

# Understanding Privilege as Loss: Community-Based Education at Temple University

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## Abstract

*Through its unique history and location Temple University, a research one urban university, has moved towards a more community-based education agenda in the past several years. This article outlines some of the administrative changes included in that move as well as focusing in on one case in point: Temple's Health Connection (THC). THC is an on-site, community and university-supported medical facility, which serves as a locus for community health care, student learning, and faculty research.*

## Redefining Well-Educated

Privilege is an unquestionable “good” in our society. It connotes unlimited opportunity, bounty, social ease, access to necessary resources, and an unshakable position of power in the political world. It is a subject position seemingly marked by a lack of restrictions. Professional mobility, open social doors, and even physical travel are hallmarks of being privileged. In our culture privilege seems to be a perquisite bestowed on some. One of the promises of higher education has been possible access to this subject position for anyone who works hard enough. A life of privilege has been the carrot held out to those born outside of that world.

But like all subject positions, privilege, contrary to its perception, is also defined by what it cannot account for or include. *Coming from the position of privilege in our society has its losses.* One of those losses is the inability to relate to, understand, or grow with the large portion of our society who are well out of privilege's sight. There are so many places a privileged person “should not” live, eat, or go after dark. There are people they will never know, learn from, or be neighbors with. All of this is a loss and a consequence of privilege.

“Learning your privilege as your loss” is Gayatri Charkovarty Spivak's phrase that she uses to indicate one of the goals of the well-educated person (1990). Such a person understands the benefits and the limitations of privilege and understands that not all citizens inhabit a privileged subject position. We believe it is the goal of a university education to ensure that well-educated people can embrace that understanding by productively crossing lines between those individuals the world considers privileged and those it does not. The mission of any urban university should not only allow, but

plan for such border crossing to occur, and to occur often and with a purposefulness that indicates the importance of this learned ability to its students, faculty, and staff. Temple is in the process of encouraging this redefinition of “educated” through several specific strategies.

## **A Historical Calling in the Current Moment**

Baptist minister Russell Conwell started Temple University over a hundred years ago as an evening tutoring program in the basement of his church. It began at the request of one North Philadelphia factory worker who could not afford to quit his daytime job but wanted the advantages offered to a well-educated person. Since that time, Temple has taken on as its unique mission the education and support of working class and non-traditional students in Philadelphia. Today, Temple is part of the Commonwealth System of Higher Education and is charged with offering high-quality, low-cost education, conducting advanced research, and performing public service. The commitment to its original student population, however, remains strong.

When our new president released his institutional agenda this year, he framed it in terms of Conwell’s first tutoring sessions (Adamany 2001). Temple’s past and its future, he argued, lay in the interdependence of our institution and its neighbors. This interdependence was not posed as an issue to be dealt with, but was part of the fabric of our institutional vision. In fact, part of the reason Temple has not had as many town and gown issues as most research universities located in an economically disenfranchised community because of Temple’s constant retelling of this story, remembering its origins, continuing to make it part of the representation of ourselves to ourselves. By invoking this story in the opening paragraphs of his Self-Study and Agenda, he reinforces to the university and the community at large that this mission is a well-settled purpose for why we all do our work every day on campus. This report that will guide Temple’s work for the upcoming years does not see our involvement with the community as an act of benevolence or one motivated by public relations interests. Instead, the report shows that this university understands community service as informing our research mission, as a way to encourage students to remain in the city after graduation and a strategy for teaching citizenship, as necessitating faculty support and recognition, as a collaborative effort with community members, and as having budgetary implication for which we must plan (*ibid.*).

Interestingly enough, the report points to an example of coming to understand one’s privilege as a loss when it states that “Temple is not a wealthy institution that can provide grants or subsidies from its own resources” to finance community programs (*ibid.*). So unlike other more well endowed or privileged institutions economically able to enact a certain brand of community revitalization upon the neighborhood because they can afford such expediency and control, Temple must work in partnership with the neighborhood in order for revitalization to occur. While some universities might be more privileged (and thus can easily lose the chance for true partnership) Temple, through a commitment to where we came from and where we want to stay, depends

upon our neighbors, as much as they depend upon us. A quick concrete example would be a recent effort to revitalize a shopping district near campus. Temple did not buy out the locally owned stores to put in newer, trendy shops. Instead the university brought together the shop owners and our Tyler Art school students to redesign new signage that added to the street's aesthetic appeal for each little store. In this case, Temple's lack of complete economic privilege is, in this institutionally important area, an unexpected asset. It provided our students with an invaluable experience by working in a real world setting with the constraints and possibilities contained therein, and provided older businesses with a facelift. This is an instance where not being privileged economically can lead to good practice.

At the level of students and faculty we also see the legacy of Conwell's mission. It is Temple's reputation for honoring its historic mission that has made it an appealing choice for socially minded faculty and students. This is a tremendous asset. While some universities can claim beginnings of a more elite sort, our students and our faculty come to Temple not in spite of the fact that our beginnings were humble, but in part because of that legacy. Our faculty and students tend to blend in with our community in ways that better-endowed colleges envy. Our students continue to come from inside the city. This grassroots passion is one reason that Temple is sponsor of literally hundreds of community service programs and projects.

Consequently, at this moment, Temple is ready to actively work to create an educational experience for its students that engages with the idea of privilege and encourages "boundary crossings." The challenges related to community service at Temple do not require that we find faculty, students and staff to support the idea of community-based education. Instead, our challenge is to use the concept of community-based education to coordinate, communicate, and integrate efforts by students, faculty, and community members into a more focused, consistent, and strategic plan. How to do this across colleges, centers, and portfolios, is the challenge. As we performed our recent Middle States re-accreditation, the implementation of this historic mission in the current moment was one of the focus areas of our self-study. To begin to find solutions, we asked our faculty what were the current strengths and impediments in Temple's current work in the community.

## **What You Learn When You Listen**

In a series of three focus groups convened in April 1999 for the Task Force on University/Community Collaboration, participants described their work with the community as enriching and exciting. Faculty participants spoke of how such an effort overcomes isolation: "Sometimes we feel isolated. By working with people in agencies, you take that information back to the classroom." A connection to the community provides a "reality check for faculty and ultimately the curriculum that we teach." Other participants argued that community-based education improves student learning by offering a training site for students to develop and test knowledge. Students learn skills in developing projects, managing resources, and building partnerships. Further, since commu-

nity members are recast as teachers providing the necessary local insights, students gain increased appreciation for the strengths of people in diverse communities. They learn to be citizens of the world. Contrary to student and faculty assumptions prior to working in the community about their own lack of skills in doing this work, students become producers of knowledge through community-based education, working in concert with community needs. In a profound way, the isolated categories of student, teacher, researcher, and community member become interactive and productive.

Perhaps most importantly, these benefits are not one-sided. As neighborhood communities gain access to university resources, community education moves beyond its benefits for student learning to a deeper connection with neighborhood needs. Focus group participants spoke of their work in providing technical assistance, grant writing, health care, computer support, and worker education to community organizations. They discussed their efforts to center their research aims on community needs and to share with community members relevant insights from other projects. Students in the public schools of Philadelphia, for example, have benefited from literacy training and college mentoring. Temple is responsible for teaching approximately 35 percent of school teachers in the Philadelphia public school system innovative ways to teach math and science. When academic achievement in mathematics improves by 50 percent in a school partnered with Temple, both Temple and neighborhood residents can share that success.

The extent of Temple University's involvement in the local community can create difficulties as well as opportunities, according to the focus group reports. Participants spoke of the need to create collaboration that is enduring and respectful, reminding us of the negative side of *ad hoc* activities developed without community involvement. There was a sense that Temple University needed to do a better job welcoming and introducing community members and organizations onto campus. One outcome of the current situation, a participant noted, was that some community members distrusted Temple University's ability and commitment. Despite the effort of individual administrators, faculty, and students, Temple University was not necessarily always seen as a "partner" in community education efforts.

Another difficulty is that many of these projects occur in isolation from one another. At one local public school three projects coexisted without knowledge of one another's existence. Mission atomization of this sort hinders the formation of cross-institutional alliances and saps the energy of participants in intra-unit competition, whether or not that competition is intentional and acknowledged.

Whether discussing project development or execution, focus groups consistently urged communication and collaboration. Temple's lack of a central space—"a user-friendly single port"—was mentioned repeatedly. Participants argued that establishing a central space would contribute to planning, to discussions of community-oriented pedagogy, and to shared activities with community organizations. Participants emphasized the contribution service learning could make both to the community and—especially if integrated into individual disciplines and recognized in Temple graduation require-

ments—to undergraduate education. Concerns on how to support faculty through institutional rewards (such as merit and promotion) became a refrain.

## **Institutional Innovations to Address Stated Needs**

The focus groups indicated substantial Temple faculty support for moving towards more community-based education. The groups even highlighted three areas with which to begin: increased support for service learning; a centralized office to organize activities; and a common space to house activities. It became clear that although community-based education meets both the historic role of Temple and the goals of our current students, faculty, and administrators, it also requires creation both of an institutional support structure and of mechanisms that will make the University more accessible to community and neighborhood organizations. These institutional supports need to be in place at both the university and college level. For that reason, recent university and college administration efforts in this direction include:

### **(1) Faculty Service Learning Roundtable**

In fall 1998, interested faculty approached the Vice Provost for Undergraduate Studies asking for support in forming a University-wide Service Learning Roundtable to foster faculty discussion of the goals of community-based education. This active roundtable has twice received outside sponsorship for a Graduate Assistant to staff this innovative effort. It also serves as an advisory group on such issues as: student transportation to sites, indicating service learning courses in course listings, faculty roles and rewards, and more. They have become the faculty voice on which direction Temple should go as it focuses more centrally on the importance of community involvement.

### **(2) Director of School and Community Partnerships**

A key component of community service support is the creation of Temple's Director of School and Community Partnerships—a new position in the Office of the Provost dedicated to connecting the academic mission of the university with the schools and community. The creation of this high-level academically-based position indicates a reinvigorated interest on the part of the University's academic administration in sustainable and productive engagement with the schools and community.

The Director of School and Community Partnerships coordinates collaboration between the University on the one hand and the School District of Philadelphia, North Philadelphia community-based organizations, and other not-for-profit partners on the other. These include multiple K-16 (kindergarten through baccalaureate) projects, curriculum and assessment alignment with the local school districts, centralized resources for training tutors, enhanced college visits for thousands of community pre-high school students, retention programs for local high school graduates who are now freshman at Temple, and participation in local Resource Boards as well as grant writing and grant management assistance for faculty interested in pursuing community-based learning or research.

### **(3) Community Service Website/Database**

As intimated above, Temple University engages with the community in literally hundreds of ways. From supporting the implementation of stock market games in the area schools in order to promote mathematics instruction, student construction work on local homes, and assisting the elderly in local centers, Temple engages across age groups and across communities. In response to calls for a central place for individuals to learn about Temple University's community and service-learning projects, the Director of School and Community Partnerships designed a community service database and website (<http://community.temple.edu/outreach>).

This site offers neighborhood residents, school district personnel, and our own internal community a centralized location to inquire about projects and programs Temple has initiated in the community. The website allows individuals to learn what programs are running at any given time, what classes are offering service learning credit, and what one-time volunteer opportunities are available. (Students can also research over one hundred different work-study positions in the community.) For the past two years, the Provost Office in collaboration with Temple's office of Evaluation and Assessment has compiled an even-more comprehensive listing of everything the university does under the headings of "non-credit courses, community outreach, and experiential learning." This comprehensive listing is currently an invaluable resource to faculty or students who are looking to engage in such work or wondering what programs might already exist in an area where they are currently undertaking projects. At this time, this listing is not massively distributed or available on the web; that is a goal for upcoming years. It is our hope that this site, along with the new inventory, can act as one venue for those who wish to collaborate on Temple initiatives across colleges and disciplines. Encouraging this type of collaboration will, we hope, result in eliminating needless repetition and increase the sustainability of programs.

### **(4) Community Education Center**

Temple is also planning to break ground for the new Community Education Center, which is to be completed in 2003. This new building will provide a space, both literally and figuratively, for interaction between existing community-based Temple University centers and community organizations. Temple already supports several centers that focus their work on community initiatives, including the Center for Intergenerational Learning, the Center for Social Policy and Community Development, the Small Business Development Center, the Institute on Disabilities, the Center for Research in Human Development and Education, the Institute for the Study of Literature, Literacy, and Culture, and the Center for Public Policy. At each, faculty engage in research that is then implemented in cooperation with community initiatives. These centers are key institutional forces, supported by hundreds of students and faculty, addressing the pressing social and educational needs of the community. Yet as indicated in the focus group discussion, dialogue among different centers as well as between centers, administration and community organizations is difficult to foster.

The Community Education Center will serve as an information clearinghouse, a meeting space and computer access point for community members, and an educational seam between faculty and the community. The center will be a key source of service-learning opportunities for students and will sustain projects and alliances as students, staff, and even faculty come and go.

#### **(5) Director of Experiential Education in College of Liberal Arts**

One of the largest colleges on campus recently hired a full-time director of experiential education for their students. The Office of Experiential Learning in the College of Liberal Arts has been in operation since January 2000, serving the social sciences and humanities departments at Temple. Focused on the undergraduate curriculum, the Office works to support departments and individual faculty in developing an array of hands-on learning opportunities, including career-oriented internships, service learning classes, and other community-based educational approaches. Since its inception, the Office of Experiential Learning has provided course development mini-grants to 20 faculty, supporting the inclusion of an experiential or service learning pedagogy in their courses. At least half of these courses (offered in such disparate disciplines as Geography and Urban Studies, Religion, English, Women's Studies, and Anthropology) provide the opportunity for a service experience in neighboring communities. Additionally, the Office has worked with numerous departments to develop or further expand their internship programs, many of which place students in small non-profit agencies and community-based organizations in the region. Through the direct engagement with the community offered by these internships and service learning classes, students' perspectives are challenged and their learning further enhanced and deepened.

#### **(6) Mandatory Service Learning Course for All Education Majors**

Temple not only is the number one 4-year, post-secondary choice for city high school seniors, but we are the number one producers of teachers for the School District of Philadelphia. Recognizing our part in the on-going cycle of public education in Philadelphia, Temple recently mandated that all education majors in their freshman year take one service learning course in the College of Education. Given the size of this cohort of undergraduates, we are hopeful that these experiences in service and learning will cause a greater demand for such courses in their subsequent years at Temple.

These initiatives are only some of the most far-reaching support efforts on campus. Many exciting large-scale, but local, projects could also be listed. With these and other efforts, Temple will link community engagement with improved student learning.

What each of these initiatives has in common is that they create from the classroom to the policy room an opportunity for all members of the Temple community to develop cross-institutional and cross-community "border crossings." Through these centralized supports and the meetings that lead to them across colleges and portfolios, a more focused and simple picture of what quality community-based education looks like emerged.

1. *It should meet a self-identified community need.*
2. *It should educate students by undertaking “border crossing” through practice, theory, and reflection.*
3. *It should help faculty researchers produce new knowledges.*
4. *It should meet an institutional need.*

In our Middle States Self-Study we chose one project which we felt gave meaning to the sometimes self-evident, but peculiarly elusive characteristics described above. We use the case study of Temple Health Connection as a useful tool to study the components of an exemplar of mutually beneficial university/community partnership.

## **Case in Point: Temple Health Connection**

One lesson learned from crossing borders is that there is never just one story, or one language, that can account for how successful projects occur. Any study of such a case requires that you account for the many narratives which forced a shift in the status quo. To tell the history of how Temple Health Connection (THC) came to be means that several stories should be told simultaneously and many languages honored. The languages of science, community, university policy, and student/faculty need to be combined to recount how THC has created a successful structure, self-sustaining and supported by various communities, rather than a Tower of Babel.

### **Histories**

The THC narrative could be viewed as a Temple-based chronology, with one beginning in the Office of Community Relations and one beginning in the Department of Nursing. Over the past 27 years, Temple University, through the Office of Community Relations, has supported a Good Neighbor policy with Norris Homes and Apartments—a 325-unit Philadelphia Housing Authority development immediately south of Main Campus. Temple has sponsored a variety of programs including tutoring, job training, food co-ops, and recreational activities, as well as community service opportunities. On January 3, 1995, through this office, Temple officially adopted Norris Homes and Apartments. In an effort to improve the health and social life of residents, the adoption agreement included a commitment to provide health outreach activity programs. (Norris Home’s four-to-one ratio of children to adults reveals the need for such programs, especially when weighed against the available pediatric medical care.)

Another way to tell the story of THC would be to focus on Temple’s Department of Nursing. Since the early 1980s, the Department of Nursing within the College of Allied Health Professions has pursued its mission to serve at-risk populations through community outreach in North Central Philadelphia. In 1992, two faculty members in the Department of Nursing, Rita Lourie and Neva White, chose to focus their research on an analysis of emergency room visits, finding most families living in the area not to have primary health care providers. Illness care, and not health care, was their accessible option. The Department of Nursing was looking to establish a nursing center with funds received through the federal government’s Division of Nursing. So, even preced-

ing Temple's formal good neighbor policy lay a lengthy effort at community building. Temple's Department of Nursing had spent two years listening to, learning from, and forming ties with the community, just as our focus groups later recommended. A constituent-driven program of service, education, and research resulted.

As members of the newly-formed Temple University Community Service Council, the Department of Nursing and the Office of Community Relations agreed on a partnership effort for health outreach with the Tenant Council of Norris Homes and Apartments. In March 1995, the Tenant Council and Philadelphia Housing Authority provided a five-bedroom apartment in the housing development for use as a permanent health center. After renovations were completed in July 1996, THC opened its doors as a comprehensive primary care clinic providing accessible, affordable, high-quality health services. It has focused on providing care to neighbors within walking distance of the center. THC is a neighborhood healthcare home for those who previously had none and were suffering as a result.

Throughout this history of Temple's involvement also lay the history of advocacy by the Norris Homes residents. For it would also be true to say that THC was born due to the advocacy of the Tenant Councils of Norris Homes and Apartments and Fairhill Apartments. Residents organized to fulfill their needs for improved health care. In addition to forming the advisory council, residents undertook other grassroots projects. When the Director of the Philadelphia Housing Authority wanted to change his mind about providing THC with a house from which to base its activities, Diane Gass, Tenant Council President for Norris Homes and Apartments, went to a public meeting and demanded he keep his promise. The house was subsequently provided.

The most accurate account of THC's origins, then, would be that a collective effort by different institutions, using diverse means such as adoption agreements, faculty research, community organizations, institutional mission statements, and grassroots politics, produced the right conditions, a moment when a community/university health care center could be created.

## **Meeting a Community Need**

North Philly Style, one of the programs run out of the center, has been extremely successful in meeting a very specific community need—reduction of lead poisoning in the community members. As might be expected, THC's diverse origins and its multiple tasks have made it aware of the advantages of coordinated and sustainable efforts. For instance, when the City of Philadelphia Lead Poisoning Prevention Program initially approached THC about the possibility of submitting a proposal, collaborative partnerships already existed. When the National Institute of Environmental Health Sciences called for grant proposals to help reduce the incidents of lead poisoning in the community, THC community partners not only came to the initial meeting, but also came to every meeting over six weeks to participate in the writing of the proposal. The proposed interventions were the community's interventions. When THC received the word

that it had received funding, it was able to hit the ground running. There was no need to build into the process a specific time to explain to the community what was about to happen; they were part of program design from the outset.

Here, in practice, is an example in which multiple languages and institutional border-crossing can converge to create a common purpose. In the language of the grant, the project was to undertake population-based research with experimental and control census tracts. The experimental and control census tracts were matched for percentage of the population that was African-American and lived below the poverty level, as well as the percentage of houses built before 1950. There were two aims or objectives: to test community-developed, community-based prevention/intervention strategies that will increase knowledge regarding the environmental health risk of childhood lead poisoning; and to test community-developed, community-based prevention/intervention strategies that will increase hazard, exposure, and outcome surveillance for lead as an environmental agent. In the language of neighborhood parents, this was research designed to improve the long-term health of their children. To Temple, it was being a good neighbor. Above all, it was, to quote Boyer, “about the human condition” (1994). The benefit of this grant was that it enabled different populations (researchers and community members) to speak the same language: the health of community children through education.

For this project to work, however, data had to be compiled. This meant community members would be needed to participate in surveys and interviews. Faculty were able to communicate with the community and to make a case for the importance of this data because THC had already gained credibility in the neighborhood. Indeed, THC’s success highlights the value of community-based education organized by community members. Community members were able to translate the data and programs into terms understood by the neighborhood. They designed intervention programs at after-school/camp sites to educate children. Community partners enabled THC to reach the after-school and camp programs in the experimental census tracts and to request neighborhood Block Captains to host the informational block parties for adults, where the Captains took the responsibility for the guest list and the responses to the invitations. The Village of the Arts and Humanities, a community-based organization, developed innovative strategies, e.g., a puppet show, rap music, lead-awareness chants, photography, and design of T-shirts, table cloths, place mats, aprons, wash cloths, towels and dust cloths. Their work was supported by nursing faculty and graduate/undergraduate students, who have been active by participating in both the after-school/camp programs and the block parties, as well as collecting data and data entry. Indeed, the Tenant Council Presidents of Norris Homes and Apartments and Fairhill Apartments are part of this grant’s staff. The results of this alliance are clear.

Facing the serious social and health-related problems of North Central Philadelphia, THC joined a community of great spirit, willing to invest equal energy in improving the children’s future. The enthusiastic involvement of community advisors from the neighborhood in designing community-based, community-developed interventions,

such as *Lead Awareness: North Philly Style*, demonstrates the driving force behind the Temple Health Connection. Indeed, out of the success of such experiences as the lead project, THC has developed an evidence-based practice model for successful partnering, a model they are now able to share with Temple University Hospital and Temple University Children's Medical Center (TUCMC). Moreover, THC and TUCMC are now actively collaborating in Project Access. The goals of Project Access are to reach out to families with children who do not have health insurance, to obtain insurance and a source of health care for the children, and to provide case management for children with chronic health problems. Better health for the children of the indigent families common to North Philadelphia will result in a quality of life that allows children to improve their attendance at school, enabling their caregivers to attend work more regularly and keep their jobs.

## **Measurable Success**

In the language of the academy, impact and outcomes are used to evaluate THC's success. Outcomes here indicate the long-term ability to improve mortality and morbidity data. In laymen's terms, THC was a catalyst to accomplish reductions in the number of children without up-to-date immunization records, teen pregnancies and low birth weight infants; and to increase the number of children tested for lead poisoning in the experimental census tracts, as compared to the control census tracts, and reduction in the lead levels of children.

Also important in terms of success, the community has judged the holistic, gender-sensitive, and timely health care provided for them at THC as very high on a scale of respect, as ascertained in a survey given in 2000.

Yet it is perhaps the language of patients that best expresses the successes of THC. Community Advisory Committee member Diane Gass says, "Having a clinic where you live is a gold mine." Tanya Farmer, also an Advisory Committee member, adds, "I dropped by to say hello and they were heartwarming with good hospitality." Annette Dyer, another Advisory Committee member, concludes, "They listen and included us in the decision making from the beginning."

## **Meeting an Institutional Need: Student Education and Faculty Research**

As noted above, THC is a community-based, academic nursing practice providing education, evidence-based practice and practice-based research. In addition, THC is also a site offering interdisciplinary education, practice, and research for Temple students and faculty. Because the education of health professionals is no longer being adequately provided in hospitals, programs like THC will play an increasingly important role in preparing the health professionals of the future. There is also a growing awareness that health professionals benefit from greater awareness and direct experience in understanding the particular needs of low-resource populations. The creation of the THC meets the needs of Temple's health researchers and students, as well as those of the community.

Within practice disciplines, field experiences or clinical laboratories allow students to gain expertise in applying theory to practice. To the extent that the educational entity controls or does not control the experience, the field experience may or may not expose students to evidence-based models. As health professionals assume responsibility for providing community-based health care, THC provides Temple University with field experiences that are shaped and jointly controlled by the residents and the university, thus helping to ensure high quality educational experiences for the Temple students as well as quality services for the residents. Temple students learn in a clinical environment that incorporates novel and creative developments in the delivery of health care. In 1998, 140 generic BSN, three RN-BSN students, and ten graduate students, including five medical students, gained valuable clinical experience at THC.

THC also meets the institutional need of providing students with opportunity for interdisciplinary/inter-professional work. Over the past four summers, through the Bridging the Gaps Program of the Primary Care Institute of the Medical School, nursing, pharmacy, medical, dental, and social work students have experienced six-week, summer community internships at THC. Bridging the Gaps is a citywide program involving all academic medical centers. The summer community internships offer opportunities for health interventions at a community site four days per week, as well as one-half day of a citywide curriculum and one-half day of a curriculum unique to each university. Temple University has facilitated an innovative program, for example, in which our medical, pharmacy, and nursing students have made postpartum home visits together. This team checks on families believed to be at higher risk and for which there was no available funding for more than one visit from the Visiting Nurse Association of Philadelphia. In addition, David Barclay, M.D., of Community and Family Practice, provides obstetrical services on site to pregnant women at THC. Working through THC, he brings medical students with him, and for the Fall of 1999 through the Spring of 2002, the initiative has been funded through the Bureau of Health Professions and has provided interdisciplinary educational experiences that include fieldwork for medical, pharmacy, and nursing students. Moreover, in collaboration with the Primary Care Institute of the Medical School, medical students have spent volunteer hours at THC. Students not in health professions, from Main Campus, have provided after-school tutoring through the Center for Social Policy and Community Development, the Vice-Provost's office, and Community Relations. The Institute for the Study of Literature, Literacy, and Culture in the College of Liberal Arts has run writing workshops with the teen girls' group. (For a detailed description of the work of the Institute see Parks/Goldblatt, "Writing Beyond the Curriculum.")

THC has also created an opportunity for the university to develop truly collaborative research projects with the community. Most research universities have stories of the well-theorized funded research project that just never worked due to a lack of participation by research subjects. The community members who were understood by the researcher to be the beneficiary of the research and service were not participating in the ways the faculty had anticipated. Their privileged position makes it difficult for them to see the community's perspective on what the course of research might mean to the

community and its members. To help the community have more say in what faculty were doing in their neighborhood, and to meet the institutional need for better research, a Community Advisory Committee was established with recognized neighborhood leaders to review all service, educational placements, and research or demonstration projects prior to implementation. Community members are also involved in the writing and development of research and demonstration projects of the Department of Nursing. Projects from the Department must be approved by this committee. The policies for approving research outside the Department of Nursing include that the researcher must meet with the Community Advisory Committee, share research, diagnostic instruments and incentives with the committee, and receive the committee's support, if the project is to be implemented. Indeed, some research projects have been turned down by the Department of Nursing at the recommendation of the Community Advisory Committee. This board's input into research projects prior to implementation has made the research process more successful for both the faculty and the community.

Finally, THC meets another institutional need of the university and its hospitals. Temple University Health System, for example, is designing care maps and disease management programs to minimize high-cost uses of emergency room and hospital visits. The case management model, a mainstay of THC's approach to providing health care, can reduce health system costs.

## **Measurable Results, Again**

At the outset of this report, it was noted that Temple University imagined its future as inter-related to the future of the urban neighborhoods surrounding its campus. In the earlier mentioned case of lead poisoning, the benefits for the community were clear. For a partnership to work, however, everyone must benefit. For that reason, it is also important to note how THC has furthered Temple's own educational and institutional efforts to promote border crossing.

As might be expected, Temple's Main and Health Sciences Center campuses are located in an area designated both as a Medically Under-served Area and a Health Professional Shortage Area. The Health Resources & Service Administration (1999) has found that exposing health professions students to urban, under-served populations during their education is essential in encouraging health professionals to work with such populations after graduation. This report seems to support our own evidence of the value of THC to support the creation of students who imagine their careers as border crossings. At this point it seems clear that the result of this experience for our students is that sixty-three percent of the generic BSN students receiving their community health clinical rotation through Temple Health Connection feel that it increased their interest in working in community-based health care after graduation; and seventy-two percent of generic BSN Temple graduates work in either under-served, economically disadvantaged or culturally diverse populations. (Sixteen percent of the generic BSN Temple graduates work with medically under-served populations, eight percent work with economically disadvantaged populations and 48% with culturally diverse populations. Twenty-nine percent of the MSN graduates work with medically under-served popula-

tions, 57 percent with economically disadvantaged populations and 14 percent with culturally diverse populations; and in a report received in August of 1999, from Health Partners, Inc., one of the Medicaid managed care organizations, THC was reported to have fewer emergency room visits than 53.4 percent (and fewer inpatient, non-maternity, acute hospital days than 85.7 percent) of Family Practice Primary Care Providers.

There is, however, a larger benefit as well. Until models of health care delivery are designed and tested with under-served communities, health policy will not provide adequately for safety net populations. The research and practitioners being developed at THC will help the entire healthcare profession better serve at-risk populations. The “privilege” of working with only white males as your research group has been a loss to the medical field and to those that it serves. THC helps us to remedy the consequences of that privilege, by allowing for economically disadvantaged and culturally diverse populations to inform the work of our researchers and train the future medical providers of the city.

## **Funding: A Collaborative Effort**

The center has forged partnerships with groups and agencies that have long histories of serving this community. THC has also successfully partnered with local and national funding agencies. Research/demonstration funds from public sources (city, state, and federal) and private foundations have been successfully established. THC has been supported by outside funders such as the Independence Foundation, the National Institute for Nursing Research, the Division of Nursing, Bureau of Health Professions of the Public Health Service, the Environmental Protection Agency, the Area Health Education Center, the March of Dimes, the American Lung Association, and the Lead Poisoning Prevention Program of the Philadelphia Health Department.

Another important source of funding, as well as a significant service, is helping residents to take advantage of free and low-cost insurance. Third party payment is a viable strategy other such health initiatives will follow in the future.

Finally, THC works collaboratively with a Regional Nursing Center Consortium (RNCC) with 25 member nursing centers in Pennsylvania, Delaware, and New Jersey. Many of these nursing centers are within academic nursing programs. The Temple University faculty and staff involved in THC continue to be active participants and fill leadership roles within the RNCC. A primary mission of the RNCC is to facilitate testing of a nursing-centered model of health care delivery through a national demonstration project. If the model proves effective, the RNCC can support and develop long-term applications.

## **Conclusion**

THC is one of many models that is responsive to Temple’s institutional mission, to be dedicated to using its resources to explore the complex array of urban economic, political, social, and health problems. Temple’s long-standing institutional commitments are aligned to the goals of THC and to the standards of the profession. The benefit for neighborhood residents is clearly documented as a goal of the program and demonstrated in the results: children and adults are healthier because of the work of

THC. Our students are better educated through their experience of crossing borders between privilege and those outside of it. Equally important, THC has enabled the Department of Nursing to practice the improvement of community health standards and services through social, organizational, and political action. Under the rubric of “community education,” the goals of the community, an academic unit and the University reach alignment thus allowing for programs which can be enduring and successful.

Several conclusions concerning university and community collaborations can be drawn from this work:

1. Community-based education at Temple has widespread support among faculty, students, administrators, and community organizations.
2. Successful community-education partnerships are based upon mutual discussion and joint development of goals.
3. The success of any particular project is based upon the ability of different individuals and/or organizations to work cooperatively together and to develop trust in each other.
4. Community partnerships benefit from institutional support, specifically to coordinate projects, share information, allocate resources, and achieve synergy across a broad array of activities.

Beyond these site-based conclusions, several additional points can be drawn. As is clear from focus group comments and the work of THC, the national trend within universities is towards experiential learning for students and increased community involvement by faculty. Indeed, awareness of this national trend has helped THC to be recognized internally as well as externally. The field placement that has in the past stood outside the curriculum in the traditional disciplines is now recognized as a learning experience potentially integral to a liberal education.

In fact, the THC model at Temple University is now being utilized in the development of an Urban Literacy Network. Housed in the College of Liberal Arts, this network will bring together community, arts, and educational organizations in North Philadelphia for the purpose of developing a coordinated plan of action around literacy. It will attempt to replicate the strong community input and community-driven programming, as well as the emphasis on community partnership in developing research projects. In doing so, the Network will create a set of college courses which will provide service learning opportunities for students not only in the College of Liberal Arts, but the College of Education as well. This model of border-crossing, then, will become the hallmark of a humanities education.

We believe such experience is not an abandonment of the ivory tower, but a recognition of the role of education in improving the human condition. Temple University’s transformation indicates a movement from classroom-based education to distributed learning models. In this case, the development of experiential learning through service partnerships advances the growth of rigorous and socially conscious learning experiences for students and community members.

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