



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>Xavier University</u>
Name of chief executive officer	First name: <u>Fr. Michael</u>
	Last name: <u>Graham, S.J.</u>
	Title (President, Chancellor, other): <u>President</u>
Mailing Address	Street Line 1: <u>3800 Victory Parkway</u>
	Street Line 2: _____
	City: <u>Cincinnati</u>
	State: <u>Ohio</u>



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	ZIP:	45207
	Phone:	
	Fax:	
	Email Address	graham@xavier.edu
Interfaith Community Service Staff Lead (Required only for "Interfaith Community Service")	First name:	Abie
	Last name:	Ingber
	Department / Office:	Center for Interfaith Engagement
	Email Address:	ingbera@xavier.edu
Official Department Contact Information (If different from main contact)	Street Line 1:	3800 Victory Parkway
	Street Line 2:	
	City:	Cincinnati
	State:	Ohio
	ZIP:	45207
	Phone:	(513) 745-3968
	Fax:	(513) 745-3422
	Email Address:	rhineys@xavier.edu
Media Contact	First Name	Kelly
	Last Name	Leon
	Telephone	513-745-3877
	Fax	
	E-mail Address	leon@xavier.edu
Campus Community Service Coordinator	First name:	Sean
	Last name:	Rhiney
	Department / Office:	Eigel Center for Community Engaged Learning
	E-mail address:	rhineys@xavier.edu
Institution code	IPEDS (6 digit)	206622
	and 8-digit OPEID number	00314400
Total student enrollment (graduate and undergraduate, full- and part-time)	6633	



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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, 2014 ****

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

Xavier University embraces our Jesuit mission, as men and women for others, through a continuum of experiences that form lifelong commitments to service and solidarity. President Michael J. Graham, SJ, emphasizes solidarity through service as not only core to Xavier's identity but a "pillar" of the University's new strategic plan. Outreach with surrounding communities coupled with our history as a pioneering, service-driven University further this mandate. In 2014, the University earned reclassification and recognition as a Carnegie Foundation Community Engaged University. Last year 80% of our undergraduate and graduate students engaged in service through classroom, community, or clubs. Close to 600 students invested over 20 hours each into domestic and international service and half of our undergraduate and graduate students participated in service learning courses that benefitted Cincinnati's 52 neighborhoods. In addition to faculty, Xavier supports seven Centers that foster curricular and co-curricular engaged service experiences.

Service is fostered via the classroom through service learning courses developed by faculty from all three colleges in collaboration with the Eigel Center for Community Engaged Learning and the Sedler Center. 45 faculty have participated in a semester long service learning development program to design curricular and community based courses. Over 2,700 students in 254 courses committed to service as part of their learning in 2013-14 including tutoring, consulting, social skills development, interfaith engagement, job training, and neighborhood economic development. Faculty leverage classes to provide community research around health, achievement, and learning outcomes. As a result, our partners have reported that children are obtaining higher proficiency in literacy thanks to after school tutoring, residents are identifying employment through University workshops and incubators, immigrant students are pursuing higher education as reality after encouragement from mentors, and neighborhoods improve social, economic, and environmental conditions that shape health thanks to faculty research and a decade-old partnership between the United Way and Xavier.

The Dorothy Day Center for Faith and Justice (CFJ) is an entry point for 250 first year students that facilitates weekly, year-long service through X-Change, promotes an Alternative Spring Break for 200 faculty, staff, students, and nonprofit hosts, and coordinates two days of service that engaged 700 volunteers in 2013-14. For 22 years, CFJ has hosted a service program for 20 students who commit ten weeks to a nonprofit during the summer break. Internationally, the Center for Interfaith Community Engagement's (CIE) Medical Mission to Guatemala, the Department of Occupational Therapy's International service trip, and the Brueggeman Fellowship annually send our students abroad to contribute service and issue based research that balances learning and solidarity through immersion.



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While we leverage our diverse community to provide service that engages difference, Xavier also attracts students from more than 15 faiths, including Buddhist, Jewish, Muslim, Hindu, and Shinto, making interfaith dialogue an important part of our commitment to serving. CIE promotes a full menu of service and interfaith education, including a mission trip, retreats, and multi-faith gatherings. CFJ engages religious companion groups to tackle difficult faith based conversations via a multi-faith staff member. Faculty also integrate multi-faith discussions via courses in theology that leverage Jewish and Islamic instructors and service learning that engage diverse faiths. Interfaith conversation in community is fostered by the Brueggeman Center which hosted a Fulbright Scholar from Pakistan and co-developed the 2013 exhibit "A Blessing to One Another: Pope John Paul II and the Jewish People" with Hebrew Union College which is now on its way to the Vatican.

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 Community Action Days: An Annual Tradition of Service

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.)

Community Action Day is a student-led, co-curricular, semesterly day of living out Xavier's Jesuit values of solidarity and service rooted in justice and love. This day of service brings together students, faculty, staff, and alumni to positively impact the local Cincinnati community. It is a day of getting to know our neighbors, learning about social issues in Cincinnati, and giving back in meaningful ways. The service work is by no means glamorous, but the outcomes fulfill needs for our partners in the community. Participants in 2013-2014 included over 600 student leaders, alumni, and faculty/staff. Faculty/staff attendees included the Provost, Sustainability Coordinator for the university, men's Basketball Coach, and some academic department chairs, which is notable because it demonstrated the top-down commitment to engagement in the communities of Cincinnati. Fr. Graham, the President of the University kicked off the morning with an address to the group gathered, connecting the university mission and Xavier's Jesuit values with our goals for the morning, then sent everyone in groups to serve with our various community partner organizations. All together, they completed over 1250 hours of community service.

The leadership structure of Community Action Day (CAD) helps to facilitate quality community service. There is a student board



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comprised of 10-12 students, advised by staff within the Center for Faith & Justice (CFJ). This student board coordinates all logistics including communication with community partners; facilitates all publicity including engagement of students, alumni, faculty, and staff, and selects and trains the student staff for the event. Particularly helpful to the learning goals and meaning-making efforts of Community Action Day are the student site leaders. These students were selected because of their demonstrated ability as dynamic leaders and their passion for community engagement. They were then trained by the CAD board and CFJ staff in logistics and the basic flow of the day's events, root causes and background information about the various social issues the groups of volunteers would encounter, and how to effectively facilitate thoughtful reflection following service. A new element of training in fall 2013 that positively impacted the site leaders was having them participate in sample reflection activities during training, and then process their effectiveness as a group. This led to deeper, more meaningful reflections, as demonstrated by the post-CAD evaluations completed by volunteers, as well as positive anecdotal responses from faculty and staff participants.

During 2013-2014, 33 community-based organizations hosted students for service, receiving assistance which they needed and requested including: American Society for the Prevention of Cruelty to Animals, Boys and Girls Club of Greater Cincinnati, Cincinnati Computer Cooperative, Cincinnati Housing Partners, Civic Garden Center of Cincinnati, Gorman Farm, Grace Place Catholic Worker House, Interfaith Business Builders, Irish Heritage Center, Living Arrangements for the Developmentally Disabled, Lighthouse Youth Services, Little Sisters of the Poor, Lower Price Hill Community School, Matthew 25 Ministries, Mercy Health St John, Mercy Neighborhood Ministries, Mill Creek, Nexus Community Garden, North Avondale Neighborhood Association, Over the Rhine Community Housing, Peaslee Neighborhood Center, People Working Cooperatively, Pregnancy Center East, Santa Maria Community Services, St. Joseph's Home, St Margaret Hall, St Vincent De Paul, Su Casa Hispanic Center, Tender Mercies, Toolbank, Urban Farm Community Garden, Visions Early Learning Center, and Working in Neighborhoods. Outcomes for partners included infrastructure improvements, fundraising, educational outreach, one on one engagement, food pantry assistance, tutoring ESL students, and testing computer equipment for school children.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	616
Number of Student Hours Served		1232
Number of Participating Faculty/Staff		22
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular Projects:	50



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Estimated Number of
Individuals Served

10000

Evidence of Project
Effectiveness

Economic Opportunity

Houses built

Meals served

50

Hours of job training and support provided

25

Other

Education

Students tutored/mentored

50

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

1

Streams monitored/remediated

Bags of garbage collected

100

Cans and bottles recycled

200

Other

Health

Number of people provided with health screenings

Nutrition/healthy living lessons taught

50

Other

Veterans and Deployed Personnel

Veterans assisted with reintegration into the
community

Military families assisted

200

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 15 _____

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 ZooMates: A Mentoring Partnership Between Faces Without Places, Xavier University, and the Cincinnati Zoo

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.)

ZooMates - a partnership between nonprofit Faces without Places (FWP), Xavier University and the Cincinnati Zoo – is a year-long mentoring program that matches elementary students experiencing homelessness with college students. FWP is a non-profit that works to remove educational barriers for children and youth experiencing homelessness by providing assistance with uniforms, school supplies, enrollment, transportation, advocacy, and enrichment opportunities. Now in its second year housed at Xavier, ZooMates’ mentees and their mentors build interpersonal relationships through participation in enrichment activities and scheduled educational field trips to the Zoo and to their respective campuses. Working with faculty, ZooMates’ activities are developed to integrate academic material from the classroom with planned mentoring opportunities provided in the community. Mentees, with the aid of their mentors, delve into hands-on activities that require higher level thinking skills to facilitate a greater understanding of academic content in the areas of Zoology and Ecology, and other disciplines. Students participate in science demonstrations, visits to museums, and structured mentoring time. The program also is designed to expose mentees to a University campus, classrooms, and programs, with the outcome to inspire their present progress into future higher educational opportunities. The average age of a



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ZooMates' mentee is 8 years old, and most have moved residences at least 2 times in the past year. In 2013-14 ZooMates continued its partnership with St. Francis de Sales, a catholic inner city urban school near Xavier's campus. Close to 40 mentees and 22 Xavier students committed to mentor once a week for an entire academic year. Mentors undergo extensive background checks and a program orientation funded by the University before meeting the mentees' families and beginning weekly participation. Students commit over 75 hours each year to their mentee, while providing internal leadership and coordination of the program in collaboration with FWP. Each year, ZooMates undergoes pre and post testing of both mentees and mentors to accomplish outcomes. Results from 2013-14 included responses from over 25 children who participated in Zoomates. According to the results, Zoomates mentees: improved their self-esteem (measured using Rosenberg's Self-Esteem Scale), felt school was more important and that they could be more successful in school after participating in ZooMates, felt more hopeful, improved their knowledge about college and problem solving, and evidenced in increase in the mentees' plans to attend college after high school. At the conclusion of the program, Xavier students are also surveyed to determine further that outcomes for the program are being met. Prior to their ZooMates commitment, over 96% of the mentors indicated they had never made a full-time volunteer commitment to a student living in poverty. 90% of the students noted improved relationships for the mentees, and 68% indicated their mentees outlook on attending college had changed over the course of a year. Finally, over 58% of those mentors participating in ZooMates indicated that the experience changed their outlook on future career or volunteer goals and made them more likely to continue volunteering, mentoring, and tutoring a child. At the close of the year, the program also experienced success in recruiting, including 32 new or returning mentors for the 2014-15 academic year. During the Summer of 2013, as a continuation of this partnership Xavier hosted a visit from Faces Without Places' summer camp including lunch, science lessons, and a scavenger hunt for over 25 children, several of whom participated in ZooMates in the previous year. The visit was hosted by eight Xavier students and a chemistry faculty member participating in the Noyce Foundation Scholar program that encourages undergraduate science majors to teach in high need urban school districts.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	65
Number of Student Hours Served		1670
Number of Participating Faculty/Staff		2
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular Projects:	30
Estimated Number of		65



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Individuals Served

Evidence of Project
Effectiveness

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

Other

Education

Students tutored/mentored

40

Students assisted in undertaking service-learning

25

Books read

Campus visit

65

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

Yoga and Mindfulness

40

Veterans and Deployed Personnel

Veterans assisted with reintegration into the
community

Military families assisted

Other

Other



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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 Interfaith Guatemala Medical Service Trip

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.)

In 2010, Xavier University started travelling to Patanatic, Guatemala once a year to serve the impoverished community by providing medical care and spiritual support. Over the past five years, the clinic has grown tremendously. The trip is collaboration with the Woodland Public Charity, a humanitarian nonprofit organization based in Kansas City, Missouri, and Centro Educativo y Salud Patanatic and Escuela de Patanatic, Guatemala. All funding for the trip comes from community donations raised by the faculty, staff, and students who engage.

The trip in March 2014 leveraged faculty, staff, students, a pediatrician, internist, and two nurses. These include individuals of various faiths. The group committed to weekly meetings and pre-training for clinic skills such as growth charts, triage skills (height, weight, blood pressure, glucose), writing and filling prescriptions, laboratory testing (UTIs, Pregnancy testing), eye examinations, dental hygiene skills, and Spanish lessons. Since Xavier began its engagement, one resident of the community has entered medical school to be the clinic's first doctor. The clinic has also approved twenty scholarships for the establishment of a nursing program, which will include training in dental, pharmacy, laboratory testing, pediatrics, and English language classes. Specifically in 2014, for



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the first time, a television was available in the waiting area of the clinic and Xavier students made health education videos on topics such as Pediatric Nutrition, Dental hygiene, and Adult Diabetes, topics that heavily impact the Patanatic Community, to play on the television. The purpose of the videos was to educate the population and promote prevention of future medical problems. Student participants were also invited to experience Ash Wednesday in a Guatemalan church, and participate in a Shabbat dinner and instructed on the Jewish tradition.

In collaboration with the community of Patanatic, Xavier University has created a self-sustaining model for international service. The model suggest that within ten years of Xavier University serving in Patanatic, the community will develop resources to run the clinic on their own by training their own medical professionals. At this point Xavier University will move on to another community willing to engage in a similar model.

Total Number of Participating Students	Students Participating in Curricular Projects:	0	_____
	Students Participating in Extra-Curricular Projects:	13	_____
Number of Student Hours Served		756	_____
Number of Participating Faculty/Staff		2	_____
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0	_____
	Participating in Extra-Curricular Projects:	100	_____
Estimated Number of Individuals Served		198	_____
Evidence of Project Effectiveness	<input checked="" type="checkbox"/> Economic Opportunity		
	<input type="checkbox"/> Houses built		_____
	<input type="checkbox"/> Meals served		_____
	<input checked="" type="checkbox"/> Hours of job training and support provided		_____



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<input type="checkbox"/> Other	20
<input checked="" type="checkbox"/> Education	
<input checked="" type="checkbox"/> Students tutored/mentored	40
<input type="checkbox"/> Students assisted in undertaking service-learning	
<input type="checkbox"/> Books read	
<input type="checkbox"/> Other	
<input type="checkbox"/> Environment	
<input type="checkbox"/> Community gardens built	
<input type="checkbox"/> Streams monitored/remediated	
<input type="checkbox"/> Bags of garbage collected	
<input type="checkbox"/> Cans and bottles recycled	
<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Health	
<input checked="" type="checkbox"/> Number of people provided with health screenings	198
<input checked="" type="checkbox"/> Nutrition/healthy living lessons taught	198
<input type="checkbox"/> Other	
<input type="checkbox"/> Veterans and Deployed Personnel	
<input type="checkbox"/> Veterans assisted with reintegration into the community	
<input type="checkbox"/> Military families assisted	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Interfaith Engagement	
<input checked="" type="checkbox"/> Number of students who learned something new about a denomination, religion, or secular perspective different than their own	13
<input checked="" type="checkbox"/> Number of students who committed to participating in future interfaith events	13
<input checked="" type="checkbox"/> Number of the above students who were first-time	10



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participants of an interfaith event

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

13

perspective

Number of students who experienced a positive
impact on the way they think about a denomination,

13

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)

We have been told that this experience in Guatemala has "ruined our lives" because we can no longer use naivety to excuse our individualistic lifestyle. However, I challenge that way of thinking. I believe that this trip has healed us - cured us of a blind way of thinking. Without seeing the darkness, we cannot truly appreciate the light. This is what I have learned from the people of Patanatic. With all the darkness that they have been served, they only exuberate the light - their faith in God's will, their love for their family, and their hope for humanity. From this source of light, they encompass an indescribable inner strength that is rooted in wisdom. All of this struggle is simply a search for happiness. So as I walked out of the clinic on our last day, I said to myself: Do not ignore the darkness, do not take advantage of the light, and like the Patanatic people - always choose happiness in color.



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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. 2741
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 2827
- c. The total number of students who engaged in community service of any kind (sum of a and b). 5568
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 590
- e. The number of students whose service was supported by one or more CNCS programs. 0
- f. The total number of all community service hours engaged in by the institutions students. 62648



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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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Economic Opportunity Section: Project 1

Project Title Economics of Poverty Partnership with Cincinnati Cooks

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.)

A part of the Freestore Foodbank, the Cincinnati Cooks ("Cooks") program is a nonprofit workforce development program that provides culinary training for low-income citizens. In Fall 2013, Professor Bree Lang and 24 students from her ECON 390 "Economics of Poverty" course partnered with Cooks to develop projects meant to improve Cooks' operation and community impact. Students collaborated with Freestore leadership, met Cooks' students, and participated in a poverty simulation designed to inform their service work. For the projects, Cooks defined three needs within their organization. The three projects and the impact that they provided include:

1. Financial Analysis: Cooks is always looking to improve the efficiency of their program. In this project students were provided with multiple years of financial data from the program. Using this data, students provided an analysis of the Cooks' program cost efficiency through examination of past financial performance. They also proposed financial ratios and commonly used efficiency



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measures that the Cooks program can implement in future financial analysis. Using these metrics, the students concluded that Cooks has been realizing cost efficiencies over the past two years. They also predicted that because of a steadily growing revenue/expense ratio, the program is likely going to experience further growth. In light of these results the students suggested various ways that Cooks could improve their financial outlook and also how they can use these metrics to garner additional support for the program. Finally, the students created an Excel spreadsheet template that was provided to Cooks that will automatically calculate the ratios that were used in the analysis;

2. Improving the Kid's Café Program: The Cooks program operates a sub-program called Kid's Café which provides up to 4,500 meals each week to kids in need at more than a dozen school sites in Hamilton County, Ohio and Kenton County, Kentucky. Cooks is reimbursed for the meals they provide as long as the meal is used by one of the children at the school. Consequently, if Cooks sends too many meals to a school, resources are wasted. In this project, students measured the rate at which resources are lost due to misestimating meal demand. The students calculated that up to 60 percent of meals in some cases were not being reimbursed. They identified the schools in which waste was the highest and provided solutions to make the process more efficient. The Cooks program was able to use these estimates to eliminate financial waste within the program. Because many of these solutions were not implemented until 2014, the amount saved and number of increased lunches now available to participants because of cost saving measures is not available, however, by eliminating waste Cooks indicates that they have been able to serve close to 10% more participants and provide more meals to students in need;

3. Economic Impact: Like many non-profit organizations, Cooks receives funding from donors and government sources. In order to maintain or increase this funding, it is necessary to demonstrate how the program benefits the community. In this project, students were given information on the anonymous employment outcomes of participants in the Cooks program many of whom were going from zero income and a significant reliance on public assistance. Using this information, student estimated a value that the program provides to the community, through wages, payroll taxes or reductions in public assistance. These estimates have been used by the Cooks program to solicit additional support to grow their program. Due in part to the service of the students on this project, Cooks has been able to secure a \$250,000 grant to admit 100 more students per year into the program beginning in 2015. This grant will help graduate at least 17 students every 10 weeks, taking close to 200 people out of poverty in the coming year.

Total Number of	Students	24
Participating Students	Participating in Curricular Projects:	_____
	Students	0
	Participating in Extra-Curricular Projects:	_____
Number of Student Hours Served	250	_____
Number of Participating Faculty/Staff	1	_____
Number of Faculty/Staff	Participating in	50



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Hours Served

Curricular Projects: _____

Participating in
Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served

650

Project Effectiveness

- Education
- Economic Opportunity



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Economic Opportunity Section: Project 2

Project Title Addressing Food Insecurity: Public Relations Senior Seminar

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 Public Relations (PR) Senior Seminar(COMM 479) is a service learning capstone course for senior public relations students at Xavier. Goals for the class include educating students on a social justice issue, empowering them to provide a communication solution to that issue, partnering students with a real-world nonprofit and providing them with a comprehensive PR plan. Partners are chosen in collaboration with the Eigel Center and are working within the chosen social justice issue. During the 2014 spring semester, student teams in this course created original, implementable, 12-month public relations plans for their nonprofit partners. Because clients are trying to solve one social justice problem, students learn the breadth of the problem and different ways to tackle it, as well as provide the nonprofit with significant services that assist them better serve the community.

During the spring 2014 semester, the social justice theme for this course was food insecurity. Three nonprofit partners (Childhood Food Solutions, Findlay Market, and Gabriel's Place) were chosen based on the disadvantaged populations they served: school



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children, SNAP users, and an urban, food desert neighborhood. Students conducted research and site visits to learn about their client and to formulate practical, on-budget solutions to meet each partners' PR needs. Groups of 6 students spent approximately 540 hours working on the project. As an account manager, the faculty instructor also spent approximately 135 hours teaching and supervising student work. At the current market or billing rate for PR professionals*, each nonprofit partners received approximately \$69,120 in pro bono public relations services. To support plan implementation a paid, each client received a summer intern who was secured through an Educating for Justice grant awarded by the Center for Mission and Identity. The intern provided clients with an additional 120 hours of direct service and PR work. In total, each client partner received 705 hours of PR services, totaling \$69,995 as an in-kind donation. In more practical terms, client partners were provided an effective PR plan from June 2014 through May 2015 and support during the first 3 months of the plan. Students learned a multiple-audience approach to reduce food insecurity, participated in pre-professional work experience, and created work product for their professional portfolios. The Partners were able to demonstrate significant gains in providing education and outreach to their communities as a result. Each of the partners reported that they were able to leverage student produced work for communications, fundraising, and providing better services to the populations they serve. One partner reported the ability to leverage the free services allowed them to allocate additional resources elsewhere to better serve their residents.

Total Number of Participating Students	Students Participating in Curricular Projects:	18
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		2115
Number of Participating Faculty/Staff		2
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	135
	Participating in Extra-Curricular Projects:	0
Estimated Number of Individuals Served		500
Project Effectiveness	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Economic Opportunity	



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Economic Opportunity Section: Project 3

Project Title X-Link Partners with Neighborhoods of Opportunity

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.)

X-LINK is an initiative of Xavier's Williams College of Business that connects students, faculty, courses and alumni with local businesses and non-profit organizations. The program launched in August, 2013 and has engaged over 500 students and 160 organizations and businesses across 24 neighborhoods in Cincinnati since its founding. Last year the X-LINK program focused on neighborhoods of economic opportunity and collaboration with a local interfaith organizations by sponsoring three new programs. These programs, and the students, faculty, and community partners involved, are highlighted below:

1. X-LINK Incubator Workshops, X-LINK Sponsored "Neighborhood Grow," and a new X-LINK Consulting program for non-profits. X-LINK Incubator Workshops are place-based programming offered to support the launch of business ventures as both primary and secondary sources of income. Free workshops have been hosted in six neighborhoods in an effort to give new entrepreneurs the resources, guidance and network they need to start a business. The workshops are led by students with faculty support, and target



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impoverished "neighborhoods of opportunity." The program partnered with Price Hill Will and the Hispanic Chamber of Commerce to host Spanish-language workshops called "X-LINK Juntos" in East Price Hill - 10 Spanish-speaking immigrants and potential business owners participated. X-Link has also partnered with Catholic Charities of Southwest Ohio to launch a series of workshops for other refugee immigrants that have been translated into five languages: Spanish, French, Tigrinya, Nepali, Arabic and English. 15 students participated in these co-curricular workshops attended by more than 40 neighborhood based entrepreneurs. One business was formed while most others are continuing partners for the program into 2015. To design the program, students worked with four faculty and with two staff members to implement the project. Funding for the X-LINK Incubator Workshops was provided primarily through the Xavier's Sedler Center for Experiential Learning in Business and was supported by in-kind partner donations.

2. Partnering with the Greater Cincinnati Independent Business Alliance (CiNBA), X-LINK provides planning, funding and technical support for an initiative called "Neighborhood Grow," which launched in one neighborhood of opportunity in 2014, Lower Price Hill. Neighborhood Grow aims to support neighborhood business district marketing, branding and development through student engagement, and five students partnered with nonprofit BLOC Ministries of Lower Price Hill to initiate the program. Students mapped properties, property owners and the status of property development for reporting purposes to BLOC Ministries and the City of Cincinnati, OH.

The X-LINK Consulting program for non-profits launched a co-curricular/curricular focus on crowdfunding in 2014 by partnering with the nonprofit East Price Hill Business Alliance to support fundraising efforts totaling over \$500k for a new city park. While the fundraising is ongoing into 2015, the students provided consultation and helped implement the crowdfunding campaign. 12 students participated, including four students from a Student Run Business called Aramis Consulting and eight students from a Social Media Marketing Course. Students were supported by three faculty.

X-Link has ongoing assessment of its initiatives and has expanded its reach because of community feedback. While several entrepreneurial ideas are in the incubation stage as a result of its workshops, X-Link is providing ongoing to equip residents in these underserved communities with the necessary tools and training that will build businesses that strengthen the community.

Total Number of Participating Students	Students Participating in Curricular Projects:	17
	Students Participating in Extra-Curricular Projects:	15
Number of Student Hours Served		300
Number of Participating Faculty/Staff		10
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	150



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Participating in
Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served

500

Project Effectiveness

- Education
- Economic Opportunity



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Interfaith Community Service Section: Project 1

Project Title Interfaith Guatemala Medical Service Trip

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.

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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.)

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- 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.)

In 2010, Xavier University started travelling to Patanatic, Guatemala once a year to serve the impoverished community by providing medical care and spiritual support. Over the past five years, the clinic has grown tremendously. The trip is collaboration with the Woodland Public Charity, a humanitarian nonprofit organization based in Kansas City, Missouri, and Centro Educativo y Salud Patanatic and Escuela de Patanatic, Guatemala. All funding for the trip comes from community donations raised by the faculty, staff, and students who engage.

The trip in March 2014 leveraged faculty, staff, students, a pediatrician, internist, and two nurses. These include individuals of various faiths. The group committed to weekly meetings and pre-training for clinic skills such as growth charts, triage skills (height, weight, blood pressure, glucose), writing and filling prescriptions, laboratory testing (UTIs, Pregnancy testing), eye examinations, dental hygiene skills, and Spanish lessons. Since Xavier began its engagement, one resident of the community has entered medical



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school to be the clinic's first doctor. The clinic has also approved twenty scholarships for the establishment of a nursing program, which will include training in dental, pharmacy, laboratory testing, pediatrics, and English language classes. Specifically in 2014, for the first time, a television was available in the waiting area of the clinic and Xavier students made health education videos on topics such as Pediatric Nutrition, Dental hygiene, and Adult Diabetes, topics that heavily impact the Patanatic Community, to play on the television. The purpose of the videos was to educate the population and promote prevention of future medical problems. Student participants were also invited to experience Ash Wednesday in a Guatemalan church, and participate in a Shabbat dinner and instructed on the Jewish tradition.

In collaboration with the community of Patanatic, Xavier University has created a self-sustaining model for international service. The model suggest that within ten years of Xavier University serving in Patanatic, the community will develop resources to run the clinic on their own by training their own medical professionals. At this point Xavier University will move on to another community willing to engage in a similar model.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	13
Number of Student Hours Served		756
Number of Participating Faculty/Staff		2
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular Projects:	100
Estimated Number of Individuals Served		198
Project Effectiveness	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Economic Opportunity	



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Interfaith Community Service Section: Project 2

Project Title Hijab For a Day/Dine Better Together

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.

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- 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.)

HIJAB FOR a MOMENT/DAY sponsored by the Muslim Students Association aimed to changed religious charged stereotypes with two related events. They began in the fall with a table where students, faculty and community could try on a hijab, ask questions about the tradition, and be informed of its meaning. Participants who tried one made a donation to the local YWCA battered women's shelter. More than 100 people tried on hijabs, and countless others learned about the tradition. The next step was to more fully explore the practice of wearing hijab and what it means in be in solidarity with others. Women were invited to wear hijab for a day, no matter their faith tradition. Over four dozen participants participated and were invited to a community dinner to reflect later. A young Muslim student on campus shared about what it means for her to wear hijab, before the 60-80 participants broke up into small groups for reflections. Participants who hadn't worn hijab before brought up many themes--changing the way they think about themselves, seeing how other people see them, concerns about body image and modesty, understandings of intentionality, practice and meaning. One student spoke about giving her senior thesis presentation, and considering taking off the hijab for that. Only to



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realize that would be a privilege of this just being an experiment for her so she stood up as a Catholic student and gave her social work presentation in hijab. The conversation heightened awareness of the interfaith experiences of others, whether they wore hijab or not.

A second educational service initiative, Dine Better Together, was an interfaith capacity building initiative that gathered students groups who rarely interact with each other and give them a space to practice dialogue across difference over dinner. Each dinner brought together 2-3 student organizations from different religious backgrounds. The goal was to provide a space for students to practice conversations with those with significantly different from themselves, while building relationships with between students and organizations on campus. Ultimately, the program was aimed to create a more inclusive atmosphere on campus for students from all religious backgrounds. Each dinner began with an educational component—a quiz about interfaith literacy or a video about the importance of relationships across difference. “Dialogue” can be an intimidating concept and students are often afraid of saying the wrong thing, and so need a space that allows them to dive into difficult conversations with grace, empathy and forgiveness. While they ate, each table talked about provided prompts that fostered a deep sense of mutuality in the conversation without a single person of a particular faith identity driving the discussion. Staff provided brief training and ground rules prior to the conversations. Students from eight student organizations attended three dinners each semester. The conversations during the fall semester lead to deeper conversation during the spring semester, as students were invited back to meet with a different group of people for their second dinner. Large group reflections provided feedback Many, particularly those of the religious majority on campus, reported a new way of looking at themselves; they had never considered themselves as having a Catholic “identity.” One conversation included three students of color, from the same city, all of religious backgrounds. They spoke about being prepared to have everything in common, to learn nothing from each other. They were surprised, almost shocked, to realize that they all had very different experiences of the same city, based on their religious experience, their neighborhood, and their schools. More than one participant shared how they were broadening their understanding of their own tradition and that there is not just one way to be Catholic or Muslim or Presbyterian or Christian.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	150
Number of Student Hours Served		250
Number of Participating Faculty/Staff		5
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular	50



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Projects: _____

Estimated Number of
Individuals Served

100

Project Effectiveness

Education

Economic Opportunity



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Interfaith Community Service Section: Project 3

Project Title MuskieTigers Mentoring and Immigration Theology

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.

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- 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.)

THEO 358 "Immigration, Theology, and Ethics" is a service learning course that provides students with a hands-on volunteering experience in conjunction with a local immigrant-centered ministry. The course provides students the opportunity to be meaningfully engaged with community partners that support local immigrant communities of diverse faith backgrounds. Students taking the course explore histories and experiences of migration from biblical, theological, historical, and ethical perspectives. The course and service experience challenge students to form and articulate their own thoughtful theological response toward the realities of migration through study of relevant interdisciplinary theological, biblical, and historical texts, reflection on their own cultural, racial, and ethnic backgrounds, and engagement with representatives of immigrant and refugee communities. Volunteering is a requirement for all students, and it permeates the written assignments in the course as well. Additionally as part of the course, students are asked to visit two communities of worship and produce a comparative report on diversity and religious practices. In addition to interfaith service learning, the course also fulfills Xavier's Diversity curriculum requirement which challenges students to explore the nature of



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diversity, including religious beliefs. Student time spent in these communities and organizations helps provide contextual reflection on issues of social, ethical and theological significance. One of the positive outgrowths from this course is the development of MuskieTigers, a mentoring program that began in 2013 that fosters relationships between Xavier University and primarily immigrant and refugee students attending Withrow High School. These students are from Burundi, one of the poorest Central African Nations. Burundian faiths include Catholic, Protestant, Muslim, and indigenous beliefs. Musketigers leveraged 30 Xavier Students, who served approximately 35 Withrow mentees 15-18 years old. Students mentor two days a week and spend up to 30 hours each semester with their mentees. The program's goal is to encourage students to excel in high school, engage cultures and faiths different than their own, and explore the option of pursuing a college education. Mentors provide tutoring, socializing and team building to build healthy relationships and encourage academic, emotional and social development. Musketigers features unique qualities that are different than other service opportunities at Xavier University. Mentors are exposed to African and Central American cultures, the Islamic faith and the social justice issues that teenage refugees and immigrants face following resettlement. In turn, mentors assist the international student's transition to American culture. In end of year surveying, over 70% of mentees have expressed an interest in and taken actions to attend college compared to less than 50% who participated in initial pre-surveying. Over 75% indicate they are more comfortable with having a conversation about college with their families. In addition to participation in MuskieTigers, over 25 additional students in THEO 358 have also volunteered a minimum of five hours with four other community partners including the Alliance for Immigrant Women, Catholic Charities Refugee Resettlement Services, Su Casa, and the Academy of World Languages (AWL) in partnership with Prince of Peace Church. The Academy, a K-8 magnet elementary school attended by students from diverse ethnic and religious backgrounds. Approximately 60% of the school's population has refugee status. Students provide one on one and small group tutoring and explore community conversations about their backgrounds and faiths.

Total Number of Participating Students	Students Participating in Curricular Projects:	50
	Students Participating in Extra-Curricular Projects:	30
Number of Student Hours Served		600
Number of Participating Faculty/Staff		2
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	10
	Participating in Extra-Curricular Projects:	20
Estimated Number of Individuals Served		350



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Project Effectiveness

- Education
- 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:

- The number of students who engaged in academic service-learning. 102
- The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 350
- The total number of students who engaged in community service of any kind (sum of a and b). 452
- The number of students who engaged in at least 20 hours of any kind of community service per academic term. 33
- The number of students whose service was supported by one or more CNCS programs. 0
- The total number of all community service hours engaged in by the institutions students. 4261



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Definitions:

The applicant must complete and submit this section to be considered for the Interfaith Community Service Category. In this section, applicants can describe the interfaith Community Service components that best exemplify the "Institutional Commitment to Interfaith Community Service" statement. This section provides the opportunity to explain, in detail, Communications, Education, and Capacity Building initiatives that advance interfaith engagement and enhance the efficacy of the applicant's interfaith service programs.

Intergaith Engagement Category

1. Check individuals and groups that were involved in your interfaith community service:

- Campus faith-based organizations
- Campus secular organizations
- Community faith-based organization
- Community Secular organizations
- Faculty, staff and students of various faiths and no faith
- Other institutions of higher education
- Other

2. Check at least one interfaith engagement initiative that your campus implemented in conjunction with the interfaith community service projects.

- Communications:** These initiatives demonstrate the institution's public commitment to interfaith cooperation on campus. Examples include, but are not limited to, an address by your college or university President on the importance of interfaith cooperation, a web-based communications campaign on the importance of interfaith cooperation, or an interfaith cooperation session incorporated into student orientation programs and materials.
- Education:** These initiatives cultivate appreciative knowledge about diverse religious and non-religious identities, positively impacting attitudes and knowledge on diverse religious and non-religious identity. Examples include, but are not limited to, courses available for students to further develop knowledge-base in interfaith cooperation and service, educational panels and lectures delivered for large audiences on campus, and first year seminars incorporating module(s) on interfaith cooperation.
- Capacity Building:** These initiatives provide students, faculty and staff with a baseline ability to positively engage religious and non-religious diversity within their own spheres of influence. Examples include, but are not limited to, campus-wide staff training to appropriately engage religious and non-religious identity on campus, faculty professional development opportunities in the area of religious and cultural diversity, or training a core group of students to lead interfaith service events.

3. Provide a brief overview of programs or strategies you used to connect interfaith community service components to your service projects. Include in your overview a description of how your campus will utilize evaluation methods to indicate that this program will have a sustainable impact in the evaluation category of Interfaith Community Service. (See Application Guidance for definition.)



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Xavier attracts students of more than 15 faith traditions, including most Christian denominations as well as Buddhist, Jewish, Muslim, Hindu, and Shinto faiths. Religious pluralism is reality at Xavier. Interfaith Community Engagement is a student-centered initiative that allows individuals to deepen their personal faith and enhance their understanding of other traditions. Further, it serves the larger community in areas of social justice, shared religious teachings and leadership development. As Xavier continues to diversify its population along faith and cultural lines, our interfaith commitment is supported by diverse faculty and three fully funded Centers that foster a variety of co-curricular and curricular interfaith service experiences and educational programming.

The Brueggeman Center for Dialogue stimulates interreligious dialogue on campus and in community and is responsible for institutionalizing interfaith conversations about immigration, sustainability, and religious dialogue. In 2013 the Center hosted a senior Fulbright Scholar from Pakistan, Dr. Muhammed Zia Ul Haq, Dean of the Shariah Law School at the International Islamic University in Islamabad who interacted with students and faculty and taught a course on Human Rights from an Islamic Perspective. In October – December 2013, the exhibit “A Blessing to One Another: Pope John Paul II and the Jewish People” co-developed by the Center was hosted at Hebrew Union College.

The Center for Interfaith Community Engagement serves as a vehicle for the empowerment of our interfaith student community. The Center’s programming includes an interfaith retreat where students participated in a Shabbat dinner and were instructed on Jewish tradition; Hindu Holi celebration; the construction of a tipi with a Cheyenne elder; and the construction of an Alfombra. A five year partnership, the Center’s annual Medical Mission Trip to Guatemala, engages a dozen students in international interfaith service. It is fully funded by student fundraising, and has already seen such sustainable results - including establishing a hospital with its nonprofit partner and graduating a community physician to run it – that it is making plans to extricate itself and begin work with a new international community. The Center assesses all events including event attendance and shared reflection through a blog. Its future is sound as well as it curates next generation leadership through an invited 25 member Interfaith student Cabinet that drives interfaith initiatives.

The Dorothy Day Center for Faith and Justice allocates a full time staff person for multi-faith ministry and supports a number of opportunities for diverse faiths to reflect together including Dine Better Together (DBT), an interfaith capacity building initiative, and Hijab for a Day, sponsored by our Muslim Students Association designed to change religious charged stereotypes. The Center’s staffing also includes a Protestant pastor who offers weekly ecumenical worship and companion groups for diverse faiths. All student programs are designed to meet core outcomes that embrace diversity and difference.

Inherently, our academic programs embrace ongoing interfaith dialogue. Theology is a core requirement and interfaith discussions are explored in core and upper level electives. Faculty include a professor of Islamic Studies and a Rabbi. Some courses are team taught by faculty of different faiths including Jewish-Christian Dialogue (Theo 283), and Interfaith Israel (Theo 382). Service learning tied to current events is embraced in THEO 358, Immigration Theology, which partnered 45 volunteers with the Alliance for Immigrant Women, Catholic Charities Refugee Resettlement, Su Casa, and Academy of World Languages. Now in its 3rd year, the course is supported by the Center for Engaged Learning which assesses service learning through evaluations that measure learning in the classroom tied to student reflections on interfaith engagement.

Interfaith Scope:



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Total number of students who learned something new about a denomination, religion, or secular perspective different than their own over the course of the year	1750
Total number of students who met and/or worked with some one of a different denomination, religion, or secular perspective other than their own over the course of the year	650
Total number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own over the course of the year	700



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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? 7
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? 3
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? 254

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? 5

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:

Xavier's Community Service Jobs Program is an ongoing partnership with Federal work study. Coordinated out of our Career Services' office, this program engaged 20 service sites in neighborhoods surrounding our campus with over 26 students in need, each of whom contributed over 20 hours or more of impactful service totaling over 5,424 hours last year.

In 2013-14, through a University partnership with United Way (through the Community Building Institute), the institution supported an AmeriCorps Public Ally in collaboration with the Evanston neighborhood that assisted with community development work, including facilitating student volunteers for a management service learning course. The Students and faculty assisted the Evanston Resource Employment Connection, a community jobs bank and employment center, to improve operations and efficiencies, as well as provide job counseling, and one on one resume assistance in this low income community.

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 OMD 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.