



LANG CENTER FOR CIVIC AND SOCIAL RESPONSIBILITY

ANNUAL REPORT



2024 Chester Community Fellows at the CrashBoy Games with Chester artist McLeod.

CONNECTING CURRICULUM, CAMPUS, AND COMMUNITY THROUGH
ENGAGED SCHOLARSHIP AND COLLABORATIVE ACTION

2023-2024

ANNUAL REPORT 2023-2024



THE LANG CENTER

FOR CIVIC AND SOCIAL RESPONSIBILITY

SWARTHMORE COLLEGE

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Message from the Executive Director

The Lang Center for Civic and Social Responsibility continues to advance founder Eugene M. Lang's intentions to "provide vision, leadership and support for the College's central commitment," which is "to educate students for civic and social responsibility." Almost a decade after a 2015 external review helped us to re-envision our staffing needs and organizational structure, our ten full-time employees and twelve undergraduate associates now work as a well-integrated team connecting campus, curriculum, and communities.

In his 1999 essay "Distinctively American: the Liberal Arts College," Mr. Lang presciently observed liberal arts colleges "battling the pressures of escalating costs, rising tuitions, and increasing demands for career training" on one hand, and insular, "internal academic agendas" on the other. Those words still ring true today. Lang proposed that liberal arts colleges might be distinctively well positioned to support "projects that associate intellectual commitment with concern" and that propel "social action," a mission that corresponds remarkably well with Ernest Boyer's definition of Engaged Scholarship (quoted below). Thus Lang's animating vision dovetails with our long-term goal, achieved more fully each year, of making Swarthmore College a nationally recognized leader that models Engaged Scholarship for other liberal arts colleges.

In addition to Eugene M. Lang's intellectual foundations and magnanimous endowment, the Lang Foundation has generously allowed us to reserve funds that would address the era's most urgently emerging problems. That generosity has underwritten, among others, the now-thriving Environmental Justice and Community Resilience (EJCR) program; the Engaged Humanities Studio (EHS); the Urban Inequalities and Incarceration (UII) program, which focuses on manifold means of reforming mass incarceration and re-entry; and the recently conceived Swarthmore Civic Scholars program for first generation and low income (FLI) students. We have also supported fledgling "think tanks," through which public policy and data science faculty employ dozens of Swarthmore undergraduates to advance scholarly and public knowledge.

In sum, since our March 2015 external review and reorganization, the Lang Center has expanded our signature programs' number and depth; broadened our curricular integration so that we collaborate with faculty and students in every academic department across all three divisions; focused our regional collaborations to achieve measurable and enduring impact; continued our global collaborations on every continent but Antarctica; and (consistent with Mr. Lang's vision) reestablished the Lang Center's central role at Swarthmore College.

We now approach a critical juncture. Most project incubators anticipate failures along with successes, but almost all of our Engaged Scholarship projects and collaborations have sprouted quickly and well. Having reached our resource capacity, we must think carefully with our Foundation counsels whether to slow our progress and perhaps re-home some of our most successful projects at other campus centers and programs, such as the Aydelotte Foundation and the Center for Innovation and Leadership. Another possibility is to merge the extremely successful Civic Scholars pilot into the Richard Rubin Scholar Mentor program (operating within the Dean's Office), which at present is assisting us with the pilot cohort funding. The Lang Center could also expand to keep those programs under one roof and continue our role as incubator. Cogent rationales exist for each of these paths, and we are blessed to encounter choices that will result in Swarthmore College benefiting regardless of the configuration.

A note to the reader: In many annual reports, an appendix might be regarded as a data-heavy afterthought. Our appendices are quite different, representing essential parts of the text, rich with stories of Engaged Scholarship as well as statistics and charts. Appendix II, for example, details some of the year's most inspiring examples of faculty-led Engaged Scholarship. We tell those stories at the end simply for the sake of the report's narrative flow, so that like is grouped with like, rather than to assign them auxiliary status.

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Executive Summary

In this annual report we offer details and updates about the Lang Center for Civic and Social Responsibility's existing and evolving Engaged Scholarship initiatives during Fiscal Year 2023-2024. The Lang Center works with faculty, students, staff, and community partners to promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems, all under the paradigm of [Engaged Scholarship](#). Our signature programs and initiatives forge connections between the College's liberal arts curriculum—teaching as well as research—and community partners near and far, for mutually rewarding collaborations on “our most pressing social, civic, and ethical problems” ([Boyer 1996](#)). Read more about the Lang Center mission and philosophy in [Section 1: Mission & Philosophy](#).

Our dedicated staff, faculty advisory board, and student associates have continued to operationalize the Lang Center's mission, goals, and objectives. Together we have increased our efficiency, strengthened partnerships, and provided meaningful linkages among the campus, community, and curriculum—all the while expanding our human and social capital for the common good. For staffing details and reports, see [Section 2: Lang Center Team](#).

As an Engaged Scholarship leader among liberal arts colleges, Swarthmore attempts to learn best practices from and with preeminent programs and to model them for institutions interested in increasing their involvement, especially liberal arts colleges (consistent with Eugene M. Lang's vision of the liberal arts' civic potential). Toward this end we host annual [Engaged Scholarship Symposia](#) that convene civic education leaders from across the country; serve in leadership positions with national organizations; and help to develop the next generation of engaged scholars. We pursue Swarthmore College's national reputation as a liberal arts leader of Engaged Scholarship not for institutional gain but in a spirit of service to the field. See [Section 3: National Leadership in Engaged Scholarship](#) for examples of how we lead.

From faculty-led initiatives such as [Environmental Justice & Community Resilience](#) (EJCR) to the [Lang Visiting Professorship \(LVP\) for Issues of Social Change](#), and from [Engaged Humanities Studio](#) (EHS) to grant programs such as the Lang Opportunity Scholarship Program, our signature programs are enduring in their commitment to the common good while responding to student and faculty interests and needs. See [Section 5: Signature Programs](#).

The Lang Center's commitment to Engaged Scholarship means not only supporting teaching opportunities and developing new, public-facing research, but also assessing the social impact of community engaged projects on and off campus. This work requires significant input and participation—especially from students, campus colleagues, and community partners. This year our assessment activities provide trend analysis. A summary of findings can be found in [Section 6: Outcomes & Impact](#).

Finally, this Annual Report briefly sketches future directions, which include an Engaged Scholar curricular designation that recognizes responsible citizen education in action; an on-campus convening of liberal arts colleges interested in Engaged Scholarship; richer collaborative opportunities between Swarthmore alumni and current faculty, student, and community partner; and participation in the Carnegie Classification for Community Outreach and Engagement. Read [Section 7: Future Directions](#) for more information.

We are grateful to our many partners—on and off campus—who collaborate in developing, implementing, and assessing these promising initiatives. Collectively, these collaborations exemplify how the Lang Center facilitates Swarthmore's commitment to intellectual rigor, ethical engagement, and social responsibility by connecting the curriculum, campus, and communities creatively. Our website contains fuller descriptions of our signature programs, and the appendices of this document are replete with essential details and inspiring stories.

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1. MISSION & PHILOSOPHY

The Lang Center for Civic and Social Responsibility supports Swarthmore College's historical mission to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern. In 2001 Eugene M. Lang '38 established the Center "to inspire and provide vision, leadership, and support toward fulfilling an essential dimension of the liberal arts mission of Swarthmore College: to prepare and motivate students to understand and engage issues of civic and social concern and [...] to set their own paths towards shaping a more just and compassionate world."

Over time, [Swarthmore College's mission statement](#) has been refined: Swarthmore College provides learners of diverse backgrounds a transformative liberal arts education grounded in rigorous intellectual inquiry and empowers all who share in our community to flourish and contribute to a better world. All the while, the Lang Center continues to work with faculty, students, staff, and community partners to promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems, all under the paradigm of [Engaged Scholarship](#).

The descriptor "mutually rewarding" undergirds our Engaged Scholarship approach. Too often, institutions of higher education have been the primary beneficiaries of their community engagements, with faculty deriving publishable research and students deriving a feeling of satisfaction (and perhaps a line for their resumés) but community partners receiving only short-term assistance or performing uncompensated labor. In other words, community engagement has too often been an unintentionally extractive practice.

The Lang Center joins a number of other Engaged Scholarship leaders in seeking to rehabilitate this approach and lean into mutuality. We consult with community members to assess their needs and desires rather than simply to intercede in ways that best suit our existing capabilities. We regard community members' insights and experiences as integral components of our co-created knowledge, recognizing that social and political solutions must consider the perspectives of those most directly affected. Finally, we compensate community partners as Engaged Scholarship consultants to reflect a fair and accurate division of labor.

Student collaborations with faculty members and their research often yield new insights, increase productivity, and enhance student learning "beyond the classroom." Community-based learning continues to be an important form of Engaged Scholarship that brings together the campus, curriculum, and communities. Complete descriptions of all of the Lang Center's initiatives can be viewed on our [website](#).

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2. LANG CENTER TEAM

2.a. Lang Center Staff

Benjamin Berger, Executive Director, Associate Professor of Political Science
 Brendan Carr, Sustainability & Engaged Scholarship Fellow
 Nimesh Ghimire '15, Senior Fellow, Social Innovation & Engaged Scholarship
 Theodore Gup, Lang Visiting Professor for Issues of Social Change
 Ashley Henry, Assistant Director
 Juliana Lin '22, Civic Education and Engagement Fellow
 Jennifer Magee, Director of Program Development, Implementation, and Assessment
 Katie Price, Senior Associate Director
 Delores Robinson, Administrative Assistant

2.b. Lang Center Faculty Advisory Board

Nina Johnson, Associate Professor of Sociology, Black Studies, Peace & Conflict Studies
 Sagina Patnaik, Associate Professor of English Literature
 Jose Luis Machado, Associate Professor of Biology

2.c. Chester-Swarthmore Fellows Council

The Chester-Swarthmore Fellows Council is a group of Chester resident-leaders with wide and deep local roots in the city that act as an advisory body that informs and contextualizes Swarthmore College's Chester engagements. Together with a small number of Lang Center faculty and staff, the Council has consulted on place-based initiatives such as the Chester Community Fellowship and ChesterSemester; explores the feasibility of potential projects and related, collaborative activities; and discusses the implementation of long-term, transformational strategies. This year, Chester-Swarthmore Fellows collaborated individually with the Lang Center staff. Further, member rotation ([Annette Pyatt](#); [Kenneth Covert](#)) has permitted new Fellows to join the team ([Rev. Hilda Campbell](#), [Dr. Kristin Ball Motley](#)). Continuing Fellows include [Barbara Muhammad](#); [Twyla Simpkins](#); [Jim Turner](#); [Cory Long](#); and [Devon Walls](#).

2.d Lang Center Associates (LCAs)

Abigail Guise '26, Politics & Public Policy
 Aqua Withers Carello '25, Ethics & Human Rights
 Ariza Nanji '24, Education & Access
 Chung Sze Kwok '27, Education & Access (*trainee in Spring 2024*)
 Clara Lee '26, Environment & Sustainability (*trainee in Spring 2024*)
 Clara Ximena Villaba '26, Identities & Inequality
 Claress Bahamundi '27, Education & Access (*trainee in Spring 2024*)
 Danika Grieser '26, Politics & Public Policy
 Dare Fitzpatrick '26, Environment & Sustainability (*trainee in Spring 2024*)
 Destiny Rosulme '24, Refugees & Immigration
 Jone Bagdanskyte '25, Refugees & Immigration
 Kayla Miller '25, Environment & Sustainability (*trainee in Spring 2024*)
 Kento Yamada '24, Education & Access
 Lina Verghese '25, Public Health
 Malavika Eby '25, Science & Society (*trainee in Spring 2024*)
 Natalie Fraser '24, Arts, Media & Culture
 Nora Sweeney '24, Ethics & Human Rights
 Steven Mukum '26, Refugees & Immigration (*trainee in Spring 2024*)
 Suhyeon Hong '27, Arts, Media & Culture (*trainee in Spring 2024*)

Tammy Pham '24, Economic Development, Science & Society
 Trelstad '25, Education & Access
 Zaid Ali '25, Public Health



Each year, the Lang Center hires a diverse group of creative and highly-motivated students who bring the Lang Center to students directly, acting as a living resource and embodiment of Engaged Scholarship. Co-supervised by Ashley Henry, Juliana Lin, and Delores Robinson, LCAs are student ambassadors for the Lang Center. LCAs have three main responsibilities: 1) serving as stewards for the building and event assistants, 2) advising students in exploring pathways for Engaged Scholarship, and 3) curating knowledge in one or more of the Lang Center's [issue areas](#).

One of the main ways in which LCAs serve as ambassadors to the Lang Center is by conducting student advising sessions. In addition to advising students for summer funding, LCAs provide general advising sessions for multiple target audiences such as Student Academic Mentors (SAMs) and First Generation/Low Income (FLI) students. In October, LCAs hosted an information session specifically catered to FLI students on campus in collaboration with FLI Council. There they introduced our various summer grant programs and shared about key Lang Center opportunities and resources. The event had over 40 attendees and was well received by students; many stayed after the event to set up advising sessions with the LCAs and inquire further about getting engaged with the Lang Center.

Beyond advising, LCAs engage with the campus-community through monthly events and study breaks. To expand their reach and increase the Lang Center's visibility on campus, LCAs held study breaks in high-trafficked areas of campus. In the spring, the LCAs hosted various tabling events and a study break that reached approximately 50 students, assisting with the Social Impact Summer Scholarship (SISS) application process. During the event, students signed up for

personal advising sessions with LCAs, learned more about particular steps in the application process, and received guidance in finding internships or writing their Engaged Scholarship essay. A notable new event hosted by LCAs was the Academics in Action Fair where partners and representatives from a handful of potential internship host organizations were invited to table. The event gathered a turnout of more than 60 students, networking with partners and signing up for SISS advising appointments.

Another significant portion of the LCA job is curating knowledge in issue areas: Arts, Media, and Culture; Economic Development; Education and Access; Environment and Sustainability; Ethics and Human Rights; Identities and Inequality; Public Health; Politics and Public Policy; Refugees and Immigration; and Science and Society. This involved not only updating the issue area webpages on the Lang Center website but also creating materials, both individually and collectively, that facilitate student engagement with the resources available at the Lang Center. LCAs continued creating sustainable ways to pass on knowledge by updating resource guides that serve as internal, living documents to be continually updated by future LCAs on various aspects of their job and issue area. We also continued our flagship new-hire training program where new LCAs worked part-time for a semester, while current LCAs provided them with mentorship.

A main focus of the spring semester was group projects that either they or Lang Center staff developed. These projects included: planning the summer grantee ethical engagement workshop, networking with faculty and staff, bolstering engagement with FLI communities, collaborating with SwatVotes on voter engagement, establishing stronger partnerships with refugee and immigration organizations, and supporting student clubs. In all of these projects, The LCAs look forward to continuing to evolve programming in meaningful and pragmatic ways.

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3. NATIONAL LEADERSHIP IN ENGAGED SCHOLARSHIP

Engaged Scholarship—including community-based research and teaching—requires collaboration, reciprocity, and communication among faculty members, staff, and community organizations. As an Engaged Scholarship leader among liberal arts colleges, Swarthmore attempts to learn and model best practices from and with preeminent programs. Our staff members continuously seek out opportunities for our faculty, students, and partners to gain experience, exposure, and recognition for their Engaged Scholarship interests and achievements. Toward this end we host Engaged Scholarship symposia, serve in leadership positions with national organizations, and help to develop the next generation of engaged scholars around the country. Our goal, of course, is not simply to acquire a reputation but to earn it through meaningful, ethical, and intellectually dynamic practices that invite collaboration and replication. In this section, we describe a few steps we have taken to position Swarthmore College as a leader of engaged liberal arts.

3.a. Engagement Scholarship Consortium

The [Engagement Scholarship Consortium](#) (ESC) is a national group of public and private institutions—mostly large, land-grant and/or flagship state research universities— that aim to “work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship and designed to help build community capacity.” In 2018 Swarthmore College was the sole winner of the ESC’s [Excellence in Student Engagement Award](#) and then joined the ESC. By far the Consortium’s smallest member institution, Swarthmore is the only liberal arts college ever to sit on the ESC’s Executive Committee and we were finalists for its 2022 and 2023 “Ryan, Moser, Reilly Excellence in Community Engagement” Institutional Leadership Award. We have helped to recruit other liberal arts colleges to the ESC, as well as our regional Engaged Scholarship partners such as Lincoln University and Princeton University.

3.b. Engaged Scholarship Symposium

As a leader in engaged liberal arts, the Lang Center is committed not only to sharing its own Engaged Scholarship but also creating a platform for learning from other exemplars within our network. The 8th Annual Engaged Scholarship Symposium (April 16-18) exemplified this approach, generating interest among scholars and practitioners from 62 higher education institutions to exchange ideas and best practices. More than 100 people registered for the 2024 Symposium, which was a collaboration of the Lang Center with Campus Compact, the Coalition of Urban and Metropolitan Universities (CUMU), and the Engagement Scholarship Consortium (ESC). More information about the Symposium, including videos, are linked [here](#).

The first session, offered in collaboration with Campus Compact, was a fireside chat titled “Where We Go From Here: A Conversation with Emerging Scholars.” It featured participants from the Engaged Scholars Initiative, a one-year, cohort-based leadership and professional development program (more in the next section). The scholars discussed their experiences and explored how they plan to lead change within their institutions and communities. The second session, “Making Our Work Public,” was co-hosted with CUMU. Three institutions presented during this session: the University of South Carolina Upstate, Indiana University – Bloomington, Indiana University – Indianapolis, and Towson University. Each institution shared its unique strategies for enhancing public engagement and making scholarly work more accessible, with topics ranging from storytelling and celebrating community partnerships to embedding public scholarship within academic programs.

The Symposium concluded with “Innovations in Engaged Scholarship,” a session co-sponsored by the Engagement Scholarship Consortium (ESC). Presentations from Texas A&M University, Purdue University, and Swarthmore College highlighted innovative practices and transformative strategies within Engaged Scholarship. Key discussions included the Texas Target Communities model, data-driven analytics for community programs, and Swarthmore’s Healthy, Equitable

And Responsive Democracy (HEARD) Research Initiative (which is one of the fledgling data science think tanks referenced in our Executive Director's letter).

3.b. Engaged Scholars Initiative

The Lang Center has played a vital role in fostering Engaged Scholarship, both within the Swarthmore community and nationally. Since 2020, the Lang Center partnered with Campus Compact to co-lead and administer the Engaged Scholars Initiative (ESI), which supports a diverse cohort of early-career engaged scholars drawn from Campus Compact's network of over 700 colleges and universities. You can learn more about ESI [here](#).

Swarthmore's involvement began in 2019 when Assistant Professor of Sociology, Nina Johnson joined the inaugural Northeast Regional ESI cohort, then hosted by Brown University. In 2020, the Lang Center assumed a co-leadership role, transforming ESI from a regional cohort model into a national cohort of 24 scholars, which included Swarthmore faculty members such as Maggie Delano (Engineering) and Salvador Rangel (Sociology and Peace & Conflict Studies). In the 2022-23 academic year, Assistant Professor of Music, Tracey Stewart and former Director of Sponsored Programs, Tania Johnson participated in the national cohort. The Lang Center's Executive Director Ben Berger and Senior Engaged Scholarship Fellow Nimesh Ghimire '15 worked closely with Campus Compact to guide the initiative.

For the 2023-24 academic year, Assistant Professor of Art Jody Joyner participated in what would be the final cohort under Swarthmore's leadership. The closing retreat for the program was hosted in May 2024, marking the end of Swarthmore's multi-year strategic partnership with Campus Compact. The Lang Center played a pivotal role in the redesign and national launch of ESI during this time, helping stabilize and elevate the initiative through strong institutional support—even amid the challenges of the COVID-19 pandemic. As Swarthmore concludes its role, the program is now well-positioned for continued success under Campus Compact's leadership. The Lang Center leaves behind a legacy of having significantly contributed to the development and leadership of a national network of engaged scholars.

3.c. Periclean Faculty Leaders Program

Since 2010, Swarthmore College faculty have regularly been admitted to the [Periclean Faculty Leaders \(PFL\)™](#) program. Project Pericles, created by Eugene M. Lang '38 and directed by (now retired) Jan R. Liss, represents a consortium of colleges and universities that promote civic engagement within higher education. The PFL program stands out as one of the organization's most successful innovations: a national cohort of scholars who incorporate civic engagement into the curriculum and empower students to employ their academic knowledge on real-world problems. The PFL program seeks to cultivate Engaged Scholarship in under-represented divisions such as the Humanities and STEM. In recent years the Lang Center, on behalf of Swarthmore College, has nominated a growing cohort of faculty members who have all been selected as PFLs. The following Swarthmore College faculty members are alumni of the PFL program: Ben Berger (Political Science), Paloma Checa-Gismero (Art & Art History), Edwin Mayorga (Educational Studies), Lei Ouyang (Music), Lynne Steuerle Schofield (Mathematics & Statistics), Barbara Thelamour (Psychology), Mark Wallace (Religious Studies), Désirée Díaz (Spanish), and Christopher Graves (Chemistry). Project Pericles provides each PFL with a \$4,000 grant to support Engaged Scholarship courses and campus-community collaborations, and frequently convenes these scholars for high-profile presentations at national venues such as the American Association of Colleges & Universities (AACU) annual meeting. The program also pairs PFLs from different campuses for conversation, idea-sharing, and peer feedback.

3.d. Field Leadership & Education: A Benchmarking Study (2022-2024)

The [Lang Center endowment agreement](#) articulates an important operational goal as follows:

“The Center will stimulate critical reflection, teaching, research, publications, and experimentation aimed at educating for civic and social responsibility ... The Center will promote the College’s leadership in making preparation for participatory citizenship and socially responsible action a nation-wide feature of higher education.” One of the ways we have advanced this operational goal is through repeated benchmarking studies¹ to learn from and about peer institutions that have centers and/or missions like ours, to critically reflect upon ways in which Swarthmore College/the Lang Center is ahead/on par with/behind peers, to inform our experimentation with new initiatives, and to share what we learn within the regional and national higher education landscape.

In this study, we sought to broaden our knowledge base, share our work, learn from others, and contribute to the regional and national dialogue within higher education. With that, the Lang Center added additional COFHE schools as well as other institutions whose work we find inspirational: Bates, Colby, Drexel, Kalamazoo, Pitzer, Princeton, Stanford, Villanova, and William & Mary. After the Lang Center team designed the study and began the research process in 2022-2023, we then invited colleagues from the Philadelphia Higher Education Network for Neighborhood Development (PHENND) to assist in spring 2024. Colleagues from Princeton, Penn, Drexel, Bryn Mawr, Haverford, and Villanova participated. Leading this effort, the Lang Center convened with these PHENND members as a group where we shared information on our own institutions, and in some cases, obtained non-PHENND school data. As a result of these collaborative efforts, we now have a sense of policies, practices, and programs at twenty three higher education institutions. Further, we intend to host a summit with small liberal arts colleges in the coming year to share what we have learned, raise dilemmas for further discussion, and demonstrate how this learning has supported our work at Swarthmore College. Key questions posed in this study included:

- Does the Center produce publications or conference presentations about their own or institutional Engaged Scholarship programs or models?
- Does the Center host multi-institute convenings about the Engaged Scholarship field?
- Is systems thinking or systems practice a part of center learning goals or programs?

In summary, this study revealed that Swarthmore College tops the list of all 17 liberal arts colleges with 3000 or fewer students and \$1b (or more) endowment per student in terms of the largest number of supportive Engaged Scholarship policies and practices. We learned that Swarthmore College and the Lang Center’s comprehensive field leadership and education activities (publications/presentations, hosting multi-institution convenings, and learning goals or programming related to systems thinking/systems practice) is another way that we stand out from our peers—and near peers. Of the 21 schools for which we have definitive responses from, Swarthmore College and University of Pennsylvania are the only two schools that do all of these things, with Swarthmore being the only small liberal arts college that tops the list. Further, with programming to advance systems thinking/practice goals, the Lang Center stands out as a leader among small liberal arts colleges as well as much larger institutions—in terms of student enrollment, and in some cases, much larger endowments.

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¹ At first, the Lang Center focused on a subset of the Consortium on Financing Higher Education (COFHE) and regional institutions (2011-2012 and 2013-2014). In 2017-2018 the Lang Center shared the benchmarking protocol with campus stakeholders of the Beyond the Classroom (BTC) Advisory Committee and led this assessment work. That BTC project was focused on High Impact Practices (HIPs)—internships, research fellowships, projects, etc—were offered, how funding for those programs was structured, what their eligibility and selection criteria entailed, and to deduce “best practices” and to consider if/when/how we might adopt or adapt these approaches at Swarthmore College. Starting in 2022, the Lang Center began a new benchmarking study with expanded areas of interest: tenure and promotion policies that factor in community engagement; various centers’ organizational structure (FT/PT; staff with advanced degrees; staff with or without advanced degrees that teach Engaged Scholarship# courses); major, minor or certificate related to Engaged Scholarship; and community impact assessment approaches. All of these items are related to proposals, initiatives, and planning of the Lang Center.

4. CURRICULAR CONNECTIONS WITH COMMUNITIES

Supported by the Lang Center's Ashley Henry, the [ENVS 007/BLST 007 ChesterSemester](#) combines meaningful readings, in-depth conversations with Chester community leaders, and intersectional analysis of urban communities in the wider society. Taught by the Lang Center's Dr. Jennnifer Magee and Prof. Ben Berger with guest faculty from across the disciplines, alumni, and community partners from the Greater Philadelphia region, [PEAC 009 Introduction to Engaged Scholarship](#) orients students to disciplinary research methods, ethical engagement best-practices, and critical reflection. These curricular connections with community affirm our commitment to place-based, community led learning.

4.a. [ChesterSemester Fellowship](#) (ENVS 007/BLST 007)



[Caption: 23-24 ChesterSemester Fellows with course instructor Professor Giovanna Di Chiro, program assistant and alum Cynthia Shi '23 and program manager Ashley Henry.]

The ChesterSemester Fellowship is an interdisciplinary, Engaged Scholarship program on social change that includes both academic and internship components. The purpose of the program is to facilitate committed student engagement with visionary leaders in the city of Chester. Critically, it focuses on understanding and helping to ameliorate some of society's most pressing real-world problems by empowering students to participate in volunteer programs throughout the academic year.

In the fall semester, we welcomed Giovanna Di Chiro, professor of Environmental Studies and coordinator of the [Environmental Justice Community Resilience program](#) as instructor of the ChesterSemester fellowship course. In addition, this was the second year that enrolled students coupled the curricular content of the program with a *yearlong* internship in the city of Chester.

We have made a concerted effort to link our Chester-focused academic year internships with our Chester-based summer internship program, Chester Community Fellowship. As a result, most of our Chester partners collaborate with the College on Engaged Scholarship projects year round instead of for only semester. Additionally, each year an increasing number of students are participating in both ChesterSemster and CCF to extend and sustain their engagement. We hope that deepening our engagement with Chester in these ways will lead to larger and more meaningful impact in the future. The members of the 23-24 cohort alongside their respective Chester host organizations are shown in the table below.

Chester Semester Fellows (2023-2024)

| First Name | Last Name | Class Year | Host Site |
|-------------|---------------|------------|--|
| Thandiwe | Chikuhwa | 2027 | Chester Digital Storytelling Project |
| Myadaggarav | Chuluundorj | 2026 | Chester Residents Concerned for Quality Living (CRCQL) |
| India | Gray | 2025 | Chester Eastside, Inc. |
| Sarah | Jabir | 2027 | Yes We Can Achievement and Cultural Center |
| Anja | Jolin | 2025 | Chester Digital Storytelling Project |
| Frederick | Lin | 2024 | CMP Radio |
| Greta | Matthies | 2026 | Health Educated, Inc. |
| Emily | McClung | 2026 | Chester Eastside, Inc. |
| Carolyn | Obispo | 2026 | Chester Education Foundation |
| Jesus | Saucedo Bucio | 2026 | Health Educated, Inc. |
| Julia | Stern | 2026 | Chester Residents Concerned for Quality Living (CRCQL) |
| Haoyu | Wang | 2025 | Chester Residents Concerned for Quality Living (CRCQL) |

4.b. Celebrating 50 Years of Hip-Hop: Lincoln University & Swarthmore College Partnership

HIP-HOP IS 50!!
FROM THE STREETS TO THE GLOBE

Friday, Oct. 6
Lang Performing Arts Center, Pearson-Hall Theatre

7 p.m. - Panel Discussion
8:30 p.m. - Performance

Musical legends **Chuck D**, **KRS-One** and **Wise Intelligent** discuss cultural sustainability and political resistance, followed by a talent exhibition with all three artists joined by renowned hip-hop dance company **Urban Artistry**.

Please see the Cooper Series website for detailed attendance information.

CHUCK D
KRS-ONE
WISE INTELLIGENT

Consistent with President Val Smith's long-term goals, the Lang Center has deepened our relationship with HBCU Lincoln University. In the fall of 2023 Ben Berger, Swarthmore Visiting Assistant Professor Kyle Clark (Dance), and Lincoln University Professor Sam Williams (a lifelong Chester resident) assembled the most elaborate and successful Cooper Grant series in recent memory: a month-long commemoration of Hip-Hop's 50th Anniversary that elevated the genre's role in social and political protest movements. Scheduled guests included Chuck D. (of the group "Public Enemy" and the Supergroup "Prophets of Rage"; legendary KRS-One; Wise Intelligent (of the group "Poor Righteous Teachers"); Talib Kweli; and Hip-Hop dancers Mop-Top Crew, Kwikstep and Rockafella. The series was free and open to the public, with many attendees from Chester, Lincoln University, and the Greater Philadelphia area, including a kick-off event on Garnet Weekend and Swarthmore Black Alumni Network reception beforehand. We hope that this

Swarthmore-Lincoln collaboration will be the first of many such mutually beneficial collaborations that also benefit our surrounding communities.

4.c. Introduction to Engaged Scholarship (PEAC 009)

Co-facilitated by Prof. Ben Berger and Dr. Jennifer Magee of the Lang Center, and designed in consultation with faculty from across the disciplines, this course brought together students who were interested in connecting their academics with action, exploring and promoting ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems. Applied learning in project development, management, and assessment make this an ideal course for project grantees of the Lang Center. Learning goals for students include:

- Demonstrate an understanding of the theory, research, and practices across disciplines that illustrate Engaged Scholarship.
- Consider ideas, challenges, and solutions from multiple perspectives.
- Bring practice into conversation with theory and research, and use theory and research to reflect on and modify practice (i.e. critical reflection).
- Interact with co-educators and other off-campus communities in ways that honor all contributions to class, demonstrating respect, integrity, and honesty, thus preparing them for ethical engagement.
- Demonstrate and hone critical thinking, analysis, and research skills for place-based engagement.

Since we regard community members' insights and experiences as integral components of our co-created knowledge, and recognize that social and political solutions must consider the perspectives of those most directly affected, the course was co-instructed by faculty, staff, and community experts from on and off campus. Guest speakers and co-educators included: Zein Nakhoda '12, Training for Change; Prof. Lee Smithey (PEAC); Prof. Sukrit Vengatagiri (CPSC); Lynne Schofield (STAT) with Raj Lewis from CityTeam; Prof. Syon Bhanot (ECON) with Marcie Bramucci, Executive Artistic Director, Hedgerow Theater Company and Daniel Mellow, Busara; Prof. Ben Berger (POLS) with Transformative Justice Scholars; Prof. Michael Wilson Becerri (PEAC); Prof. Daniel Laurison (SOC); Dr Katie Price (Lang Center & English Literature) with Yaroub Al-Obaidi; Prof. Kathryn Riley (CHEM); Prof. Edwin Mayorga (EDUC); Haseena Zaidi '22; Prof. Sa'ed Atshan (PEAC); Simon Elichko (Libraries); and Nimesh Ghimire '15 ½ (Lang Center).

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5. SIGNATURE PROGRAMS

The Lang Center's signature programs and initiatives forge connections between the College's liberal arts curriculum—teaching as well as research—and community partners near and far, for mutually rewarding collaborations on “our most pressing social, civic, and ethical problems” ([Boyer 1996](#)). The term “signature programs” denote ongoing Lang Center initiatives that advance Engaged Scholarship goals and unite communities of scholars, practitioners, and other constituencies who collaborate for positive social change. The Lang Center continues to hold as a priority cultivating relationships with organizations, institutions, stakeholders, and individuals that can help us advance Gene Lang's mission and our Engaged Scholarship goals.

5.a. Engaged Humanities Studio

Led by the Lang Center's Dr. Katie Price, the [Engaged Humanities Studio](#) (EHS) unites scholars, students, artists, activists, and community members through collaborative projects to address issues of pressing social concern. While officially launched in 2022, ESH emerged from years of conversation with faculty and local community partners about desires for more support to: sustain ongoing relationships with community partners, articulate the value of the humanities to the campus community, and develop high-impact pedagogical experiences in Humanities courses.

The EHS program focuses on experiential, community-based, and critical-making practices that combine humanistic modes of inquiry and understanding with extra-humanities disciplines, non-student communities, and/or pressing social issues that would benefit from humanistic perspectives. The primary focus of EHS is to support projects that combine humanities methodologies with collaborative practices and creative or artistic sensibilities to address social issues. More broadly, the program seeks to cultivate a campus community that better understands and appreciates the civic potential of the arts and humanities and the role they can play in helping us to shape a more just and compassionate world.

For instance, one of this year's EHS projects—“Building Bridges: An Evening of Art in Community”—raised awareness regarding the social justice issue of mass incarceration; highlighted the ways in which higher education and the arts can serve as tools for ameliorating mass incarceration's negative impact on our communities; and provided incarcerated individuals involved in the project with an avenue to share their artwork and artistic talents. Further, this project received additional funding through an Eastern Region Campus Consortium Mini-Grant from Partners for Campus-Community Engagement. The project culminated in an event on February 2, 2024, including an hour-long gallery walk and an hour of performances, featuring local and renowned community leaders/artists such as Ursula Rucker, Miles Orion, and DECKKz Crew. The event—co-organized by Deven Ayambem '24 (a mathematics and engineering major) and David Buckley '21 (artist-in-residence and teaching assistant, Eastern University)—was co-sponsored by Eastern University, SCI Chester, and the National YoungArts Foundation. In 2023-2024, EHS supported four additional projects:

“About Time”

Nina Johnson, Associate Professor of Sociology & Anthropology, Black Studies, with The Graterford Freedom Think Tank and MING Media

This project is a film and media installation that highlights the experiences of Philadelphians sentenced to life in prison in Pennsylvania who have since returned to their communities. It will reveal the voices of people who were never meant to be heard, whose stories we were never meant to know.

“Child Storytellers aRISE”

Donna Jo Napoli, professor of linguistics and social justice, with the Community Pennsylvania School for the Deaf

Napoli collaborated with the Pennsylvania School for the Deaf (PSD) producing bimodal-bilingual video books for families and classrooms to share with their deaf children in which the signers themselves are children.

“Seeking Refuge: A Shared Learning Experience”

Ben Smith, assistant professor of Arabic, with Yaroub Al-Obaidi, designer, researcher, and author

This project piloted an exciting engaged learning experience embedded in a new fall semester first-year Arabic Studies seminar, *Refuge: Resettled in Philadelphia*. The seminar's workshop component models Engaged Scholarship and anti-racist community engagement in that it is community-designed and learning outcomes are shared equally with students and community partners. Students learn about, and from, Arab communities in America through direct community engagement as well as traditional course readings and discussions at the front end of the seminar. In addition, each workshop was catered by a member of the Arabic-speaking community in Philadelphia as an opportunity for this community to share their culture and have resources directed their way.

“Chinatown Untrimmed”

Chunyang Wang '24, who majored in medical anthropology and was named a Humanity in Action Fellow, with Jing Ying of Artiva Hair Salon

This project sought to transform a Chinatown hair salon into an imaginary archive to explore the question: How has Chinatown changed and developed over the years? Through inquiries of historical archives, newspapers, and development projects, we continue to understand how extra-communal narratives of development are developed. The project draws on Takahashi's idea of imaginary archives to “envision unrecorded pasts, produce other means of legitimizing information, make old systems signify differently, and imagine as yet undetermined futures through the evocation of everyday people's personal experiences of suffering, displacement, and loss.”

5.b. Faculty-Led Programs

Faculty-Led Programs embody our commitment to “decentralize” the Lang Center by directly empowering faculty members and their community partners, who together possess the greatest amount of relevant expertise and experience. With funds provided by the Lang Center—but steered by conveners and their partners—these programs connect the campus, curriculum, and communities through Engaged Scholarship workshops, community-based research projects, and speaker series. The Lang Center is honored to support the following Faculty-Led Programs: Arts in Action; Environmental Justice and Community Resilience; Global Studies Initiative; Native and Indigenous Peoples; Politics and Equal Participation Lab; and Urban Inequality & Incarceration. This year, we feature the Environmental Justice and Community Resilience (EJCR), Arts in Action, and Pulitzer Partnership programs.

5.b.i. Environmental Justice and Community Resilience

Currently led by Prof. Giovanna Di Chiro (POLS/ENVS), the EJCR has grown from broad interest at the College in initiatives that connect environmental justice curricula, critically-engaged scholarship on environmental sustainability and social justice, and purposeful, campus-community collaborations with local partners. For instance, Di Chiro, community partners, faculty, and students have given numerous presentations in FY 23-24, such as: “The Impact of Social Media on Grassroots Environmental Justice Movements” (Prof. Giovanna Di Chiro, Sarah Chang '23, Anna Considine '23, and Prof. Chris Mele) at the American Sociological Association (ASA) Annual Conference; an [Environmental Justice Tour and Lecture](#) (Prof.

Giovanna Di Chiro and Zulene Mayfield) during the Post Landfill Action Network's Zero Waste Conference, held at Swarthmore College; and "[Working for Environmental Justice in Pennsylvania](#)," (Zulene Mayfield, Giovanna Di Chiro, Chris Folk '24) at the Franciscan Action Network Webinar.

Prof. Di Chiro led three Engaged Scholarship courses which advanced EJCR goals, connecting students and communities through a critical, interdisciplinary environmental justice lens: ENVS/BLST 007: Chester Semester; ENVS/SOAN 035: Environmental Justice/ Philadelphia; and ENVS 043/ ENGL 089/ SOAN 020: Race, Gender, Class and Environment. Of special note, students in the Race, Gender, Class and Environment course created community storytelling websites: [Environmental Justice & Activism: Stories of Women Leaders in Chester](#); [The Arts in Social and Environmental Justice](#); [Indigenous Stories: Swarthmore and Lenapehoking Experiences](#); [Visions from the Good Energy Collaborative](#). Relatedly, EJCR applied for and received a Place-Based Justice Network grant, as well as funding from the Engagement Scholarship Consortium to support the establishment of the "Chester Justice Digital Collection," a digital repository to document Chester histories, movements, activism, storytelling and collaborations with students, faculty, and staff.

EJCR hosted a symposium called, "Resisting Extraction and Building Resilience on the Navajo Nation: Stories from Diné Leaders, Artists, and Activists." This one-day symposium brought together a panel of Navajo (Diné) speakers² to discuss their advocacy work (research, activism, artistic expression, and cultural practices). Together, they raised awareness about the ongoing colonial impacts of and resistance to extractive industries on the Navajo Nation and surrounding region. Collectively these speakers represent a cross-generational voice bringing diverse perspectives to the issues. The speakers shared how they fight against unrelenting social and environmental injustices on Navajo territories, *and* how they work to reclaim and rebuild decolonial futures. The panelists were joined by Swarthmore Environmental Studies Professor, Dr. Adrienne Benally (Diné), whose scholarship focuses on the impact and politics of resource extraction on the Navajo Nation. The Symposium's agenda included a film screening, panel presentations, class visits, and an interactive roundtable discussion designed to bring awareness and understanding to the Swarthmore College community about Native American and Indigenous Peoples struggles with environmental injustices. The symposium contributed to growing interest at Swarthmore College in Native American and Indigenous programming, engaging critical Indigenous issues and centering Indigenous voices and perspectives.



5.b.ii. Arts in Action

Led by Prof. Pallabi Chakravorty (DANC), Arts in Action resumed in-person instruction.³ In addition to regular readings, the class included experiential approaches to learning like field trips to art galleries and performances, as well as attendance at a one-day yoga symposium at Swarthmore College. In addition to regular posts on readings via Moodle, students also welcomed a variety of guest lecturers to class. Class discussions incorporated their field experiences as well as analysis of texts. An academic conference on yoga and healing, "Performing Healing: Yoga and Body Politic," acquainted the students with eminent scholars from various disciplines including dance studies, anthropology, and religious studies—all of whom are involved in embodied ways of thinking and writing.

²Pictured here are Duane "Chili" Yazzie (Diné), Dr. June Lorenzo (Laguna Pueblo/Diné), Dr. Adrienne Benally (Diné), Ivey Camille Manybeads Tso (Diné), Kinsale Drake (Diné)

³ The course could only be offered remotely during the COVID-19 pandemic.

The core goal of the class was to highlight the arts as a potent vehicle for exploring embodied experiences in educational settings that encompass sensory and intellectual learning. The students heard lectures by Sagar Kamath, an emerging visual artist in Philadelphia, and Aisha Khan, the founder of 12 Gates Art Gallery. Through his class presentation, Kamath offered how art can challenge conventional notions of cultural heritage and weave complex landscapes of displacement and identity. Khan gave the class insights into running a nonprofit organization such as 12 Gates and the meaning of ethical leadership. As part of Khan's visit, students attended an exhibition called the Muslim Futures at the Gallery which was curated by an arts and cultural collective called MIPSTERZ. The exhibition offered an intimate and bold vision of the liberation of Muslim identities and communities.

The students also attended a dance performance by Courtyard Dancers, a South Asian/ Indian dance organization and cultural collective Prof. Chakravorty founded. The dancers were presented by Saaz, a diaspora South Asian/Pakistani arts organization. Courtyard Dancers presented the poetry of Sufi mystic Amir Khusrau and Kathak dance. Prof. Chakravorty also shared with the class my engagement with the community and her cultural work.

The class also visited Professor Ron Tarver's public artwork called "House of the Living" in Philadelphia. This community-oriented arts initiative showcased and honored the lives of victims of gun violence. Rather than focusing on the dead as victims, it celebrated the lives of the dead by collaborating with their families and friends. The exhibit created opportunities for joyful remembering and mourning. Prof. Tarver spoke to the class about the Swarthmore students who were involved in the art project which included techniques of etching portraits into glass. He shared his insights of doing artwork such as this in collaboration with a healing center and Farmer Jawn. Both Aisha Khan and Prof. Tarver articulated for the the importance of community involvement and strategic planning in advancing the vision of their organizations.

The final project was a day-long exhibition, "Pops and Cubes," which was based on students' final research projects. Each student project was different but all had a community-building and experiential component. It was satisfying to see how they integrated their field trip experiences, lectures, and readings about art, scholarly research, and community into their artistic statements and projects. The projects ranged from videos of dance performances, documentary films, culinary exhibitions, printmaking, trans performances, and graphic designs among others. A student from the course summarizes it succinctly "From partaking in this course, I have learned that to incite change for the common good involves multiple shifting gears that need to work harmoniously to be effective. While art doesn't have to be made with a grandiose statement attached to it, when used purposefully it can strike the heart of others and challenge problematic systems in need of reforming. My outlook on how I perceive art and observe the greater world around me has expanded and become more insightful."



5.c. Lang Visiting Professor for Issues of Social Change, Theodore Gup

Theodore (Ted) Gup is a veteran investigative reporter, author and professor. He wrote more than 100 front-page stories for The Washington Post, many of them multi-part series examining government accountability, public institutions, the environment and criminal justice. His work has appeared in The New York Times, The Guardian, The New Republic,

National Geographic, Mother Jones, National Public Radio, the Harvard International Journal of Press and Politics, and elsewhere. In addition, he has written three nonfiction books, two of them bestsellers; one was on the CIA, one on secrecy in America, and one on The Great Depression. He has been a Pulitzer finalist in national reporting, and recipient of the George Polk Award, and the Shorenstein Book Prize from the John F. Kennedy School of Government at Harvard. He has received a Guggenheim, a MacArthur Foundation grant in Peace and Securities Studies, and fellowships to both Harvard's Safr Center for Ethics and its School of Government, as well as Fulbrights to Israel and China. He has taught at a number of institutions including Georgetown, Brown, Johns Hopkins and Williams. He is currently working on a book about the Jewish Ghetto in Rome during World War II.

In fall 2023 Ted offered ENGL 006, "Investigative Journalism as an Agent of Social Change," a course on how journalism, specifically investigative journalism, has changed American society, laws and institutions. The course examined major works of investigative reporting that brought about major legislative reform, heightened public awareness of critical issues, promoted government accountability, and increased sensitivity to the interests of those segments of society marginalized by poverty, racism, immigrant status, gender and other factors. The course began with an historical look to the early Muckrakers such as Ida Tarbell, Upton Sinclair and Jacob Riis. The class then focused on contemporary issues – the environment, war, economic disparity, injustice, access to health care, etc.

The course featured a number of guest speakers who brought their vast experience into the classroom. Among these was Sheila Coronel, professor of investigative reporting at Columbia University School of Journalism who did ground-breaking work in the Philippines; Marty Baron, former Executive Editor of The Washington Post, and former leader of the Boston Globe overseeing its Pulitzer-winning series on priests who preyed upon the young; Loretta Tofani, Pulitzer prize-winning journalist whose story about violence in a county jail brought about major reforms; Nadia Zaffar, a respected Pakistani journalist and founder of a journalism school in that country; Jeff Leen, investigative editor of The Washington Post. The class also welcomed others who could address pressing issues from a fresh perspective, including Joseph Wolf, a distinguished – and controversial – rabbi who has spent much of his life promoting Palestinian rights and addressing complex ethical issues.

Ted's second course, Narrative Nonfiction Writing Workshop, spent half of its time dissecting and deconstructing distinguished works of nonfiction, and the other half using them as templates for student writing. Topics varied widely but included the environment, issues of truth-telling and memory, profiles, and advocacy writing. The aim was to produce pieces that were focused, precise, well-crafted, well-thought out, and compelling. Because of the high caliber of Swarthmore students, the in-class critiques of other students' work was insightful and serious. The class came to see the course not only as a vehicle for improving writing but as an experience in trust-building and bonding towards a common purpose. That enabled students to be candid, to take risks with their writing and their choice of subjects. What they learned about themselves, about self-expression, about self-discipline as writers, will stand them in good stead going forward and sharpen their abilities to serve as advocates for their own and society's needs. Among the many authors we studied were E. B. White, Stephen King, Thomas Lynch, Naomi Shihab Nye, Lia Purpura, Annie Dillard, and Rick Bragg.

As the Lang Professor, Ted spent a great amount of time working individually with students. In meetings that averaged more than an hour each and were often repeated through the semester, Ted met to discuss assignments, public issues that were on students' minds, and, to a significant degree, students' mid and long-term career goals. Those meetings often sharpened student focus on their career paths and gave them a rare opportunity to bounce ideas off the professor, to think aloud, to express doubts and confusion, and to sort things out. Many repeatedly returned, indicating that they found some value in these one-on-one meetings. They were certainly among the most prized moments of the year for the Lang Professor.

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5.d. Student Grant Programs

The Lang Center student grant program mission is to empower students and their partners as they build, implement, and/or sustain impactful solutions to contemporary challenges. These solutions may include services, products, programs, outreach, or processes that enhance social value alongside key stakeholders. Our student grant programs equip grantees to integrate theory, practice, and research throughout their internships, projects, or fellowships, including: preparing students for responsible, ethical action via academic coursework and co-curricular training; supporting students with human, social, and financial capital; and building dialogue and social networks with community partners.

Annually, the Lang Center supports students' Engaged Scholarship internships, projects, and research fellowships. To summarize:

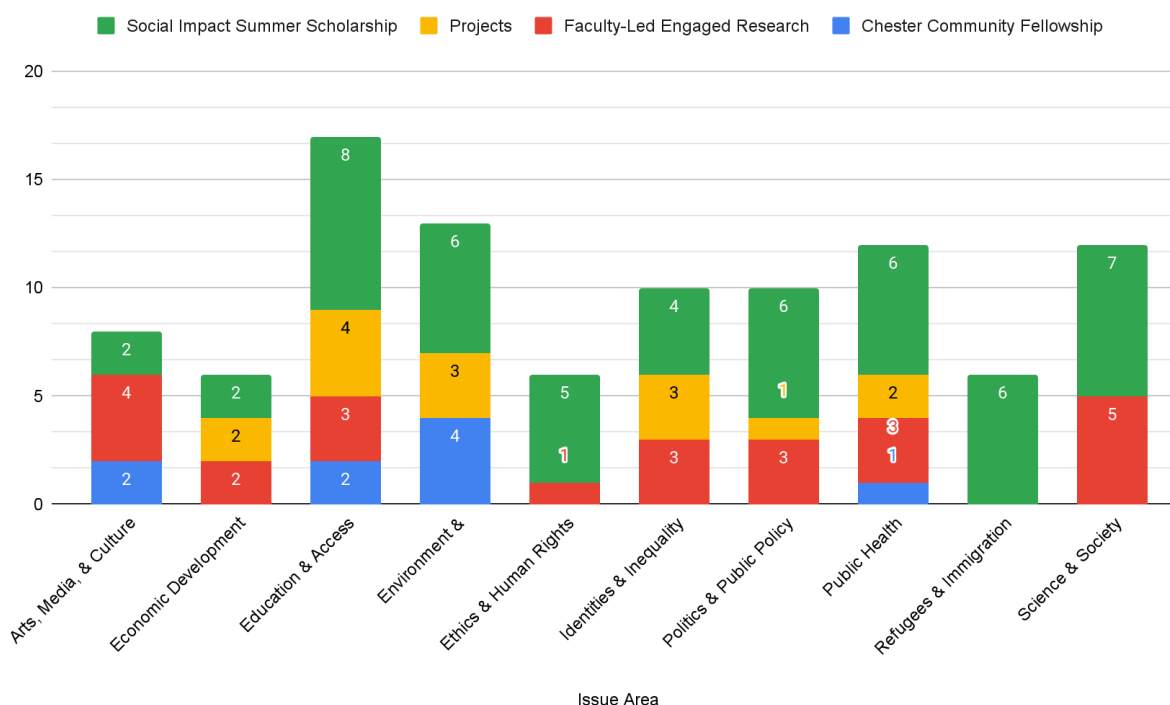
- Since 1981, the Lang Opportunity Scholarship (LOS) Program has supported innovative, individual student projects addressing issues of social concern in deep consultation with community partners. Currently, the LOS endowment also supports the Swarthmore Civic Scholars program as well as the College's only post-baccalaureate program, Lang Social Impact Fellowship.
- Since 1987, Swarthmore Foundation has supported communities by providing students with grants to perform summer pilot projects, internships, and research fellowships.
- Since its founding in 2005, War News Radio (WNR) has been supported by the Lang Center. WNR has put a human face on conflicts worldwide, challenging listeners to engage critically and developing a deeper understanding of international issues.
- Since 2007, the Project Pericles Fund of Swarthmore College—created by Eugene M. Lang '38 and the Swarthmore College Board of Managers in 2005— provides multi-year funding to student groups partnering with community members on social change projects.
- Since 2016 the Lang Center has co-directed the President's Sustainability Research Fellowship (PSRF), an innovative Engaged Scholarship program that embodies the interdisciplinary spirit of the liberal arts and applies knowledge to needs. PSRF matches students with small teams of staff and faculty mentors to research, develop, and implement projects in a year-long course and associated internship.

Collectively, the Lang Center's portfolio of beyond the classroom offerings is one of the College's largest and most diverse, providing grants to first years through recent alumni. Each of these programs is summarized in Appendix IV and described in further detail on the [Lang Center website](#). Later we will share information about the newest Lang Center grant program: Civic Scholars. In this section, we focus on the summer grant programs that, collectively, have the broadest reach across campus: Social Impact Summer Scholarships (internships), Chester Community Fellowships (internships and project-in-common), Faculty-Led Engaged Research (fellowships), and project grants.

Total Number of Grants by Summer Program

| Grant Program | # of Students |
|---|---------------|
| Social Impact Summer Scholarship | 52 |
| Faculty-Led Engaged Research | 24 |
| Summer Projects (Davis Project for Peace & Pilot Project) | 6 |
| Chester Community Fellowship | 9 |
| Grand Total | 91 |

Notably, the most frequent issue area focus among Lang Center grantees is education and access, followed by environment and sustainability, science and society, and public health—the latter three topics drawing in many STEM oriented students.



Here below is a table that depicts the funding source and percentage of all grants made to support student summer learning experiences in Summer 2024. As you can see, Swarthmore Foundation and Swarthmore Foundation-Lang fund the largest percentage of student summer grants.

Funding Sources for Summer Grants

| Award Name | % of Students | # of Students |
|---|---------------|---------------|
| Swarthmore Foundation | 41% | 39 |
| Swarthmore Fdn-Lang Funds | 21% | 20 |
| Swarthmore Black Alumni Network (SBAN) | 7% | 7 |
| John Nason Community Service Fellowship | 6% | 6 |
| WILMA Fund Social Impact Summer Scholarship | 4% | 4 |
| Gilmore Stott Service Award | 3% | 3 |
| Lenfest Student Fellowship Endowment | 3% | 3 |
| Robbins '83 Chang Big Data/Social Change | 3% | 3 |
| Class of 1961 Fund for the Arts and Social Change | 2% | 2 |
| Davis Project for Peace | 2% | 2 |
| Harold E. and Ruth Caldwell Snyder Premedical Endowment Fund (Snyder) | 2% | 2 |
| Believe Current Social Action Award Fund | 1% | 1 |
| Cilento Family Community Service Internship | 1% | 1 |

| | | |
|--|---------|----|
| Edwenna Werner Summer Fellowship | 1% | 1 |
| Lang Center for Civic and Social Responsibility | 1% | 1 |
| Miller Internship for Environmental Preservation | 1% | 1 |
| Grand Total | 100.00% | 96 |

5.d.i. Assessment of Student Skills & Challenges (2021-2023)

The Lang Center is part of the Beyond the Classroom Advisory Committee.⁴ One of the Committee's operational goals is: "Develop a strategy to provide common assessment across the programs." The Common Exit Inventory (CEI) is an annual questionnaire that we developed for our collective assessment and evaluation purposes. The CEI is distributed to nearly all of Swarthmore College's summer grantees. For the purposes of this report, we focus only on summer grantee CEI responses for four of the Lang Center's signature programs: Chester Community Fellowship (CCF), Faculty-Led Engaged Research (FLER); Pilot Projects; and Social Impact Summer Scholarship.⁵

For summer 2021, 2022, and 2023, we found approximately 96.9% (255/263) of students reported some kind of skill-building, with the most frequently cited skills developed over the summer being communication (89% or 235/263), time management (84% or 223/263), and networking (64% or 169/263). Further, very few CEI respondents indicate encountering "challenges during the application process:" 2% (2021), 4% (2022), 3% (2023). In addition to required advising appointments for all Lang Center grant applicants, during this time Lang Center Associates (LCAs) have delivered study breaks and workshops geared towards different segments of the population (for instance, a writing workshop for FLI students). This operational shift may have supported students in the application process.

Next, to analyze trends regarding those who encountered "challenges during their summer experiences," we considered the frequency of challenge type across class years.⁶ One surprising finding has to do with the frequency of the challenge, "unanticipated or hidden costs." From 2021 through 2023 the rate this option was selected has increased from year to year—"despite increasing student stipend rates." Even though "unanticipated or hidden costs" was selected relatively few times, we still wondered if the College grant amount could have been outpaced by cost of living and inflation rates. Using the grant amount of \$4800 as the point of comparison, the findings suggest that the College grant amounts are on par with (and now somewhat ahead of) cost of living and inflation rates. The fact that the actual grant amounts in 2022 and 2023 were higher than both the inflation-adjusted and COLA-adjusted values suggests that the grant adjustments were likely sufficient to cover typical inflation and cost of living increases.

5.d.ii. Award Winning Students

Lang Center affiliated students enjoyed successes throughout the 23-24 academic year. In recognition of her service to and engagement with the College community and beyond, Clara Lee '26 was named a Newman Civic Fellow. The Newman Civic Fellowship is a one-year

⁴ Formalized in 2017, the Beyond the Classroom (BTC) Advisory Committee consists of Swarthmore College staff members who manage and support high-impact learning experiences such as community-based learning, externships, independent and faculty-led research, internships, language immersion, leadership development, mentorship programs, study abroad/domestic off-campus programs, and student-led activities such as social impact projects and entrepreneurial ventures. High impact practices like these have been demonstrated to yield a variety of benefits for participants. Kuh & Kinzie (2018) describe, high impact practice gains include "enhanced engagement in a variety of educationally purposeful tasks; gains in deep, integrative learning; salutary effects for students from historically underserved populations (that is, students get a boost in their performance); and higher persistence and graduation rates".⁸ The BTC is dedicated to enhancing collaboration among staff members, streamlining application processes, and most importantly, making high impact learning experiences more accessible and transparent for students.

⁵ To my knowledge, the Evans Program does not participate in the Common Exit Inventory.

⁶ This Common Exit Inventory question was optional.

experience that provides students with training and resources, nurturing their assets and passions to help them develop strategies for social change ([more](#)). A central feature of the program is an annual conference for Newman Civic Fellows.

Sylvia Myers '26, Evan Wang '27, Andrea Cheah '27, and Rohan Mandayam '27 were one of five teams winners of the Debating for Democracy (D4D) "Letter to an Elected Official" competition. Their letter urged Representative Mary Gay Scanlon to support H.R. 5154, the Connecting Hard-to-Reach Areas with Renewable Generated Energy Act (CHARGE). The team will use the \$500 award to organize an advocacy workshop and lobbying visit to Capitol Hill.

As a member of the [Pulitzer Center on Crisis Reporting's Campus Consortium](#), each summer a student is awarded a fellowship to complete an independent reporting project, with preferred focus on issues that reflect international concerns and have been unreported or under-reported in the mainstream media. Students are mentored by Pulitzer Center grantee journalists as well as Pulitzer Center staff. Final projects are featured on the Pulitzer Center website, with publication possible via other news-media outlets. In addition, the selected student attends the annual fellows weekend in Washington, D.C., which broadens their horizons, exposing them to the work of student fellows from other institutions and providing opportunities to network with professionals in journalism and other fields. Swarthmore College's 2024 [Pulitzer Fellow](#) is Eder Ruiz Sanchez '25. He investigated the impact of climate change and trade policies on the agricultural practices of campesinos in Central Mexico, particularly focusing on maize (corn indigenous to the Americas) cultivation. [More](#)

Eder shares, "This summer, I worked closely with campesinos, peasant farmers with strong indigenous roots, who are navigating the tension between preserving their agrarian heritage and the pressure of modernization, coupled with the ever-changing effects of climate change. I interviewed and lived with campesinos, being immersed in their livelihoods and seeing the everyday violence inflicted upon them and the anxiety it creates. This has allowed me to see how I can engage with the community and better understand fundamental challenges that go unheard of... Ultimately, this summer solidified my passion for pursuing careers where I can continue building mutual aid networks, storytelling, and advocacy. I believe it is our collective civic responsibility to defend rights to be different and to envision a world where community action, rather than governments, drives progress. This experience has profoundly shaped my future goals, motivating me to continue advocating for underrepresented communities and exploring how journalism and advocacy can promote meaningful change."

5.d.iii. Project Grant Programs & CoLab Connection

Social impact projects are complex. It is not enough to have a good idea for a project. It also requires connections, dispositions, and skills to design, implement, and assess a project's impact. Thus the Lang Center scaffolds student experience with both curricular and co-curricular support. Over time we have ensured the preparation and training of our students—primarily by integrating CoLab training⁷ into the grant application and advising process and offering PEAC 009 Introduction to Engaged Scholarship. You can read more about project grantees in [Appendix VII](#). For now, we focus on CoLab offerings.

As in previous years, the Lang Center's CoLab ran a Systems Thinking for Social Change module. The module engaged Swarthmore students, many of whom Lang Center grantees, to explore how systems thinking can be applied to social challenges and can form a precursor to students' design of social impact projects. Co-led by Nimesh Ghimire '15 and Dr. Jennifer Magee, the module offered an opportunity for students to understand the foundational components of systems thinking, as well as how to map and visualize complex systems.

The initial sessions focused on the core concepts of systems thinking, ensuring students had a solid grounding before tackling more complex topics. From there, the module covered the

⁷ [Impact Gaps Analysis](#), Systems Thinking for Social Change, and a project planning retreat.

identification of enablers and inhibitors within systems—factors that either support or block change. This framework allowed students to recognize where interventions could meet resistance or make a meaningful impact. A vital part of the course involved creating causal loop diagrams, which helped students visualize the feedback loops and relationships within a system. These diagrams were critical for students to understand the dynamics and complexities.

The Lang Center offered a special session about leverage points. Leverage points—areas where small interventions can produce outsized impacts—were introduced as focal points for student projects, helping them identify where their efforts could be most effective. While the first four sessions successfully taught students how to build systems maps, leverage analysis aided in the identification of pent up energy for change.

The Lang Center continues to offer systems thinking as a core part of its programming. This is because we believe that a systems understanding is vital for students to practice responsible changemaking. Before they carry out their social impact work, we believe it is essential that they fully understand the complexity and interconnectedness of the system they aim to influence. This ensures that their interventions are thoughtful, impactful, and sustainable in addressing the social challenges they care about.

5.d.iv. Swarthmore Civic Scholars



[We are proud to announce the inaugural cohort of Swarthmore Civic Scholars! Pictured above from left to right and top to bottom: Shamsa Belgrave '26, Pedro Cruz '25, Happy Hadia Ingabire '26, Lena Massengale '25, Carolin Obispo '26, and Clara Ximena Villalba '26.

The Lang Center and the [Richard Rubin Scholar-Mentor program](#) are co-sponsoring a three year pilot program called the Swarthmore Civic Scholars program, designed specifically for First Generation and/or Low Income (FLI) students at Swarthmore College. New for the 2023-24 academic year, the Swarthmore Civic Scholars program seeks to connect first generation and low-income Swarthmore students with engaged scholarship opportunities inside and outside of the classroom. The program provides educational enhancement funding for two academic years, summer internship, research, or project funding for two summers, and mentorship

opportunities. The inaugural cohort of Civic Scholars, along with their summer placements, can be found in the table below:

| Student Name | Class year | Summer 2024 Placement |
|-----------------------|------------|---------------------------------------|
| Carolín Obispo | 2026 | Philly Children's Movement |
| Clara Ximena Villalba | 2026 | BarrioEd Project |
| Happy Ingabire | 2026 | Purpose Rwanda |
| Lena Massengale | 2025 | US Federal Tax Court |
| Pedro Cruz | 2025 | ImpulsoGov |
| Shamsa Belgrave | 2026 | Rape, Abuse & Incest National Network |

"Being accepted into the Civic Scholars program means that I'll have the support necessary to contribute to research and resources for Muslim women in Philadelphia who've experienced domestic violence," notes Shamsa Belgrave '26. "I'm excited to see where the program will take me and I'm extremely grateful for the opportunity to help shape environments where all women feel safe and supported." Pedro Cruz '25 adds, "As a Civic Scholar, I'm driven to use the opportunities, resources, and connections I've gained at Swarthmore to support students who, like me, come from underprivileged backgrounds in Brazil. "It's about channeling the privilege of my Swarthmore education to support the journey of young people in my community to chase their aspirations."

We believe that our model will add a greater degree of coherence to the programs that the college offers and meet the needs and interests of FLI students who often forgo high impact practices due to lack of money.⁸ The majority of community engaged internships, research, or projects will occur during summer months. Finally, mandatory Engaged Scholarship courses will help Civic Scholars to connect their community-engaged experiences with their academic programs. Although we are only in the pilot phase, we have received tremendous interest from current FLI students and high school FLI applicants. We are sincerely indebted to the Lang Foundation for its incredible generosity and continued support. [Visit the website](#) to learn more about the Civic Scholars program.

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⁸ The Beyond the Classroom Advisory Committee 2018 and 2022 funding gap analysis have demonstrated that FLI students (and especially under-represented minorities who are also FLI) do not participate in summer grant programs at the same rate as their non FLI peers.

6. OUTCOMES & IMPACT

The Lang Center's commitment to Engaged Scholarship means not only supporting teaching opportunities and developing new, public-facing research, but also assessing the social impact of our collective work in Chester and other locations where our initiatives occur. This work requires significant input and participation from all involved. The full Report on Institutional Effectiveness is available upon request. Here we provide a summary of findings from two studies therein.

6.a. Impact of Lang Center Affiliation on Civic & Social Perspectives at Entry & Graduation A Comparative Analysis from Classes of 2016, 18, 22, and 24

One of Swarthmore's goals is that "students leave the Swarthmore experience having engaged with people and places in ways that broaden their sense of themselves and others." Since its founding the Lang Center has advanced this goal. Further, since preparing and motivating "students to understand and engage issues of civic and social concern and...to set their own paths towards shaping a more just and compassionate world" is the Lang Center's mission, we continue to assess if Engaged Scholarship activities influence students' civic and social perspectives over time.

In partnership with the Institutional Research office, the Lang Center has produced repeated studies "Comparing Civic and Social Perspectives at Entry and Graduation between Lang Center Affiliates to Non-Lang Center Affiliates" for the Classes of 2016, 2018, 2022, and 2024. There are two main parts to this study: comparative analysis of demographics and civic and social perspectives at entry and graduation. In the former, comparisons are made between "Lang Affiliates" and "non Lang Affiliates" of the entire senior class. In the latter, only those who completed both the Survey of New Students (administered upon entry to Swarthmore College) and the Senior Survey are included. These two surveys posed very similar questions: As you think about your future: How important is working for social and political change? How important is volunteering? How important is participating in politics or community affairs? To aid in interpretation of findings, we also conducted research about national trends.⁹

When we examined the evidence, we discovered:

- The number of Lang Affiliate respondents (i.e. student Engaged Scholars) has increased from year to year and is significantly larger than non-Lang Affiliate respondents.
- The Lang Affiliates group appears to have experienced a more balanced and consistent increase in diversity over time, with multiple racial and ethnic groups seeing more equitable representation than non-Lang Affiliates.
- The percentage of Lang Affiliates who are non-US Citizenship status has decreased from 2016 to 2024, while the non-Lang Affiliates saw growth in this area.
- There has been a greater representation of First Generation students among Lang Affiliates than non-Lang Affiliates.
- The percentage of Lang Affiliates who are assigned Underrepresented Minority status has decreased from 2016 to 2022 (followed by a slight increase in 2024).
- For some class years, there has been a statistically significant interaction effect between Lang Affiliation and attitudes toward civic and social perspectives at entry and graduation.
- Lang Affiliates show relatively stable ratings for the importance of volunteering. This indicates that volunteering remains a consistently important activity for Lang Affiliates, even if it declines slightly by their senior year.

Many of the trends we noted at Swarthmore College align with broader national trends of declining youth engagement in politics, social change, and community affairs. Over the past

⁹We used ChatGPT to aid in identification of sources.

decade, there has been a noticeable ebb and flow in political engagement and interest among young adults in the United States. Events like the 2016 presidential election, the COVID-19 pandemic, and social movements (e.g., Black Lives Matter) have caused spikes in political interest. These events marked a period of increased activism and voter turnout, particularly in the 2020 election ([PRRI: Young Americans](#)). However, recent years—particularly post-2020—have seen a bit of a downturn in political activism, particularly as burnout and disillusionment with political processes have set in (*Ibid*). Further, Millennials and Gen Z have shown strong interest in social and political change, particularly around issues like climate change, racial justice, and gender equality ([Young Americans](#), [Phys.org](#)). However, recent surveys suggest some waning enthusiasm, likely due to frustration with the pace of change and the polarization of political discourse ([PRRI](#), [Pew Research Center](#)). At Swarthmore College, there has likewise been a general trend of declining importance from 2016 to 2024 across all groups for these three activities: participating in politics or community affairs, volunteering, working for social and political change. The gap between Lang and Non-Lang Affiliates' importance ratings appears to widen over time, particularly noticeable in their senior years. The relatively stable importance placed on volunteering by Lang Affiliates as they enter college suggests that volunteering remains a valued activity.

6.b. Assessing of Operational Effectiveness

In FY 23-24, the Lang Center conducted multiple, comparative studies to shed light on advancement of our operational, field leadership, and student learning goals. These are recorded in the Lang Center's annual Report on Institutional Effectiveness (available upon request). For the purposes of this Annual Report, we focus on two studies: "Tracking Faculty Participation in Engaged Scholarship (2018-2024)" and "Tracking Student Participation in Engaged Scholarship (2018-2024)."¹⁰

6.b.i. Tracking Faculty Participation in Engaged Scholarship (2018-2024)

The Lang Center endowment agreement articulates an important operational goal as follows: "The Center shall serve as ... a primary structure to foster and facilitate courses and educational experiences that carry a community-based learning component, and to establish an awareness of connections between courses and issues of civic and social responsibility" (Lang Center Endowment Agreement, "Purpose"). Thus, since faculty are the content experts, creators of courses, and stewards of the curriculum, Lang Center engagement with and support of faculty across the disciplines is an essential function of our unit.

Our analysis highlights the trends and shifts in faculty participation across the different academic years, showing a general increase in engagement, especially among faculty members who had not previously participated in Engaged Scholarship activities facilitated by the Lang Center. It was fascinating to observe differences over time, especially that the number of faculty participating in multiple types of activities has steadily increased, showing more interdisciplinary involvement or broader engagement over the years.

When we looked at the evidence of faculty engagement from the past six years, we found that—*on average*—76 faculty members have participated in at least one Engaged Scholarship type.¹¹ We noted that despite some overall dips in engagement in 2022-2023 and 2023-2024, the level of faculty engagement has trended in a positive direction especially in teaching Engaged Scholarship courses. We also noted that across the years, a significant number of faculty participated in multiple types of engagements—and the trend seems to be increasing. Further,

¹⁰ Nationally, COVID-19 impeded student and faculty engagement in such missions. However, we now see that Swarthmore College student and faculty participation has climbed towards pre-pandemic levels.

¹¹ Engaged Scholarship types include: Engaged Scholarship Teaching & Serendipity Grants; Engaged Scholarship Research Grant; Transportation/Travel; Faculty-Led Programs; PFL: Periclean Faculty Leader; Engaged Humanities Studio (EHS).

the number of first time¹² faculty members participating in more than one type of engagement is also trending upwards.

Next we considered representation of faculty among the academic departments as well as interdisciplinary programs. We found that the Lang Center has engaged with at least one faculty member in every academic department across all divisions during the past six years. While we have engaged faculty from across academic divisions and disciplines, there are those that participate in Engaged Scholarship activities more or less frequently. For instance, Black Studies, Educational Studies, Music & Dance, Sociology & Anthropology, and Modern Languages & Literatures show the highest involvement across multiple categories indicating diverse engagement in various types of programs and initiatives. Biology, Computer Science, Economics, Engineering, Gender & Sexuality Studies, and Peace & Conflict Studies have had strong involvement in some specific Engaged Scholarship types indicating, perhaps, a more specialized or selective participation in certain types of programs. Some disciplines like Philosophy, Classics, and Physics & Astronomy have had limited engagement, perhaps suggesting there is less interest and/or fewer opportunities within these disciplines for the Engaged Scholarship activities listed. These data can be used to assess which disciplines might need more support or encouragement to engage in a broader variety of activities and/or to understand how different disciplines contribute to the institution's Engaged Scholarship landscape.

Reflecting upon these findings we see that we have worked for, with, and through an impressive array of faculty across the disciplines and that this engagement is higher than pre-COVID years. Further, since the Lang Center is meant to serve as “a primary structure to foster and facilitate courses and educational experiences that carry a community-based learning component, and to establish an awareness of connections between courses and issues of civic and social responsibility” (Lang Center Endowment Agreement, “Purpose”), we infer that through breadth and depth of faculty engagement, we demonstrate one of the ways in which we are fulfilling a unique and essential function of our unit. As a result of this faculty outreach and engagement, the Lang Center also reaches greater numbers of students and communities beyond Swarthmore College.

6.b.ii. Tracking Student Participation in Engaged Scholarship (2018-2024)

The Lang Center endowment agreement articulates an important operational goal as follows: “The Eugene M. Lang Center for Civic and Social Responsibility was established to inspire and provide vision, leadership, and support toward fulfilling an essential dimension of the liberal arts mission of Swarthmore College: to prepare and motivate students to understand and engage issues of civic and social concern...to set their own paths toward shaping a more just and compassionate world.” To this end, staying abreast of student engagement trends—and being mindful of these trends as we develop new protocols or revise our programs and practices as needed—is an essential function of our unit.

We found that student participation has continued to climb towards pre-COVID levels. This is especially significant since in light of the discontinuation of the Lang Center mass transit program, which was formerly one of the most frequent ways students used to connect their academics with action. That is, despite the loss of a large student engagement program, student engagement has increased.

We noticed that seniors continue to be less likely to have engaged than juniors, sophomores, or first years. This stands to reason as there are very few grants available to seniors, and often their focus rightly shifts to the completion of graduation requirements or other priorities (finding a job, applying to graduate school, etc.). Finally, we saw that the Lang Center engaged at least 50% of

¹² By “first time” we are referring to faculty who had not participated in Engaged Scholarship activities previously, instead of those who are actually new to Swarthmore College.

the total student body in 2023-2024—something that had not been accomplished since 2019-2020. As in years past, we find that participation in Engaged Scholarship courses continues to be a popular method of engagement—a pattern mirrored by faculty, as mentioned in the previous project report. The most frequent engagement type this year was Engaged Scholarship coursework.

In 2023-2024 we saw an increase in raw numbers of students (unduplicated count) along with the total percentage of the general student population (44% or 747/1712) who took ESCH courses—alongside an increase of the total number of students enrolled at Swarthmore College. Further, there appears to have been an increase in student enrollment in ESCH courses across all class years.¹³ Part of the reason this is so important to us is because the variety, total number, and frequency with which Engaged Scholarship courses are offered often increase access and equity among all Swarthmore College students (who wish to connect their academics with action). Why? Socioeconomic status is not an impediment to Engaged Scholarship as it is with other types of “high impact practices” like summer internships, research fellowship, etc.

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¹³ As a result of discrepancies among lists of Engaged Scholarship courses, the offices of Institutional Research, Registrar, and Lang Center have discussed a reliable and consistent process for coding all of these courses going forward.

7. FUTURE DIRECTIONS

The Lang Center continues to seek out opportunities to connect, collaborate, and celebrate partners; innovate and amplify our signature programs; and share our interests, expertise, and opportunities through committee service on and off campus. Swarthmore College's 2022-24 strategic planning process, [currently underway](#), illustrates how central a role the Lang Center has come to play in the college's current work and future directions. Three Lang Center staff members were invited to serve on the strategic committee working groups, with Executive Director Ben Berger co-chairing one group and co-authoring the initial strategic plan draft. Our animating principles show clearly in the final Plan's main objectives, including Swarthmore's commitment to connecting "academic experiences to real-world problems" and to enhance students' "capacity to create change in the world."

For now, we will share intended directions for the coming year.

7.a. Engaged Scholar Designation

The Engaged Scholar designation, offered by the Lang Center, provides a structured pathway for students to investigate issues of pressing public concern. Students explore issues they are passionate about through carefully integrating available courses supplemented with community-based learning and action. It allows Swarthmore students to complete specialized course work or explore an area of interest within the ES domain in some depth.

This designation is different from a major or a minor. Rather, it is a way of sequencing students' coursework and co-curricular activities in Engaged Scholarship that provides an incremental learning trajectory and allows students to demonstrate facility in critical reflection on the relationship between theory and practice in a particular issue. The designation allows students to propose an area of interest through a thematic lens, leading to a designation such as Engaged Scholar in Education & Access or Engaged Scholar in Mass Incarceration. This thematic focus will enable students to deepen their understanding of engagement in a specific field of engaged scholarship and further enhance the impact and coherence of their engaged scholarship experience at Swarthmore.

The goal is to help build a foundational understanding of different topics (both theory and practice) relevant to Engaged Scholarship and support students as they participate in ethical and reciprocal community engagement. The outcome is a win-win for all: it provides a much more guided and cohesive pathway for students to build on and learn from their ES engagement, one that closely reflects their competency/experience levels in a variety of issues of pressing public concern, and it allows the College and Lang Center to track student progress in Engaged Scholarship, helping ensure students are well prepared and able to immerse in and learn from communities they engage with productively.

7.b. Engaged Liberal Arts Convening

From the Lang Center Endowment Agreement: "Through conferences and collaborative relationships and constructive initiatives and research of students and faculty, the Center will promote the College's leadership in making preparation for participatory citizenship and socially responsible action a nation-wide feature of higher education." In partial fulfillment of this directive, the Lang Center and Partners for Campus-Community Engagement (PCCE) aim to convene mid-senior leaders from liberal arts colleges for a two-day event in spring 2025. Presently, the goals of the convening are to:

- explore the meaning of engaged liberal arts, particularly focusing on developing a shared understanding of what engaged scholarship means in a liberal arts context,

- address strategic and operational challenges, including understanding key “industry trends” influencing the present and future of engaged scholarship in the liberal arts context, and
- collaboratively design actionable strategies and definitions to advance engaged scholarship in liberal arts colleges.

7.c. Carnegie Classification for Community Outreach and Engagement

The Lang Center is spearheading the College’s Carnegie Classification for Community Outreach and Engagement. The American Council on Education, the organization that now shepherds the Carnegie process argues that classification: recognizes institutions that are actively engaged with their communities; increases an institution’s visibility; holds institutions accountable for their community engagement; helps institutions identify areas to improve their community engagement; and demonstrates how well an institution has institutionalized community engagement. This self study will provide a “bird’s eye” view of engagement across campus, including students and their scholarship which will be featured in the Carnegie application. It is also a significant undertaking and will likely constitute most of our assessment agenda for 2024-2025.

7.d. Deepening Swarthmore Alumni Collaborations with Current Faculty, Students, and Community Partners

The Swarthmore Black Alumni Network (SBAN) has expressed interest in partnering with the City of Chester’s civic and community leaders in tackling a community-identified problem. We have long worked to connect the applied knowledge and experience of Swarthmore alumni with campus-community collaborations, but SBAN’s request gives us the opportunity to work with a large alumni group over a sustained period of time. SBAN envisions a year-long campaign that will demonstrate measurable, positive impacts on whichever public problem Chester’s leaders choose, and the Lang Center would work to continue those efforts through long-term student and faculty follow-up.

We hope that a successful, initial collaboration with SBAN and campus-community stakeholders will provide a model and spur for other alumni groups, including Alumni Council and perhaps the Board of Managers, to pool their knowledge and experience alongside students, faculty, and partners.

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APPENDICES

Appendix I. Engaged Scholarship Course List

In 2023-2024 we saw an increase in raw numbers of students (unduplicated count) along with the total percentage of the general student population (44% or 747/1712) who took ESCH courses—even as the total number of students enrolled at Swarthmore College increased since 2020-2021(see Table 1).

Table 1. Unduplicated Student Enrollment in ESCH

| Class Year | AY 23.24 | AY 22.23 | AY 21.22 | AY 20.21 | AY 19.20 |
|-------------|----------------|----------------|---------------|----------------|----------------|
| Senior | 168/418 (40%) | 122/433 (28%) | 110/456 (24%) | 89/374 (24%) | 213/419 (51%) |
| Junior | 202/443 (46%) | 142/446 (32%) | 146/392 (37%) | 134/374 (36%) | 196/415 (47%) |
| Soph | 197/436 (45%) | 161/404 (40%) | 137/408 (34%) | 106/346 (31%) | 200/407 (49%) |
| 1st Yr | 180/415 (43%) | 159/408 (39%) | 156/425 (37%) | 118/343 (34%) | 168/416 (40%) |
| Grand Total | 747/1712 (44%) | 584/1691 (35%) | 549/1681(33%) | 447/1437 (31%) | 778/1657 (47%) |

Further, there appears to have been an increase in student enrollment in ESCH courses across all class years.¹⁴

Fall 2024 Engaged Scholarship Course List

| Subject | CRS# | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/ or includes a community based learning component (CBL) |
|---------|------|--|--------------------------------|---|--|--|
| ANTH | 122 | Urban Ethnographies | Ghannam, Farha | TRUE | TRUE | FALSE |
| ANTH | 043E | Culture, Health, Illness | Schuetze, Christine | TRUE | TRUE | FALSE |
| ANTH | 001 | Fdns: Culture, Power, Meaning | Azuero-Quijano, Alejandra | TRUE | TRUE | FALSE |
| ANTH | 034C | Native American Culture and Contemporary Music | Two Bears, Davina | TRUE | TRUE | FALSE |
| ANTH | 044C | Decolonizing Rsrch Mthds (M) | Two Bears, Davina | TRUE | TRUE | FALSE |
| ARAB | 009P | FYS:Refuge:Resettled in Phila | Price, Katie & Smith, Benjamin | TRUE | TRUE | TRUE |

¹⁴ As a result of discrepancies among lists of Engaged Scholarship courses, the offices of Institutional Research, Registrar, and Lang Center will discuss a reliable and consistent process for coding all of these courses going forward.

| Subject | CRS# | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/ or includes a community based learning component (CBL) |
|---------|------|---|-----------------------|---|--|--|
| ARTH | 61 | Art and Culture of Indigenous Philadelphia: From Shackamaxon to the Present | Green, Christopher | TRUE | TRUE | TRUE |
| ARTH | 001J | FYS:Arts of Everyday Life | Checa-Gismero, Paloma | TRUE | TRUE | FALSE |
| BIOL | 036 | Ecology | Machado, Jose-Luis | TRUE | TRUE | FALSE |
| BIOL | 037 | Conservation Biology | Caviedes Solis, Itzue | TRUE | TRUE | TRUE |
| BLST | 015 | Introduction to Black Studies | Veras, Edlin | TRUE | TRUE | FALSE |
| BLST | 040G | Black Social & Political Thght | Johnson, Nina | TRUE | TRUE | FALSE |
| BLST | 039 | Blck Hlth Futrs&Pndmic Present | STAFF | TRUE | TRUE | FALSE |
| DANC | 025A | Dance and Diaspora | Chakravorty, Pallabi | TRUE | TRUE | FALSE |
| DANC | 057 | Dance Technique: Taiko I | STAFF | TRUE | TRUE | FALSE |
| DANC | 054 | Dance Technique: Hip Hop | Clark, Kyle | TRUE | TRUE | FALSE |
| ECON | 176 | Environmental Economics | Peck, Jennifer | TRUE | TRUE | FALSE |
| EDUC | 053 | Educating Emergent Bilingual | Phuong, Jennifer | TRUE | TRUE | FALSE |
| EDUC | 021 | Educational Psychology | Renninger, Ann | TRUE | TRUE | FALSE |
| EDUC | 014F | FYS:Pedag&Pwr Intro Educ(W) | Phuong, Jennifer | TRUE | TRUE | FALSE |
| EDUC | 014F | FYS:Pedag&Pwr Intro to Educ(W) | Anderson, Diane | TRUE | TRUE | FALSE |

| Subject | CRS# | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/ or includes a community based learning component (CBL) |
|---------|------|--|--------------------|---|--|--|
| EDUC | 014 | Pedagogy/Pwr: Intro Educ(W) | Anderson, Diane | TRUE | TRUE | FALSE |
| EDUC | 152 | Immigration and Education | Allard, Elaine | TRUE | TRUE | FALSE |
| ENGL | 091 | Feminist Film & Media Studies | White, Patricia | TRUE | TRUE | FALSE |
| ENGR | 068 | Energy and the Environment | STAFF | TRUE | TRUE | FALSE |
| ENGR | 063 | Water Quality & Pollution Cont | STAFF | TRUE | TRUE | FALSE |
| ENVS | 056 | Art&Cultr Ind Phil:Shkmxn Pres | STAFF | TRUE | TRUE | FALSE |
| ENVS | 007 | ChesterSemester Fellowship | DiChiro, Giovanna | TRUE | TRUE | TRUE |
| ENVS | 010 | Climate Change: Science & Resp | Jensen, Eric | TRUE | TRUE | FALSE |
| ENVS | 035 | EJ:Ethnography/Politics/Action | DiChiro, Giovanna | TRUE | TRUE | FALSE |
| ENVS | 014 | Envir Issues Native Amer Comm | Benally, Adrienne | TRUE | TRUE | FALSE |
| ENVS | 009 | Our Food | Pflugger, Jennifer | TRUE | TRUE | TRUE |
| ENVS | 008 | Plants and Human Culture | STAFF | TRUE | TRUE | FALSE |
| ENVS | 089A | Sustainability Rsrch & Action | Padilioni, James | TRUE | TRUE | TRUE |
| ENVS | 045C | FYS: Imagining Natural Histor | Bolton, Elizabeth | TRUE | TRUE | FALSE |
| ENVS | 015 | Nature Rx:Wellbeing & Nat Worl | Ellow, Joshua | TRUE | TRUE | FALSE |
| GLBL | 015 | Intro to Global Studies | Yervasi, Carina | TRUE | TRUE | FALSE |
| GSST | 001 | Persp on Gender & Sexuality | STAFF | TRUE | TRUE | FALSE |

| Subject | CRS# | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/ or includes a community based learning component (CBL) |
|---------|------|--|----------------------|---|--|--|
| HIST | 090X | Divided America: Culture Wars | Dorsey, Bruce | TRUE | TRUE | FALSE |
| HIST | 001N | EYS: Chinatowns: Then and Now | Truong, Vivian | TRUE | TRUE | FALSE |
| LALS | 063 | Latinx Images: Film & Visual Culture | STAFF | TRUE | TRUE | FALSE |
| LING | 025 | Sociolinguistics: LangCult&Soc | Fuller Medina, Nicté | TRUE | TRUE | FALSE |
| LING | 035 | Indigenous Languages | Fernald, Theodore | TRUE | TRUE | FALSE |
| LING | 67 | Structure of Wamesa | Gasser, Emily | TRUE | TRUE | FALSE |
| LING | 75 | Field Methods | Dockum, Rikker | TRUE | TRUE | FALSE |
| PEAC | 038 | Civil Wars&Neoliberal Peac | Buiza, Nanci | TRUE | TRUE | FALSE |
| PEAC | 015 | Intro:Peace & Conflict Studi | Atshan, Sa'ed | TRUE | TRUE | FALSE |
| POLS | 070B | Politics of Punishment | Reeves, Keith | TRUE | TRUE | FALSE |
| POLS | 070D | The History & Politics of Punishment | Reeves, Keith | TRUE | TRUE | FALSE |
| POLS | 055 | Ethics & International Relations | Paddon Rhoads, Emily | TRUE | TRUE | FALSE |
| POLS | 029 | Polling, Pub Opinion, Pub Poli | STAFF | TRUE | TRUE | FALSE |
| PSYC | 135 | Seminar in Social Psychology | Ward, Andrew | TRUE | TRUE | FALSE |
| RELG | 010 | African American Religions | Chireau, Yvonne | TRUE | TRUE | FALSE |
| RELG | 053 | Gend/Sexuality /Body in Islam | al-Jamil, Tariq | TRUE | TRUE | FALSE |

| Subject | CRS# | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/ or includes a community based learning component (CBL) |
|---------|------|---|--------------------|---|--|--|
| RELG | 029 | Islam, Race, & Anti-Blackness | al-Jamil, Tariq | TRUE | TRUE | FALSE |
| SOAN | 035 | Env't. Justice: Ethnography/Politics/Action | DiChiro, Giovanna | TRUE | TRUE | FALSE |
| SPAN | 015 | FYS: Intro Latinx Lit/Cult (W) | Diaz Diaz, Desiree | TRUE | TRUE | FALSE |
| SPAN | 055 | Puerto Rico y su discurso literario | Diaz Diaz, Desiree | TRUE | TRUE | FALSE |
| STAT | 001 | Statistical Thinking | Schofield, Lynne | TRUE | TRUE | FALSE |

Spring 2024 Engaged Scholarship Course List

| Subject | Course # | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/or includes a community based learning component |
|---------|----------|-------------------------------|--------------------------------|---|--|---|
| ANTH | 049B | Comparative Perspectives-Body | Ghannam, Farha | TRUE | TRUE | FALSE |
| ANTH | 027B | Digital Ethnography (M) | Azuero-Quijano, Alejandra | TRUE | TRUE | FALSE |
| ANTH | 003G | FYS: Dev & Its Discontents | Schuetze, Christine | TRUE | TRUE | FALSE |
| ANTH | 042D | Political Anthropology | Nadkarni, Maya | TRUE | TRUE | FALSE |
| CHIN | 24 | Advanced Business Chinese | Wen, Caiju | TRUE | TRUE | FALSE |
| CPSC | 19 | Ethics and Technology | Thomason, Krista; Meeden, Lisa | TRUE | TRUE | FALSE |
| DANC | 4 | Arts in Action | Chakravorty, | TRUE | TRUE | TRUE |

| Subject | Course # | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/or includes a community based learning component |
|---------|----------|--|------------------------------------|---|--|---|
| | | | Pallabi | | | |
| EDUC | 14 | Pedagogy/Pwr:Intro Educ (W) | Smulyan, Lisa | TRUE | TRUE | FALSE |
| EDUC | 014F | FYS:Pedag&Pwr Intro Educ(W) | Anderson, Diane | TRUE | TRUE | FALSE |
| EDUC | 23 | Adolescence | Phuong, Jennifer | TRUE | TRUE | FALSE |
| EDUC | 24 | Adolescence &Spec Educ | Phuong, Jennifer | TRUE | TRUE | FALSE |
| EDUC | 26 | Special Education: Issues & Practice | Gabbadon, Andrea | TRUE | TRUE | FALSE |
| EDUC | 18 | Critical Perspectives: Activism | Gabbadon, Andrea | TRUE | TRUE | FALSE |
| EDUC | 65 | Qualitative Research Methods: Education Research for Social Change | STAFF | TRUE | TRUE | FALSE |
| EDUC | 161 | Politics, Policy, and Education | Mayorga, Edwin | TRUE | TRUE | TRUE |
| ENGL | 84 | Human Rights and Literature | Patnaik, Sangina | TRUE | TRUE | FALSE |
| ENVS | 1 | Intro to Environmental Studies | Graves, Christopher; Bolton, Betsy | TRUE | TRUE | FALSE |
| ENVS | 13 | Our Trash | Pfluger, Jennifer | TRUE | TRUE | TRUE |
| ENVS | 49 | Indigenous Food Sovereignty in the United States. | Benally, Adrienne | TRUE | TRUE | FALSE |

| Subject | Course # | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/or includes a community based learning component |
|---------|----------|--|-----------------------|---|--|---|
| ENVS | 089B | President's Sustainability | Everbach, Carr | TRUE | TRUE | TRUE |
| LING | 8 | (Dis)ability: Perceptions and Music | Napoli, Donna Jo | TRUE | TRUE | TRUE |
| LING | 25 | Sociolinguistics | Conrod, Kirby | TRUE | TRUE | FALSE |
| LING | 83 | Decolonization and Inclusion in Linguistics | Dockum, Fuller Medina | TRUE | TRUE | FALSE |
| LING | 63 | Supporting Literacy Amongst Deaf Children | Napoli, Donna Jo | TRUE | TRUE | TRUE |
| LING | 61 | Structure of Navajo | Fernald, Theodore | TRUE | TRUE | FALSE |
| MUSI | 002C | Taiko & Asian American Experience | Ouyang, Lei | TRUE | TRUE | TRUE |
| MUSI | 44 | Performance-Orchestra | Hauze, Andrew | TRUE | TRUE | TRUE |
| PEAC | 9 | Introduction to Engaged Scholarship | Magee, Jennifer | FALSE | TRUE | TRUE |
| PEAC | 43 | Gender, Sexuality, Social Change (W) | Atshan, Sa'ed | TRUE | TRUE | FALSE |
| POLS | 020E | Special Topics: History and Politics of Punishment: The School to Prison of Punishment | Reeves, Keith | TRUE | TRUE | FALSE |
| POLS | 115 | The Politics and Practice of Wartime Humanitarian Action | Paddon-Rhodes, Emily | TRUE | TRUE | TRUE |

| Subject | Course # | Course Name | Faculty Member | Addresses a contemporary issue of pressing public concern | Builds knowledge about how to ameliorate social problems | Engages with various publics and/or includes a community based learning component |
|---------|----------|--|-------------------|---|--|---|
| RELG | 27 | Christian Nationalism, White Supremacy, and Antisemitism | Kessler, Gwynn | TRUE | TRUE | FALSE |
| SOAN | 020M | Race, Gender, Class and Env't. | DiChiro, Giovanna | TRUE | TRUE | FALSE |
| SOCI | 007B | Introduction to Race & Ethnicity US | Veras, Edlin | TRUE | TRUE | FALSE |
| SPAN | 23 | Introducción a la literatura latinoamericana (W) | Martinez, Luciano | TRUE | TRUE | FALSE |
| SPAN | 103 | Trauma y derechos humanos en la literatura centroamericana | Buiza, Nancy | TRUE | TRUE | FALSE |

Appendix II. Faculty Engaged Scholarship Grants

Swarthmore's philosophy (supported by experience) has been that faculty tend to teach what they research—which is why faculty request and the Lang Center provides more research than teaching grants— and indeed many Engaged Scholarship research projects have turned into Engaged Scholarship courses. Many faculty have also used portions of their grants to fund undergraduate research assistants whose work becomes co-curricular and augments their education.

II.a. Engaged Scholarship Research Grants

Engaged Scholarship Research Grants (ESRGs) are intended to support research—across the disciplines—that applies knowledge to needs, and aims toward understanding and/or ameliorating social problems or community needs. Faculty of any rank can request funding for research assistance, the purchase of equipment, and travel essential to Engaged Scholarship research that will take place during the calendar year. Successful applications are typically able to show how the proposed research is likely to culminate in products including but not limited to publications, public performances, or art installations.

Brian Metzger, Visiting Assistant Professor | Psychology

Title: Biomarkers of Depression

Major depressive disorder (MDD) is characterized by persistent and prolonged depressed mood, leading to significant impairment in daily functioning. In the general population, MDD has an annual prevalence of 8-10% (Kessler et al. 2010). Depression is difficult to treat because it is incredibly heterogeneous, and those afflicted with depression cycle through a variety of treatments before finding one that works. This research seeks to identify a biological marker (predictor) of depression captured from behavioral data and EEG brain activity.

Edwin Mayorga, Associate Professor | Educational Studies

Title: EthnicStudiesPHL: Collaborative Teaching, Learning, Research and Action

The primary objective of EthnicStudiesPHL is to contribute to deepening and amplifying the curricular and scholarly dimensions of critical racial and ethnic studies, community-led projects within preK-higher education spaces in Philadelphia and the surrounding region. To meet this objective we engage the broader public, and contribute to the professional development of interested educators and community members, via two major engaged scholarship tasks: Documenting our Histories of Movement and Teaching, and building an educator network. The ESRG funding supported attendance to the task of documenting the history of movement and teaching. Prof. Mayorga and student research associates have expanded the repository of locally-developed ethnic studies curricula and will follow up with those educators over the course of the next year.

Emily Foster-Hanson, Assistant Professor | Psychology

Title: Children's (Mis)Understanding of (Mis)Representation in the Media

TV shows are a cornerstone of the media children consume. However, television programs geared towards children often contain unequal representation of racial/ethnic and gender groups. In this current project, Prof. Foster-Hanson and student research, are researching how children's own explanations for unequal racial and gender representations in the media might be a key mechanism through which this increasingly ubiquitous form of cultural input fosters the development of social biases during childhood. Children aged 6-10 will complete a research study online from their home computers in which they will watch a short introduction with either low-diversity characters or high-diversity characters (random assignment to condition). Children will then answer questions about how they are thinking about representation in the show,

including the intentions of the show creators, the internal attributes of the characters, the fairness of the sample, and the prototypicality of certain racial/ethnic and gender groups over others. They predict that children are aware of the rates of representation in the media they consume, assume that non-representative samples are chosen intentionally, and generate their own causal explanations for non-representative samples, like inferring group-based differences in innate attributes, that may change across childhood and have important downstream consequences for the development of social bias.

Jonathan Washington, Associate Professor | Linguistics

Title: Immersive reality for Indigenous language revitalisation

This ESRC funded two student interns who assisted in an Indigenous language revitalisation project. Both students worked on digital materials to support learning of the language within the community where it was once transmitted intergenerationally. One of these students developed immersive reality tools, which consisted of animations and scenes that help explain various elements of the language's grammar. The other student developed more conventional materials. This was done under the direction of a community liaison, who spent his time divided between Swarthmore, where one student was located, and New York City, where the other student was working with support from the Endangered Languages Alliance.

Kathryn Riley, Associate Professor | Chemistry & Biochemistry

Title: Assessing and Scaling the LENS Program for Classroom Implementation

This project supported the development of The LENS Program (for Labs on Environmental Science), which is an ambitious science outreach program that seeks to expand educational access for students in underserved communities, particularly students that belong to underrepresented groups in STEM. Despite concerted efforts to diversify the STEM workforce, underrepresented minorities receive less than 5% of STEM doctoral degrees in the U.S. Some contributing factors to their low representation include a sense of isolation, belonging to underserved communities, and a lack of mentorship. Research indicates that engagement of students in hands-on, inquiry-based science intervention programs can improve student interest, motivation, and learning. Through the LENS Program they were able to actively engage middle-school students from the Chester Upland School District. Their early analysis suggests that participation in the program results in improvements in 5 out of the 6 areas we assessed, including student's mastery approach, cognitive and affective engagement, science learning, and science identity.

Lee Smithey, Professor | Department of Peace and Conflict Studies

Title: Delaware County Homicide Database

The [Delaware County Homicide Database](#) is an ongoing project connected with Prof. Smithey's community-based learning course in peace and conflict studies, "Gun Violence Prevention." Shaped by years of consultation with local gun violence prevention advocates, Swarthmore students research and collate information on homicides in Delaware County. Advocates have long sought an accurate and accessible source of information about gun violence to inform their efforts and support policy making initiatives. The result? An online dashboard that maps and categorizes incidents of homicide across critical demographic variables. Such data is notoriously difficult to come by, and unfortunately, the degradation of publicly-available data collected by state agencies has made it practically impossible for our students to continue to update the dashboard.

Having taken the Gun Violence Prevention course, Daniel Wu '24 approached Prof. Smithey, energized to further troubleshoot the challenges with which he and his peers had struggled. With the support of the Lang Center, Daniel began a two-semester research assistantship that has involved increasingly creative and extensive searches to find new sources of information on local homicides. At the same time, they have also sought to renew old relationships and forge

new relationships with local advocacy organizations that still want and need to see the Delco Homicides Database succeed. Their work will continue through the fall semester of 2024.

Lee Smithey, Professor | Peace and Conflict Studies

Title: The Mural Mapping Project

The late Dr. Gregory Maney and Prof. Smithey launched [The Mural Mapping Project](#) in 2009 to systematically chart and study murals, public art, and memorial sites in West Belfast, Northern Ireland. More to the point, they wanted to track changes to the symbolic landscape in post-violence Northern Ireland. They completed four surveys before Greg's passing and the COVID pandemic, sometimes with the help of Swarthmore students studying in Northern Ireland.

During the 2023-2024 academic year, Harrison Kim '24, served as one of two research assistants on the project, and with support from the Lang Center, he traveled to Northern Ireland to help conduct a fifth survey and renew relationships with stakeholders. Harrison's contributions were nothing short of remarkable. He rode 275 miles on a bike, mapping and documenting murals and other relevant sites across West Belfast. Together, we collected over three thousand photographs. The Mural Mapping Project requires a great deal of technological skill, and Harrison excelled at developing new ways for us to track our progress using satellites and GIS tools, to record data in real-time on the streets, and to map the data we collected. His skills and determination drove the project forward.

Since the project's inception, they have worked to build and maintain relationships with local stakeholders in the world of mural making and memorialization. They intend to make the data accessible to people in West Belfast so that it can continue to inform the work of organizations, artists, and agencies there. With Harrison's help, they held a presentation about the Mural Mapping Project at the host institution, Ulster University, for a collection of artists, academics, researchers, arts advocates, and youth workers so that all could learn how the data might best benefit their work. Harrison and Prof. Smithey also had the opportunity to support a new youth podcasting program at WheelWorks Arts by being interviewed for their first episode. Prof. Smithey said, "We both appreciate the Lang Center's support that has helped ensure that the research is simultaneously rigorous and engaged."

Linda Chen, Professor | Math/Stat

Title: Philadelphia Middle School Math Outreach

The goal of the project is to increase access to out-of-school mathematical enrichment programs for middle school students from Title I schools to help empower students to build confidence in their problem-solving abilities and to develop a passion for mathematics and other STEM areas. Three goals for this project are: (1) to support extracurricular clubs at public middle schools in Philadelphia; (2) improving access to math enrichment for students whose schools do not have a club, including possible participation in math competitions such as MATHCOUNTS and AMC; and (3) holding math festival events to celebrate participant successes as well as to recruit new students, families, teachers, and partners.

Michael Wilson Becerril, Visiting Assistant Professor | Peace and Conflict Studies

Title: Peace Praxis Lab / Human Rights in Action

The Lang Center's funding was fundamental to the success of the project. They were able to hire four research assistants and ensure our community participants were adequately compensated for their contributions to our lab. Students carried out research and then executed various strategies to help make their cutting-edge knowledge useful to the widest audience possible, taking precious education out of the ivory tower. Anchoring their focus mostly on multimedia production (a first-time experience for all of them), they also experienced the ins-and-outs of organizing programming: reaching out to prospective community partners, conducting

interviews, facilitating meetings, peer reviewing, receiving and providing constructive feedback before reiterating again and again, navigating questions of licensing and copyrights, and much more. Prof. Wilson Becerril remarked, “I am immensely grateful for the doors that the Lang Center and its staff are constantly opening for our students and community partners. Support for Engaged Scholarship takes the College’s educational experiences to a much-needed level, especially in turbulent times.”

Nina Johnson, Associate Professor | Sociology and Anthropology and Black Studies
Title: Blue City, Red State: Black City, Carceral State

Prof. Johnson shares, “The funding the Lang Center provides makes our collaborations possible, particularly those that don’t fit neatly into traditional funding priorities and challenge long held understandings of who can participate in knowledge production and what counts as knowledge.” Through this work, they are able to highlight our ongoing work of building relationships across carceral status and creating caring communities that work to abolish the systems and structures that harm and separate us. Their work has been effective and this support allows them to share our research and the lessons they’ve learned with others and build communities of practice beyond the audiences they can reach in person.

Syon Bhanot, Associate Professor | Economics
Title: Hedgerow, Busara, and Monterrey

With Lang Center support, four students interned with three different engagements. Two students worked at the Busara Center in Kenya, supporting the organization in their mission to study poverty through the lens of behavioral science, among other aims. One other student worked in Monterrey, Mexico on a project focused on reducing water use in the city, a collaboration with the city government and the World Resources Institute. The final student interned at a PA non-profit theater, Hedgerow Theatre, supporting their efforts to bring arts and culture to the local community in a more inclusive way.

Vasanta Chaganti, Associate Professor | Computer Science
Title: Broadening Access to Network Connectivity

Internet Connectivity has gone from a purely academic exercise, to connectivity enabled to a select few, to today—a public necessity. However, Internet connectivity is unfortunately still not uniform especially in historically marginalized, under-represented and rural populations. This was put into stark relief during the COVID pandemic, where connectivity was essential for education, work and even online health services. Their work is a multi-year effort aimed at expanding Internet broadband access across the continental United States, as well as to inform and advise the FCC and the Government bodies on the State of connectivity—in particular, measures of latency in the Internet across most standard use cases. Over the summer, they highlighted stark discrepancies in reported latencies across authoritative datasets, and their first sets of results have been accepted for publication at The Research Conference on Communications, Information and Internet Policy, at Washington D.C. The conference brings together academia, industry partners and government officials to inform and provide updates on the state-of-the-art in Internet Policy. They plan to continue their work in providing insights into these discrepancies over the semester, and publish our findings through open-source code repositories, technical reports and peer-reviewed articles.

II.b. Engaged Scholarship Teaching Grants & Serendipity Funds

Engaged Scholarship Teaching Grants (ESTGs) recognize that teaching new Engaged Scholarship courses (or re-envisioning existing courses in order to add a public-facing orientation) often requires extra resources. Engaged Scholarship courses can include the kind of “Community-Based Learning” (CBL) courses that the Lang Center has historically supported, as well as courses that add an experiential component to subjects and problems of public interest.

In order to take into account Engaged Scholarship opportunities that could not have been foreseen, the Lang Center offers serendipity funding for ESTGs when budget allows.

Elaine Allard | Educational Studies
EDUC 152. Immigration & Education

This grant allowed Prof. Allard to host teacher-scholar Jessica Lander for a multi-day visit with her Honors seminar. This included engagements at Swarthmore as well as at Olney High School, the immigrant-serving school where seminar participants were conducting their fieldwork for the seminar. Lander, the 2023 Massachusetts History Teacher of the Year, recently researched and authored a history of immigrant education in the United States, *Making Americans* (2023), which was our first text for the class. This funding supported Lander's travel and lodging expenses, an intimate visit to our class, a public lecture on campus, two presentations at Olney High school for interested teachers and administrators as well as high school students in Olney's Future Teachers Academy, and a luncheon at Olney catered by a local immigrant restaurateur. The experience was a very meaningful one for both our students—many of whom aspire to be teacher-scholars as well—and for our community partners.

Sa'ed Atshan | Peace and Conflict Studies
PEAC 053. Contemporary Israel/Palestine

Prof. Atshan was able to host a Palestine/Israel Speaker Series during the Fall 2023 semester as part of his PEAC 053 course, Contemporary Israel/Palestine. The series was open to the entire Swarthmore community and featured six guests from different backgrounds. These speakers helped enrich the knowledge of the students in the course in addition to promoting greater empathy and understanding among members of the Swarthmore community during this difficult time.

Alejandra Azuero-Quijano | Sociology and Anthropology
ANTH 137. Law and Violence: Anthropology beyond the Forensic Gaze

Support from Swarthmore's Lang Center for Civic and Social Responsibility was instrumental in realizing the goals of ANTH 037D: Engaging the Law, a course designed to explore the possibilities and limitations of legal practice through an anthropological lens. The Lang Center's funding allowed Prof. Azuero-Quijano to host distinguished guests—ranging from human rights lawyers to legal scholars from the U.S. and beyond—in her classroom to share their expertise and experiences. These visits enriched their weekly panels, where students engaged in critical dialogue with practitioners, asking probing questions and reflecting on the real-world challenges of engaging the law. The presence of these guests provided invaluable opportunities for students to connect abstract legal theories to the lived realities of legal practice, fostering a dynamic and collaborative learning environment. Their insights deeply informed students' final projects, which were self-directed experiments in continued learning. "By facilitating these connections, the Lang Center's support not only enhanced students' intellectual growth but also affirmed the course's mission of linking academic inquiry to social transformation" says Prof. Azuero-Quijano. "The collaboration exemplified how institutional support can bridge the gap between classroom learning and broader societal engagement."

Jamal Batts | Black Studies
BLST 009. Blackness In and Out of the Museum & BLST 042: Black Feminist and Queer Contemporary Culture

The funding provided by the Lang Center allowed Prof. Batts to take students to New York, where they viewed the work of visual artists addressing the most pressing issues of our time. Prof. Batts' classes on blackness and the museum and Black Feminist and Queer contemporary culture experienced how artists grappled with the issues, theories, and political practices they

studied in class. In one day, they were able to visit the Whitney Museum, 52 Walker art gallery, and the Brooklyn Museum where students were able to discover how aesthetics are used to challenge anti-blackness through creativity and the imagining of new worlds and ways of being. This experience inspired insightful essays and class discussions about the space representations of Blackness taken up in museums being challenged to increase diversity. Students were inspired by the potential for change evoked in the work of Black feminist and queer artists.

Nanci Buiza | Spanish

SPAN 103. Trauma y derechos humanos en la literatura centroamericana

The Lang Center's support through the Engaged Scholarship Teaching Grant -SERENDIPITY allowed Prof. Buiza to develop a more inclusive honors seminar by bringing three guest speakers to my class. Speakers shared their research on issues of indigenous social movements in Central America, the struggles and contributions of afro-descendant communities in the region and their diasporas, and issues of gender-based violence against women. The guest speakers brought to the seminar critical approaches to issues of race and gender, state oppression, non-violent action, and social change and civic engagement. The interdisciplinary nature of the course was enhanced by the guest speakers whose area of expertise ranges from cultural anthropology, Africana studies, and literary studies. Prof. Buiza says, "My students expressed great gratitude for having been exposed to these issues and for having the opportunity to learn from diverse scholars."

Pallabi Chakravorty | Dance

DANC 004. Arts in Action

The Lang Center Engaged Scholarship Teaching Grant helped Prof. Chakravorty organize a national yoga symposium titled "Performing Healing: Yoga and the Body Politic." It was part of her Arts in Action class where students got first-hand knowledge on all the details of organizing a symposium and also heard renowned scholars of Yoga and Performing Arts from various universities in the U.S. The funds supported the honorarium for the symposium keynote speaker Joseph Alter from the University of Pittsburgh and travel expenses for four speakers. The symposium also underlined for the students the interdisciplinary nature of the "Arts in Action" class that focuses on experiential knowledge and multiple ways of knowing. Prof. Chakravorty says, "They shared with me how excited they were to see the passion among speakers about their scholarship and research and how enthusiastically the audience interacted with them. The symposium allowed them to observe closely how to integrate theory with experiential learning from a variety of perspectives from art history and religion to anthropology."

Maggie Delano | Engineering

ENGR 053. Inclusive Engineering Design

Prof. Delano used the funding from the Lang Center to invite two guest lecturers to class. The two guest lecturers, David Dylan Thomas and Afsaneh Rigot, contributed valuable perspectives. David spoke to the class about his book *Design for Cognitive Bias*, and led a design workshop focused on a crime reporting app and how it could benefit and/or harm members of a local neighborhood. He also helped the class practice identifying our own biases. Afsaneh gave a presentation about conducting interviews and user design research with LGBTQ+ individuals in the Middle East and North Africa. Each group of students came with a set of questions for Afsaneh, and they worked through them as a group, providing advice for students on how to consider conducting similar work for their class projects. Prof. Delano shares, "The honoraria for the guest lectures helped provide valuable insights for my students and support the work of two people doing important work in design."

Desiree Diaz | Spanish, Latin American and Latino Studies

SPAN 055. Puerto Rico y su discurso literario and SPAN 015/ENG 09/LALS 015: Introduction to Latinx Literature.

The grant was used to support a series of activities in two courses, SPAN 055. Puerto Rico y su discurso literario and SPAN 015/ENG 09/LALS 015: Introduction to Latinx Literature. Part of the funds were used for the honorarium of guest speaker Dr. Marcela Guerrero, curator of the groundbreaking exhibition *No existe un mundo poshuracán: Puerto Rican Art in the Wake of Hurricane Maria* presented by the Whitney Museum in 2023. Her visit to class was part of a special unit devoted to the representation of ecological and climate disasters in Puerto Rican/Caribbean literature and visual arts. Dr. Guerrero's visit was an excellent and eye opening opportunity for students to learn more about the whole process of curating a major exhibition and specially, about how Puerto Rican artists are using their work to create consciousness about the climate crisis, ecological disasters, and the broader impact this situations and events, such as Hurricane Maria, have had in Puerto Rican society. The guest lecturer also talked in length about socially engaged art and culture and how to extend academic work and training beyond academia, bringing culture into our communities, and educating a more general public about pressing social issues. In addition, the grant supported a field trip for students of both courses to El Taller Puertorriqueño, one of the most relevant Latinx cultural institutions in Philadelphia, devoted to promote Puertorrican and Latinx culture and to provide community art education and general support to the Latinx community.

Theodore Fernald | Linguistics

LING 035. Indigenous Languages of the Americas

A major theme of this course is the work of Indigenous scholars and activists working to maintain the language and cultural traditions of their own communities. Funding from the Lang Center allowed Prof. Fernald to bring linguists and language activists from three Indigenous societies to work with the students in my class. Brook Lillehaugen and Felipe Lopez (Zapotec) presented students with their work to develop digital language resources in Oaxaca, Mexico. Crystal Richardson, a Swarthmore alum, spoke about her language and culture work in her Karuk community in California. Another linguist demonstrated a website developed in TriCo for his community that makes use of oral history to introduce principles of grammar to language learners in his community. Three of these four scholars have Swarthmore students working with them on projects during Summer, 2024. The discussions in class combined matters of technical grammatical analysis along with efforts to promote the use of traditional language in the communities.

Chris Graves | Environmental Studies

ENVS 001: Introduction to Environmental Studies

Professor Graves used the funding from the Lang Center to help support his ongoing partnership with Children and Adults with Disabilities Services (CADES), a Swarthmore based non-profit. The ENVS 001 Introduction to Environmental Studies class has specifically partnered with the young-adult group at CADES to help establish camaraderie within a common age group. Along with a class visit from a CADES representative that focused on CADES' mission and the partnership, Prof. Graves also hosted two on-campus events in the Singer Greenhouse where ENVS 001 students were joined with CADES students for a seed planting and a signage preparation party. The semester culminated with a planting event in May where we installed accessible gardening beds on-site at CADES and planted various flowers and veggies.

Christopher Green | Art History

ARTH 061. Art and Culture of Indigenous Philadelphia: From Shackamaxton to the Present

In Fall 2023, the students of ARTH 061/ENVS 056 “Art and Culture of Indigenous Philadelphia: From Shackamaxton to the Present” took to the parks, museums, and cultural centers of Philadelphia in order to explore the Indigenous history of the city and its surrounding territories, landscapes, and environments. The Lang Center’s support for the course by way of an Engaged Scholarship Teaching Grant allowed for an embodied and engaged learning experience, as students explored regional history, local landscapes, and Indigenous art and material culture through site and collection visits, guest lectures, and workshops with Indigenous artists and community members from Philadelphia and Lenni Lenape nations. In addition to support to visit area museum collections like the Penn Museum and Philadelphia Museum of Art, the Lang Center supported honoraria for two guest speakers, Lenape visual artist River Whittle and Tailinh Agoyo, Director of We Are the Seeds Philly, as well as a Beading and Indigenous Storytelling Workshop with We Are the Seeds.

Tyler Jacobs | Psychology

PSYC 009. First-Year Seminar: Psychology and Sustainability

PSYC009. First-Year Seminar: Psychology and Sustainability Tyler Jacobs, Psychology. In this course, students develop a social psychology-based intervention with the purpose of promoting sustainability. The Lang Center’s funding supported Andrea Cheah and Irene Hill’s project aimed at increasing nature connectedness and well-being among older adults. For the project, they began by contacting Sterling Healthcare and Rehabilitation Center and meeting with staff and residents. Next, Irene and Andrea organized an event at the facility where they led a group of residents in a seed-planting activity. The funding paid for the costs of the event, including the seeds, soil, pots, and a cart to transport the materials. The residents shared that the event was socially enriching and did indeed cultivate a sense of nature connectedness. The students reported that the opportunity to conduct such a meaningful project was enjoyable and greatly enhanced their learning.

Andrew Hauze | Music

MUSI 044. Performance - Orchestra

Thanks to support from the Lang Center, Prof. Hauze was able to begin a new collaboration between the Swarthmore College Orchestra and Play On Philly (POP), an extraordinary program that gives underserved students in Philadelphia (pre-K to 12th grade) a comprehensive musical education with a particular focus on instrumental lessons and ensemble collaboration. Swarthmore students traveled to Philadelphia for a rehearsal with POP in their home venue in late February, which helped us understand how their program operates and to begin building personal and musical connections. In early March, 56 POP students joined 51 Swarthmore Orchestra students for a full day of events: a campus tour, a joint orchestra rehearsal, lunch in the Dining Center, and a concert for POP families in Upper Merion. They performed works by Ginastera, Tchaikovsky, and the local premiere of a new work commissioned by POP by composer Nina Shekhar, for an enthusiastic audience of POP families. It helped to give the class first-hand experience of how programs like POP can help to effect social change, and enabled us to experience the joy of making music in a large orchestra with students ranging from fourth grade to seniors in college.

Edwin Mayorga | Educational Studies

EDUC 161. Sobrevivencia, Sanctuary and Abolitionist Possibilities in Philly & PHLed

The Engaged Scholarship grant provided essential access to the multiple Philadelphia-based experiences that are the focus of the course curriculum. Trips included walking tours of the 7th ward and the 9th Street market (with artist Michrille Angela Ortiz) in South Philadelphia,

Chinatown, North 5th Street with Taller Puertorriqueño (this trip included an art workshop), a visit to Kensington Health Science Academy and Harriet's bookshop. The grant supported guest speakers like Dr. Camika Royal who provided historical perspective. Prof. Mayorga says, "Overall, it was a truly placed-based curricular experience that brought the fight for Philly to life for all class participants."

Sangina Patnaik | English Literature

ENGL 084. Anti Colonial Modernism and PHL Philosophies of Violence

The grant allowed Prof. Patnaik to bring an artist, filmmaker, and writer to campus for a class visit and a public lecture. It also funded the screening rights to her films for a public screening of her works prior to her lecture and class visit. Emily Jacir is one of the most prominent Arab artists working today, but her work has been shown far less in the United States than it has in the rest of the world. As a result, English-language art books containing her work are also rare commodities. Prof. Patnaik was able to assign a small portion of her work in advance of the class. During her visit, however, Emily generously shared with students photographic archives of her recent work, including her archival practice in Dar Jacir, an international artists' residency and Palestinian archive located in Ramallah. Her classroom visit generated a lively conversation about the political and artistic functions of the archive: When do the two uses of the archive supplement each other? When do they work at cross purposes?

Jennifer Pfluger | Environmental Studies

ENVS 013. Our Trash

For the last two years, students in Our Trash have been working with various communities in Delaware County to raise awareness about environmental justice and/or to improve municipal waste management practices. The Engaged Scholarship grant allowed these students to attend field trips to various waste management facilities in the Philadelphia area, including the Reworld (formerly known as Covanta) incinerator in Chester, the Rolling Hills Landfill in Berks County, and Bennett Compost in Philadelphia. These multi-sensory out-of-classroom experiences help students connect the dots between theory and real-world impact. Projects varied by student: some participated in the Campus Coalition Concerning Chester (C4); others interviewed waste management professionals and created a human interest exhibit about them; and a third subset worked with neighboring municipalities on waste management policies. The financial support for these projects broke down participation barriers and allowed both the students and their community partners to make the most of their experiences.

Benjamin Smith | Modern Languages and Literatures - Arabic

ARAB 009P / ENGL 009P. Refuge: Resettled in Philadelphia

The funding from the Lang Center was instrumental in supporting a collaboration between Swarthmore students and members of the recently resettled Iraqi, Syrian, and Palestinian communities in Philadelphia as part of a First Year Seminar titled "Refuge: Resettled in Philadelphia." This collaboration took the form of a Socially Engaged Art project embedded as a three-week workshop in this seminar. In this workshop series students, professors, and recently resettled community members were led through a series of activities, conversations, and art-making projects in an effort to broadly define the "chosen family" in the context of displacement. These funds were crucial in supporting honoraria for artists who led our workshops, and honoraria for community collaborators. The workshops culminated in the production of professionally illustrated comic books that beautifully transferred participants' ideas onto the page.

Appendix III. Swarthmore Foundation & Other Awards Administered by the Lang Center

| Title | Description |
|---|---|
| Believe Current Social Action Award | The Believe Endowed Social Action Award was established in 2006 to enable students to spend the summer in a developing country working on a global social action project. The Mission of the Believe Award is "To support inspired global citizens who believe in the reality of a better world, and who believe that the key to peace and progress in the world is to develop personal connections in other cultures through social action and direct community engagement." The Believe award is administered through the Lang Center for Social Responsibility. |
| Cilento Family Community Service Internship | The Cilento Family Community Service Internship was established in 2002 by Alexander Cilento '71 to support Swarthmore College students who carry out community service projects that benefit low-income families in the area. The Swarthmore Foundation administers the fund. |
| Class of 1961 Fund for the Arts and Social Change | The Class of 1961 Fund for the Arts and Social Change was established by the Class of 1961 in honor of its 50th Reunion. This fund provides a Summer Social Action Award to one or more students each summer with a preference for projects in which the arts and social change are joined. This reflects the distinctive interests of the Class of 1961 in the art, theater, music and dance of their time and their commitment to making a difference in the world. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility. Summer Social Action Awards are granted to students on a competitive basis so that they may spend a summer engaging meaningfully with non-profit organizations, grass-roots advocacy groups, or public service agencies. |
| Gilmore Stott Service Award | The Gilmore Stott Service Award was created by Eugene M. Lang '38 to honor Gilmore Stott, for many years a beloved and distinguished member of the Swarthmore College community. The purpose of the Award is to support Swarthmore students who participate in unpaid internships that embody the ideal of service to others that was treasured and fostered at Swarthmore by Gilmore Stott. Priority is given to internships that combine service with the performing arts, especially in the City of Chester. |
| John Nason Community Service Fellowship | The John W. Nason Community Service Fellowship. The John W. Nason Community Service Fellowship celebrates the contributions of Swarthmore's eighth president by supporting students pursuing off-campus community service related to their academic program. The Nason Fellowship was initiated by members of the Class of 1945 in anticipation of their 50th reunion. The Nason Fellowship is administered by the Swarthmore Foundation. |
| John W. Anderson '50 Memorial Internship | John W. Anderson '50 Memorial Internship was created by his wife, Janet Ball Anderson '51. The Anderson internship supports students teaching science to disadvantaged children, with preference for students interested in working with children in grades K-12. |
| Lenfest Student Fellowship Endowment | The Lenfest Student Fellowship Endowment was established in 2008 by Gerry and Marguerite Lenfest. The fund shall be used to support student participation in research fellowships, internships, and other summer opportunities, and selection will be made by the Provost's Office and the Lang Center for Civic and Social Responsibility. |
| Miller Internship for Environmental Preservation | The James H. '58 and Margaret C. Miller Internship for Environmental Preservation enables a Swarthmore student to engage in meaningful work directed toward the preservation of the environment, including such activities as environmental education, environmental justice, habitat preservation and restoration, issues dealing with environmentally sustainable technologies and economies, and relevant public policy. This may take the form of an internship with an organization which is committed to a sustainable future. The Nature Conservancy, American Farmland Trust, and Natural Resources Defense Council are current examples of organizations engaging in such work. The Award is intended to encourage a student to explore a career in public policy relating to preserving the environment for future generations. The Lang Center for Civic and Social Responsibility selects the internship recipient. |

| Title | Description |
|---|---|
| Penrose Cross Cultural Fund | The Penrose Cross-Cultural Service Fund provides a stipend to support participation in a project to improve the quality of life of a community or culture different from the one in which a student grew up. The project should involve direct interaction and collaboration with the affected community in order to support improvement in the quality of life at the local level. The stipend will be available to a Swarthmore student from any class. The Penrose Cross-Cultural Service Fund will be administered by the Lang Center for Civic and Social Responsibility. |
| Robbins '83 Chang Big Data/Social Change Lang Center Internship | The David Robbins '83 Big Data/Social Change Lang Center Internship was established in 2017 by David Robbins '83. The fund shall be used to support student participation in fellowships, internships, and other summer opportunities that support our students' use of big data while working for social change. |
| Sager Fund | The Sager Fund of Swarthmore College was established in 1988 by alumnus Richard Sager '73, a leader in San Diego's gay community. To combat homophobia and related discrimination, the fund sponsors events that focus on concerns of the lesbian, bisexual, and gay communities and promotes curricular innovation in the field of lesbian and gay studies. The fund also sponsors an annual three-day symposium. The fund is administered by a committee of women and men from the student body, alumni, staff, faculty, and administration. In 2004, Richard Sager created an "internship" to provide funding for students in internships with nonprofit organizations whose primary missions address gay, lesbian, bisexual, and/or transgender issues. The Lang Center for Civic and Social Responsibility administers the internship. |
| Stephen Lubar '75 Student Summer Fellowship | The Stephen Lubar '75 Student Summer Fellowship was established in 2014 by Stephen Lubar '75. This fund is intended to provide an enriching summer fellowship for a rising junior or senior at Swarthmore in any field of study (to vary in subsequent years as additional funds become available) to travel somewhere they've never been before to enrich their own lives and the lives of others. These fellowships will be administered by the Lang Center for Civic and Social Responsibility. |
| Swarthmore Black Alumni Network (SBAN) Endowed Internship | The Swarthmore Black Alumni Network (SBAN) Endowed Internship was established by Marilyn J. Holifield. The fund is intended to provide summer working, learning, and research opportunities for students (first years through juniors), with a preference for those focused on social justice and urban inequality. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility. |
| Swarthmore Foundation-Lang Funds | Since 2003, the Eugene M. Lang '38 Swarthmore Foundation endowment has supported "student summer internship opportunities and socially significant enterprises and collaborations." |
| Swarthmore Foundation | Founded in 1987, the Swarthmore Foundation is a small philanthropic body designed to be a distinctive part of Swarthmore College. Its mission is to promote an understanding and a sense of social responsibility within the student body by aiding them to become involved in effective charitable work. [Includes the Gottlieb and Steinmetz]. |
| Edwenna Werner Summer Fellowship | The Edwenna Rosser Werner '63 Civic and Social Responsibility Fund was established in 2020 by Michael Werner in memory of Edwenna Rosser Werner '63. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research at organizations with social missions such as adult literacy, affordable housing, and political activism, including non-profit organizations, for-profit organizations, law offices, and religious or religiously-affiliated organizations, during the summer months. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility. |
| WILMA Fund Social Impact Summer Scholarship | The WILMA Fund Social Impact Summer Scholarship was established in 2022 to build capacity for leadership of socio-economic, community-based development in Africa by promoting interaction between Swarthmore students and African communities with their supporting NGOs. The recipient(s) will be chosen by The Lang Center for Civic and Social Responsibility. |

Appendix IV. Student Grant Programs

IV.a. Chester Community Fellowship

The [Chester Community Fellowship \(CCF\) Program](#) is a signature program of the Lang Center that connects students to community organizations in the city of Chester for a 10- week summer internship experience. The CCF program seeks to enhance the capacity of Chester-based community organizations as well as develop each Chester Fellow as a scholar, civic leader, and public servant.



[Caption: The 2024 Chester Community Fellows alongside CCF program manager, Ashley Henry, and CCF course instructor, Christopher Mele.]

During Summer '24, Chester Community Fellows held full-time internships at the [Ruth L. Bennett Community Farm](#), [Chester Education Foundation](#), [Chester Children's Chorus](#), [Chester Residents Concerned for Quality Living](#) (CRCQL), and [The Foundation for Delaware County](#), supporting community work in the areas of public health, education, youth development, environmental justice and food sovereignty.

Chester Community Fellows worked with their respective host organizations Monday through Thursday on a variety of mission-driven projects. As is the case each year, the nature of the work conducted by fellows was varied. Collectively, the fellows supported the day-to-day operations on a community farm; facilitated career development and college access programming for Chester youth; led summer camp activities focused on math and music; and assisted with database development and community outreach for non-profit organizations.

The members of the 2024 CCF cohort and their respective Chester host organizations are named in the following table.

Chester Community Fellows (2024)

| First Name | Last Name | Internship Host Site | Funding Source |
|------------|---------------|------------------------------------|---|
| Serafia | Cecil | Ruth Bennett Farm | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Theo | McGreevey | CRCQL | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Kana | Nagata | Chester Children's Chorus | Gilmore Stott Service Award |
| Babtunde | Olofinboba | CRCQL | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Evelyn | Parts | Ruth Bennett Farm | Swarthmore Foundation - Lang Support |
| Nicholas | Rodriguez | Chester Education Foundation | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Jesus | Saucedo Bucio | The Foundation for Delaware County | Cilento Family Community Service Internship |
| Mackenzie | Tucker | Chester Children's Chorus | Gilmore Stott Service Award |
| Lindsey | Turner | Ruth Bennett Farm | Swarthmore Foundation - Lang Support |

IV.a.i. Project-in-Common

In addition to their full-time internships, fellows met as a cohort every Friday at the Indigo Mills Artist Studios to discuss social issues that have long impacted the city of Chester as well as critically examine their role as change agents. This feature of the program was, again, facilitated by [Christopher Mele](#), Professor of Sociology at the University at Buffalo and Lang Visiting Research Fellow. These weekly discussions were further enriched by participation from lifelong Chester residents and local artists who generously shared their perspectives on Chester's past, present and future with a specific focus on the history of the city's Overtown neighborhood. From these conversations, fellows generated the idea for their project-in-common "Overtown Speaks," a 4-episode radio program about Overtown's arts and economic redevelopment with each episode featuring an interview with a Chesterite. These episodes will air on Chester's local radio station, Cultivating Mature Positivity (CMP) Radio in September.



[Caption: Fellows convene with Chester resident historian Twyla Simpkins at the Indigo Mills Artist Studios during a Friday cohort session.]

IV.a.ii. Volunteering at Community Events

Each summer, a goal of the CCF program is for fellows to augment their engagement in Chester by attending and volunteering at community events. This year, fellows supported the 2024 CrashBoys Games, a community festival featuring bike races, local vendors, and performances hosted by CrashBoys International, a Chester-founded all dirt bike and motocross club which has grown to represent a global collective of designers, musicians, and athletes. Fellows worked at the event registration and sign up tables, enthusiastically welcoming competitors and spectators to the Games. The fellows also led a series of interactive workshops at the “Chester Justice Celebration” in partnership with the organization CRCQL. Established in 2022, the Chester Justice Celebration is an annual event designed to foster a deeper understanding of

and connection to cultural identity, community history, environmental justice and civic engagement among Chester youth.



[Caption: Fellows at the CrashBoy Games with Chester artist McLeod.]

Programs like CCF demonstrate the College's long standing commitment to partnering with its Chester neighbors on pressing issues of social concern and highlight how colleges and communities can successfully collaborate in creative ways that unite missions, build capacity, and strengthen relationships.

IV.b. Dare 2 Soar Program

Dare 2 Soar is Swarthmore College's largest and oldest tutoring program serving hundreds of children aged K-12 in Chester, PA. Chester youth receive academic and cultural enrichment through the administration of meaningful activities that provide opportunities for personal development as well as recreation. The program's primary goal is to provide adequate and effective homework help to students in a way that encourages them to become increasingly more academically self-sufficient. During post-homework activities, students engage in fun and educational activities that increase their exposure to new subjects and help foster an independent love of learning.

In AY 23-24, the Dare 2 Soar program continued to provide tutoring to children enrolled in afterschool programs with the Chester Children's Chorus and Chester Eastside, Inc. Approximately 47 students participated in Dare 2 Soar as academic tutors and mentors during the fall and spring semesters. Each student tutor participated for a minimum of two hours per week at the program site to which they are assigned. Continuing in their roles from the previous year, the Dare 2 Soar coordinators for the fall semester were Connor Barrett '24 and Leo Rosaz-Sahriyf '25 who worked closely with program manager Ashley Henry to support logistical and administrative operations for the program.

The Dare 2 Soar program has become a core pathway for large numbers of students to directly engage with the Chester community throughout the academic year. We have especially observed the strong mentor relationships that result between Chester youth of color and Swarthmore students of color. Moreover, looking ahead to the next year, we endeavor to increase engagement among Swarthmore students of color by partnering more closely with the Black Cultural Center.

IV.c. Davis Project for Peace

[Davis Project for Peace](#) is an initiative for all students at the Davis United World College Scholars Program partner schools (of which Swarthmore College is one) to design grassroots projects during the summer months—anywhere in the world—which promote peace and address the root causes of conflict among parties. Davis Projects for Peace is named for Kathryn W. Davis, a lifelong internationalist and philanthropist. At Swarthmore College, the selection committee—Prof. Lee Smithey (Peace & Conflict Studies); Prof. Michael Beccerill (Peace & Conflict Studies); Nimesh Ghimire (Lang Center); and Dr. Jennifer Magee (Lang Center)—nominated Nayla Punjabi '26, Combatting Stunting in Indonesia through Connecting Rural and Urban Populations.

Nayla's project aimed to raise awareness and generate empathy for stunting in Indonesian rural populations, specifically in the region of East Nusa Tenggara, through a 15-minute documentary. She partnered with MD Entertainment Foundation (the charity of the largest Indonesian film company) and the 1000 Days Fund (the most prominent NGO combating stunting in Indonesia) to produce the film. [View trailer here.](#) Nayla shares, "I am so grateful for this opportunity to film a documentary about stunting in Indonesian rural populations. Through this process, I was able to connect with local community members, learn more about the power of film, and generate awareness and donations—raising over \$5000 additional dollars for this cause.

For the first time in the history of our engagement with the Davis Project for Peace program, P4P also provided funding for a second Swarthmore College student: Slate Lauby, "Building Sustainable Futures: Eco-Apprenticeships for Senegalese Youth." This project's aim was to create a sustainable earth building and tree planting apprenticeship program for vulnerable young people living in the Fatick region of Senegal. The community of Kamyak Ecovillage was the host site and leadership for the apprenticeship program. Slate remarked, "Through this

project, I have learned so much about how to work with diverse voices within a community, to strive for a vision of peace that we all share.”

IV.d. Lang Opportunity Scholarship (LOS) Program¹⁵

A signature program of the Lang Center, the [Lang Opportunity Scholarship \(LOS\) Program](#) supports the innovative efforts of students working on issues of social concern in deep consultation with community members. Topics of current projects are global as well as local, including an advocacy education and training network in American Samoa, an art and cultural preservation program in Cameroon, and college access and success program in California. Each year up to six members of the sophomore class are admitted to the LOS Program, made possible by a gift of Eugene M. Lang '38. They are selected based on distinguished academic and extracurricular achievement, as well as a demonstrated commitment to civic and social responsibility. You can read about Lang Scholars here: [LOS Class of 2023](#) and [LOS Class of 2024](#). Also, in this fiscal year, we welcomed the new [LOS Class of 2025](#).

The LOS Program covers a portion of each Lang Scholar's financial aid award (not covered by other sources) starting in the second semester of the sophomore year and provides Scholars with a paid summer internship, \$2000 for educational enhancement, and a budget of up to \$12,000 for an individual Lang Scholar to support a project which will facilitate social change in a significant way. Lang Scholars whose final projects are completed are eligible for a fellowship of \$10,000 for graduate study, and a completion award in the amount of \$1,000.

IV.d.i. LOS Class of 2026

Aqua Withers Carello '25 | Lawrenceville, New Jersey

Aqua's Lang Project, "Pennsylvania Same-Day Voter Registration Policy Advocacy" seeks to increase youth and racial minority voter turnout rates. Aqua is conducting a same-day voter registration policy advocacy campaign in support of [SB953](#), introduced by Senator Lisa Boscola (D) to the Pennsylvania senate. This policy, which would allow constituents to register and vote on election days, has currently been introduced to the PA state senate, and is co-sponsored by 13 Democratic senators (Pennsylvania General Assembly n.d.). Through this policy advocacy project, Aqua will direct a team of Pennsylvania high school students to (1) facilitate an outreach campaign to key senate staff members, (2) raise constituent awareness on the importance of the implementation of this policy through a social media campaign, and (3) facilitate lobbying trainings to engage Pennsylvania constituents to advocate for the implementation of this policy.

Olivia Han '25 | Ocala, Florida

Olive's Lang Project, "Project Artemisia" aims to shed light on survivor's experiences by creating a digital publication of campus survivor-made artwork. Through collaboration with survivors, as well as other stakeholders including their immediate support systems, mental health professionals, and various survivor-based organizations, Project Artemisia hosted an Expressive Arts Healing Workshop. While the art-based wellness component is completed locally, artwork will also be solicited from survivors nationwide through an online campaign. With the permission of the artists, their work will be publicized in hopes that the general public will recognize survivor's stories.

¹⁵ Katherine Kihiczak '25 failed to obtain committee approval for the Lang Project by the end of junior year or during the summer of 2024. With that, she will not continue as a member of the LOS program.

Feven Shonga '25 | Silver Spring, Maryland

Feven's project, Reaching አድማስ (The Horizon), aims to support literacy development and early intervention for young Ethiopians with Autism Spectrum Disorder. These children have long been excluded from the diasporic community due to ableism, which leads to harmful shame in the community. The children themselves, their parents, guardians, and loved ones are affected by this exclusion, leading to a fear of parents getting a diagnosis for their children or exposing their children's diagnosis. As a result, parents lose the opportunity to get aid for their children, and the children miss out on helpful resources. Feven is collaborating with the Ethio-Philly Mental Health Council in making and distributing a resource document for Ethiopian Parents whose children have autism.

Lina Verghese '25 | Upper Darby, Pennsylvania

Lina's project, "Equitable Breast & Chestfeeding: Addressing Barriers and Promoting Support for BIPOC" addresses the root problem of disparities in breastfeeding rates among Black and Brown immigrant birthing people, particularly in socioeconomically disadvantaged areas like Upper Darby and Chester City in Delaware County. The primary stakeholders affected by this issue are birthing individuals of color, specifically those from the working class. To tackle this challenge, Lina collaborated closely with The Foundation for Delaware County (TFDC) to establish lactation cafes in both Upper Darby and Chester City. By hosting these cafes in accessible community kitchens, they aim to create supportive environments where families can breastfeed comfortably while enjoying shared meals and bonding time.

Helena Werneck '25 | São Paulo, Brazil

Helena's project, "Artificial Intelligence Model for Caregivers in Brazil" addresses the challenges posed by poverty and inequality in early childhood development in Brazil, focusing specifically on the role of parents and caregivers. The core challenge therein is the lack of accessible and reliable information on parenting and child development available to Brazilian families, especially in low-income contexts. Therefore, they often do not have enough resources and support to provide responsive care to their children. Helena developed Nara, a GPT-based AI chatbot integrated into WhatsApp that can give information and help on many aspects of caregiving. While other parenting interventions are available, none use generative AI like GPT, making them less adaptive and reactive to families' contexts and needs.

IV.d.ii. LOS Class of 2027

Myadaggarav Chuluundorj | Erdenet, Mongolia

What does a dream mean for a student from a rural town? This pivotal question underscores our exploration through "WEngage," Mya's project. In Mongolia, an enormous educational and economical divide persists between rural and urban areas, particularly affecting Mongolian herder students. Accessing education requires traveling miles alone in harsh climates while juggling full-time herding responsibilities. Through this endeavor, Mya's commitment is to cultivate the Mongolian dream, guiding students toward realizing their full potential by providing the essential resources for their educational journey. Mya says, "Being a Lang Opportunity Scholar signifies carrying the immense trust placed in me by people, a humbling responsibility entrusted to me, and the power I gain to represent my community and bring about change. My goal is to empower every student to dream and rebuild the lost Mongolian Dream within my community."

Danika Grieser | Doylestown, Pennsylvania

There exist institutional and systemic barriers that restrict Native Americans from graduating high school—let alone attending higher education. With her Lang Project, Danika aims to emphasize the cultural advantages that academia can bring to indigenous communities and future generations by validating Indigenous knowledge and practices. Danika says, “Being chosen as a Lang Opportunity Scholar places worth and merit on the issue of Indigenous education access as my work will be supported by mentors, faculty, and a cohort of socially-minded students committed to fostering positive change. I hope that my project serves as a framework for dismantling the barriers hindering Native Americans’ from entering economics and academia, thus amplifying the Indigenous knowledge base that protects and honors heritage, culture, and the future.”

Lena Habtu | New York, NY

In November 2020, the Ethiopian government, aided by Eritrea’s military and other regional paramilitary groups, began their genocidal campaign in Tigray, my and my family’s region. In continuing her previous work with local organizations like Haben Tigray, Lena hopes to create a storytelling narrative that works to restore the autonomy, dignity, and agency denied by this genocide. Lena says, “Being a Lang Opportunity Scholar provides me with the guidance, support that I’ll need to execute my project, and most importantly an environment in which the ever-changing nature of my project isn’t just accommodated, but celebrated. I hope to give back to the people of Tigray in every way that I am capable of, beginning with the narrative project as a way through which my people can express their stories, histories, and futures.”

Prerna Karmacharya | Lincoln, MA

Robotics education is growing all around the world. However, in many programs, girls are not prioritized and their experiences often reinforce societal stereotypes and gender biases in STEM fields. This contributes to women being vastly underrepresented in STEM based higher education and careers. Prerna’s project focuses on providing robotics education to girls in the US, as existing programs often overlook girls. Prerna says, “Being a Lang Scholar means having the mentorship and community to think deeply about issues surrounding gender, education, and STEM in different societies, and learning how to make a positive impact in my community. Through my project I hope to create a more welcoming space for girls interested in robotics and STEM.”

Steven Mukum | Yaoundé, Cameroon

Steven’s project, “Rising Above Water,” aims to decrease internal displacement in Dangbo, Benin, caused by climate-related flooding. It focuses on empowering women and youth from displacement prone communities through training in sustainable agriculture and providing flood-resistant infrastructure and seeds. The project will include community training, expert consultations, and resource provision, all aimed at long-term sustainability and a broader impact against climate-induced displacement. Steven says, “Being a Lang Scholar means gaining access to a supportive community and essential resources, which are crucial in enabling me to effect the change I envision. It’s about bridging the gap between my experiential learning, academic knowledge, and the personal challenges I’ve faced as a displaced person. This unique combination allows me to focus on addressing the problems I have personally encountered, leveraging my scholarship for meaningful impact.”

Cheng-Yen (Billy) Wu | Taipei & Suzhou, Taiwan

Acquired Tomorrows (明天计划) is a project that centers on the sociability and accessibility among people with disabilities in Kunshan, Mainland China, a city I grew up in that is characterized by its dense industrialization. This project aims to distinguish between congenital

and acquired disability to provide (1) group-based mental therapies and support networks and (2) accessibility help (in terms of license registration, job application, etc.) to people with acquired disability as they experience this sudden shift in life. Billy says, "Being a Lang Opportunity Scholar means giving back to communities, utilizing the knowledge we gain and our privileges to create positive change and build a better world for all, especially those who have long been marginalized. Through this project, I hope to center the heterogeneous voices of people with acquired disabilities and build a support network among them and beyond."

IV.d.iii. LOS Graduate Fellowship Funding

During FY 2023-2024, the following Lang Scholar alumni received graduate fellowship funds:

- Tristan Alston | Stanford University
- Aayushi Dangol | University of Washington
- Philippe Kame | University of Michigan

IV.e. Project Pericles Fund of Swarthmore College

The purpose of the Project Pericles Fund (PPF) is to support groups of Swarthmore College students who propose and implement social and civic action projects whose scope and sustainability will advance solutions for the issues in question and also promote recognition of students' motivation and capacity to address such major issues effectively. Providing financial and other support to Periclean Scholars on a multi-year basis can empower groups of students to deepen partnerships with community members and sustain the social value of local and/or global, social change-oriented projects. In FY 23-24, the following groups received project funding:

- Chester Road Collaborative: A Project of Campus Coalition Concerning Chester
- Design FC
- Plate to Planet
- Stop the Bleed Philadelphia
- Thinkers Academy

IV.e.i. Chester Road Collaborative | Kayla Miller '25, Lindsey Turner '25, Mahika Shergill '26, Ryunah Kang '26, Mac Croom '26, Jesus Bucio '26, Maya Yung '27, Amelia Crill '27, Serafia Cecil '27

Chester Road Collaborative (CRC) seeks to facilitate environmental justice and more with the help of their partners, [Chester Residents Concerned for Quality Living \(CRCQL\)](#). Specifically, CRC works with CRCQL to fight for the closure of Covanta incinerator and against other examples of environmental racism in Chester, Swarthmore, and other nearby townships. With faculty advisor, Prof. Giovanna Di Chiro (ENVS), CRC has worked toward these goals by attending council meetings and protests to put pressure on local government and other powerful entities. The team shares, "We have contributed to this fight by attending council meetings and protests to put pressure on local governments. We have also canvassed at local events, including soccer games at Subaru stadium, to raise community awareness around greenwashing and pollution in Chester. Additionally, we collaborate frequently with Swarthmore student groups aiming to do work in Chester and other environmental groups in Delaware



County. Our main goal is to center the lived experiences of Chester community members facing environmental racism by engaging directly with residents to build relationships, raise awareness, and amplify their voices.”

IV.e.ii. Design FC | Freddie Lin '24, Luca Marcelli '24



Design FC (DFC) seeks to address the lack of engaging and creative spaces for youth in Chester, PA. More specifically, the project is geared towards middle and high school-aged students from Chester, a predominantly Black community that has been historically disadvantaged by systems of racial and economic injustice. This project offers students a safe and creative space for self-expression and autobiographical storytelling through the design of sports apparel and other creative mediums, with a particular emphasis on addressing systemic barriers to youth involvement in Chester’s flourishing arts scene.

The team shares a special achievement from 23-24: “one of our students launched his own clothing brand. After being in the first cohort of the jersey design project, Kevin, who is now in 11th grade, is launching his own clothing brand, fully funded by Design FC. As part of his brand launch we worked with KITH Kinnect (KITH’s foundation, one of the biggest streetwear brands in the world) to host a photoshoot at the KITH studio in New York, and connect Kevin to a range of people within KITH’s marketing and creative teams.” They continue, “We also recently launched the DFC [Youth Creative Collective](#) which connects Chester students with students across the world through design.”

IV.e.iii. Plate to Planet | Emily Dai '25, Bite (Peter) Qiu '25, Ayla Schultz '25



Annually, food waste (FW) reduction has the potential to reduce global Greenhouse Gas emissions by 4.5 GtCO₂yr⁻¹ (Smith, P. et al., 2022)—equivalent to the emissions of 1 billion gasoline-powered passenger vehicles driven for one year (US EPA, 2015). In the US most of that waste occurs at a consumer level (Nutrition, 2023), thus in the name of climate-change mitigation it is fruitful for us to try and reduce our FW in any way possible. Reducing our FW will only happen with massive educational and cultural shifts. But, if successful, will lead to invaluable changes in how we operate as individuals and how we situate and consume our world’s products—both here at Swarthmore and in the wider world. Swarthmore can act as a microcosm for a wider system, and offer us a chance to test and study ways to reduce FW, and strategies to educate people about climate change mitigation. The Plate to Planet team works with students, staff, and faculty to devise strategies, education campaigns, and behavioral interventions to increase food system literacy and reduce FW around campus. If our interventions prove successful, we hope to

expand and partner with the Office of Sustainability of Tufts University, Pomona College, and Pitzer College to test and replicate our interventions in other settings.

IV.e.iv. Stop the Bleed Philadelphia | Ragad Ahmad '26, Isabella Deanhardt '25

The School District of Philadelphia released alarming statistics that show last school year 100 students were victims of gun violence, with 20 fatalities and 80 sustaining injuries. And beyond the physical impacts, the social burden of gun violence: fearfulness, anxiety, and paranoia, negatively impacts mental health outcomes for Philadelphia youth. To target negative health outcomes for youth in communities affected by gun violence, Stop the Bleed Philadelphia will collaborate with The University of Pennsylvania Hospital and Northeast High School to bridge the gap between school needs and funding/resources to provide Stop the Bleed training for Northeast High School students. The team's goal is to help students to feel prepared to respond in the event of a tragedy and empowered as a result. They note, "Our project will be implemented in phases, so that we have the capability to adjust our program as we go. Our project's entry into Northeast High School will begin with a pilot program for seniors in the health and medical small learning community, and our end goal is to make Stop the Bleed training available to all seniors at Northeast High School."

IV.e.v. Thinker's Academy | Prince Tardeh '25, Sylridge Wah '27, Chris Ngo '25, Shannel Owusu-Agyei '28



In Liberia, secondary education has struggled due to post-war and post-epidemic effects: only 3% of people who attended formal schooling graduate high school, and 4% go on to post-secondary education (Education Policy Data Center 2018). Thinkers Academy targets high school students between tenth and twelfth grades in Buchanan, Liberia, where after-school programs are limited in number. In the first phase of the program, students learned how to create art through creating designs taught by local art instructors. At the same time, those students learned digital skills including typing, Microsoft Word, Excel, PowerPoint, and Canva. The team cultivates storytelling by teaching students how to design stories using StoryMaps in the second stage of the project. Following the completion of intensive training and playful learning opportunities, students will collaborate in a team, guided by a mentor, to complete a community-based project and present their project to the community.

IV.f. President's Sustainability Research Fellowship

The President's Sustainability Research Fellowship (PSRF) at Swarthmore College fosters student learning by positioning students to steward vital sustainability challenges. The program matches students with staff and faculty mentors to research, develop, and implement sustainability projects in a yearlong course and associated internship. The innovative PSRF program—a collaboration between the President's Office, the Office of Sustainability, the Environmental Studies Program, and the Lang Center for Civic & Social Responsibility—fosters

interdisciplinary participation across the institution. Throughout the year, fellows apply their knowledge to pressing needs, develop vital leadership skills, and produce replicable solutions to pressing sustainability issues on our campus and beyond. [View the PSRF Annual Report here.](#)

IV.g. Swarthmore Black Alumni Network (SBAN)

Founded by alumni of Swarthmore College, the mission of the Swarthmore Black Alumni Network (SBAN) is to serve, involve, engage, and inform the Swarthmore community of Black alumni to build powerful networks, promote mentoring, create initiatives, and execute programs that connect Black alumni to each other, their communities, current Black students, and to the faculty, staff, and administration of Swarthmore College. More: [Swarthmore Black Alumni Network](#)

Thanks to generous lead donors, a new endowed fund (SBAN Endowed Internship Fund) will support social justice initiatives and research through the Lang Center in perpetuity. Contributions to the SBAN Endowed Internship Fund are invested in Swarthmore's Fossil Fuel-Free Fund and will provide support for a minimum of one internship a year once the fund balance reaches \$125,000. This endowment is on track to begin funding one internship a year starting in 2023. The Swarthmore Black Alumni Network proudly supports the Lang Center for Civic and Social Responsibility through dedicated SBAN internship grants for students. SBAN grantees in the summer of 2024 included:

| Student Name | Class Year | Placement |
|----------------------|------------|--|
| Babatunde Olofinboba | 2026 | Chester Residents Concerned for Quality Living |
| Nicholas Rodriguez | 2027 | Chester Education Foundation |
| Serafia Cecil | 2027 | Ruth Bennett Community Farm |
| Theo McGreevey | 2027 | Chester Residents Concerned for Quality Living |
| Kristen Wang | 2026 | Bronx Defenders |
| Nia Todd | 2025 | Abolitionist Law Center and Straight Ahead |

IV.h. Swarthmore Foundation

The Swarthmore Foundation is a small philanthropic, multi-constituent funding body formed by Swarthmore College in 1987. The Swarthmore Foundation is supported by endowments and the generous gifts of individuals, foundations, and others including the Eugene M. Lang Foundation. Overseen by the Lang Center, the Swarthmore Foundation provides students with Faculty-Led Engaged Research (FLER), pilot projects, and summer internship grants called Social Impact Summer Scholarship (SISS).

IV.h.i. Faculty-Led Engaged Research

Faculty-Led Engaged Research (FLER) grants provide students with research assistantships—a crucial bridge between their academic pursuits and the issues that concern them. In FY 23-24, 26 FLER grants were made:

| Faculty Member | Student Name | Class Year | Funding Source |
|--------------------------|----------------|------------|---|
| Alejandra Azuero-Quijano | Natalie Fraser | 2024 | John Nason Community Service Fellowship |
| Ann Renninger | Mia Cox | 2025 | John Nason Community |

| Faculty Member | Student Name | Class Year | Funding Source |
|-------------------------|--------------------------|------------|---|
| | | | Service Fellowship |
| Ann Renninger | Zhen Deng | 2026 | Lenfest Student Fellowship Endowment |
| Brian Metzger | Snaeha George | 2027 | Lenfest Student Fellowship Endowment |
| Daniel Laurison | Kyyia Ford | 2027 | Swarthmore Foundation |
| Daniel Laurison | Nancy Vu | 2024 | John Nason Community Service Fellowship |
| Edwin Mayorga | Elisa Estrella | 2024 | Swarthmore Foundation |
| Ellen Magenheim | Zamir Ticknor | 2025 | Lang Center for Civic and Social Responsibility |
| Emily Foster-Hanson | Jiwoo Choi | 2025 | Swarthmore Foundation |
| Emily Foster-Hanson | Junior Lugo | 2026 | Lenfest Student Fellowship Endowment |
| Jonathan Washington | Harrison Saunders | 2024 | Swarthmore Foundation |
| Jonathan Washington | Nicholas D'Andre | 2025 | John Nason Community Service Fellowship |
| Kathryn Riley | Mojisoluwa Oludare | 2026 | John W. Anderson '50 Memorial Internship |
| Keith Reeves '88 | Zoey Neesen | 2024 | Lenfest Student Fellowship Endowment |
| Lee Smithey | Tianli (Daniel) Wu | 2026 | Swarthmore Foundation |
| Lee Smithey | Harrison Kim | 2024 | Swarthmore Foundation |
| Michael Wilson Becerril | Destiny Rosulme | 2024 | Swarthmore Foundation |
| Paloma Checa-Gismero | Myda Arenas | 2024 | Class of 1961 Fund for the Arts and Social Change |
| Sukrit Venkatagiri | Callahan Hanson | 2026 | John Nason Community Service Fellowship |
| Sukrit Venkatagiri | Paulina Trifonova | 2025 | Swarthmore Foundation |
| Syon Bhanot | Benjamin Garcia-Moreira | 2024 | John Nason Community Service Fellowship |
| Syon Bhanot | Haoyu Wang | 2026 | Swarthmore Foundation |
| Syon Bhanot | Jacinta Fernandez Brough | 2024 | Swarthmore Foundation |
| Syon Bhanot | Nicole Baramisci | 2026 | Swarthmore Foundation |
| Vasanta Chaganti | Ritika Rajamani | 2026 | John Nason Community Service Fellowship |
| Vasanta Chaganti | Xi Ting Tey | 2026 | Robbins '83 Chang Big |

| Faculty Member | Student Name | Class Year | Funding Source |
|----------------|--------------|------------|---|
| | | | Data/Social Change Lang Center Internship |

IV.h.ii. Pilot Project Grants

Pilot project grants allow students to test the feasibility of a project idea, test a prototype, conduct community assessment, and perform research to refine and enhance a project idea before implementing it on a larger scale. In FY 23-24, four pilot project grants were made

| Student Name | Class Year | Funding Source |
|------------------|------------|--|
| Jamie Zhang | 2027 | Believe Current Social Action Award Fund |
| Vahan Tadevosyan | 2027 | Swarthmore Foundation |
| Bidhata Pathak | 2027 | Swarthmore Foundation |
| Marion Rai | 2027 | Swarthmore Foundation |

IV.h.iii. Social Impact Summer Scholarship (SISS)

The SISS program continues to be the Lang Center's most popular summer program, empowering students to add dimension to their undergraduate coursework while advancing a social impact organization's mission, goals, and objectives. In addition to supporting students who identify their own internship placements, the Lang Center cultivates partnerships with organizations that offer placements to Swarthmore students on a regular basis. Partnership placements included:

- Eviction Lab at Princeton University
- HIAS-PA
- Pulitzer Center on Crisis Reporting
- Washington Office on Latin America

In FY 23-24, 57 students received SISS grants:

| Student Name | Class Year | Placement | Funding Source |
|-----------------|------------|--|---|
| Trelstad T | 2025 | Poor People's Economic Human Rights Campaign | Edwenna Werner Summer Fellowship |
| Ryunah Kang | 2026 | CRQCL | Gilmore Stott Service Award |
| Nour Alajarma | 2025 | Huntsman Cancer Institute | Harold E. and Ruth Caldwell Snyder Premedical Endowment Fund (Snyder) |
| Andrea Banuelos | 2025 | Corazon Community Services | Harold E. and Ruth Caldwell Snyder Premedical Endowment Fund (Snyder) |
| Jimmy Nguyen | 2025 | Project Canopy | Miller Internship for Environmental Preservation |
| Andy Luu | 2027 | Eviction Lab | Robbins '83 Chang Big Data/Social Change Lang Center Internship |

| Student Name | Class Year | Placement | Funding Source |
|----------------------|------------|--|---|
| Kangze Peng | 2027 | Eviction Lab | Robbins '83 Chang Big Data/Social Change Lang Center Internship |
| Kristen Wang | 2026 | Bronx Defenders | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Nia Todd | 2025 | Abolitionist Law Center and Straight Ahead | Swarthmore Black Alumni Network (SBAN) Endowed Internship |
| Eva Kermorgant | 2026 | Paris SAVE | Swarthmore Fdn-Lang Funds |
| Harry Hou | 2025 | National Constitution Center | Swarthmore Fdn-Lang Funds |
| Heidi Berger | 2025 | Fundación Crecer | Swarthmore Fdn-Lang Funds |
| India Gray | 2025 | Ticha Project | Swarthmore Fdn-Lang Funds |
| Karina Flores | 2025 | Blossom | Swarthmore Fdn-Lang Funds |
| Kilin Tang | 2025 | National Security Commission on Emerging Biotechnology | Swarthmore Fdn-Lang Funds |
| Len Yamabe | 2027 | Setouchi Global Academy | Swarthmore Fdn-Lang Funds |
| Mariana Chissell | 2027 | Strawberry Mansion | Swarthmore Fdn-Lang Funds |
| Maximo Ellis | 2025 | The Foreign Policy Research Institute | Swarthmore Fdn-Lang Funds |
| Natalie Rosa | 2026 | Washington Office on Latin America | Swarthmore Fdn-Lang Funds |
| Nina Sablan | 2027 | Seven Days | Swarthmore Fdn-Lang Funds |
| Numer Ahmed | 2027 | Babul Kheyer NGO | Swarthmore Fdn-Lang Funds |
| Pallavi Datta | 2027 | NYU Grossman School of Medicine | Swarthmore Fdn-Lang Funds |
| Romina Quinn | 2025 | Municipality of Guatemala City | Swarthmore Fdn-Lang Funds |
| Edmond Paquette | 2026 | AvalonBay Communities | Swarthmore Fdn-Lang Funds |
| Mirabel Fernald | 2027 | AMIGOS Programas | Swarthmore Fdn-Lang Funds |
| Paul Veintimilla | 2025 | Advanced Orthopaedics and Sports Medicine | Swarthmore Fdn-Lang Funds |
| Lucy Tobier | 2026 | The Daily Yonder | Swarthmore Foundation (Gottlieb) |
| Jocelyn Vasquez-Tax | 2026 | Washington Office on Latin America | Swarthmore Foundation (Reynolds) |
| Andrea Cheah | 2027 | Singapore University of Social Sciences | Swarthmore Foundation |
| Anthony Rumbos-Perez | 2026 | A People's History of the Inland Empire | Swarthmore Foundation |

| Student Name | Class Year | Placement | Funding Source |
|---------------------|------------|---|-----------------------|
| Augustella Makiese | 2025 | African Union New York Commission | Swarthmore Foundation |
| Ava Golde | 2026 | World Relief Western Washington | Swarthmore Foundation |
| Aviva Weiser | 2026 | University of Colorado School of Medicine | Swarthmore Foundation |
| Avyaya Singh | 2027 | Nazdeek | Swarthmore Foundation |
| Bernadette Carney | 2026 | District Office of Congressman Donald Norcross | Swarthmore Foundation |
| Brenda Mondragon | 2026 | Nationalities Service Center | Swarthmore Foundation |
| Bryan Rosario | 2025 | Taller Puertorriqueño | Swarthmore Foundation |
| Claress Bahamundi | 2027 | The Masters School | Swarthmore Foundation |
| Diana Olmos Mora | 2026 | HIAS PA | Swarthmore Foundation |
| Shinz Jo Ooi | 2027 | Penang Science Cluster | Swarthmore Foundation |
| Sofia Perez Barrios | 2026 | Universidad Comunera | Swarthmore Foundation |
| Sophia Schmitz | 2025 | Beccar Varela | Swarthmore Foundation |
| Stephanie Kim | 2025 | EPA Ecological and Health Processes Branch | Swarthmore Foundation |
| Aayma Hamid | 2027 | Juntos | Swarthmore Foundation |
| Alexander Croom | 2026 | Southeast Tennessee Young Farmers | Swarthmore Foundation |
| Alice Lee-Kleinberg | 2025 | Endangered Language Alliance | Swarthmore Foundation |
| Eder Ruiz Sanchez | | Pulitzer Center | Swarthmore Foundation |
| Mina Bakhshi | 2027 | United States Committee for Refugees and Immigrants | Swarthmore Foundation |
| Noe Caplan | 2025 | Philly Jewish Voices for Peace | Swarthmore Foundation |
| Pedro Ennes | 2027 | Make the Road New Jersey | Swarthmore Foundation |
| Y'onna Hale | 2026 | Restorative Counseling Services | Swarthmore Foundation |
| Yeimely Garcia | 2026 | HIAS | Swarthmore Foundation |
| Zamir Ticknor | 2025 | ARCED Foundation | Swarthmore Foundation |

| Student Name | Class Year | Placement | Funding Source |
|------------------|------------|---------------------------------------|---|
| Denyse Nishimwe | 2027 | Jackal Tech Company Ltd | WILMA Fund Social Impact Summer Scholarship |
| Germain Hirwa | 2027 | Cornerstone Leadership Academy Rwanda | WILMA Fund Social Impact Summer Scholarship |
| Jone Bagdanskyte | 2025 | Tanzania Development Trust | WILMA Fund Social Impact Summer Scholarship |
| Mathews Agani | 2027 | Afrizo Consulting | WILMA Fund Social Impact Summer Scholarship |

Appendix V. Alumni Engagement

In "Distinctively American: The Liberal Arts College" (1999), Lang Center founder Gene Lang wrote, "Upfront collaboration that represents participation of the entire college community is fundamental. Each in their own way, administrators, faculty, students, trustees, and alumni—as individuals or representing a constituency—can contribute constructively to some aspect of the program and its related projects." We have tirelessly sought collaborations with the college community. In this section, we detail alumni engagements that exemplify our collaborative spirit.

V.a. Lang Social Impact Fellowship Program



[Pictured above from left to right and top to bottom: Raven Bennett, Nimesh Ghimire, A'Dorian Murray-Thomas, Fatima Boozarjomehri, Rebecca Castillo, Eriko Shrestha, Tristan Alston, and Hussain (Haseena) Zaidi.]

Building off the of the success of the Lang Opportunity Scholarship Program, and responding to the sequential reviews of that program which recommended extended timelines for project development and implementation, the Lang Social Impact Fellowship has empowered alumni scholars to replicate, extend, or deepen project impact by providing additional funding and support, including mentoring, training, and advising during the fellowship year. The 2023-2024 Lang Social Impact Fellow was Hussain (Haseena) Zaidi '22.

As a first year student, Hussain was named the Newman Civic Fellow (2019). He also received the Davis Project for Peace grant that year. In sophomore year, [Hussain joined the Lang Opportunity Scholar Program \(2020\)](#). Throughout their undergraduate years, Hussain worked tirelessly and collaboratively with others in Pakistan to counter the exclusion LGBTQ+ folks have encountered in the domains of public health, education and workplace. As a Lang Scholar, Hussain focused on increasing inclusion in healthcare through their Lang Project, *Doctors Informing Devolution*.

As a Lang Social Impact Fellow, Hussain pivoted towards art-making as a medium for inclusion, uplifting and advocating for marginalized voices in the process. With the support of the LSIF grant, Hussain scaled *Zenaan-Khana*, a coalition of activists and artists making a specialized effort to expand queer/trans centered media in Pakistan. Hussain writes, "As a gender-justice advocate, budding artist, and community-builder this year has been impactful in several ways. I feel like I've grown into a praxis that fits my values much stronger than ever before. I've been pushed out of my comfort zone by bringing together diverse voices and talents into common spaces with the goal of brainstorming new frontiers for discourse and advocacy. I've failed forward countless times with canceled productions, unavailable media-talent owing to political issues, self-doubt; but the goal of creating art that visualizes people like me kept me watered and ready to get out of spirals."

V.b. Spotlight Sessions with Alumni Council

Swarthmore College alumni have been pivotal in fulfilling essential dimensions of the Lang Center mission. From our founder, Eugene M. Lang '38, whose vision and bounty endowed the Lang Center and multiple grant programs to grants created by other alumni, Swarthmore College alumni continue to humble and inspire us with their generosity and service. Alumni have served as internship host supervisors, application evaluators, and selection committee members for various grant programs administered by the Lang Center, contributing authors for short pieces that appear in the bi-annual "Dogfish Stories: The Lang Scholar Newsletter," and panelists in "Spotlight Sessions."



Spotlight Sessions were created in the Spring of 2016, by the Lang Center's Dr. Jennifer Magee and Alumni Council (AC) member and Co-Founder of social impact consulting firm Blue Garnet, Way-Ting Chen '94. These sessions bring together seasoned professionals who also serve on Alumni Council with early and later stage student social innovators at Swarthmore College for

coaching and assistance in taking students' projects to the next level. Held during Swarthmore's Alumni Council meetings on campus over a weekend in October and March, the purpose of Spotlight Sessions has been two-fold: 1) to connect alumni with Lang Center affiliated students (primarily Lang Scholars); and 2) to provide targeted planning support to students through engagement with, and input from, alumni who have experience planning, conducting and/or implementing projects in the "real world."

Whatever the method of engagement, we are overwhelmed with gratitude for all of the alumni who have contributed their time, insight, and intellect to supporting Lang Center grantees. In FY 23-24, these alumni included: Charles Bailey '67, Fatima Boozarjomehri '18, Elizabeth Bramson-Boudreau '94, Rebecca Castillo '20, Twan L. Claiborne '07, Laura Damerville '03, Thomas Finholt '83, Omri Gal '19, Mark Hanis '05, Daniela Kucz '14, Pukar Malla '02, Maria Paula Mello '08, Chinyere Odum '17, Lourdes Rosado '85, Jim Sailer '90, and Hannah Swallow '87.