A NOTE OF GRATITUDE TO OUR SPONSORS

IUPUI

CENTER FOR SERVICE AND LEARNING

OFFICE OF ACADEMIC AFFAIRS
We are pleased that you are able to join us at the 13th Annual Robert G. Bringle Civic Engagement Showcase. Community engagement is a fundamental part of our campus, and we work daily with community partners to enact this commitment through innovative and effective programs. Research indicates that community engagement contributes to student learning and success, improves research and scholarship, and cultivates values and norms that are critical to a thriving democracy.

This afternoon we are honoring many award recipients who are civic-minded graduates and professionals. In addition, faculty nominees for the Charles R. Bantz Chancellor’s Community Fellowship will be recognized, as each of them have proposed new ways to further integrate their research with issues of relevance to Central Indiana. This prestigious campus award supports a faculty member to lead a yearlong collaborative research project with students and community partners to address a community issue. Campus support, coupled with generous philanthropic support, makes the Bantz Fellowship possible.

One of the highlights of this event is the William M. Plater Civic Engagement Medallion ceremony. Each year, we recognize both undergraduates and graduate students who have excelled in their commitment to the community while successfully completing their degrees. You will get a glimpse into the stories of these amazing graduates. They have contributed to improving campus culture and will leave IUPUI better prepared to make a difference in the lives of others through their careers. A special thanks to each of you who have supported these students along their journey, for it is oftentimes a family member or civic mentor who is the inspiration behind community engagement.

IUPUI has once again received national distinction for excellence in community engagement from both the Corporation for National and Community Service and U.S. News and World Report. These awards are only possible through ongoing partnerships with community organizations in Central Indiana and beyond. The campus values community partners as co-educators, providing students with meaningful service experiences through service learning courses, internships, pro bono service, and voluntary action. Along with our colleagues in the Office of Community Engagement and across campus, we look forward to your ideas on how we can continue to work together to build stronger communities.

Julie A. Hatcher
Executive Director, Center for Service and Learning
Associate Professor, Lilly Family School of Philanthropy
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Poster Presenter Check-In</td>
<td>1:30 pm - 2:30 pm</td>
<td>CE Lower Level</td>
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<tr>
<td>Event Check-In</td>
<td>2:30 pm - 4:30 pm</td>
<td>CE Lower Level</td>
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<tr>
<td>Poster Showcase (pp. 6-19)</td>
<td>3:00 pm - 4:30 pm</td>
<td>CE Lower Level</td>
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<tr>
<td>Welcome Reception</td>
<td>4:00 pm - 4:30 pm</td>
<td>CE Lower Level</td>
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<tr>
<td>Awards Ceremony (pp. 21-37)</td>
<td>4:30 pm - 6:00 pm</td>
<td>CE Theatre</td>
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</tbody>
</table>
Dr. Bringle is a Senior Scholar with the Center for Service and Learning and an independent consultant on service learning and civic engagement. From 2012-2015, he was the Kulynych/Cline Visiting Distinguished Professor of Psychology at Appalachian State University. Dr. Bringle received the Ehrlich Faculty Award for Service Learning, the IUPUI Chancellor’s Award for Excellence in Teaching, and the Legacy of Service Award from Indiana Campus Compact. In 2004, he was recognized at the International Association for Research on Service-Learning Research and Community Engagement Conference for his outstanding contributions to the service learning research field. He holds a baccalaureate (1969) in Psychology and Mathematics from Hanover College, a Master’s (1972) and Ph.D (1974) in Social Psychology from University of Massachusetts-Amherst.

Dr. Bringle consults with other campuses, on national initiatives, and internationally (South Africa, Macedonia, Mexico, Egypt, Ireland, Malaysia, Japan, Hong Kong, Singapore) on issues related to community service and civic engagement. He was Volunteer of the Year in 2001 for Boys and Girls Clubs of Indianapolis. The University of the Free State, South Africa awarded him an honorary doctorate for his scholarly work on civic engagement.

We are proud to name the Robert G. Bringle Civic Engagement Showcase in honor of Dr. Robert G. Bringle, a pioneer in research on service learning and civic engagement in higher education.
During his time at IUPUI, William M. Plater led campus efforts to improve undergraduate retention, enhance the effective use of technology, develop IUPUI as a model for civic engagement, and increase research productivity as a part of the campus vision to become a leading urban research university. Administrators and faculty from across the country come regularly to IUPUI to learn about its innovative programs in undergraduate education, in which Dr. Plater was instrumental in designing and developing.

Dr. Plater is active in his community, serving currently or formerly on the boards of The Children’s Museum, the Indiana Repertory Theatre, the Indiana Humanities Council, the Indiana University Press, the Indiana Partnership for Higher Education, the Indianapolis Economic Development Advisory Board, MUCIA, WFYI, and the Council for Adult and Experiential Learning. He holds baccalaureate (1967), Master’s and Ph.D. (1973) degrees in English from the University of Illinois at Urbana-Champaign.

We are proud to name the William M. Plater Civic Engagement Medallion in honor of Dr. William M. Plater, a tireless advocate of civic engagement throughout his career.
Welcome! The Civic Engagement Poster Showcase provides an opportunity for faculty, staff, students, and community members to celebrate their achievements and to explore emerging research, scholarly practice, and creative activity devoted to community engagement. This year’s session includes more than 20 presentations and resource tables.

LOCATING POSTERS OF INTEREST

Poster presentations included in the program are organized alphabetically by title and by theme track. Tracks are color-coded and a complete list of tracks follows this overview.

Poster Showcase - 3:00 - 4:30 pm
IUPUI Campus Center, Lower Level

Descriptions of each poster are listed on the following pages.
Demonstrating Impact of Community-Campus Partnerships Using the Community Capitals Framework
By Morgan L. Studer, M.A.
Director, Faculty and Community Resources, Center for Service and Learning

How do we measure impact? How do we demonstrate the ways in which community-campus partnerships contribute to enhancing the quality of life in Indianapolis, Indiana, and our global community?

It can be difficult to demonstrate the value or impact of a specific project, program, or partnership in a community. Impact lies in economic indicators (jobs created, service hours contributed, money saved); it lies in wellness indicators (increased access to preventative healthcare screenings, decreased instances of preventable heart disease); it lies in capital indicators (well-maintained roads, increased walk and bike-ability of a community, increased public recreation facilities).

These partnership activities, however, are more than the sum of the numerical and quantifiable indicators that tell us what type of impact a specific project or program had on a community at a moment in time. When we can read the indicators and know that impact has been made, that is only part of the story. It is also important to understand how a particular partnership activity led to those indicators.

The Community-Capitals Framework (CCF) offers one way to do this. The CCF expands our thinking of the term “impact”. Advocates of CCF describe communities as consisting of seven types of “community capital” which are defined as: natural, cultural, human, social, political, financial, and built (see p. 9 for detailed descriptions). The CCF was developed in response to an analysis of entrepreneurial communities that determined those communities that were successful in supporting healthy sustainable community and economic development paid attention to these seven capitals and their interaction with one another (Flora, C. B., Emery, M., Fey, S., & Bregendahl, C. 2005). The CCF can help one understand, for example, how investment in the human capital of teaching children where healthy food comes from might lead to a reduction in childhood obesity rates and impact built capital (the building of community gardens in public spaces to grow this food) that might then further social capital (the intergenerational connection of community members as they tend the gardens together).

(Continued on p. 8)
Using the CCF, individuals and institutions can map their contributions to each of those capitals and can then evaluate differential outcomes of projects and initiatives geared toward community development and knowledge production. They can better understand how investment in one neighborhood, one project, one social issue, can build upon other community capitals to support a healthy, vibrant, thriving community.

You can see from the graph below that this year’s poster presentations contribute to a variety of community capitals with human and cultural capital being represented the most. Each presenter was asked to identify the community capital(s) to which their projects contributed. As you browse the showcase, take note of the community capitals cited by each presenter and talk with them about what they see as the contributions they have made to that specific capital or within the specific community with which they engaged.

Table 1

<table>
<thead>
<tr>
<th>Capital Type</th>
<th>2017 CES Poster Presentations (self-reported)</th>
</tr>
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<tbody>
<tr>
<td>Cultural</td>
<td>41%</td>
</tr>
<tr>
<td>Financial</td>
<td>6%</td>
</tr>
<tr>
<td>Political</td>
<td>6%</td>
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<tr>
<td>Social</td>
<td>35%</td>
</tr>
<tr>
<td>Human</td>
<td>59%</td>
</tr>
</tbody>
</table>

NOTE: Distribution represents all instances of capital cited within poster applications. Hence, totals will exceed 100%

References:

<table>
<thead>
<tr>
<th>Capital</th>
<th>Description</th>
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<tr>
<td><strong>Natural</strong></td>
<td>Refers to a community’s environmental assets and biodiversity. This includes advocacy, research and projects that improve water, land, air, or other natural amenities.</td>
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<tr>
<td><strong>Cultural</strong></td>
<td>Includes our sense of belonging and inclusion, the heritages and languages valued and transmitted, as well as the spaces and places that nurture expression, creativity and dialogue about our sense of community. Advocacy, research and projects that contribute to improved understanding of, redress inequities in or expand capacity for heritage, inclusion, and intergroup dialogue are among the forms of work that can strengthen a community’s cultural capital.</td>
</tr>
<tr>
<td><strong>Human</strong></td>
<td>Includes the skills and abilities of people to develop and enhance their own as well as access external resources to enhance individual and collective well-being. Individuals that seek or support formal and informal education and engage in scholarly activities, expand a community’s human capital. Similarly, individuals and groups that promote or enhance public health or contribute to effective, transparent and ethical leadership within a community, also strengthen human capital.</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Refers to the connections among people and organizations; that is, the social glue that enables communities to make things happen whether positive or negative. Projects, advocacy and research that enhance the abilities of individuals and groups to build mutual trust, reciprocity, collective identity and a sense of a shared future all contribute to a community’s social capital.</td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td>Refers to the ability of a group to influence the policies, regulations and enforcement of laws that determine the distribution of resources and how they are used within a community. In communities that display elevated levels of political capital, people have as well as perceive the collective ability to express their own voice and to engage in actions that contribute to community well-being.</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td>Refers to the public and private financial resources available to individuals, families and groups to invest in community capacity building. This includes but is not limited to efforts that underwrite small business development, support civic and social entrepreneurship, philanthropy, technology enhancements and better regulations as well as efforts that accumulate wealth for future community development.</td>
</tr>
<tr>
<td><strong>Built</strong></td>
<td>Refers to the development and maintenance of infrastructure that supports the community and the other capitals; examples include: telecommunications, industrial parks, main streets, water and sewer systems, roads, public recreation facilities, recycling facilities, etc.</td>
</tr>
</tbody>
</table>
3D Virtual Bethel | Historical and Cultural Preservation Using Virtual Reality

Community Capitals: Cultural

Zebulun Wood, IU School of Informatics and Computing
Andrea Copeland, IU Library and Information Science

In November of 2016, Bethel AME Church, which has housed the congregation since 1869, was sold. Without proper and immediate action, the history and heritage of this building (a state and national landmark) will be lost. In December of 2016, undergraduates in the School of Informatics and Computing completed a 3D virtual environment of the physical church to preserve the cultural heritage. The “3D Virtual Bethel” will be used as a learning space for documenting local history. Methods for preserving historical artifacts, cultural spaces, and utilizing existing archives in virtual reality will be discussed and highlighted.

A Dental Student’s Experience at Riley Children’s Hospital

Community Capitals: Human

Uzi Kamal, IU School of Dentistry
Dr. Joan Kowolik, IU School of Dentistry

There is a general lack of knowledge about proper oral hygiene methods and their importance on overall health. Additionally, many communities are underserved and parents are sometimes misinformed about correct care of their child’s oral health. When this becomes borderline neglect, it is already too late. At Riley Hospital for Children, dental students are able to assist in the operating room, learning about the consequences of neglect. By bringing more dental students to Riley Hospital, we are providing more dental care to young children, and we are expanding the horizon of dental students who will eventually graduate and treat children in their practice, a task that requires special education and mentored experience.
Big Kids Educating Tiny Kids: One Tooth at a Time

Community Capitals: Human

Kaetlyn Brauer, IU School of Dentistry  
Dr. Joan Kowolik, IU School of Dentistry

According to many health authorities, childhood tooth decay is the number one chronic childhood illness in America. Kids Club is a student organization at the IU School of Dentistry where dental students (“big kids”) teach “tiny” kids the importance of proper oral hygiene. Members use interactive puppets and games to emphasize to children and their teachers proper brushing techniques during visits to classrooms, after-school programs, and monthly health fairs. This poster focuses on the results of an oral pre-test, an interactive presentation, and an oral post-test given to 126 Kindergarten and 1st grade students.

Bringing a Smile and Hope to Children of Riley Hospital for Children

Community Capitals: Social

Jose Vargas-Vila, IU School of Liberal Arts  
Robin Walker, IU School of Liberal Arts

Riley Hospital for Children’s primary objective is to offer access to comprehensive care and hope for a full recovery to children across Indiana. Students and faculty in the Latino Studies course, LATS-L101 Introduction to Latino Studies, in conjunction with the IUPUI Themed Learning Communities (TLC), wanted to collaborate with Riley Hospital’s efforts and developed a community engagement project which brought joy to sick children during the holiday season. Students assessed this service as an important component of their life and professional experience. They learned that by working on a community project, they became part of the community they were servicing.
Celebrity Philanthropy PSAs: Possibilities, Successes, and Assessment

Community Capitals: Social

Tianqi Song, IU Lilly Family School of Philanthropy
Genevieve Shaker, IU Lilly Family School of Philanthropy
Sarah Nathan, IU Lilly Family School of Philanthropy

Celebrity Philanthropy is a new course first offered in Spring 2016 examining the complexities of celebrity-charitable involvement with incorporation of popular culture, multi-media, and classroom response technology. As the final project, students partnered with a local nonprofit organization to create a Public Service Announcement (PSA) that educated, informed, and influenced others around the organization’s cause. Six PSAs were created and publicly presented to three partner nonprofit organizations. The poster will share considerations for future assignment design and partnering with nonprofits on similar creative projects.

Community Engagement: Intervention and Education

Community Capitals: Cultural, Social, Human

Paige Klemme, IU School of Social Work

The Indiana University Student Outreach Clinic (IUSOC) is a free, interdisciplinary, student run clinic located on the Near Eastside of Indianapolis. As a Service Learning Assistant for the social work discipline, I have helped to emphasize integrating student learning and development with the IUSOC while developing new community partnerships to address the needs within the Near Eastside of Indianapolis.

Documenting Cultural Heritage on Paros, Greece

Community Capitals: Cultural

Albert William, IU School of Informatics and Computing
Thomas Lewis, IU School of Informatics and Computing

An international service learning program to Paros, Greece has given IUPUI students the opportunity to collaborate with locals and produce very meaningful documentaries on local cultural and historical artifacts. Students deepen their cultural understanding, insight into working with a diverse set of partners, and familiar skills such as video editing, client relations, and project planning. This is a great example of telling stories with technology that helps to strengthen and shrink our world and recognize the global community we are becoming.
Does Interacting and Learning with Inmates Change Students’ Perceptions of Prisoners?

Community Capitals: Cultural

Jaden Smith, IU School of Public and Environmental Affairs
Crystal Garcia, IU School of Public and Environmental Affairs

Participating in Toastmasters at the Indianapolis Re-entry Educational Facility profoundly changed my perceptions on prisoners and beliefs on the correctional system. To determine whether this change is widespread, I administered a survey to students who participated in the program in the Fall of 2013, 2014, 2015, 2016. In this poster, I explain how students’ initial perceptions of “prisoners” changed after participating alongside them in an educational setting.

Ethical Becoming Amongst Interior Design Undergraduates in a Community-Engaged Learning Course

Community Capitals: Cultural, Social, Human

Grant Fore, STEM Education Innovation and Research Institute
Beth Huffman, Purdue School of Engineering & Technology

This ethnographic study seeks to conceptually map how the ethical becoming(s) of undergraduates may occur in interior design courses built upon community-engaged pedagogy. Our presentation explores how students negotiated their own subjectivities in relation to the building code, the desires of their clients, peer perspectives, and material realities. Our analysis suggests that students were duty-bound by codes of ethics, entangled in complex relational webs of responsibility and accountability, and called to produce a building design, and arguably themselves, in accordance with such norms and relations.
Innovative Interprofessional Education Collaborations within a Student-run Free Clinic to Enhance Role Understanding and Collaborative Practice Competency

Community Capitals: Human

Sharon Pape, IU School of Health and Rehabilitation Sciences

Interprofessional Education (IPE) is a pedagogical method in health education to prepare students to practice as members of health care teams. A student-run free clinic is an example of this preferred teaching atmosphere. This poster presents two co-curricular approaches within the Occupational Therapy Clinic at Indiana University Student Outreach Clinic (IUSOC). Occupational Therapy (OT), Physical Therapy (PT) and Nursing students created an extensive screening triage to interview patients to determine health service referral needs. OT students collaborated with Pharmacy students to create client-centered approaches to support participants’ reducing their dependence on tobacco products. These co-curricular efforts enhance student competency as members of health care teams while improving patient outcomes at IUSOC.

INShape IUPUI Service Learning Program

Community Capitals: Human

Abigail Ivaldi, IU School of Physical Education and Tourism Management
Rachel Swinford, IU School of Physical Education and Tourism Management

INShape IUPUI is a 10 week service learning program that promotes healthier lifestyles among community members. This serves as an internal internship for exercise science and fitness management undergraduate students to get hands-on personal training experience. These student trainers conduct an assessment of health and fitness and design a personalized exercise program for their client. Students are assessed on basic knowledge of skills, client fitness assessments, and their ability to integrate and apply information to personal training while working with a client towards their health and fitness goals. Our presentation will focus on the program, evaluation and improvements in design, and tracked improvements for health and student learning.
Integrating Service Learning in English for Academic Purposes Courses

**Community Capitals:** Cultural, Social

**Honnor Orlando,** IU School of Liberal Arts  
**Sarah Fraser,** IU School of Liberal Arts

The integration of service learning (SL) into an English for Academic Purposes (EAP) curriculum is an emerging trend due to positive outcomes experienced by many programs. Our poster will give an overview of how we implemented and continually developed SL into a reading course offered in the EAP program here at IUPUI since the fall of 2013. It will include data collected showing students’ outcomes as well as a general explanation of how the course has progressed and partnerships have developed in the community and across the university over the past four years.

Invisible Indianapolis: A Bantz Community Fellowship Research Project

**Community Capitals:** Political

**Susan Hyatt,** IU School of Liberal Arts  
**Paul Mullins,** IU School of Liberal Arts

“Invisible Indianapolis” is a year-long endeavor funded by the inaugural Bantz Community Fellowship. It is being undertaken by Anthropology faculty members Susan B. Hyatt and Paul Mullins along with a team of student-researchers. The research project aims to uncover “lost” histories of neighborhoods that have been effaced, ignored, or otherwise misrepresented in public discourse. In addition to preserving these histories, another of our goals is to repatriate knowledge back to those communities where we are carrying out our work, through both the online publication of accessible blog posts and through public programming.
Microfinance/Women’s Empowerment in Sierra Leone: Civic Entrepreneurship, Advocacy, and the Power of Partnerships

Community Capitals: Cultural, Financial, Human

Sara Hook, IU School of Informatics and Computing
Betty Tonsing, Patient Advocates Speak Out

This poster will highlight microfinance/women’s empowerment projects in Sierra Leone, administered by Right Sharing of World Resources (RSWR) and funded by the Rotary Club of Indianapolis. This example of civic entrepreneurship will demonstrate how providing women with the opportunity to start their own small companies contributes to building a support system and sense of community and addresses the need for social, economic, and political stability in a country recovering from civil war and devastating disease. The poster will feature the results of efforts to redesign the RSWR website and develop a social media marketing strategy.

Service Learning and the Development of Civically Engaged Dental Professionals

Community Capitals: Human

Alexander Voris, IU School of Dentistry

The IU School of Dentistry Kids Club serves as the liaison to the underserved pediatric population of Indianapolis by providing dental health information to children in local schools, churches, and other community organizations. As Kids Club Co-President and Service Learning Assistant, I work with dental students to become more civically minded through critical reflection. The purpose of this session is to demonstrate the importance of critical reflection and how it enhances the quality of academic learning and service to the community.
The Northwest Area Food Forest and Obesity Prevention Project

Community Capitals: Human

Cynthia Stone, IU Richard M. Fairbanks School of Public Health
Alice Guynn, Flanner House Child Development Center

The Northwest Area Food Forest Project to Address Childhood Obesity is a funded research project by Community Health Partnerships from the IU Center for Transitional Science. Faculty and students from the IU Fairbanks School of Public Health worked with the Flanner House Child Development Center. The teachers implemented “How it Grows,” a curriculum that includes learning about seeds, how plants grow, and caring for a garden in order to show children where food comes from and have them try new foods. The project included taste testing new fruits and vegetables. Baseline data was provided by the parents. The children were evaluated for their ability to recognize 21 fruits and vegetables and 2 whole grain foods.

Where can I get help with...? Improving Access to Community Resources

Community Capitals: Social, Human

Lindsey May, IU School of Nursing
Emily Wolf, IU School of Nursing

Two Master’s of Science in Nursing students, an IU School of Nursing Faculty member, and a community advocate collaborated to improve access to healthcare resources in the Martindale Brightwood community. They conducted a needs assessment of the community, identified existing resources, and created the Martindale Brightwood resource fair to raise awareness of these resources. The resource fair provided easy access to multiple health prevention and early intervention resources, increased the visibility of community health and wellness resources, and helped lay the foundation for partnerships among resource providers to better serve their constituents.
Indiana Campus Compact

**LIZA BLOMQUIST,** Director of Communication and Outreach

Formed in 1993, Indiana Campus Compact is a partnership of college and university presidents and chancellors who have committed themselves and their institutions to their communities through mutually beneficial and meaningful collaborations to create engaged citizens and vibrant communities. Indiana Campus Compact is the only organization in the state that works with public, independent, and two-year institutions of higher education.

Indiana Campus Compact invests in its partner campuses through training, grants, conferences, workshops, and the professional network it provides for faculty, staff, and students. Through that support, Indiana campuses partner with community agencies to make a difference for tens of thousands of community members each year.

IUPUI Center for Translating Research into Practice

**CHARLES BANTZ,** Executive Director  
**MEREDITH OLLIER,** Research Coordinator  
**STEPHAN VIEHWEG,** Managing Director

The IUPUI Center for Translating Research Into Practice (TRIP) promotes and encourages research that is interdisciplinary and solves everyday problems. Over 100 IUPUI faculty have identified their translational research efforts in the Center’s online database. An annual community Showcase and Keynote Address highlight translational research efforts. Faculty projects are promoted through “hero cards” and other activities. The Center has emerging programs to support additional translational research efforts such as the Bantz-Petronio Translational Scholars Award and the Bantz Chancellor’s Community Fellowship.
John Boner Neighborhood Centers

BRITTANY KRONMILLER, Director of Children and Youth

Established in 1971, John Boner Neighborhood Centers work to meet the needs of the Near Eastside of Indianapolis. Throughout the years, our philosophy has inspired the creation of services and programs in response to the changing needs within our community. Current services include financial education and literacy; job training and employment coaching; basic needs assistance; housing programs; senior and older adult services; youth programming; fitness and wellness; and community development. Neighbors receive tools to improve their quality of life and move toward self-reliance. We believe that neighborhood-driven efforts are essential in developing a healthy, thriving and vibrant community. We provide numerous tools for change and growth for our residents and community partners. Through our work, we inspire hope and foster change to improve the lives of those we serve.

OutCare Health

DUSTIN NOWASKIE, IU School of Medicine

OutCare Health is an LGBTQ organization invested in broadening diversity through healthcare accessibility and equality. Longitudinal projects include nationwide community outreach, medical school curricula reform, educational material production, seminar development, and the OutList. OutCare’s community impact includes 400+ average monthly website views, 150+ OutList providers, 40+ public and provider resources, 3000+ educational materials, and several awards, media coverage, and conference presentations. In 2017, OutCare will invite all medical schools to combine efforts and lead the forefront of LGBTQ healthcare competency.
INTRODUCTION

Amy C. Warner
Vice Chancellor, Office of Community Engagement

REMARKS AND RECOGNITION OF CIVIC ENGAGEMENT AT IUPUI

Dr. Kathy Johnson
Executive Vice Chancellor and Chief Academic Officer, Academic Affairs

RECOGNITION OF THE CHARLES R. BANTZ CHANCELLOR’S COMMUNITY FELLOWSHIP

Dr. Charles R. Bantz
Chancellor Emeritus
Professor of Communication Studies, School of Liberal Arts

RECOGNITION OF CIVIC ENGAGEMENT AWARD HONOREES

Dr. Gil Latz
Associate Vice Chancellor, International Affairs

Dr. Julie A. Hatcher
Executive Director, Center for Service and Learning

PRESENTATION OF WILLIAM M. PLATER CIVIC ENGAGEMENT MEDALLION

Dr. Robert G. Bringle
Professor Emeritus, Psychology and Philanthropic Studies
Senior Scholar, Center for Service and Learning
Lorrie A. Brown
Director of Student and Staff Engagement, Center for Service and Learning

Dr. Julie A. Hatcher
Executive Director, Center for Service and Learning
In 2015, IUPUI established the Charles R. Bantz Chancellor’s Community Fellowship to support research through university-community partnerships that contribute to the well-being and vitality of Indianapolis’ neighborhoods. This fellowship supports a year long scope of work and leverages the talents of IUPUI faculty, students, and community partner(s) in community engaged research that results in meaningful community impact. This program is jointly supported by the Office of the Executive Vice Chancellor for Academic Affairs and the Office of Community Engagement and is funded through charitable gifts and campus support.

DR. PAUL MULLINS AND DR. SUSAN HYATT
IU School of Liberal Arts
2016 Charles R. Bantz Chancellor’s Community Fellowship Award

The goal of “Invisible Indianapolis: Race, Heritage and Community Memory in the Circle City” is to use ethnographic interviews and archival research to illuminate how otherwise “invisible” neighborhoods provide powerful insights into challenging the histories of the class, cultural, religious and racial inequalities that continue to shape our city. Invisible Indianapolis builds on a foundation of community-based ethnographic, archival, and archaeological fieldwork. The project synthesizes research that is currently scattered among several of Indianapolis’ neighborhoods to produce a single coherent narrative of neighborhood change. Invisible Indianapolis will underscore the compelling stories of American life that remain unseen or misunderstood in our very midst; it will develop public scholarship based on community interests; and it will address how such histories can be reinvigorated to create new understandings of our past and shape a vision of our collective future. Mullins and Hyatt organized a series of public lectures and presentations in neighborhoods located in Center and Washington Townships. The project maintains a public blog site and current and prior neighborhood residents will be involved in collecting and scanning archival material, such as personal family photographs, housing deeds, school yearbooks, church bulletins and the like, that will help to document and preserve the histories of these now “invisible” neighborhoods.
The goal of “B-PHIT Indy: A Community Partnership for Brain Health-Promoting Information Technology” is to partner with community organizations to involve them in the co-design and end-user testing of responsive, usable, and useful brain health-promoting information technology. Building on decades of scholarship and service, the team engages four key community partners: 1) Eskenazi Health’s Aging Brain Care (ABC) Program, a clinical partner; 2) the Indiana Discovery Network for Dementia, a diverse advisory network; 3) Mental Health America of Indiana, a state advocacy and service organization; and 4) Joy’s House, a community adult day center. Through B-PHIT Indy, these partners and their patient and caregiver communities contribute to the conceptualizing, designing, and testing technologies to promote a healthy aging brain. Since inception, B-PHIT Indy has:

- launched an IU IRB-approved participant registry to facilitate community members’ participation in IT design and evaluation projects (http://theInnovativeU.com/lab/studies);
- transformed a former office space into a community-friendly innovation laboratory, using expert input to create a design and testing space that is safe, inviting, and accessible to people with cognitive impairment;
- identified three specific projects suggested by community members: tools to facilitate engagement in meaningful activities for persons with dementia; a digital information management system for caregivers of individuals with cognitive impairment; and a decision aid for avoiding over-the-counter medications with adverse cognitive effects; and
- conducted data collection for the above projects, including 10 storytelling interviews with family caregivers; 21 usability tests with cognitively unimpaired older adults; 6 focus groups with Eskenazi Health and Joy’s House staff and volunteers; and dozens of hours of immersive volunteering at Joy’s House.
PAROSWEB

IUPUI Global Engagement Award

Parosweb is an ICT company in Paros, Greece. They specialize in creative web-development, graphic design, internet and social media marketing, SEO and content production. Since 2010, a partnership has existed between Parosweb and IUPUI School of Informatics. Parosweb, along with other organizations, has been committed to providing support, opportunities, and experiences in service learning courses to IUPUI students studying abroad to advance their educational objectives. Mr. Nicolas Stephanou has been key to the success of this program, which has enriched the education of many students and helped to bridge worlds: classical Greece with the 21st century digital world and modern Greece with Indianapolis. This collaboration yielded numerous projects that challenged IUPUI students and provided them with significant additions to their portfolios, while yielding digital assets that help promote an area that is culturally rich but still suffers significant economic challenges. Mr. Stephanou plans to begin a project called SMARcT, a model for a maritime cultural museum in Paros. He will use the funding from this award to give scholarships to IUPUI students, who will produce digital media such as videos, 2D and 3D animations, and graphics to disseminate information to audiences throughout Greece and Europe.

PAMELA CLARK

Director of Student Services and Admissions, IU Lilly Family School of Philanthropy

2016 Nan Bohan Community Engagement Staff Award

Pamela Clark is currently serving as the Director of Student Services and Admissions for the IU Lilly Family School of Philanthropy. She has been at IUPUI for 17 years in various roles. She was the Assistant Director of Admissions with the School of Dentistry, Program Coordinator for the IUPUI/Butler University Engineering Dual Degree Program for Engineering and Technology, an advisor in University College, and an Assistant Director of Admissions for the IUPUI Office of Admissions. She enjoys working with students and supporting them in achieving their academic goals. While working in University College she developed the first online learning communities designed for freshmen students and specifically for adult learners. While at the School of Dentistry, she worked to develop programs to recruit rural applicants to the field of dentistry. She earned a bachelor’s degree in elementary education from the University of Evansville and a master’s degree in adult education from Indiana University. Her current volunteer work is primarily serving as a mentor to Burmese refugee families through Exodus Refugee.
TODD SAXTON
Associate Professor of Strategy and Entrepreneurship, Indiana University
Kelley School of Business; Indiana Venture Faculty Fellow
2016 Chancellor’s Faculty Award for Excellence in Civic Engagement

Todd Saxton is an Associate Professor of Strategy and Entrepreneurship at the Indiana University Kelley School of Business and is the Indiana Venture Faculty Fellow. Todd is an award-winning Professor in the Evening MBA, Kelley Direct MBA, and Business of Medicine programs at Kelley. His research focuses on factors affecting early stage venture success. Todd has served as President of the Board of the Venture Club of Indiana (2015) as well as on advisory boards for Diagnotes Inc., VisionTech Angel Partners, Fight for Life Foundation, and PERQ. Todd is the founding Director of the DIVE (Discovery, Innovation, and Ventures Enterprise) program for Kelley Evening MBA students with an interest in venturing. Todd has published in the Academy of Management Journal, Strategic Management Journal, Strategic Entrepreneurship Journal, Entrepreneurship Theory and Practice, and Journal of Management. He serves or has served on the Editorial Review Boards for the Academy of Management Review and Academy of Management Journal as well as the Journal of Management.

BURMESE COMMUNITY CENTER FOR EDUCATION
2016 Chancellor’s Community Award for Excellence in Civic Engagement

Burmese Community Center for Education (BCCE) is a nonprofit, community-based organization that has served newly resettled Burmese refugees in the North and Westside of Indianapolis since 2010. The Center was founded by a group of Indiana University graduates from Burmese backgrounds and their local friends to strengthen and empower the newly resettled refugee-immigrant communities from Burma to become better informed, self-sufficient, independent, and positive contributing members of the broader society in Indianapolis areas and beyond through formal and informal educational programs. The Center also serves as a cultural bridge between the refugee families and the greater local community through intercultural events, fellowships, and inter-communities cooperation for greater and more meaningful engagement and integration.
FACULTY LEARNING COMMUNITY ON PUBLIC SCHOLARSHIP

The Faculty Learning Community (FLC) on Public Scholarship, now in its 2nd year, works to address the campus strategic goals to “recognize and reward contributions to community engagement” and “define community engagement work in campus promotion and tenure guidelines.” In Public Scholarship at IUPUI, the FLC defined public scholarship and identified criteria to assist faculty in documenting and evaluating community-engaged work. Informed by this concept paper, changes in the campus-level guidelines now include public scholarship. FLC members also participated in the Pathways to Excellence in Public Scholarship workshop series and made presentations at the Association of American Colleges and Universities and Imagining America national conferences. FLC members often work with others in their Departments and Schools to strengthen promotion and tenure guidelines. The FLC on Public Scholarship is a 3-year initiative co-sponsored by Academic Affairs and the Center for Service and Learning.

Charles Goodlett, Purdue School of Science
Raymond Haberski, IU School of Liberal Arts
Youngbok Hong, Herron School of Art and Design (Co-Chair)
Kristi Palmer, University Library
Ross Silverman, IU Richard M. Fairbanks School of Public Health (Co-chair)
Kathleen Stanton-Nichols, IU School of Physical Education and Tourism Management
Elee Wood, IU School of Liberal Arts (Co-Chair)
SERVICE LEARNING ASSISTANT (SLA) SCHOLARSHIPS

The Center for Service and Learning offers scholarship support to faculty, academic staff, and departments to strengthen our collective capacity to create actionable knowledge, deepen student learning, and contribute to positive community outcomes.

Faculty and staff recipients serve as mentors to qualified graduate and undergraduate students that they identify as the scholarship recipient. The mentoring relationships contribute vital human resources to sustain healthy community-university partnerships in teaching, research, creative activity, and public service. These learning partnerships also create deep learning opportunities for students. This year the following faculty and staff received funding through the SLA Scholarship program:

Elizabeth Adams
Rick Bein
David Bell
Charity Bishop
Pamela Blevins-Hinkle
Jay Bradley
Charmayne Champion-Shaw
Amber Comer
LaShawnda Crowe
Storm
Kelly Davila
Neil Devadasan
Allegra East
Keely Floyd
Carrie Foote
Silvia Garcia
Carolyn Gentle-Genitty
Starla Hart
Sula Hood
Patricia Howes
Beth Huffman
Susan Hyatt
Sharon Kandris
Sandeep Kaur
Deborah Keller
Erin Kelley
Coretta King
Francia Kissel
Joan Kowolik
Kenneth Lazarus
Michelle Leao
Laura Littlepage
Larken Marra
Tom Marvin
James Travis
McDearmon
Pamela Napier
Matt Nowlin
Honnor Orlando
Allison Plopper
Michelle Quirke
Christian Rogers
Philip Scarpino
Victoria Schmalhofer
Stuart Schrader
Genevieve Shaker
Armando Soto
Kathleen Stanton-Nichols
Brian Steensland
Wanda Thruston
Jared Trullinger
Wendy Vogt
Yi Wang
Jeremy Wilson
Elee Wood
Iker Zulaica-Hernández

FACULTY AND STAFF PROGRAMS
DISSEMINATION GRANT RECIPIENTS

To support the translation of good practice into scholarly products, the Center for Service and Learning supports scholars and practitioners, individually and in collaboration with students and community partners, to disseminate their findings to external audiences. This year the following individuals received support:

Grant Fore, STEM Education Innovation and Research Institute
Starla Hart, IUPUI Office of Community Engagement
Laura Holzman, Herron School of Art and Design and IU School of Liberal Arts
Beth Huffman, Purdue School of Engineering and Technology
Pamela Napier, Herron School of Art and Design
Sharon Pape, IU School of Health and Rehabilitation Sciences
Cynthia Stone, IU Richard M. Fairbanks School of Public Health
Julie White, IU School of Liberal Arts

ALTERNATIVE BREAK ADVISORS

Advisors work closely with the Alternative Break Student Trip Leaders to prepare and implement successful service experiences. Their role is to provide guidance, mentoring, and knowledge to the leaders and participants in a way that empowers students to connect the social issue the trip is focusing on to their own worlds.

Shelby Dance, IUPUI Academic and Career Development
Jessica G. Davis, IUPUI Office of Sustainability
Taylor Dooley, IUPUI LGBTQ+ Center
Wende' Ferguson, IU Robert H. McKinney School of Law
Chris Hagar, IUPUI Division of Student Affairs
Emily Hunnicutt, IUPUI University College 21st Century Scholars
Alyssa Luna, IUPUI Academic and Career Development
Emily Singer, IUPUI Division of Student Affairs
Le'Joy White, IUPUI Academic and Career Development
FACULTY AND STAFF PROGRAMS

NEXT GENERATION ENGAGED CAMPUS LEADERSHIP AND PROFESSIONAL DEVELOPMENT GRANT_recipients

Faculty, staff, and administrators are essential to sustaining a campus culture that fosters democratic approaches to community-university engagement. The Center for Service and Learning has awarded funding to enable individuals to pursue learning and leadership development opportunities focused on issues related to community engagement and public scholarship in higher education. This year’s recipients include:

**Stephanie Leslie**, Office of International Affairs  
**Shawn Patrick**, IU School of Medicine and IU School of Education  
**Laura Smith**, IU School of Liberal Arts  
**Julie White**, IU School of Liberal Arts

THEMED LEARNING COMMUNITY MINI GRANT recipients

High Impact Practices (HIP) are teaching and learning practices that are designed to deepen student learning and increase students’ rates of retention and engagement. Themed Learning Communities (TLC) and service learning (SL) are two HIPs that together have positive results on student academic and civic learning outcomes. Knowing that integrating SL into a course, especially integrated across a learning community, stretches instructors’ financial resources, the Center for Service and Learning provided mini-grants (up to $500) to support new or developing SL projects in TLC courses during Fall 2016. This year’s recipients include:

**SERVING COMMUNITIES THROUGH ENGINEERING DESIGN**  
**Laura Centeno-Diaz**, Purdue School of Engineering and Technology  
**Patrick Gee**, Purdue School of Engineering and Technology  
**Lynn Jettpace**, IU School of Liberal Arts

**CULTURE, COMMUNITY, AND SELF-DISCOVERY**  
**Catherine Dobris**, IU School of Liberal Arts  
**Gina Gibau**, IU School of Liberal Arts  
**Francia Kissel**, IU School of Liberal Arts  
**Elee Wood**, IU School of Liberal Arts
The Sam H. Jones Community Service Scholarship Program is a distinctive feature of the campus commitment to civic engagement. Created in 1994 through the revenue from the sale of IUPUI license plates, the program is now supported through campus scholarship funds and private donations. Sam H. Jones Service Scholars are engaged in service learning courses and ongoing service within the community as a part of the scholarship program.

Sam H. Jones was a dedicated public servant who provided dynamic leadership as the Chief Executive Officer of the Indianapolis Urban League. This scholarship program at IUPUI honors his legacy as a community leader whose vision and dedication improved the quality of life in central Indiana.

SAM H. JONES COMMUNITY SERVICE SCHOLARS

Alternative Break Trip Leaders and Co-Coordinators

Scholars in this program lead and supervise teams of students on alternative break trips. These trips allow students to visit other cities and states to engage in volunteer projects and deepen reflection on social issues that affect those communities. Participants experience and discuss the causes of social issues while learning how to become active citizens to address those same social issues within their own communities.

Bridget Barbara  
McKayla Bensheimer  
Julianne Boyle  
Melissa Cardenas

Jake Gale  
Cecilia Gomez  
Lyla Mahmoud

Melanie Scheive  
Cassandra Vera  
Rebecca Wisner
Community Service Leaders

Scholars in this program are students who have been previous participants within the Sam H. Jones Community Service Scholarship Program. They serve as mentors and event facilitators as they create opportunities for students, faculty, and staff to be engaged in the community.

Dana Alhaffar          Rhiannon Conlon          Amna Sohail
Merveil Alisa          Katie McAllister          Kailey Vernon
Emma Brown

Community Service Scholars

Scholars in this program enroll in a service learning course, “Topics in Philanthropy”, coordinate the Cesar Chavez Day of Service, attend monthly service-leadership seminars, and participate in several service events throughout the year. These scholars also contribute time each week at a local community partner site, completing a variety of projects ranging from lesson planning to grant writing.

Shivani Bajpai          Jose Francisco          Phuong (Wendy) Nguyen
Amber Bennett           Devan Himstedt          Manisha Nidamarthy
Natalia Bilek           Mary Miller             Elena Peters
Ian Burke               Kelly Moors             Hannah Roper
Alexis Davenport        Amiria Nafiseh         Morgan Vonderheide
First Year Service Scholars

Scholars in this program contribute time each week at George Washington Community High School in tutoring and after school programming. They also coordinate Global Youth Service Day, which includes students from George Washington Community High School as volunteers, and are enrolled in a service learning course focused on organizational leadership.

Zakary Brite
Jenna Durham
Lauren French
Kamna Gupta
Anna Kane
Zachary Litkenhus
Callista Maguire
Austin McRae
Cara Moore
Haile Netabai
Jade Nevils
Molly Nguyen
Neema Patel
Cayla Skaggs
Janek Squibb

Fugate Fellows Scholars

Scholars in this program serve at one of the Near Westside IPS k-12 schools implementing college preparation activities and assisting as mentors or tutors.

Lore’al Avery
Adam Bogs
Daniel DeBarros
Mary Glumb
Matthew Mast
Odilon Monroy
Ellisa Rucinski
Nina Ustymchuk

Service Corps Scholars

Scholars in this program promote educationally meaningful service during campus-wide service events at IUPUI as trained student leaders. They are responsible for planning over 30 Jags in the Street events each academic year.

Adam Bogs
Daniel DeBarros
Victoria Goodwin
Shweta Jain
Mateus Jose
Thanh Hang (Lena) Nguyen
Gunjan Parmar
Raqual Shuff
Marissa Smith
Hannah Trader
Derrick Randall
Paw’s Pantry Scholars

Paw’s Pantry is a student-run food pantry created in collaboration with the Center for Service and Learning, the Office of Student Involvement, and the Student Organization for Alumni Relations. Paw’s Pantry exists to serve all students, faculty, and staff through collaboration with the campus and community by fulfilling the need for an adequate food supply to promote success.

Christina Geels          Jacob Nagy          Michael Stottlemyer
Mia Moore               Melanie Scheive

Political Engagement and Advocacy Apprentice

Political Engagement and Advocacy (PAE) Apprentices play an important role in supporting, sustaining, and strategizing about our community’s opportunities and education for political engagement (e.g., voter rights and education, voter registration drives, advocating for public policy). The scholarship provides many opportunities for professional and personal growth and development.

Aileen Ibarra          Thomas Knuteson
Service Learning Assistant Scholars

Scholars in this program are IUPUI students selected by faculty or professional staff to assist in the implementation of a service learning course, conduct community-based research, expand the capacity of campus departments to increase the number of students who participate in service learning, or complete a service project in and with the community.

Ian Adams
Amy Armogida
Jennifer Ashburn
Timothy Bailey
Amanda Baztatt
Monica Barringer
Jacob Benich
Molly Braden
Andrew Buddendeck
John Coberg
Gage Cook
Abigail Corbett
Katelyn Coyne
Esperanza Crowe
Callie Daet
Bobbi Davis
Makencee Davis
Erin Donovan
Kathryn Dusman
Kristopher Elkins
Tyler Fenwick
John Flood
Danielle Follette
Sarah Fraser
Natalie Freitag
Emma GiaQuinta
Shelby Gills
Brittani Grove
Emily Hall
Kelly Hand
Gabrielle Harris
Amy Hemphill
Bailey Hinton
Kyle Huskins
Brittanie Izsak
Anne Jordan
Paige Klemme
Kathryn Kramer
Glory Kubicek
Ana Leyva de Respondek
Jennifer Lingeman
Karen Lynch
Olivia MacIissac
Ian Marrs
Lindsey May
Connor McAndrews
Oliva McMahan
Alexandra Meeks
Chelsea Method
Keith Miller
Gilberto Huerta Nataren
Nimra Nayyar
JoAnna Ness
Alexis Niccum
Kirstin Oaldon
Janet Panoch
Paige Patrick
Shawn Patrick
Kelsey Reker
Abigail Richart
Seth Robbins
Amy Shackelford
Anisa Siddeeq
Jeries Smirat
Hadyatoullaye Sow
Amber Tansy
Sydney Teal
Tyler Terhune
Andrew Townsend
Alexander Voris
Ashley Vowels
Emily Wolf
Shamina Young-Wilson
Anna Zanoni
In accordance with IUPUI’s mission as an urban serving university, the William M. Plater Civic Engagement Medallion award was established to distinguish graduates who have demonstrated exemplary commitment to their communities and have exhibited personal and academic growth, high levels of integrity, and significant community impact as a result of their civic engagement experiences during their college years.

The award is named in honor of IUPUI’s former Executive Vice Chancellor and Dean of the Faculties from 1988 to 2006, Dr. William M. Plater, a tireless advocate of civic engagement throughout his career.

PLATER MEDALLION RECIPIENTS

Bachelors

Emma Brown, Purdue School of Science; from Arcadia, IN
Chad Childers, IU School of Liberal Arts; from Fort Wayne, IN
Aspen Christian, IU School of Liberal Arts; from Anderson, IN
Megan Coleman, IU School of Nursing; from Indianapolis, IN
Rhiannon Conlon, IU School of Education; from Shotts, Scotland
Mark Daiuto, IU Richard M. Fairbanks School of Public Health and Purdue School of Science; from Greenwood, IN
Taylor Dietl, Purdue School of Science; from South Bend, IN
Sarah Grace Fraser, IU School of Liberal Arts; from Knightstown, IN
Hannah Gish, IU School of Liberal Arts; from Fountaintown, IN
Brittani Grove, IU School of Physical Education and Tourism Management; from Nappanee, IN
Josselyn Howell, IU School of Nursing; from Indianapolis, IN
Amber Kriech, Purdue School of Engineering and Technology; from Carmel, IN
Bachelors (Continued)

Lyla Mahmoud, IU School of Liberal Arts; from Pacific Grove, CA
Katie McAllister, IU School of Nursing; from Logansport, IN
Kendra Mifflin, IU School of Nursing; from Floyds Knobs, IN
Brandon Million, IU School of Liberal Arts; from Greensburg, IN
Kelly Moors, IU School of Liberal Arts and Purdue School of Science; from Evansville, IN
Alexis Niccum, IU School of Physical Education and Tourism Management; from Pendleton, IN

Everett Jared Owen, IU School of Physical Education and Tourism Management and IU Kelley School of Business; from Indianapolis, IN
Elena Peters, Purdue School of Science; from Fishers, IN
Anna Powell, IU Lilly Family School of Philanthropy and IU School of Public and Environmental Affairs; from Vicksburg, MI
Melanie Scheive, Purdue School of Science; from Schererville, IN
Amna Sohail, Purdue School of Science; from Lawrence, IN
Nicole Stewart, IU School of Public and Environmental Affairs and Purdue School of Engineering and Technology; from Clayton, IN
Ali Tahir, Purdue School of Science; from Carmel, IN
Lynette Taylor, IU School of Liberal Arts; from Greenwood, IN
Cassandra Vera, IU Kelley School of Business; from South Bend, IN

Masters and Doctorate/Professional

Mahdi Ajjan, IU Kelley School of Business; from Mooresville, NC
Shalynn Bailey, IU School of Social Work; from Fort Wayne, IN
Baindu L. Bayon, IU School of Medicine; from Indianapolis, IN
Stefany Boleyn, IU School of Informatics and Computing; from Indianapolis, IN
Masters and Doctorate/Professional (Continued)

**Ceceily Brickley**, IU School of Public and Environmental Affairs; from South Bend, IN

**Katherine Bridgeman**, IU School of Health and Rehabilitation Sciences; from Columbus, IN

**Christina Christenson**, IU School of Health and Rehabilitation Sciences; from Zionsville, IN

**Jessica Davis**, IU School of Public and Environmental Affairs; from Decatur, IN

**Stephan Prakash Eicher**, IU Herron School of Art and Design; from New Delhi, India

**Kendall Frazier**, IU School of Dentistry; from Greenfield, IN

**Lisa Grooms**, IU School of Medicine; from Noblesville, IN

**Katharine Heinz**, IU School of Public and Environmental Affairs; from Bargersville, IN

**Rebecca Jacobs**, IU School of Liberals Arts; from Elletsville, IN

**Jason King**, IU School of Nursing; from Spencer, IN

**Lindsey Lazo**, IU Richard M. Fairbanks School of Public Health; from Amityville, NY

**Katelyn Mathis**, IU School of Health and Rehabilitation Sciences; from Bloomington, IN

**Jennifer Milata**, IU School of Nursing; from Indianapolis, IN

**Jake Nobbe**, IU School of Health and Rehabilitation Sciences, Brownsburg, IN

**Matthew Owens**, IU School of Health and Rehabilitation Sciences; from Greencastle, IN

**Pranali Patel**, IU School of Denistry; from Anand, India

**Taylor Rhodes**, IU Lilly Family School of Philanthropy and IU School of Public and Environmental Affairs; from Toledo, OH

**Colin Ridenour**, IU School of Medicine; from Syracuse, IN

**Andrew Wiseman**, IU School of Health and Rehabilitation Sciences; from Mishawaka, IN
THE SUCCESS OF OUR STUDENTS

• Sam H. Jones (SHJ) Community Service Scholarship program awarded more than $620,000 to 196 students (143 undergraduates; 53 graduate students) who contributed over 14,425 hours of service to support the civic engagement mission of the campus.

• The Service Learning Assistant (SLA) program awarded $303,100 scholarships to 104 students (60 undergraduates; 44 graduate students). SLAs support faculty and staff in implementing community-engaged and community-based research, service learning, and community project management.

• The Center for Service and Learning (CSL) and Campus Center and Student Experiences co-sponsored four Days of Service. More than 750 students, faculty, and staff participated by providing 4,542 hours of service at 41 community partner sites.

• A total of 172 Federal Work-Study eligible students earned $346,785 at 29 Community Work-Study agencies. This represents 24.2% of the campus’s Federal Work-Study allotment, well above the 7% minimum requirement.

• SHJ Community Service Scholarships provided funding and promoted academic success of underrepresented students. The composition of scholars generally represents greater diversity than the general student population with 13.3% African American (9.3% campus), 7.1% Asian (4.5% campus), and 11.7% two or more races (3.4% campus). The percent Hispanic was 3.6% (5.6% campus).

ADVANCES IN HEALTH AND LIFE SCIENCES

• Students in health-related fields served in community agencies in the River West/Near West and Near East communities as inter-professional teams.

• CSL staff provided subject matter expertise to the IU School of Medicine Service Learning Taskforce to integrate service learning into the new integrated medical education curriculum set to launch IU system wide beginning August 2016.

• CSL staff collaborated on the design and implementation of inter-professional learning experiences for medical and health sciences professions statewide with University Clinical Affairs TEACH Curriculum.

• 43% of Service Learning Assistant funds were awarded to faculty for health related courses, programs, or research.
COLLABORATION AND BEST PRACTICE

• IUPUI Series on Service Learning Research Volume 3, Research On Student Civic Outcomes In Service Learning: Conceptual Frameworks and Methods, was published and includes chapters from nationally recognized service learning scholars.

• IUPUI joined the National Campus Compact’s 30th Anniversary Statement of Action to develop a Campus Civic Action Plan.

• CSL convened the 8th Annual IUPUI Research Academy which hosted 30 participants representing 20 institutions throughout the country. These faculty and staff came to strengthen their research on service learning and community engagement.

• The U.S. News and World Report 2016 edition of America’s Best Colleges listed IUPUI as “one of the top universities in the nation with outstanding service learning programs”.

• IUPUI was once again selected as one of 74 campuses to participate in NASPA’s LEAD Initiative on Civic Learning and Democratic Engagement.

• CSL and Academic Affairs co-sponsored the Faculty Learning Community on Public Scholarship, offered a workshop series on public scholarship, and created materials on how to evaluate excellence in public scholarship.

• CSL staff supported faculty in the design and development of community-based, community-engaged, and service learning curriculum and research through workshops, one-on-one consulting, and funding undergraduate and graduate Service Learning Assistants.

• The IUPUI service learning taxonomy was developed to support improvement of course design and assessment of service learning courses under the RISE initiative.

• CSL hosted 25 faculty related events, attracting over 500 participants. CSL staff also consulted with more that 250 faculty on instruction, resourcing, risk and liability issues, global engagement, research, and scholarship.

• CSL awarded $7,415 in dissemination grants to 12 faculty representing 7 different schools to support dissemination of research and scholarship on community engagement across all domains of academic work.
A NOTE OF GRATITUDE

COMMUNITY PARTNERS IN ATTENDANCE

City of Muncie
Fay Biccard Glick Neighborhood Center at Crooked Creek
Indianapolis Neighborhood Resource Center
Indiana Campus Compact
Ivy Tech Community College
John Boner Neighborhood Centers
Lilly Family School of Philanthropy
Local Initiatives Support Corporation
Ronald McDonald House Charities of Central Indiana

(R.S.V.P.s as of March 28, 2017)

BRINGLE SHOWCASE
PLANNING COMMITTEE

Center for Service and Learning
Jordan Almos
Lorrie Brown
Julie Hatcher
Victoria Johnson
Libby Laux Rodefeld
Verna McDowell
Morgan Studer
Susie Wiesinger
IUPUI Student and Staff Volunteers
SAVE THE DATE:
TUESDAY, APRIL 10, 2018

14TH ANNUAL
ROBERT G. BRINGLE
CIVIC ENGAGEMENT SHOWCASE
IUPUI CAMPUS CENTER
420 UNIVERSITY BOULEVARD
INDIANAPOLIS, INDIANA