning scholars who advocate for partnerships that view community as possessing knowledge and assets, allowing the university and community to work together to co-create solutions to social problems (Saltmarsh et al.).

## Program director, manager or coordinator (if different from nominator)

Name: Cyndi Rickards, Ed.D
Title: Assistant Teaching Professor of Criminology \& Justice Studies, Sr. Asst. Dean for Community Engagement
Email: crr46@drexel.edu
Alternate email:
Telephone:
610.905 .4028

When was the program established? (must be at least 2 years prior to nomination deadline) 2011
Total number of students involved in the current academic year: 117 Drexel Students, 117 Community Students
Total number of institution faculty or staff involved in the current academic year: 9
Total number of community members served by the program in the current academic year:
117
Narratives

1. Please provide a brief overview of the program, describing each of the following in order: History (when the program was established, who established it and for what purpose), how the program is currently run (by students, by faculty in conjunction with students, located in a university department etc.), and the main goals of the program (300-400 words).

Drexel University's Side-by-Side Community-Based Learning course format is an evolution of Temple University's Inside-Out International Prison Exchange program. The Inside-Out International Prison Exchange Program is an initiative directed at transforming ways of thinking about crime and justice. In 2011, Drexel University organized an Inside-Out specialized training for faculty, staff, and community partners. The group committed to piloting the existing program outside of correctional institutions and brought the high-impact practice to local community settings. The group formatted the Side-by-Side Community-Based Learning course to deepen the skills associated with democratic engagement and civic learning. Since Side-by-Side's development, the university has held over 20 courses with community partners from local anti-poverty organizations, urban farms, minority entrepreneur and small business support services, senior living facilities, and Drexel's Dornsife Center for Neighborhood Partnerships. The following academic disciplines have offered Side-by-Side courses: sociology, criminology, English, communications, history, business, nursing, culinary arts, business, entrepreneurship, and behavioral health. Between spring 2011 and fall 2014, approximately 150 Drexel University students and 150 community students completed Side-by-Side courses.

Side-by-Side is organized and coordinated through the Lindy Center for Civic Engagement and the College of Arts and Sciences. Faculty who offer a Side-by-Side course format are encouraged to attend an extensive three-day training offered by the institution. A Drexel community Scholar (DCS) and Side-by-Side Alumnus supports the coordinator of Side-by-Side as well as faculty teaching each term. Additionally, the DCS, faculty and coordinator identify and cultivate the community student members.

Side-by-Side courses have a unique community-based learning course format that brings together traditional university college students with community members in a collaborative full-term course experience. The Side-by-Side Community-Based Learning format addresses larger social inequalities or issues of injustice. Thus, this course format creates a space for learning with students who otherwise may not have had an opportunity to learn together.
2. What is (are) the primary issue(s) addressed through this program. How were the issues identified and how are they significant concerns of the community? How do you involve the community in decision making about program goals? Include any relevant historical background or contextual information. (200-300 words)

Drexel University's Side-by-Side learning format intentionally engages students enrolled in the course democratically and therefore the primary issue addressed in all of the Side-by-Side courses is shared dialogue. Whether the course discipline is literature, political science, criminology, communication, culinary arts, etc., the course format allows for shared learning and new knowledge. The dialogue and active learning within Side-by-Side courses breaks-down ethnic, racial, economic and social barriers creating a space for multigenerational learning. (Rickards, 2015). Course topics and objectives are created as a result of community input and expressed interest. For example, a culinary arts course repurposed family recipes into healthy alternatives. The Side-by-Side class then mass produced the meals for our Dornsife Center Community dinner which typically brings together 100-150 community, faculty, students.

The site of the Side-by-Side courses are now at the university's urban extension campus, Dornsife Center for Neighborhood Partnerships. The Dornsife Center is approximately four blocks from the main campus and is located between two communities: Powelton Village and Mantua. Located on 1.3 acres in the heart of Drexel's University City campus, the Dornsife Center is a neighborhood hub that embodies the spirit of collaboration. The center brings neighbors together with Drexel's 15 colleges and schools and our many nonprofit partners to offer programming and education that support the health, wellness and stability of the surrounding community. Described as an "urban extension center," it offers various programs that place Drexel students, faculty and staff alongside community members to solve problems in West Philadelphia. Side-by-Side continues to be a cornerstone of academic programming at the Dornsife Center.
3. What has the program accomplished to date? Please be specific in describing positive outcomes, using qualitative and quantitative examples when available. (200-300 words)

The findings from Rickard's (2015) research confirm that the Side-by-Side (SBS) format extend knowledge in the field of civic learning and democratic engagement. There was a statistically significant change in students' perceptions of their community as a result of their participation in the course using the NSSE topical module survey instrument in a pre and post course evaluation. The results of this research suggested that the Side-by-Side course format may in fact increase both course engagement and 21st-century skills. The Side-by-Side course format and pedagogy reflects the long history of institutions of higher education commitment to civic engagement and actively engages traditional college students and community students in a high impact practice grounded in democratic engagement. The AAC\&U counsels that civic literacies cannot be garnered only in traditional classroom settings; rather, democratic knowledge is enhanced through "hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the wellbeing of the nation and the world" (2012, p. 3). This notion was ubiquitously observed throughout the Side-by-Side data. Both Drexel and community students stressed the importance of diverse perspectives in exploring social issues. Moreover, they cited the effect that the unique course engagement had on their learning.
4. Do students have leadership roles in the program? What roles do students play? (100-200 words)

Student leadership within the Side-by-Side model is provided by a Drexel Community Scholars (DCS). DCS are Drexel students committed to working within an organization or program during the academic year to provide capacity building support. The Side-by-Side program hosts a DCS that serves in a coordinating role for the program. In this capacity, he assists with the recruitment of both traditional and community students to the courses, ensures that all students are properly oriented and prepared for the unique course experience, and assists both the Side-by-Side coordinator and faculty teaching the courses with administrative tasks. Drexel Community Scholars are provided with ongoing leadership development and support through the Lindy Center for Civic Engagement.
5. How has the program affected students who have participated? What knowledge or skills do they gain in the program? (100-200 words)

The 21st-century workforce has rapidly evolved and institutions of higher education are charged with preparing students to excel in a world where diverse people collaborate and co-create knowledge. This task requires students not only to have the academic foundation of their field, but also the skills to work as citizens within a diverse global economy. The Side-by-Side course format has two known components: it democratically engages students, and it qualifies as a high-impact practice. Rickard's (2015) research found that the course format provides a pedagogy where 21 st-century skills emerge as defined by NSSE, such as global perspective, transferrable skills, civic engagement and experience with diversity.

Through interviews, Drexel students and community students shared that the course expanded their notion of collaboration and that the classroom became a community. The student pairs conversed about the course, referencing shared discussions and activities. Course engagement was portrayed as a collective action rather than a dynamic where students individually collaborated with the material or professor. One student clearly articulated his connection to course engagement: "I think people should know how much more you become involved and engaged with the class, and you become like a little community. It was a lot of fun".
6. How engaged or supportive of this program is the university? What resources are provided by the university? Are faculty, staff or administrators involved in the leadership or advising of the program? (100-200 words)

In 2011, the Lindy Center for Civic Engagement invested over $\$ 12,000$ for a one-week training retreat for faculty, staff and community partners to develop the now Side-by-Side course pedagogy. Since this time, the Lindy Center continues to provide support by funding a Drexel Community Scholar (DCS) for support and administrative assistance, offering space to run the classes at Drexel's urban extension center - the Dornsife Center for Neighborhood Partnerships, and continues to support the ongoing training and development of additional faculty interested in is community based learning by hosting intensive 3-day faculty trainings each year. This commitment represents over a $\$ 15,000$ annual commitment.

Additionally, the College of Arts and Sciences donates course seats to community members (e.g. a course that traditionally would be offered with 30 seats is offered as a SBS with 15 seats). This represents over \$22,000 in tuition dollars that are not collected each year. Moreover, all course materials for community students, including text books and supplies, are donated and provided for the community students from the college.
7. How will the program find the needed resources to continue running into the future? What policies or mechanisms support the ongoing success of the program? Are communities engaged in sustaining the program for the long-term? (200-300 words)

Drexel remains committed to this unique community-based learning format. Donna Murasko, Dean of the College of Arts and Sciences, is committed to offering minimally two SBS courses per term (i.e. minimally 8 per academic year). This commitment only reflects one college within the institution. Most recently our colleges of business and design have scheduled SBS courses for the upcoming terms.

In addition to the academic commitment to SBS, this program has become a cornerstone program at our Dornsife Center for Neighborhood Partnerships. Enrollment and program growth is the result of relationships with our local non-profit partners and community student organic growth. SBS reflects the spirit and history of extension education, bringing together community, students and faculty as thought partners to problem solve.

Finally, the Lindy Center for Civic Engagement remains a committed partner in ensuring that Side-by-Side programming remains well-resourced within the overall community-based learning work at Drexel.
8. The financial award associated with the MacJannet Prize will be presented to the university program to support continuation of its work. The Prize will also provide public recognition and publicity for the program. Describe how the prize would help to further the program's work. (250 words)

Preliminary data suggests that the SBS course format may address many needs in higher education: The format democratically engages students meeting the civic call to action. It provides the necessary skills for all students to serve as civic-minded professionals. It is a high-impact practice that may support retention rates for undergraduate students. It provides community students with access to education and transferrable skills for the workforce. Most notably however, is the opportunity for diverse groups of people to come together in a shared learning space. Together these groups of SBS students not only problem solve but, also build bridges and open lines of communication that may otherwise not have been established. Continued evidence to the value of SBS requires financial support.

With additional funding, a SBS think tank comprised of community and Drexel students, faculty, civic leaders and nonprofit partners will be developed. This group will coordinate generative conversations between all stakeholders and consult on course offerings, course products, future faculty trainings and publications. Support from the MacJannet Prize will allow us to tell the story of SBS and further develop the products from such courses. Additionally, the national recognition will afford Drexel the opportunity to expand this program outside of the institution and our local community.

