DEAR SHOWCASE ATTENDEES:

Welcome to the 2013 Civic Engagement Showcase and Symposium. This year, 2013, makes the 20th year since Dean William Plater, then Executive Vice-Chancellor for Academic Affairs, opened with Julie Hatcher the IUPUI Office of Service Learning and initiated curricular and co-curricular partnerships with the community that have civic learning objectives as their central focus. The Office of Service Learning was subsequently incorporated into the current Center for Service and Learning.

From the beginning, these programs and courses have had youth and their education as a center of attention. It is fitting that this year’s Showcase and Symposium continues the theme of “supporting youth.” There is no better investment that this campus and this community can make than directing everyone’s attention to confirming and enhancing our commitment and the commitment of others to youth. I commend the work that Dr. Henry Louis Taylor, Jr. has made to similar work in Buffalo and internationally, and I appreciate the contributions he will make to our program. The stakes are high; this is serious work.

IUPUI has a good track record for its achievements, but I have higher aspirations for its future work and the Civic Engagement Showcase and Symposium provides not only an opportunity to reflect on what has been done but also to individually and collectively, as a deliberative community, envision how each of you can build on those successes to ensure that youth are better served and more successful. I wish you well with your civic work.

Robert G. Bringle, Ph.D., Phil.D.
Professor Emeritus, Psychology and Philanthropic Studies
Senior Scholar, Center for Service and Learning
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Registration and Check-in</td>
<td>11:30 a.m.–5:00 p.m.</td>
<td>CE 4th Floor</td>
</tr>
<tr>
<td>Brown-bag Session</td>
<td>Noon - 1:00 p.m.</td>
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**A Conversation with Dr. Henry Louis Taylor, Jr.**

**KEYNOTE: Dr. Henry Louis Taylor, Jr.**
Director of Center for Urban Studies, University at Buffalo

Professor Henry Louis Taylor, Jr., is one of the nation’s leading authorities on distressed neighborhoods and inner city development. A historian and urban planner, this internationally known scholar is a full professor in the Department of Urban and Regional Planning at the University at Buffalo. He is coordinator of the Department’s Community Development and Urban Management Specialization and is the founding director of the University at Buffalo Center for Urban Studies, a research, neighborhood planning and community development institute that focuses on the regeneration of distressed communities.

**Planning for Community Engagement: A Strategic View**

IUPUI has long been viewed as a leader in civic engagement. Our recent campus-wide strategic planning process provided an opportunity to reaffirm and expand our commitment to a broader consideration of community engagement. This session describes the strategic planning process, with specific attention to the role community engagement plays in the overall future directions of a large, complex urban-serving institution. Purposes, stakeholders, recommendations, and metrics related to community engagement will be discussed.
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<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Symposium Session I</strong></td>
<td>1:15 p.m.–2:30 p.m.</td>
<td>CE 307</td>
</tr>
<tr>
<td>Reducing the Risk: Understanding the University Public Safety Policy for Programs Involving Children and Other University Risk Management Guidelines</td>
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<tr>
<td>Social Bonding Assessment and Community Collaboration: A University, Youth and Housing Agency Partnership</td>
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<td>CE 308</td>
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<tr>
<td>What’s STEM have to do with it?</td>
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<td>CE 309</td>
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<tr>
<td><strong>Symposium Session II</strong></td>
<td>2:45 p.m.–4:00 p.m.</td>
<td>CE 307</td>
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<tr>
<td>Adventures in Collaborative Teaching and Learning: Strategies and Innovative Approaches to Meaningful Learning Partnerships with Community Partners</td>
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<tr>
<td>Education through Gardening</td>
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<td>CE 308</td>
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<tr>
<td>Voices of Youth: Students Who Have Graduated from IUPUI Partner High Schools</td>
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<td>CE 309</td>
</tr>
<tr>
<td>Civic Engagement and Community Impact: The Talent Alliance Approach</td>
<td></td>
<td>CE 405</td>
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<tr>
<td><strong>Poster Showcase</strong></td>
<td>3:45 p.m.–5:00 p.m.</td>
<td>CE 450 A&amp;B</td>
</tr>
<tr>
<td><strong>Recognition &amp; Awards Program</strong></td>
<td>5:00 p.m.–6:00 p.m.</td>
<td>CE 450 C</td>
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OVERVIEW

Welcome! The annual CESS 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 40 presentations and resource tables. Presenters represent not only IUPUI and local community partners, but also neighboring campuses such as Butler, Marian, Purdue, and IU East.

LOCATING POSTERS OF INTEREST

Poster descriptions 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.

The poster portion is broken into two time blocks:

Session A (3:45 - 4:20 p.m.)  Session B (4:20 - 5:00 p.m.)

All posters will be on display during both sessions. However, presenters will attend their posters only during select period(s). Please refer to the supplementary insert to locate poster session assignments.
Community Capital and the Engaged Learning Economy:
Tensions and Prospects in Documenting the Value and Impact of Community-University Engagement

By Mary F. Price, Ph.D.
Service Learning Specialist, IUPUI Center for Service & Learning

How does one demonstrate the value of “collaboration” or the impact a project has on a community? How does one assess the value that communities bring to research and education on college campuses? Frequently, university administrators and government officials look to indicators associated with economic impact such as dollars invested or saved, number of jobs created, the number of service hours contributed, or clients served, trees planted, etc. One cannot deny the importance of jobs to local community well-being. Jobs inevitably create ripple effects in other domains of society; Similarly, one cannot deny the importance of economic development for the health and financial stability of 21st century colleges and universities, which increasingly depend on private sector relationships.

However, the products and ripples of impact generated through community-campus collaborations are not restrained to economic indicators. Rather, the diverse range of activities fueled by local and global community-campus engagement effect a more expansive array of outcomes. At their best, these collaborations build trusting relationships that undergird larger efforts to create conditions where all can thrive and succeed. Telling these broader stories requires that we situate impact and value not just in dollars and cents, but also in how community-campus collaboration builds capacity and adds value in areas not as readily quantifiable.

One concept with utility is that of the engaged learning economy. In higher education, the concept of the engaged learning economy describes a set of relations in which civic engagement binds democratic practices of education with economic outreach and development (Wittman & Crews 2012: 2). More broadly, the concept of the learning economy (Bengt-äke, L. & Johnson 1994) reflects a growing awareness among community leaders. First, meeting the challenges and prospects of 21st century social life demand the participation, preparation, and continued engagement of individuals who understand that knowledge is the crucial resource. Second, life-long learning is the most important process for advancing public understanding, removing barriers to access, and creating inclusive spaces for prosperity.

From this standpoint, it is contributions to a broader array of capital, particularly human and social, that demand our attention and analysis. The Community Capitals' Framework (CCF) (Emery & Flora 2006) offers one approach to expand our thinking about impact. Advocates of the CCF describe communities as consisting of seven different types of “community capital.” The seven types encompass: natural, cultural, human, social, political, financial, and built capital (see page 6 for detailed descriptions). The CCF's guiding premise is that all communities have assets that can be diminished, saved, or invested to create new resources. When these investments extend over long periods of time, they generate “capital” for the community to access. The capitals are
both ends and means, and are essential to creating the conditions for healthy, vibrant, productive communities. Using the CCF, individuals and institutions can situate their contributions to each of the capitals and can evaluate the differential outcomes of projects or initiatives geared toward community development and knowledge production.

The diversity of outcomes associated with the CCF echo the contributions of this year’s poster presenters. Lead presenters were asked to identify the community capital(s) to which they believed their project contributed. Their responses, shown in Table 1, emphasize presenters’ beliefs that their most significant contributions lie in the realms of cultural, social, and human capital. This is not to say that economic development is not an important factor or outcome, but rather that investments in human development and relationships are core outcomes in and of themselves. They are the glue that binds us together.

As you browse the poster program, take note of the community capitals cited by each of the presenters and chat with them about what they see as the value-added dimensions of their efforts.

**Table 1**

**Contributions to Community Capital**  
2013 CESS Poster Presentations (self-report)

<table>
<thead>
<tr>
<th>Capital Type</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Built</td>
<td>5.71%</td>
</tr>
<tr>
<td>Natural</td>
<td>8.57%</td>
</tr>
<tr>
<td>Cultural</td>
<td>45.71%</td>
</tr>
<tr>
<td>Financial</td>
<td>2.86%</td>
</tr>
<tr>
<td>Political</td>
<td>11.43%</td>
</tr>
<tr>
<td>Social</td>
<td>48.57%</td>
</tr>
<tr>
<td>Human</td>
<td>82.86%</td>
</tr>
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**References:**


### The Seven Community Capitals

<table>
<thead>
<tr>
<th>Capital</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Natural</strong></td>
<td>Refers to a community’s environmental assets and biodiversity; advocacy, research and projects that improve water, land, air, or other natural amenities and beauty support capital growth in this area.</td>
</tr>
<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 to 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>
A Bridge to Fix Deficits in the Process of Helping Victims of Domestic Violence in the Latino Culture

VAUGHN A. COBB  MARGARITA REBOLLAR
School of Liberal Arts  School of Social Work
World Languages & Cultures

This project compiled data on the lack of aid for Spanish-speaking victims of domestic violence in the Indianapolis area. The statistics show that approximately 378 women of Hispanic origin die annually due to domestic violence. These dramatic numbers surpass the data statistics of cities in the surrounding states. Our translations of three shelters’ online information is a purposeful way of engaging students in a valuable civic engagement activity that is transforming the community and saving lives.

Community Capitals: Social, Human

A Retrospective Case-Study of Community Acquired Healthcare: Indiana University Student Outreach Clinic

BRIAN T. ROCHFORD  JANICE L. FARLOW
School of Dentistry  School of Medicine

CRISTIANO PIRON  ROSS HESKETT
School of Medicine  School of Medicine

REEMA RAMMAHA  KAM MING CHAN
School of Social Work  School of Social Work

CARLEEN HAWTHORN  KATHRYN BANAS
School of Social Work  School of Health & Rehabilitation Sciences

MAGGIE CAPPEL
School of Health & Rehabilitation Sciences

The Indiana University Student Outreach Clinic (IU-SOC) is a student-run free clinic on the Near Eastside of Indianapolis. It is an interprofessional service-learning experience for medical, pharmacy, dental, social work, legal, and physical therapy students across three major institutions. Over the past four years, the clinic has raised health care access and decreased emergency room utilization for hundreds of community members. For these reasons, the IU-SOC is a successful model of a true community-campus partnership.

Community Capitals: Cultural, Human

SAM H. JONES SCHOLARS OF AMERICA READS*AMERICA COUNTS TEAM LEADERS AND COMMUNITY PARTNER SCHOLARS

The Center for Service & Learning has been working with our Sam H. Jones Community Service Scholars in innovative reflection strategies. We have found that digital storytelling, and more importantly the methodology used to create a digital story, facilitate a reflection process that holds great potential for deeper civic learning. Stop by our area to learn more about this concept directly from student scholars as they share their digital stories and their experiences in creating them.

Community Capitals: Human, Social

Civic-Minded Programming: Using the “Civic-Minded Graduate” to Deepen Civic Learning among IUPUI Students

ARYN SCHOUNCE
School of Public & Environmental Affairs

MORGAN STUDER
Center for Service & Learning

NICOLE C. DAVIS
School of Public & Environmental Affairs

STARLA OFFICER
Center for Service & Learning

PAULA MONROY
School of Public & Environmental Affairs

Identifying and measuring civic learning outcomes is important in evaluating the efficacy of civic engagement programs and teaching strategies. The Civic-Minded Graduate (CMG) was developed to be used as a tool to measure civic learning outcomes of students. This poster presentation demonstrates how CSL staff designed an instructional curriculum using the CMG to help a group of community service scholars reflect upon their experiences in the Sam H. Jones Community Service Scholarship Program and deepen their own civic learning.

Community Capitals: Social, Human
Community Engagement Through Hands-On Science Saturday

**DAVIDA J. HARDEN**  
IUPUC, School of Education

**LAUREN MIRICK**  
IUPUC, School of Education

As members of the IUPUC Student Chapter of the National Science Teachers Association, the goal of our chapter is to bring Science alive for area elementary aged children and their parents through the hands-on workshops entitled: Science Saturdays. Through such workshops, chapter members gain valuable experience, which they can take with them into their own classrooms as well as offer children and adults of the community an opportunity to experience science first-hand.

**Community Capitals:** Natural, Cultural, Human

Creating a Civic-Minded Dental Professional

**HEATHER L. TAYLOR**  
School of Dentistry  
Pediatric Dentistry

**DR. JOAN KOWOLIK**  
School of Dentistry  
Pediatric Dentistry

The purpose of this study was to examine dental and hygiene students’ perceptions of underserved populations, responsibility to one’s community, and education received on these topics at Indiana University School of Dentistry. Dental students became more aware of access to health care issues and underserved patients in the community but did not readily admit that it was their responsibility as a graduate to work and assist with dental issues that arise in these communities.

**Community Capitals:** Human

Dental Student Volunteers Educating Children on Oral Health in the School Setting

**DAVID H. HEATH**  
School of Dentistry

**DR. JOAN KOWOLIK**  
School of Dentistry  
Pediatric Dentistry

IU School of Dentistry formed a partnership with the IPS schools to educate school-aged children on the importance of good oral health to combat high rates of dental disease among youth. Children are exposed to curriculum regarding the importance of teeth, the role of plaque, and how to properly care for their teeth now and into the future. The main objective of this partnership is to encourage children to actively care for their teeth from youth into adulthood.

**Community Capitals:** Cultural, Human
Educate. Motivate. Move: Outcomes of a Nurse Health Coach Program for Diverse Populations in a Community Wellness Center

ANN F. ALLISON  KIRBY FRANK
School of Nursing  School of Nursing

Instituting a nurse health coaching program at George Washington Wellness Center involving undergraduate and graduate nursing students benefited the experiences of the students and the health and well-being of the community members. The community members taught-back information obtained in the hypertension program implemented by the students, expressing further interest in health prevention programming. All the students gained professional experiences in public health nursing, enriching their outlook on how to improve the health of a community.

Community Capitals: Human

Educating Dental Students to Present Oral Health Education to Elementary-Aged Children

MEGAN R. BOOE  DR. JOAN KOWOLIK
School of Dentistry  School of Dentistry
Pediatric Dentistry

Service Learning Assistants (SLAs) attended training sessions with faculty of IU School of Dentistry to prepare new and returning volunteer dental students on how to properly engage in community outreach events involving school-aged children. SLAs shared learned knowledge and experience with new volunteers during informal focus groups prior to outreach events. This project was created to increase the flow of information from experienced faculty and SLAs to novice volunteers desiring to increase their participation in pediatric outreach events.

Community Capitals: Human
Español en la comunidad

ANGELA D. DRURY
School of Liberal Arts
Spanish

“Español en la comunidad” is a presentation of the rich interaction and experience gained in real-life situations between Spanish students at IUPUI and community partners in Central Indiana. Students work alongside the community partners to provide services for Spanish-speaking community members, and in the process, they improve their Spanish oral skills. In serving others, they gain a greater passion for language learning and are challenged to use the Spanish language outside of the classroom.

Community Capitals: Cultural, Social

Health Impact Assessment of the Development of a Full-Service Grocery Store within an Urban Community

ANDREA P. HOMOYA
Fairbanks School of Public Health

DR. CYNTHIA STONE
Fairbanks School of Public Health

SUE HANCOCK
Fairbanks School of Public Health

NEICOLE YOUNG
Fairbanks School of Public Health

SANDY CUMMINGS
Marion County Public Health Department

DR. STEPHEN CLARKE
Marion County Public Health Department

A health impact assessment was conducted in a low-income, urban community with above average poor health outcomes to determine whether installing a grocery store in this food desert could positively impact the health of residents. The Marion County Public Health Department and the IU Fairbanks School of Public Health partnered to assess current healthy food options in the region and to determine the association between food quality, health status, and chronic diseases.

Community Capitals: Built, Social, Human
Healthy Smiles for Employability Program in Near Eastside Indianapolis

JEYANTHI BHAHEETHARAN | STEPHEN R. HENDRICKS
Fairbanks School of Public Health

TIMOTHY J. MORGAN | ERIKA C. SCHMIT
School of Philanthropy School of Dentistry

Indiana University School of Dentistry’s Healthy Smiles for Employability (HSE) program aims to improve oral health, well-being, and employment outcomes in Near Eastside Indianapolis and neighboring communities by providing low-income, uninsured residents with dentures. HSE collaborates with local organizations to provide job assistance and social services, supporting community goals to empower and improve the quality of life of residents. Ongoing program evaluation through qualitative methods maximizes the success of HSE participants, partners, and participating students.

Community Capitals: Social, Human

Implementation of Community-Based Education Courses at the Indiana University School of Dentistry

DR. ESPERANZA A. MARTINEZ-MIER | DR. KAREN M. YODER
School of Dentistry School of Dentistry
Preventative & Community Dentistry Preventative & Community Dentistry

A faculty learning community has been developed at the Indiana University School of Dentistry to implement a recently created course that captures all of the school’s service-learning and service activities. Faculty directing sections of the course are benefiting from pedagogical and logistical support to develop robust service-learning experiences. This poster outlines the scope of work of our community and associated outcomes including revised course syllabi, a curriculum map, standardized tracking, assessment, and reflection tools.

Community Capitals: Cultural, Human
Indy Greenways Impact In The “Village”

MICHAEL J. MARSALA  
School of Public & Environmental Affairs

IUPUI and Indy Parks formed a community partnership over fifteen years ago with the goal of monitoring trail usage across the Greenways network. This unique, multi-trail system has become an important component of the community, as it provides residents with safe opportunities to participate in recreation and fitness activities, and it provides commuters with more sustainable transportation options in Indianapolis. Our poster illustrates trail usage from previous years on the current bikeways network and the Cultural Trail to show the connections between greenways, bike lanes, and the Cultural Trail and how options for users in Indianapolis are on the rise.

Community Capitals: Natural

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INShape IUPUI

MARCY KERR  
School of Physical Education & Tourism Mgmt.  
Kinesiology

ADAM HEAVRIN  
School of Physical Education & Tourism Mgmt.  
Kinesiology

INShape IUPUI is a program designed to benefit students near completion of their Exercise Science degrees, as well as the community. IUPUI students personally train a community member for 10 weeks to help the client set and meet his or her health and wellness goals. This provides the students with valuable hands-on training experience before beginning their final internship. It also provides the community with an affordable outlet to knowledgeable health expertise and a wellness facility.

Community Capitals: Cultural, Human
International Service Learning in Kenya

EMILY J. POTTS  DR. DAWN M. WHITEHEAD
Honors College  School of Liberal Arts
Honors College  International Studies

The IUPUI Honors College Service-Learning program in Kenya is an ongoing research project, examining the purpose and need for international service-learning. Students participate in a variety of service sites to gain experiential comprehension of complex global issues while simultaneously examining their role as active and global citizens. Some of the presented issues include ethnic tensions and political effects, local geography, and religious diversity in Kenya. Students complete cross-cultural reports in which they compare the lecture information with their actual experiences with communities at their service sites.

Community Capitals: Cultural, Social, Human

It Takes a Village: (Un)Learning and (Re)Imagining Teaching Transformation through Race-based Equity Work and Collaborative Research Analysis

DR. SUSAN R. ADAMS  DR. JAMIE BUFFINGTON-ADAMS
Butler University  IU East
Education  School of Education

Patti Lather’s (1991) call for researchers to position themselves as creators of a space where those directly involved can act and speak on their own behalf (p. 137) inspired a Collaborative Affinity Mapping Analytic, a process in which study participants collectively categorized and analyzed their own interview transcripts. In this presentation, the researcher and a group member will show the process which resulted in the Professional Framework of Recognition for Educational Equity (PFREE).

Community Capitals: Cultural
IUPUI Motor Activity Clinic and Ability Fitness Clinic

CHRISTINA M. QUERY  
School of Physical Education & Tourism Mgmt.  
Kinesiology

DR. KATIE STANTON-NICHOLS  
School of Physical Education & Tourism Mgmt.  
Kinesiology

LARKEN MARRA  
School of Physical Education & Tourism Mgmt.  
Kinesiology

The Motor Activity Clinic (MAC) and the Ability Fitness Clinic (AFC) serve families and children with disabilities in the Indianapolis and surrounding communities. Housed in the Department of Kinesiology at IUPUI, the clinics offer physical activity and personalized exercise prescriptions by students who are seeking degrees in physical education, physical therapy, occupational therapy, and related areas. Through this program the students and volunteers receive invaluable experience working with a unique population and are truly the heart and soul of the program.

Community Capitals: Cultural, Social

Juntos pero no revueltos: A Latino Immigrant Parent Group’s Reflection on their Emerging Leadership Role within an Urban Elementary School

ÉRICA FERNÁNDEZ  
School of Education

DR. SAMANTHA PAREDES SCRIBNER  
School of Education

This poster presents the lessons learned from four immigrant Latino parent leaders who are active members of Adelantado Familias de la Comunidad/Advancing Families from the Community (AFC), a Latino parent group at an urban elementary school. Reflecting on a year and a half of active participatory research, researchers seek to bring to the forefront the narratives of immigrant Latino parent leaders who have emerged amid threatening and hostile anti-immigration contexts while providing stakeholders.

Community Capitals: Cultural, Political, Social, Human
Knowledge and Attitudes of Dental Trauma Among Mothers in Iraq

DR. JUDITH R. CHIN  
School of Dentistry  
Pediatric Dentistry

DR. GHAETH YASSEN  
School of Dentistry  
Pediatric Dentistry

GEORGE ECKERT  
Biostatistics

Our research goals were to evaluate the knowledge and attitudes of Iraqi mothers regarding dental trauma prevention and management. 231 mothers in Mosul, Iraq were interviewed concerning attitudes and knowledge of dental trauma. These mothers did not have sufficient knowledge about the prevention and management of traumatic dental injuries. Intervention programs are being designed to increase mothers' awareness regarding dental injuries. Our research has been accepted for publication in an international peer-reviewed dental journal.

Community Capitals: Human

Laying the Foundation: Toward Building Sustainable Community Partnerships

BETH LYKINS  
School of Informatics  
New Media

BEN FLACK  
School of Informatics  
New Media

ASHLEE FUJAWA  
Director of Public Relations  
Keep Indianapolis Beautiful

This poster examines strategies used in the classroom to help students access deep learning while fostering a deeper understanding of civic engagement along with information on laying the foundation for a sustainable, long-term partnership between a community partner and the classroom. The emphasis is on lessons learned in the classroom and with the community partner and ways to implement these lessons in a meaningful way within the classroom.

Community Capitals: Built, Natural, Social, Human
Learning Research Methods by Conducting a Community-Based Computer Literacy Survey

DR. ELIZABETH B. ERBAUGH  
School of Liberal Arts  
Sociology

Through a partnership between the Indianapolis Housing Agency (IHA) and four IUPUI departments, undergraduate Social Science Research Methods students learned key research tasks by conducting a computer literacy survey among residents of an IHA housing community. This project offered students hands-on opportunities to participate in survey design, collect and analyze survey data, conduct participant observation, take qualitative field notes, write research memos, and meaningfully consider the scholarly and political ethics of community-based research.

Community Capitals: Cultural, Social, Human

Making a Difference: Service-Learning in Pre-service Teacher Education

DR. DEBORAH B. KELLER  HOLLY BOLT  
School of Education  School of Science  
Math Education

This poster depicts the service-learning projects of Education students who tutored K-12+ students at schools and community centers in the Indianapolis community, including the impact on community partners. Through written reflections and course curricula, students examined the underlying systemic social, economic, and political elements that influence the lived experiences of those served, as well as their own abilities to work with others, their commitment to social justice endeavors, various pedagogical techniques, and issues of diversity.

Community Capitals: Human
Marian University Writing Center: Enlarging the Center

MARK LATTA
Marian University
English

OLIVIA GEHRICH
Marian University
Writing Center

The Marian University (MU) Writing Center is extending writing and literacy support to the communities surrounding the campus. With over 3,000 tutorials this academic year alone, the internal success of the MU Writing Center has led to the increased desire to engage and collaborate with external communities, fostering situated learning opportunities for both students and community members. The MU Writing Center hopes to increase awareness and showcase its organizational implementation of public inquiry and community engagement.

Community Capitals: Cultural, Political, Social, Human

Martindale Brightwood Alliance for Educational Success: A University-Assisted Full Service Community School Initiative

MARY C. STUDLEY
IUPUI Division of Continuing Studies

NICOLE OGLESBY
IUPUI Division of Continuing Studies
And Division of Diversity Equity, and Inclusion

The Martindale Brightwood Alliance for Educational Success is a university-assisted community school initiative led by the Division of Continuing Studies, Community Learning Network (CLN) department. A community school is not a place but a set of partnerships that come together to create a supportive web of interdisciplinary services around families and a community.

Community Capitals: Human
PARCS: Physically Active Residential Communities and Schools

MITCH L. SERMERSHEIM
School of Physical Education & Tourism Mgmt.
Health Sciences

DANIELLE CACICH
School of Physical Education & Tourism Mgmt.

NICK DEITERING
School of Physical Education & Tourism Mgmt.
Health Sciences

JORDAN MCINTIRE
School of Physical Education & Tourism Mgmt.

LEE MATTHEWS
School of Physical Education & Tourism Mgmt.

KRISTA SMITH
School of Physical Education & Tourism Mgmt.

The Physically Active Residential Communities and Schools (PARCS) program is committed to serving and educating students and community members of Indianapolis about the importance of health and exercise. This allows great opportunities for IUPUI students to gain experience while preparing to be well rounded health professionals. The most important aspect PARCS focuses on is building relationships between members and IUPUI students. This poster will provide testimonials from community members and learning experiences from IUPUI students.

Community Capitals: Social, Human

Service Learning: Teaching History Outside the Classroom

JENNIFER M. KALVAITIS
School of Liberal Arts
History

NICK SACCO
School of Liberal Arts
History

NOAH GOODLING
School of Liberal Arts
History

Public History has been defined as putting history to work in the world. Three IUPUI graduate students have been working with community and academic partners to better facilitate an engaging historical experience for students and community members. Through creating a “hands-on history” course, giving tours and conducting research at the Indiana State Capitol, and planning programs as well as moving a traveling exhibit around the state, these three students have actively promoted Indiana’s rich history.

Community Capitals: Cultural, Political, Social, Human
Service Learning in a Pediatric Weight Management Program to Address Childhood Obesity

SAMANTHA KOLAKOWSKI
School of Health & Rehabilitation Sciences
Occupational Therapy

JULIE KURRASCH
School of Health & Rehabilitation Sciences
Occupational Therapy

DR. FENGYI KUO
School of Health & Rehabilitation Sciences
Occupational Therapy

The purpose of this presentation is to describe an inter-professional service learning collaboration and reflect benefits and considerations when incorporating a family-oriented approach in the community-based pediatric weight management program.

Community Capitals: Human

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Service Learning is Win-Win: Powerful Partnerships = Empowered Students

MIKE POLITES
School of Liberal Arts
Communication Studies

IUPUI emphasizes the R.I.S.E. initiative and encourages its faculty members to try and incorporate elements of these high impact practices into their curriculum. Many faculty members want to do this but don’t know where to start. This poster will show how to create a service-learning project from start to finish using samples from the instructor’s own curriculum. The poster will also include dialogue regarding best practices in service-learning so that brainstorming and collaboration across disciplines can take place.

Community Capitals: Social, Human
Simulated Patient OSCE: Blind Community and Dental Students Teach Each Other about Visual Impairments and Oral Health Care

**DR. STUART SCHRADER**
School of Dentistry
Oral Biology

**TRACY CUDJOE**
School of Social Work

**AMY PAWLUS**
School of Social Work

**LAUREN WYATT**
School of Social Work

**DAVID ZAHL**
School of Dentistry

**ZANE FREEMAN**
School of Dentistry

Oral health care for the visually impaired is rarely addressed in dental education. Special needs patients may have physical and psychosocial challenges that necessitate modification of dentists’ routines to provide adequate treatment (Waldman et al., 2005). Objective Structured Clinical Examinations (OSCE) were conducted with second year dental students and visually impaired patients to address the following research question: Does participating in an OSCE increase student knowledge and attitudes about behavioral patient management with visually impaired patients?

**Community Capitals:** Cultural, Social, Human

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Survey of Elder Villagers - A Way of Understanding Their Communities in Papua New Guinea

**LI LI**
School of Liberal Arts
Geography

**DR. RICK BEIN**
School of Liberal Arts
Geography

Papua New Guinea University of Technology students enrolled in an environmental studies course are sent back to their villages to learn and record the environmental knowledge of their tribal elders. Tribal elders welcome their prodigal sons with an environmental emersion and refresher in village lore and are empowered by helping a university student with an assignment. The students find a niche in the village as a recorder and a responsible link to the outside world.

**Community Capitals:** Cultural
The Calnali Microfinance Project: Three-Year Retrospective and Future Initiatives

DR. SARA A. HOOK  
School of Informatics

MARY ANKENBRUCK  
School of Liberal Arts  
International Studies &  
Political Science

The Calnali Microfinance Project officially began in March 2010 with a visit from a delegation from IUPUI. Three years of data clearly demonstrate the feasibility of microfinance and highlight the importance of partnerships between universities; non-profit organizations at the local, national and international level; and leaders in the host community in setting a foundation for long-term success. The poster will provide current information about the project and plans for expanding its capacity in the future.

Community Capitals: Financial, Social, Human

The Center for Civic Literacy: Understand the Civic Deficit and its Effects on Democratic Decision-Making

NICHOLE C. DAVIS  
School of Public & Environmental Affairs

Civic literacy, or the lack thereof in our younger generations, reflects the public deficit in constitutional and civic knowledge that the Center for Civic Literacy will address through interdisciplinary research. It will be the nation’s first research center devoted to studying what our citizens do and do not know about their representative republic.

Community Capitals: Human, Political, Social
The Impact of an International Service Learning Project on Undergraduate Students

LEAH R. VAN ANTWERP  DR. DAWN M. WHITEHEAD
School of Science  School of Liberal Arts
Psychology  International Studies
Honors College

This research project investigates the experiences of five undergraduate students engaged in international service-learning at a private school in Accra, Ghana. While examining both the personal and professional development of the students, the progression of the students’ abilities to face and overcome challenges is also explored. The goals of the study are to understand how service-learning impacts students’ cross-cultural understanding and ability to work and learn in a culture that is different from their own and examine their future interests in working internationally.

Community Capitals: Cultural, Social, Human
Indy Urban Acres - Growing for Good

TYLER H. GOUGH  
Farm Manager  
Indy Urban Acres

Indy Urban Acres is an eight-acre organic urban farm that supplies low-income Hoosiers with healthy fruits and vegetables. The site also serves as an educational resource for user groups, community organizations and Indy Parks youth programming to learn the value of the urban gardens and how to grow their own food.

Indiana Campus Compact

LIZA NEWMAN  
Program Director for Marketing and Member Relations  
Indiana Campus Compact

For 20 years, Indiana Campus Compact (ICC) has helped member institutions mobilize students state-wide to communities in need. ICC advances the public purpose of colleges and universities by deepening their ability to improve community life and educate students for civic and social responsibility. This work is accomplished at many levels by engaging faculty, staff, students, university administrators, and community partners in this work. In 2012, ICC supported nearly 50,000 individuals through grant programs, professional development opportunities, resources, and networking.

Center for Service and Learning: Connecting Campus and Community through Service

LIBBY LAUX RODEFELD  
Associate Director  
Center for Service and Learning

Center for Service and Learning engages students, faculty, staff and community members in educationally meaningful service to promote learning and development, advance best practice and research, achieve community goals through partnerships, and further the civic engagement mission of IUPUI. Through community service, work-study in service learning, community partnership and service-oriented scholarships, and collaboration with extensive student-focused curriculum and programming, the Center supports extraordinary student success, faculty development and community impact.
Midwest Center for University-Assisted Community Schools

**ALYSSA FOREMAN**  
Graduate Assistant  
Center for Service and Learning and The Midwest Center

The Midwest Center for University-Assisted Community Schools provides technical assistance and training for school communities interested in implementing and strengthening the community schools model and university collaboration. The work draws upon the extensive IUPUI/George Washington Community High School (GWCHS) experience and that of GWCHS’s feeder elementary schools. The Midwest Center for University-Assisted Community Schools is a collaboration between the IUPUI Center for Service & Learning, IU School of Education-Indianapolis, and Mary Rigg Neighborhood Center.

Service Learning Resources from Purdue University

**MARGARET SHU-MEI SASS**  
Assistant Director of Service Learning  
Purdue University

Purdue is on the initiative to provide more opportunities for qualitative and quantitative research for service-learning practitioners and professors. As part of that mission, the service-learning Department at Purdue created free service-learning reflection journals (domestic and international) that include a quantitative assessment and prompted reflection questions as well as reflection activities and exercises. An elementary school version is also available for free downloads to schools that are interested in incorporating service-learning into the classroom.

Solution Center: Facilitating Community Engagement at IUPUI

**CHRISTINE Y. FITZPATRICK**  
Associate Director  
IUPUI Solution Center

The Solution Center, IUPUI’s Office of Outreach & Community Engagement, is actively engaged in building community partnerships through research, internships and business assistance. As a first-point-of-contact for IUPUI, Solution Center staff assist Indiana business, government and nonprofit organizations in accessing the appropriate IUPUI resources, such as student internships, class projects, or faculty research, to meet their challenges and reach their goals.
INTRODUCTION
Dr. Julie A. Hatcher, Executive Director
IUPUI Center for Service and Learning

KEYNOTE
Dr. Henry Louis Taylor, Jr., Director of the Center for Urban Studies
University at Buffalo

CIVIC ENGAGEMENT AT IUPUI
Dr. Robert G. Bringle, Senior Scholar and Professor Emeritus
IUPUI Center for Service and Learning

RECOGNITION OF 2012 CHANCELLOR’S FACULTY AWARD FOR EXCELLENCE IN CIVIC ENGAGEMENT
Awardee: Dr. Susan Brin Hyatt, Associate Professor of Anthropology
IU School of Liberal Arts

RECOGNITION OF 2012 CHANCELLOR’S COMMUNITY AWARD FOR EXCELLENCE IN CIVIC ENGAGEMENT
Awardee: Pastor Jim Strietelmeier
Neighborhood Fellowship Church

RECOGNITION OF 2012 NAN BOHAN COMMUNITY ENGAGEMENT AWARD RECIPIENT
Awardee: Starla Officer, Coordinator for Office of Neighborhood Partnerships
IUPUI Center for Service and Learning

RECOGNITION OF COMMUNITY PARTNERS

RECOGNITION OF 2012-2013 SAM H. JONES SCHOLARS
Dr. Julie A. Hatcher, Executive Director

PRESENTATION OF WILLIAM M. PLATER CIVIC ENGAGEMENT MEDALLION
Dr. William M. Plater, IUPUI Executive Vice Chancellor Emeritus
Lorrie Brown, Associate Director of Civic Engagement
IUPUI Center for Service and Learning
Libby Laux Rodefeld, Associate Director
IUPUI Center for Service and Learning

CONCLUSION
Dr. Julie A. Hatcher, Executive Director
ROBERT G. BRINGLE
Senior Scholar, IUPUI Center for Service and Learning
Professor Emeritus, Psychology and Philanthropic Studies

Dr. Robert Bringle is named the Kulynych/Cline Visiting Distinguished Professor of Psychology in Appalachian State University’s Wiley F. Smith Department of Psychology. Dr. Bringle is an internationally known leader in the field of service learning. He left a lasting impact at Indiana University-Purdue University Indianapolis (IUPUI) where he was a Chancellor’s Professor of Psychology and the Executive Director of the IUPUI Center for Service and Learning for the past 15 years. In addition to his expertise in service learning, Dr. Bringle is a renowned scholar of social psychology with interests in relationships and jealousy. At IUPUI, he developed the Social Psychological Undergraduate Research project, a National Science Foundation supported summer research program designed to provide undergraduate students with research opportunities that would prepare them for graduate-level training in psychology.

DR. SUSAN BRIN HYATT, IU SCHOOL OF LIBERAL ARTS
2012 Chancellor’s Faculty Award for Excellence in Civic Engagement

Dr. Susan Brin Hyatt was born and raised in Boston, Massachusetts. Her research focuses on examining urban neighborhoods as cultural settings and on community-based activism in both the US and the UK. She completed her PhD at the University of Massachusetts in Amherst in 1996. After teaching at Temple University in Philadelphia for 8 1/2 years, Dr. Hyatt joined the Anthropology Department at IUPUI in January 2005 as an Associate Professor and as founding Director of the Graduate Program for IUPUI’s new MA in Applied Anthropology. She is committed to involving her students in collaborative community research and in 2009, her students published a small book, undertaken in partnership with a local community organization in Indianapolis, entitled, “Eastside Story: Portrait of a Neighborhood on the Suburban Frontier.” In 2010 she was recipient of the Brian Douglas Hiltunen Award for the Outstanding Contribution to the Scholarship of Engagement presented by the Indiana Campus Compact.
NEIGHBORHOOD FELLOWSHIP CHURCH
2012 Chancellor’s Community Award for Excellence in Civic Engagement

Neighborhood Fellowship Church, the recipient of the Chancellor’s Award For Civic Engagement, is an Indianapolis church that is committed to caring for the poor. They have partnered with IU Student Outreach Clinic since its inception. They now partner with six schools at IUPUI and hope for more. Jim Strietelmeier, a former IUPUI student, one of their joyful leaders, describes the church as “people who love God and love their neighbors as themselves.”

STARLA OFFICER, CENTER FOR SERVICE AND LEARNING
2012 Nan Bohan Community Engagement Award Recipient

Starla D.H. Officer, MPA, has worked to enhance the lives of people in the Indianapolis community for more than 12 years. Currently she is the Coordinator for the Office of Neighborhood Partnerships at the IUPUI Center for Service and Learning. In this position, she serves as a liaison to build partnerships between the campus and the community. She also works to advance the community school movement through partnerships with institutions of higher education through the Midwest Center for University-Assisted Community Schools.

She has a Bachelor of Communication Studies Degree and certification in Non-Profit Management and American Humanics from Indiana University and completed a Masters of Public Administration Degree from Baruch College in New York City as part of the prestigious National Urban Fellows program. A dedicated wife and mother of 2, She works tirelessly in the community, volunteering for Dress for Success Indianapolis, the Hawthorne Community Center Board of Directors, the Indianapolis Urban League, and the United Way of Central Indiana.
The Robert G. Bringle Civic Engagement Showcase and Symposium highlights the work of IUPUI faculty, staff, students, and community partners in research, teaching, and service activities that have a positive impact on Indianapolis communities. During the past year, IUPUI Commitment to Excellence in Civic Engagement funds supported five programs to expand and deepen faculty and staff involvement in community-engaged teaching, research, and scholarship.

**SERVICE LEARNING COURSE DEVELOPMENT GRANTEES**

As part of IUPUI's Commitment to Excellence, the Center for Service and Learning designates course development funds to support IUPUI faculty and academic staff to design a new or transform a pre-existing course drawing on best practices in service learning course design and assessment. This year's grantees span the graduate, professional and undergraduate curriculum:

- **Brian Culp**, Department of Kinesiology, Physical Education and Tourism Management
- **Dina David**, Department of Communication Studies, Liberal Arts
- **J. Meryl Krieger**, Department of Sociology, Liberal Arts
- **Fengyi Kuo**, Department of Occupational Therapy, Health and Rehabilitation Sciences
- **Darrell Nickolson**, Department of Design & Communications Technology, Engineering and Technology
- **Mike Polites**, Department of Communication Studies, Liberal Arts
- **Ronald Sandwina**, Department of Communication Studies, Liberal Arts
- **Philip Scarpino**, Department of History, Liberal Arts
- **Rebecca Shrum**, Department of History, Liberal Arts
- **Regina Turner**, Department of Communication Studies, Liberal Arts
- **Cynthia Williams**, Department of Psychology, Science
CURRICULUM DEVELOPMENT BLOCK GRANT:  
IU School of Dentistry Community-Based Education Design and Assessment Project  
The integration of high impact practices challenges academic units to rethink the organization of teaching and assessment practices at multiple levels. Sustainable, transformational change is more likely to occur when faculty inquiry moves from a singular focus on “my course” to include “our curriculum.” The Center for Service and Learning periodically offers grant funds and consultative support to academic units dedicated to organizing themselves for change linked to questions associated with civic and community-engaged teaching and learning.

Recipient: Drs. Angeles Martinez-Mier and Karen Yoder  
Participants: Drs. Tim Carlson, Larry Garetto, Joan Kowolik, Odette Aguirre-Zero, Armando Soto, John Loeffler and Ms. Heather Taylor

ALTERNATIVE SPRING BREAK ADVISORS  
Alternative Spring Break advisors work closely with the Alternative Spring Break Student Trip Leaders to prepare and implement successful alternative break trips. Their role is to provide guidance, counsel, and knowledge to the leaders and participants in a way that empowers students to look beyond themselves and begin to connect the social issue with which the trip is working to their own worlds.

Kirollos Barsoum, School of Philanthropy  
Katy Kaesebier, Office of Student Involvement and Center for Service and Learning  
Patti McMullen, Office of Student Involvement and Center for Service and Learning  
Lindsey Mosier, School of Law  
Nolan Ryan, Office of Student Involvement and Center for Service and Learning  
Carol Satre, School of Social Work  
Alex Snowden, Office of Student Involvement  
Jarod Wilson, Office of Student Involvement and Center for Service and Learning
SERVICE LEARNING ASSISTANTS (SLA) FUNDED FOR FACULTY/STAFF ENGAGED IN SERVICE LEARNING COURSES

The CSL offers scholarship support to faculty and academic staff in the design/implementation of a service learning course, conducting a community engaged research project, supporting capacity building for the expansion of service learning within a campus unit, or implementing a professional service project with the community. Faculty and staff recipients of an SLA scholarship become mentors to students to whom they assign the award. This mentoring relationship provides vital human resources to scaffold partnership work. They also create valuable learning opportunities for the students. During the 2012-13 academic year, the CSL has been privileged to support the work of the following faculty and staff under the SLA Scholarship program:

Wan-Ning Bao
Rick Bein
Ann Belcher
Rachel Bennett
Jackie Blackwell
Pam Blevins-Hinkle
Jay Bradley
Sue Burow
Judith Chin
Robert Comer
Jan Cowan
Andrea Ferreira-Zandona
Natasha Flowers
Carrie Foote
Erika Galyean
Carolyn Gentle-Genitty
Jennifer Gilles

Kathryn Glidden
Claudia Grossmann
Jimmoon Heo
Sarah Hook
Sue Hyatt
Michelle Jeschke
Deb Keller
Shelia Kennedy
Steve Kirchhoff
Joan Kowolik
Meryl Krieger
Liz Kryder-Reid
Fengyi Kuo
Tamara Leech
Bev Linde
Beth Lykins
Pamela Martin

Colleen McCormick
Darrell Nickolson
Philip Scarpino
Stuart Schrader
Genevieve Shaker
Sarah Shore-Beck
Rebecca Shrum
Armando Soto
Katie Stanton-Nichols
Cynthia Stone
Rachel Swinford
Sue Tennant
Rosa Tezanos-Pinto
Regina Turner
Corinne Ulbright
Dawn Whitehead
Cynthia Williams
The future of the engaged university lies in innovations generated to address public problems and in the processes involved in generating solutions. Both process and product are key to this work. Our collective future lies not only in disciplinary research but also in re-envisioning the models, practices and structures associated with the teaching and learning. To this end, the CSL encourages scholars and practitioners, both individually and in collaboration with students and partners, to disseminate their findings to external audiences. During 2012-13, the following members of the campus community drew on this support:

**Dr. Yao-Yi Fu**, Conventions, Tourism and Event Management
2012 Conference of the International Association for Research on Service Learning and Community Engagement
*Presentation title: Factors and Contexts that Contribute to Students’ Development of Intercultural Competence and Civic Engagement*

**Cindy Williams**, Psychology
2012 National Learning Communities Conference
*Presentation title: How Do Students Show What They Learn Doing Service?*

**Sarah Zahl**, Education
2012 National Learning Communities Conference
*Presentation Title: To Engage Students in Finding Purpose, One Must be Purposive: Scaffolding Instructional Team Learning to Design for Integrative and Civic Learning in Learning Communities*

**Dana Kesler**, Business
2012 National Learning Communities Conference
*Presentation Title: To Engage Students in Finding Purpose, One Must be Purposive: Scaffolding Instructional Team Learning to Design for Integrative and Civic Learning in Learning Communities*
SAM H. JONES COMMUNITY SERVICE SCHOLARSHIP PROGRAM

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. Their service experiences vary from giving art lessons at Indy Parks and Recreation to volunteering at the Indianapolis Zoo.

Sam H. Jones was a dedicated public servant who provided dynamic leadership as 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.

2012-2013 SAM H. JONES COMMUNITY SERVICE SCHOLARS

Alternative Break Team Leaders
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 deeper reflection on social issues that affect those communities. Participants experience and discuss the cause of social issues while learning how to become active citizens to address those same social issues within their own communities.
Alternative Break Team Leaders  (Cont’d)
Rishi Chandra       Madeline Janicki       Lindsey Lazo
Shuennhau Chang     Deidre Key          Shoaib Rasouli
Kayla Collins       Tiffany King        Ashley Winfield

America Reads*America Counts Team Leaders
Student scholars in this program receive training and support to lead a team of IUPUI students who provide tutoring to youth free of charge at local schools and community centers.

Morgan Albregts     Jack Graves         Anne Lustig
Emily Bergman       Camry Hess          Sarah Maggard
Ramandeep Chohan    Mariana Lopez-Owens Gabriela Mendoza
Jeanette El         Dianna Love-Houston Paul Montoya
Annakarina Freeman  Mariah Lovins

Community Partner Scholars
Community Partner Scholars engage in activities to assist community partners in meeting their mission while also serving as student advocates for civic engagement on the IUPUI campus.

Stefany Boleyn      Christopher Griffin  Sharvonne Williams
Rishi Chandra       Jessica Jackson     Tracy Williams
Umi Claywell        Anne Lustig         Yuese Zheng
Brad Cox            Maziel Vazquez

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 planners as they create opportunities for students, faculty and staff to be engaged in the community.
Community Service Leaders (Cont’d)

Fernanda Agnes  Kaylin Leuthold  Marvin Shamuyarira
Ryan Eldridge  Jose Miranda  Jeremy Sherer
Sarah Flores  Taylor Pennell  Joe Spaulding
Katy Frantz  Lorenc Qorlaze  Kristyn Seibert
Cole Johnson

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 volunteer 4 hours each week at different local community partners, completing a variety of projects ranging from web design to event planning.

Brandon Coats  Sukhjeet Gill  Stephanie Martinez
Kayla Collins  María Harlan  Jordan Morse
Derek Dixon  Christele Igega  Kevin Shamuyarira
Whitney Eldridge  Skye Leasure
Gabriela Figueroa  Lauren Mains

Democracy Plaza Leaders

Scholars in this program support the development of well-informed and engaged students through critical thinking and civil discourse on political ideas and issues. They organize events at Democracy Plaza, promote Constitution Day and voting on Election Day, and monitor civil discussions on a variety of topics throughout the academic year.
Democracy Plaza Leaders (Cont’d)

Mary Ankenbruck  Tony Greco  Roziya Tursunova
Chris Gault  Alan Hancock  Tyler White
Amber Goad  Matt Kappus

Freshman Service Scholars
Scholars in this program volunteer 3 community service hours 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 the PHST 105 service learning course.

Eduard Berman  Zarko Coric  Devon Orben
Vladislav Berman  Anna Glumb  Christopher Syson
Nicole Birch  Garret Hillsdon-Smith  Sydney Teal
Seth Bollier  Tayanna Johnson  Samantha Thomas
Leah Brooks  Lauren Kenney

Fugate Scholars
Student scholars in this program serve at one of the Westside K-12 schools implementing college preparation activities and assisting as mentors or tutors. They also participate in monthly service leadership training.

Zaimeire Baihetiyaer  Kimberly McDaniel  Casie Stone
Jessica Collins  Chelsea Parkinson  Ashley Winfield
Crystal Dahmen  Arnesha Price  
Christian Lola  Jennifer Romine
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 as well as Make a Difference Day.

Aaron Anderson  Lindsey Lazo  Emily Scott
Daniel Bollier  Skler Minton  Katlin Smart
Alan Hancock  Ivan Mjsejev  Ashley Winfield

Service Learning Assistant Scholars
Student scholars in this program are IUPUI students selected by faculty or professional staff to assist in the implementation of a service learning class, 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.

Ann Allison  Vaughn Cobb  Grace Felix Gomez
Brandon Amos  Tracy Cudjoe  Maria Fernanda Hamilton
Mary Ankenbruck  Lydia Davey  Raluca Filimon
Tracie Arnold  William Davidson  Ben Flack
Mariam Bah  Danielle Davis  Riley Fore
Allison Barker  Nichole Davis  Kirby Frank
Margaret Baurley  Joy Debaun  Steve Godanis
Lori Bebinger  Nicholas Deitering  Andrea Groner
Logan Bogard  Amy Demien  David Heath
Megan Booe  Karin Demo  Adam Heavrin
Keondra Brown  Govind Dhaske  Kirsten Hill
Nancy Brown  Angela Drury
Lucas Buchler  Paul Enders
Danielle Cacich  Breanna England
Service Learning Assistant Scholars (Cont’d)

Ruth Hinkle
Terrice Hooks
Janine Huff
Candice Hughes
Natalie Johann
Sarah Jones
Jennifer Kalvaitis
Mary Kerr Suhail Khan
Anne Kiboi
Kelli Kirkwood
Carmen Kline
Samantha Kolakowski
Tadziu Kula
Julie Kurrasch
Derek Lane
Kirsten Lewis
Li Li
Zhao Liu
Ruchin Mandiwala
Larken Marra
Michael Marsala
Lee Mathews
Kirstie Matsushima
Kristin Mays
Tracy McDaniel
Jordan McIntire
Jenni Mendoza
Stephanie Middleton
Amber Mills
Paul-Michael Montoya
Kathy Morgan
Holly Morris
Jessica Mullin
Lauren Mummert
Daniel Murphy
Chen Ni
Tyler Perrot
Aaron Pierce
Jim Plew
Emily Potts
Sacha Pugh
Margarita Rebollar
Ashley Rethlake
Brittany Rissler
Tom Ryan
Steve Scally
Mitchel Sermersheim
O’Neal Shyne
Anne Marie Smiley
Bailey Smith
Kelly Smith
Krista Smith
Nathan Stanley
Erica Swanfeldt Stout
Michael Swartzentruber
Lauren Terpin
Ashley Tofani
Travis Tornquist
Leah Van Antwerp
Mandy Walker
Angela Wallen
Katie Watson
Angelia Wimbley
Eric Wolf
Wesley Wren
Lauren Wyatt
Ghaeth Yassen
In accordance with IUPUI's mission as an urban, civically engaged institution, 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.

2013 PLATER MEDALLION RECIPIENTS

**Bachelors**

**Theresa Benz**, an IU School of Public and Environmental Affairs student originally from Beaverton, Michigan, has shown great dedication to the children of Central Indiana through her service to a variety of organizations including the Lawrence Township Elementary Schools, Geist Montessori School, and the Indiana Mothers’ Milk Bank. Additionally, as an advocate for health and exercise, Theresa has participated in research for the Indianapolis Department of Public Works in developing a strategy in re-branding the Indy Parks greenways and biking trails system to enhance the use and connectivity of the city.

**Domini Bryant**, an IU School of Social Work student from Indianapolis, Indiana, has shown great passion working with youth and families in the Indianapolis community through her service and advocacy work with organizations like Reach for Youth, 2-1-1 Connect2Help, and the Indiana Child Welfare BSW Scholars program, as well as the Center for Leadership Development, America Reads*America Counts, and Partners in Housing. Domini’s passionate efforts have been essential to children and families gaining access to quality education, housing, and community resources in the Indianapolis area.
Oaksoon Callahan, an IU School of Liberal Arts student studying English and Anthropology, has shown great commitment to service in her work with various organizations on campus and in the community. Among many of the organizations she has worked with in the Indianapolis community and abroad are the Burmese American Community Institute (BACI), Susan G. Komen Tissue Bank, and the Australians for Native Title and Reconciliation (ANTaR).

Lydia Davey, an IUPUI Liberal Arts student from Lafayette, Indiana, has shown outstanding commitment to civic engagement through her service in a variety of organizations to include the United States Marine Corps, Team Rubicon, and Humanitography, the non-profit she recently co-founded. For nearly ten years, Lydia has participated in national defense and disaster relief efforts at home and abroad. She is now excited to turn her efforts fully to Humanitography, an organization that employs the arts to expand the reach and scope of existing humanitarian efforts.

Riley Fore, an Indiana University School of Philanthropy student from Greenwood, Indiana, is committed to working with youth in the Indianapolis community. For five years, Riley has dedicated much of his time working with the youth of George Washington Community High School and Hawthorne Community Center. Riley has also conducted service that promotes youth and community development in Cape Town, South Africa.

Emma Friday is a student in the Health Services Management Program in the IU School of Public Health. She has had the opportunity to serve as a Sam H. Jones Community Service Scholar and has served at community agencies such as George Washington Community High School, Damar, Inc., and the NearWest Collaborative to promote civic engagement and youth development.

Kiran Gill, an IUPUI student with a double major in Biochemistry and Spanish and a minor in Psychology, has devotedly worked with various service organizations in Indianapolis, including the Student Organization for Alumni Relations, William Penn Elementary School, and Exodus Refugee Immigration. Since 2011, she has been teaching English to refugees settled in Indianapolis.
2013 PLATER MEDALLION RECIPIENTS (CONT’D)

Steve Godanis, an IU School of Liberal Arts student from Columbus, Indiana, has shown great dedication working with the community in Indianapolis through his service to a variety of organizations including Developing IUPUI’s Gardens Sustainably (DIGS). For two years, he has been a senior garden manager of the campus gardens. Through collective research efforts, he also analyzed the effects of major sporting events on Indianapolis.

Anthony Greco, an IU School of Liberal Arts student from Greenwood, Indiana has been an active member in both his hometown and collegiate communities. After receiving his Eagle Scout award, Anthony has stayed active in his Boy Scout Troop so he could give back to a program that helped him so much during his formative years. At the IUPUI campus Anthony has engaged countless students in politically-minded events through his work with Democracy Plaza, a registered student organization within the Sam H. Jones Community Service scholarship program.

Rachel Hathaway, a Civic Leadership major in the School of Public and Environmental Affairs from Woodburn, Indiana, has invested in the Indianapolis and IUPUI communities in a number of ways. Her involvement includes volunteering with such organizations as the Immigrant Welcome Center, Forest Glen Spanish Immersion School, and Pace/OAR, as well as many service days through IUPUI. Rachel is dedicated to creating more opportunities for civic engagement and community conversation through sponsored events and collaboration with community partners.

Cole Johnson, an IU Kelley School of Business Student from Kokomo, Indiana, has spent the past four years on a journey to become an Active Citizen in the local community and the world around him. For four years, Cole has spent the majority of his time as a Sam H. Jones Freshman Service Scholar, Community Service Scholar, and Community Service Leader. He has tutored at George Washington Community High School, interned at Ronald McDonald House, mentored a scholarship cohort, and been Co-Coordinator of the IUPUI Alternative Breaks Program.
Eric Keller, a Purdue School of Science student from Fort Wayne, Indiana, has shown a continued commitment to service through his involvement in a variety of organizations and activities including IUPUI’s Residence Hall Association, Honors College Service Learning Program in Eldoret, Kenya, and Wishard Volunteer Advocates Program. During his undergraduate career, Eric has regularly volunteered in the IU Health Care system, and currently serves at Wishard Health Services to support members of the local Indianapolis community in need.

Heather Kent, an IU Kelley School of Business student from Zionsville, Indiana, values the importance of civic engagement through her service to the underprivileged in a variety of organizations including the Trinity Free Clinic, United Way, and the Crohn’s and Colitis Foundations of America. For the past year, Heather has volunteered as a dental instrument tech and assistant at the Trinity Free Clinic where she helps treat acute patients and has served at the Crohn’s and Colitis Foundation of America Camp Oasis as a counselor for youth affected with either disease.

Lindsey Lazo, a student in the Purdue School of Science, has always had a passion for serving others. Originally from Long Island, New York and now living in Indianapolis, Lindsey has continually showed her love of serving the community by volunteering at places such as the Ronald McDonald House, the Red Cross of Greater Indianapolis, and St. Anthony Catholic Church.

Jordan McIntire, an IU school of Physical Education and Tourism Management student from Greenwood, Indiana, has shown extensive dedication to her school and city by being involved in various activities while at IUPUI. While working as a Service Learning Assistant for four semesters, Jordan balanced having a part-time job and a full class schedule while serving as President of Student Council. She has also mentored her peers through Orientation team and as a counselor at IU’s Camp Brosius.
Heather Meloy, an IU School of Liberal Arts student from Indianapolis, Indiana, continues to demonstrate dedication to promoting social justice in the Indianapolis community and beyond. As an IUPUI student and Masarachia Scholar, Heather has worked with a variety of organizations including Citizens Action Coalition, United Senior Action, Community Heights and ‘Ohana Makamae in Hana, Maui. For the past six years, Heather has expanded her community or “ohana” to include the island of Maui, Hawaii where she continues to bring awareness to Indigenous Hawaiian rights issues.

Taylor Pennell, an IU School of Liberal Arts student, has spent the last several years as a leader in the Alternative Breaks program on IUPUI’s campus. She assisted in coordinating IUPUI’s first Summer Alternative Break, lead a trip with a record number of participants, and is currently exploring an international Alternative Spring Break. She has also dedicated her time to a local youth group, helping with weekly open youth nights, mission trips, and lock-ins.

Daisy Pham, an IU Kelley School of Business student from Columbus, Indiana, has shown her passion for philanthropy through a wide array of civic experiences, including those with La Plaza, Connor Prairie, Joy’s House, and Gleaners Food Bank. Former President and Founder of Kelley Indianapolis Cares, Daisy has raised awareness for civic engagement and social responsibility by leading the Kelley Indianapolis Cares student organization in volunteering 400 hours of service in its inaugural year.

Jennifer Romine, a Purdue School of Science student, has shown her commitment to Indianapolis through service to a variety of organizations including the Boys and Girls Club, Gennesaret Free Clinics, IU Health, and the Alzheimer’s Association of Greater Indiana. In addition to volunteering at Riley Hospital for Children for nearly five years, she has served as a Fugate Scholar for the past two years at IPS School #46 as a recipient of the Sam H. Jones Community Service Scholarship Program.
Kristyn Seibert, a Purdue School of Science student from Evansville, Indiana, fosters a passion for working with children and promoting health equity both locally and internationally through her service to organizations such as Timmy Global Health, Indiana Mothers’ Milk Bank, and March of Dimes. In addition to her advocacy and volunteer work with Timmy Global Health, Kristyn has participated in the Sam H. Jones Community Service Scholarship Program for four years, where she has played an integral role in connecting IUPUI students to community partners.

Masters

Erin Braun is a December 2012 graduate of the Masters of Public Affairs program from the IU School of Public and Environmental Affairs. As a volunteer civics researcher for Professor Kennedy’s Civic Literacy Project, she completed two years of volunteer research, served as a Community Partner Scholar, and organized the successful Signature Center Initiative grant application for IUPUI’s new Center for Civic Literacy. In addition, she co-founded and led IUPUI’s first and second homeless veterans collection drives, increasing the number of items collected from 750 to almost 8,000 and has served as Vice-President of the Public Affairs Student Association.

K. Ming Chan, an IU School of Social Work student in Indianapolis, Indiana, has devoted service for almost two years to youth and adults through direct practice, education, advocacy, and community partnerships at many organizations including IU Student Outreach Clinic, Neighborhood Academy, and IU Simon Cancer Center. Ming has been passionate in helping individuals overcome barriers to health care and in educating the community on physical, mental, and emotional well-being.

Stephanie Harris, an IU School of Liberal Arts student from Indianapolis, Indiana, has presented and published work that grew from her senior capstone in anthropology with the goal of engaging both her research subjects and community in dialogue about contemporary adoption practices. Throughout her undergraduate and graduate career, Stephanie has also dedicated herself to civic engagement through service and research with a variety of community organizations, including the Indianapolis Re-Entry Education Facility, Habitat for Humanity, the Crooked Creek Community Development Corporation, Mental Health America, the Indiana Historical Society, and Happy Hollow Elementary School.
2013 PLATER MEDALLION RECIPIENTS (CONT’D)

Carleen Hawthorne, an IU School of Social Work graduate student, has shown dedication to the Indianapolis community through her participation and leadership with the Indiana University Student Outreach Clinic. Carleen has been active with the clinic since her first graduate semester and has spent numerous hours working with residents on the near Eastside to address barriers like insurance, housing, and healthcare needs in order to strengthen the neighborhood and the lives of the individuals with whom she has the great opportunity to work.

Andrea Homoya, an IU Fairbanks School of Public Health graduate from Indianapolis, Indiana, has spent a significant portion of her graduate career working to bring disadvantaged groups from Marion County access to adequate preventative health services and increased nutritional options. Over the last two years, she has worked with both the Marion County Health Department on an assessment of school food options and the IU School of Medicine and Garden on the Go to determine whether their services in food deserts have led to improved health outcomes.

Mark Latta, an IUPUI English graduate student from Indianapolis, Indiana, remains committed to community literacy and the deep integration of community resources within education. Mark has helped to create two public memoir anthologies and implemented a number of community ethnography projects. Most recently, Mark launched CityWrite, a city-wide community narrative event held on the National Day on Writing.

Rachel McFadden, an IU School of Health and Rehabilitation Sciences student from Indianapolis, Indiana, is committed to participating in and promoting civic engagement in the Indianapolis community through involvement in organizations such as Special Olympics Indiana, Fraternal Order of Police (F.O.P.) #86 Auxiliary, United Way, Spinal Cord Injury Hope Fund, and Children’s TherAplay Foundation. Rachel has been an active member of F.O.P. #86 Auxiliary for over nine years serving law enforcement officers and their families, especially when an officer is injured or killed in the line of duty.
Reema Rammaha, a graduate student from the IU School of Social Work from Indianapolis, Indiana has dedicated much time to the community with several organizations including the Ronald McDonald House Charities, Trusted Mentors for community members who are at risk for homelessness, and the IU Student Outreach Clinic in providing free health care in wrap-around services.

Aryn Schounce, a graduate student from the IU School of Public and Environmental Affairs in Indianapolis, Indiana, has been engaged with the Indianapolis community as a member of ServiceCorps, which is part of the Sam H. Jones Community Service scholarship program. She has also served as the president of the Social Trep Club, a student organization dedicated to the advancement of social entrepreneurship through community engagement, and she has lead the planning committee for IUPUI Freedom Ride, an alternative spring break trip emphasizing social justice movements and leadership.

Gwen Sunkel is an IU School of Nursing student in the Family Nurse Practitioner program at IUPUI. She is a 2012-2013 Albert Schweitzer Fellow and has worked for the last year with the Keystone-Monon Neighborhood Partnership to promote civic engagement and health improvement to Indianapolis residents. She also volunteers with the Make-A-Wish Foundation of Greater Indiana, Ohio, and Kentucky, the No One Dies Alone Program, and Planned Parenthood of Indiana.

Kelly VanKoevering, an IU Health and Rehabilitation Sciences student, volunteers to teach life skills and fundamental lessons to adolescent Burmese refugees, and serves at Special Olympics and cancer research foundation events. She has participated in numerous international trips in order to assist developing countries and rural cities with their healthcare needs and is involved in the opening of an occupational therapy student-run free clinic to promote quality care for all individuals.

Sharvonne Williams, an IU School of Public and Environmental Affairs student from New York City, New York has shown a great commitment to IUPUI and the Indianapolis community through her service to many organizations including School on Wheels, MCCOY, Office of Neighborhood Partnerships, Second Helpings, Big Car, Autism Society of Indiana, Indianapolis Urban League, West Side Community Development Corporation, Indianapolis Metropolitan High School, Indiana Black Expo and Wheeler Mission. She decided to look beyond the walls of the university and create community awareness while making education a top priority.
Marisa Yaninek, an IU School of Social Work masters student from West Lafayette, Indiana, has merged her desire to make a positive impact in her community with her unflinching commitment to helping the less fortunate. Having grown up in West Africa, she is acutely aware of the results of poverty and injustice. Since she was 13 years old, she has worked tirelessly advocating on behalf victims of domestic violence either by organizing fundraisers for or volunteering directly with victims and their children. Most recently, she volunteers up to 6 hours each Saturday at the IU Student Outreach Clinic conducting assessments, connecting clients with helpful community resources and providing follow up services to uninsured and underinsured individuals in Indianapolis’ Near Eastside community.

Special Recognition
Alison Becker, School of Law
Bethany Nine-Lawson, School of Law
Kim Opsahl, School of Law
Aida Ramirez, School of Law

These four law students have substantially changed - for the vastly better - the way in which landlord-tenant cases are considered and decided in Marion County and elsewhere in Indiana. These students participated in meetings with judges responsible for landlord-tenant proceedings in the nine township courts in Marion County, addressing varied issues like access to court and proceedings for people with disabilities and non-English speakers, application of the Protecting Tenants at Foreclosure Act, and more. Their work shows exemplarily commitment to improving the administration of landlord-tenant law in Marion County and elsewhere.
COMMUNITY PARTNERS IN ATTENDANCE

Big Brothers Big Sisters of Central Indiana
Bridges to Success
Christamore House Family and Community Center
Butler University
Federation for Community Schools
Felege Hiywot Center
George Washington Community High School
Hawthorne Community Center
Indiana Campus Compact
Central Indiana’s Talent Alliance
Indianapolis Public Schools
Indy Urban Acres
Ivy Tech Community College
Marion County Commission on Youth
Mary Rigg Neighborhood Center
Midwest Center for University-Assisted Community Schools
Neighborhood Fellowship Church
Netter Center for Community Partnerships, University of Pennsylvania
Purdue University
Ronald McDonald House of Indiana
State of Indiana – Department of Natural Resources
University of Dayton
University of Louisville
Volunteers of America
A NOTE OF GRATITUDE TO THE PLANNING COMMITTEE:

Chad Ahren, OSI  
Jennifer Boehm, External Affairs  
John Brandon, MCCOY  
Lorrie Brown, CSL  
Jennifer Coffey, Indianapolis Habitat for Humanity  
Jim Grim, GWCHS  
Tara Hobson-Prater, Solution Center  
Jen Halford, CSL  
Libby Laux Rodefeld, CSL  
Michelle Like, CSL  
Kristin Norris, CSL  
Starla Officer, CSL  
Nicole Oglesby, DEI  
Mansi S. Patel, CSL  
Trevor Potts, Liberal Arts  
Mary Price, CSL  
Morgan Studer, CSL  
Leslie Sweet, CSL  
Susie Wiesinger, CSL  
Jarod Wilson, CSL  
IUPUI Student Volunteers

SAVE THE DATE: 2014 Civic Engagement Showcase and Symposium  
Tuesday, April 8, 2014