DEAR SHOWCASE ATTENDEES:

Thank you for sharing part of your day with us at the 10th Annual Robert G. Bringle Civic Engagement Showcase and Symposium. This year’s theme focuses on Healthy and Engaged Communities. As the state’s largest health and life sciences campus, IUPUI has a unique responsibility to work with community partners to address the quality of life in our local communities. The well-being of our community, however, is multi-faceted and is relevant to every discipline from art, to history, to languages, and to technology. You will find through the poster presentations that supporting the well-being of the community is a matter of concern for a wide range of disciplines. You will see from the William Plater Medallion recipients that community engagement is evident within every major.

From our own work in the Center for Service and Learning (CSL) this past year, we have gathered evidence indicating that:

• More than 259 community organizations served as host sites for service learning students from 18 schools on campus.
• Community members value the contributions of IUPUI students, faculty, and staff because our engagement helps to extend services, complete new projects, understand issues, and address Quality of Life plans in important ways.
• IUPUI seniors report being involved in service learning at much higher rates (58%) than students at our Urban 13 peer institutions (40%) or other Research Universities (43%), and they report higher levels of “deep learning” than students who do not participate.
• IUPUI students who participate in one-time service events (e.g., Martin Luther King, Jr. Day of Service) report gains in civic-mindedness and intentions to volunteer and donate in the future.
• IUPUI faculty report that their involvement in the community reenergizes their scholarly work and reaffirms their core values as a citizen in a democracy.

Together, through partnerships, the staff of CSL is ready to work with you to involve college students in educationally meaningful service. Together we are preparing civic-minded graduates and professionals to work collectively and creatively to achieve the common good. Thank you for your ideas, your interest, and your support to move our work forward.

Julie A. Hatcher, Ph.D.
Executive Director, IUPUI Center for Service and Learning
Associate Professor, IUPUI Philanthropic Studies
**Activity**  |  **Time**  |  **Location**
---|---|---
Check-In  |  10:30 a.m.–5:30 p.m.  |  CE 4th Floor
Networking Lunch  |  11:30 a.m.–1:00 p.m.  |  CE 450 A

**KEYNOTE: Paula Means**

Paula Means is the Program Manager of the Indiana Clinical Translational Sciences Institute’s Community Health Engagement Program. This National Institute of Health initiative seeks to increase the information and engagement of the community at large during the research process and the subsequent dissemination of the research findings. From 2008 until May 2013, Paula was the Senior Director of Outreach and Partnerships for The National Campaign to Prevent Teen and Unplanned Pregnancy. Prior to that, she was the Executive Director of the Office of Faith-Based and Community Initiatives. Earlier in her career, Means was the Associate Director of the Polis Center at IUPUI, Special Assistant to the Chancellor, Director of the Office of Neighborhood Resources at IUPUI, and a Program Director at the Indiana University Lilly Family School of Philanthropy. Additionally, Means served as the Executive Director of the Association of Black Foundation Executives.

Means also held positions in both the public and private sector. She was the Charitable Contributions Officer and Director of Community Relations at The Associated Group (Anthem, Blue Cross and Blue Shield), Director of Communications at Blue Cross and Blue Shield of Indiana, and Operations Manager at Browning Investments. Her public sector positions included serving as Deputy Mayor of the City of Indianapolis and being elected to the Indianapolis City-County Council for eight years.

Means graduated from Indiana University with a BA in Political Science and received her MPA with a Non-Profit Management concentration from Indiana University. She is a resident of Indianapolis, Indiana, is married, and has three adult children and three grandchildren.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Showcase</td>
<td>1:00 p.m.–3:30 p.m.</td>
<td>CE 450 B&amp;C</td>
<td>p.4</td>
</tr>
<tr>
<td>Symposium Session I</td>
<td>1:30 p.m.–2:45 p.m.</td>
<td>p.18</td>
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<tr>
<td><em>Hope Seekers: Safe House in Swaziland</em></td>
<td></td>
<td>CE 305</td>
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<tr>
<td><em>Innovation in Minority Business: The Idea Realized</em></td>
<td></td>
<td>CE 307</td>
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<tr>
<td><em>Service Learning is Win-Win: Powerful Partnerships = Empowered Students</em></td>
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<td>CE 309</td>
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<tr>
<td>Symposium Session II</td>
<td>3:00 p.m.–4:15 p.m.</td>
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<td>p.19</td>
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<tr>
<td><em>Engaging Citizens: A Cross Cultural Comparison of Youth Definitions of Engaged Citizenship</em></td>
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<td>CE 305</td>
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<tr>
<td><em>Breaking Boundaries: Bringing the Classroom to Prison</em></td>
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<td>CE 307</td>
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<tr>
<td><em>Role Modeling Healthy Habits: Best Buddies of Indiana</em></td>
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<td>CE 308</td>
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<tr>
<td><em>Mutually Beneficial Campus/Community Practices: Lessons Learned and Future Visions</em></td>
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<td>CE 309</td>
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</tr>
<tr>
<td>Plater Civic Engagement</td>
<td>4:30 p.m.–6:00 p.m.</td>
<td>CE Theatre</td>
<td>p.22</td>
</tr>
<tr>
<td>Medallion Awards Reception and Ceremony</td>
<td></td>
<td>(Lower Level)</td>
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</table>
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 30 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.

The poster showcase is broken into two time blocks:

   Session A (1:00 p.m.-2:15 p.m.)  Session B (2:15 p.m.-3:30 p.m.)

All posters will be on display during both sessions. However, presenters will attend their posters only during their chosen presentation period(s). Please refer to the supplementary insert to locate poster session assignments.

To access detailed descriptions of poster presentations, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:

ADVOCACY, PHILANTHROPY, PUBLIC POLICY & POLITICAL ENGAGEMENT

ASSESSING & DOCUMENTING PARTNERSHIP OUTCOMES

CO-CURRICULAR PROGRAM DESIGN & ASSESSMENT

CONSTITUENT PERSPECTIVES & SCHOLARSHIP

INSTRUCTIONAL DESIGN & ASSESSMENT

RESEARCH & SCHOLARLY PERSPECTIVES

TECHNOLOGY INNOVATIONS & COMMUNITY ENGAGEMENT
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.
Faculty Development Director, IUPUI Center for Service and 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, jobs created, the number of service hours contributed, 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.

The products and ripples of impact generated through community-campus collaborations, however, are not restrained to economic indicators. Rather, the diverse range of activities fueled by local and global community-campus engagement affect 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

(Continued on p.6)
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, social, and cultural, 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 8 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. They are essential for creating the conditions for healthy, vibrant, and productive communities. Using the CCF, individuals and institutions can map 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 showcase, 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.

To access detailed descriptions of poster presentations, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:

![QR Code]
Table 1

Contributions to Community Capital
2014 CESS Poster Presentations (self-reported)

<table>
<thead>
<tr>
<th>Capital Type</th>
<th>Built</th>
<th>Natural</th>
<th>Cultural</th>
<th>Financial</th>
<th>Political</th>
<th>Social</th>
<th>Human</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>14%</td>
<td>38%</td>
<td>10%</td>
<td>17%</td>
<td>55%</td>
<td>79%</td>
</tr>
</tbody>
</table>

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

References:

### The Seven Community Capitals

<table>
<thead>
<tr>
<th>Capital</th>
<th>Description</th>
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</thead>
<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>
Acculturative Stress in Latino Adolescents: Relations to Mental Health

KATRINA CONRAD  DR. SILVIA BIGATTI
School of Public Health  School of Public Health

VIRNA DIAZ
Latino Health Organization

Through a Community-Based Participatory Research Framework, our community-academic partnership conducted a small pilot study with Latino adolescents in Indianapolis. The primary aim of the study was to develop a better understanding of the relationship between acculturative stress and depression in Latino adolescents living in either a suburban or an urban neighborhood in Indianapolis. A secondary aim was to assess potential mediators of this relationship. Results have since informed community-based approaches to improve mental health.

Community Capitals: Social

Assessing the Impact of the Indianapolis Cultural Trail

SUE M. BUROW  ALEXANDER CRAFT
School of Public and Environmental Affairs  School of Public and Environmental Affairs

STEPHEN EBERHARD
School of Public and Environmental Affairs

The Indianapolis Cultural Trail is expected to make a wide range of contributions to the quality of life and economy of central Indiana. Now that the trail is complete it is important to assess its effect. The evaluation will examine usage counts, user and business surveys and detail the impact on new capital investment, property values, and consumer spending. In its entirety, this evaluation will describe and measure the impact of the Cultural Trail.

Community Capitals: Cultural, Political
Campus Kitchens Project at IUPUI

**DANIEL W. REMINGTON**  
School of Public and Environmental Affairs

**NANCY BARTON**  
School of Physical Education and Tourism Management

**DEBORAH FERGUSON**  
IUPUI Office of Sustainability

The Campus Kitchens Project (CKP) is an initiative to bring hunger-relief to Indianapolis. Through food rescue in IUPUI cafeterias, meals will be prepared and delivered to those in need in Indianapolis. The initial development was performed in a Consumer Health class in the School of Physical Education and Tourism Management that found 19.5% of Marion County residents are food insecure. Through student participation, community involvement, and administrative support, the CKP will begin in September, 2014.

**Community Capitals:** Natural, Social

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Community-Based Education at Indiana University School of Dentistry

**DR. ESPERANZA MARTINEZ MIER**  
School of Dentistry

**NICOLE MANIGAULT**  
School of Dentistry

The poster will describe the development and implementation of a series of community-based education courses at the Indiana University School of Dentistry that aim at providing educational continuity between service programs and acknowledging students spending significant time in the community. Additionally, the poster will describe the curricular integration of service and learning outcomes and development of curricular maps for the objectives and assessment components for the courses.

**Community Capitals:** Human
Creating a Self-Sustaining Student Branch of the National Children’s Oral Health Foundation: Dearborn County

ALLISON C. SCULLY  JOAN E. KOWOLIK
School of Dentistry  School of Dentistry

This project aims to educate high school students on the importance of oral health and help them establish a self-sustaining program as a student branch of NCOHF Students United for America’s Toothfairy. They received material about setting up a program and healthy oral anatomy with educational sessions to present to elementary school children. Students from IU School of Dentistry trained Lawrence High School students on educating younger children in their community about oral health.

Community Capitals: Human, Social

Dental Students Identifying and Giving Needed Oral Health Lessons

AMANDA M. BRADLEY
School of Dentistry

Indiana University School of Dentistry Kids Club aims to educate elementary school children, teachers, and parents in Indianapolis about oral health care so that pediatric oral disease can be prevented in vulnerable populations. This is extremely important for the general health of the population of Indianapolis. Kids Club volunteers participate in frequent presentations to elementary school children by visiting schools, after school programs, and attending community health fairs throughout the city.

Community Capitals: Human
Establishing Occupational Therapy Services at IU Student Outreach Clinic - Learning in the Changing Healthcare Market

SHARON B. PAPE
School of Health and Rehabilitation Sciences

MATTHEW O’CONNOR
School of Health and Rehabilitation Sciences

LINDSEY YOH
School of Health and Rehabilitation Sciences

This poster highlights a unique student-led occupational therapy service program within a community neighborhood health clinic. Initiated through IU Student Occupational Therapy Association, this civic engagement program emphasizes interprofessional education and service learning. Students experience “real world” practice contexts and actively collaborate with other health professional students to explore issues related to medical administration and advocate for universal access for underinsured populations. The initial outcomes from this program will provide future research efforts to assess interprofessional education benefits achieved through a community-campus partnership.

Community Capitals: Cultural, Human

Fostering Public Service by Linking Benefits to Community, Campus, and Students: A Case Study

LAURA LITTLEPAGE
School of Public and Environmental Affairs

The SPEA class “Do the Homeless Count” partners with the Coalition for Homelessness and Prevention (CHIP) to conduct the point-in-time count of people experiencing homelessness. This presentation will discuss the results of this collaboration, including the impact on the community of the data collected, on awareness of the issue of homelessness, and on the students who participate in this project (both in the class and as interns).

Community Capitals: Political
Health Impact Assessment to Inform the United Northwest Area Community

DR. CYNTHIA L. STONE
School of Public Health

KATIE GASIOROWSKI
School of Public Health

WENDY COOPER
School of Public Health

AMBER COMER
School of Public Health

This poster will highlight the data gathered by completing a health impact assessment. This is a method of study conducted during the H644 Health Impact Assessment course. Information was collected through a review of the literature, key informant interviews, neighborhood survey, community conversations and secondary data analysis. The information will be used by the Northwest Area community as they develop a Quality of Life Action plan.

Community Capitals: Human, Natural

Health Impact Assessments: Engaging Communities and Promoting Health in All Policies

AMBER COMER
School of Public Health

This poster outlines and explains the HIA process which includes: screening, scoping, data collection, public engagement and dialogue, recommendations, sharing results with stakeholders, and monitoring the health impact. Additionally, this poster will share the results of the four HIAs completed by IUPUI students within the Indianapolis community. This poster exhibits the theme of this year’s symposium as HIAs contribute to healthier communities by building partnerships and promoting health in all policies through community engagement.

Community Capitals: Human, Natural
Healthy Me

ELIZABETH FERGUSON  JOY HOWARD
School of Nursing  School of Nursing

DR. ANNE BELCHER
School of Nursing

Two graduate nursing students collaborated with west side community members and “Healthy Me” participants attending the PARCS program at George Washington Community High School. Adult participants were surveyed of their preferred style of learning and desired topics related to healthy food choices. Results from the needs survey along with strategies utilized to empower participants to improve health risks and make informed choices were collected. Outcomes will be measured through biometric data and educational assessment data.

Community Capitals: Cultural, Financial

Healthy Weight Management Assessment of Burmese High School Students Attending the Summer Scholar Program

DR. FENGYI KUO  AARON FREDRICK
School of Health and Rehabilitation Sciences  School of Health and Rehabilitation Sciences

SARAH KONING
School of Health and Rehabilitation Sciences

Childhood obesity has tremendous consequences on a nation’s health and economy. Among youth immigrants, the rise of obesity is particularly alarming. Over the past few years, Indiana has become the largest Burmese refugee resettlement site. Based on the results of a weight management assessment, this presentation will describe weight perceptions and management among adolescent Burmese refugees resettled in central Indiana. Opportunities to incorporate health promotion through service learning and community partnership will also be discussed.

Community Capitals: Built, Cultural
Impacting Youth: Tutoring in the Indianapolis Community

**DR. DEBORAH B. KELLER**  
School of Education  

**MEGAN GUDEMAN**  
School of Education

This poster will depict the service-learning projects of my EDUC F200 and EDUC H341 classes. Students tutor K-12+ students at schools/community centers in the Indianapolis community and write extensive reflections addressing specific questions that force them to examine the systemic social, economic, and political elements that influence the lived experiences of those served. The poster will include the impact my students make as told from the perspectives of the teachers/directors at the various sites.

**Community Capitals:** Cultural, Human

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Improving Public Health Action Transit Legislation

**MACEY L. HENDERSON**  
School of Public Health  

**DR. CYNTHIA L. STONE**  
School of Public Health  

**CODY J. MULLEN**  
School of Public Health  

**LEISHA L. OSBURN**  
School of Public Health  

**AMBER R. COMER**  
School of Public Health  

**ABBY K. CHURCH**  
School of Public Health

Transit is a wise and effective investment in the prosperity of the central Indiana community and will improve safety and public health while providing independence and mobility for all Hoosiers. In collaboration with the Indiana Citizen’s Alliance for Transit (ICAT), a group of doctoral students at the Richard M. Fairbanks School of Public Health sought to provide health information related to the benefits of transit to improve community political capital.

**Community Capitals:** Political
Increasing Mental Health Awareness Amongst the Latino Population

**DR. ROSA TEZANOS PINTO**  
School of Liberal Arts

**JOSE VARGAS VILA**  
School of Liberal Arts

**MARGARITA REBOLLAR**  
School of Social Work

**EMILY POTTS**  
School of Liberal Arts

Our poster presentation will showcase the work done by Latino Studies with the support of Mental Health America (MHA) and the IUPUI Amigos en Servicio Club (AeS) to increase awareness of mental health services amongst the Latino population. This presentation will also highlight how we assist mental health providers to effectively reach out to the Latino community.

**Community Capital:** Social

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**INShape IUPUI, Student-led Personal Training Program**

**RACHEL SWINFORD**  
School of Physical Education and Tourism Management

**STEPHEN FALLOWFIELD**  
School of Physical Education and Tourism Management

**KATY RUDE**  
School of Physical Education and Tourism Management

**ADAM HEAVRIN**  
School of Physical Education and Tourism Management

This poster describes the INShape IUPUI student-led personal training program. People can talk to a student-trainer or graduate assistant in Kinesiology about general fitness. They will be able to sign up to receive emails about the program and learn how to get involved. The poster will also tell them other ways that they can work to improve their overall health.

**Community Capital:** Human, Social
Integrating Service Learning into Domestic Violence Awareness

ASHLEE KIMMELL  FRANCIA KISSEL
School of Education  School of Liberal Arts

Service learning can be an integral part of creating meaningful Themed Learning Community (TLC) experiences for first-year IUPUI students. For example, last fall, the Women’s Studies TLC participated in multiple service activities focused on raising awareness of domestic violence in the campus community and helping victims in the Indianapolis community. Student reflections and formal assessment conducted by the Service Learning Assistant measured students’ engagement in the service projects as well as satisfaction in their TLC.

Community Capitals: Cultural, Political

Learning a Sociological Perspective of the AIDS Crisis Through Both Classroom Instruction and Civic Engagement

TAMARAH KILROY  DR. CARRIE E. FOOTE
School of Philanthropy  School of Liberal Arts

This poster presents an overview of the service and experiential learning activities required for the “AIDS and Society” course offered through the IUPUI School of Liberal Arts. Student activities with different AIDS service organizations are described (i.e. fundraising, shadowing HIV testing, assembling condom packets, staffing food banks), along with student learning assessments. It will show that service/experiential learning is an effective strategy to help students develop an awareness of social problems and a commitment to civic engagement.

Community Capitals: Cultural, Human
Northwest Area Community Assessment: A Qualitative Assessment of Residents’ Perceptions about Neighborhood Assets

CAROLYN M. MUEGGE  
School of Public Health

DR. CYNTHIA L. STONE  
School of Public Health

WENDY COOPER  
Flanner House of Indianapolis

LASHAWNDA CROWE STORM  
Northwest Area Quality of Life Plan

The Northwest Area Community Assessment: a Qualitative Assessment of Residents’ Perceptions about Neighborhood Assets will describe the Northwest Area, the Quality of Life Plan, and methods used to collect the Community Conversations information. Key findings and how the data will be incorporated into the plan will also be discussed.

Community Capitals: Human, Social

Roving & Community Engagement

NICHOLETTE K. FORTUNE  
School of Science

The goal of this poster is to inform student, faculty, residents of the community, and researchers about the use of roving in academic research. I want to show the audience the benefits that roving brings when studying community engagement. The learning outcomes from this presentation will be the use of qualitative research skills when researching neighborhood level processes.

Community Capitals: Human, Social
Staff Morale at Four County Counseling Center (4CCC) in Logansport, Indiana

ALICIA M. QUASH
School of Science

A survey was designed for Four County Counseling Center (4CCC) in Logansport, Indiana in order to assess how staff felt about coworkers and leadership, the atmosphere of 4CCC, burnout and work load, changes at 4CCC, and interactions with one's supervisor. After sending out a survey to staff concerning morale, we analyzed the results and sent findings back to the mental health agency in hopes of improving the overall staff morale.

Community Capitals: Human, Social

Using a Simulated Patient to Evaluate the Effectiveness of an Intra-Professional Civic Engagement Learning Experience

REBECCA LOVEJOY
School of Social Work

MICHELLE BULINGTON
School of Social Work

DR. STUART SCHRADER
School of Dentistry

DAVID ZAHL
School of Dentistry

Objective structured clinical examinations (OSCE) assess the learning that occurs during an intra-professional learning experience with the geriatric population. Before and after visiting local senior centers and viewing course materials, students complete a survey related to their knowledge and beliefs about oral health and memory loss. Dental students then complete an OSCE to assess their ability to evaluate for dementia. Data collected and assignments completed are compared to determine the importance of expanding intra-professional team learning.

Community Capitals: Human
Using Social Network Data to Examine Community-Campus Partnerships: Preliminary Insights from the 2012-13 Service Learning Inventory

STEVEN R. SCALLY  DR. MARY F. PRICE
School of Science  IUPUI Center for Service and Learning

Large campuses attempting to institutionalize service learning frequently encounter challenges when trying to monitor and evaluate the practices and outcomes of community-campus partnerships. This poster highlights ongoing work by the IUPUI Center for Service and Learning to study campus-wide curricular-based community-university partnerships grounded in the study of social networks. To illustrate, presenters will share preliminary findings and lessons learned from efforts to adapt standing institutional data to describe inter-departmental community-campus partnership networks.

Community Capitals: Human, Social

Veggies & Vaccines

TANYA TRIGGOL
School of Nursing

The IU Health Community Outreach and Engagement (COE) department launched its first annual Veggies & Vaccines program in conjunction with Garden on the Go, an affordable and mobile produce market for communities in Marion County. The goal of Veggies & Vaccines was to provide free flu shots to community members at each Garden on the Go stop for two weeks in October and November. As a result of the efforts made, a total of 676 people were vaccinated from the flu, free of charge.

Community Capitals: Human

What Undergraduate Students Can Learn from Healthy Older Adults

CHEN NI  DR. CARINA KING
School of Physical Education and Tourism Management  School of Physical Education and Tourism Management

Research suggests that intergenerational service learning projects are becoming increasingly common and such projects are likely to enhance the quality of both academic and civic outcomes for students. This study investigated the learning outcomes of undergraduate students who
What Undergraduate Students Can Learn from Healthy Older Adults (Continued)

facilitated a sporting event for older adults. Students participated in structured service learning opportunities at the Indiana Senior Games, a multi-sport event for those aged 50 and older. Three investigators independently used content analysis methodology to analyze 142 student reflection papers. It was found that the students developed relationships with older adults, were less likely to negatively stereotype older adults, and realized the importance of maintaining an active lifestyle when they grow old.

Community Capitals: Human

Why Is This Here?

ELIZABETH L. QUAY
School of Liberal Arts

EMILY M. IZZO
School of Engineering and Technology

LAURA E. WEISS
School of Liberal Arts

Why Is This Here? tested a collections assessment process using objects from The Childrens Museum of Indianapolis to determine how the objects are of interest, importance and value to the family learning mission for the museum. Museum curators, faculty and students sought to test the rating system by comparing an independent analysis of objects with visitor feedback and observations.

Community Capitals: Cultural, Social

You’re Evicted! Now What? An Interdisciplinary Assessment of Renters’ Rights

KATIE GIESLER
School of Law

AMY SHACKELFORD
School of Social Work

Housing is a basic human right. Eviction proceedings occur daily, forcing tenants to vacate their residences mere days after the hearing. The IU Schools of Law and Social Work are combining forces to develop a free renter’s tip line and data collection tools to record the issues renters are facing. Students are also working to identify potential community partners to help educate the public on their housing rights and available resources.

Community Capitals: Cultural, Political
Center for Translating Research Into Practice

STEPHAN VIEHWEG
Interim Director

The Center for Translating Research Into Practice (TRIP) identifies, celebrates, and promotes translational research at IUPUI through activities and events including a Showcase where scholars display their work for the community to explore and an annual Keynote Address. Faculty members’ translational research is highlighted with a “hero” card describing their work. The Center for TRIP develops programs and activities to support and encourage inquiry that is inter or cross disciplinary, and solves everyday problems in our communities. (www.trip.iupui.edu)

Indiana Campus Compact

J.R. JAMISON
Associate Director

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.

Public Policy Institute

SUSAN BURROW
Senior Policy Analyst

The IU Public Policy Institute delivers unbiased research and data-driven, objective, expert analysis to help public, private, and nonprofit sectors make important decisions that directly impact quality of life in Indiana and throughout the nation.
Shelter Sealant Program from IU School of Dentistry

TADZIU KULA
2014 Class President - IUPUI School of Dentistry

The mission of Shelter Sealant Program is to advance the oral health and general overall health of the people of the State of Indiana and others worldwide through excellence in teaching and learning, research and creative activities, patient care, civic engagement, and service.

Solution Center: Facilitating Community Engagement at IUPUI

TERESA BENNETT
Executive Director

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.

To access detailed descriptions of poster presentations, visit our website at: http://go.iu.edu/bringle-cess or use this QR Code:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symposium Session I</td>
<td>1:30 p.m.–2:45 p.m.</td>
<td>CE 305</td>
</tr>
<tr>
<td>Hope Seekers: Safe House in Swaziland</td>
<td></td>
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</tr>
<tr>
<td><em>Presenters: Beth Huffman, IUPUI Faculty/Staff; Rachel Ogorek, IUPUI Student; Hayley Earley, IUPUI Student</em></td>
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<tr>
<td>The Hope Seekers: Safe House multi-media presentation will walk the audience through the process of designing and building a full scale prototype of crisis housing for victims of gender-based violence in Swaziland, Africa. We will also discuss the international community impact and developing IUPUI study abroad opportunities in Swaziland.</td>
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<tr>
<td>Innovation in Minority Business: The Idea Realized</td>
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<td>CE 307</td>
</tr>
<tr>
<td><em>Presenter: Kendrea Williams, IUPUI Student</em></td>
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<tr>
<td>This session will give the audience an overview of an undergraduate research project that resulted in a significant impact on the work of Dreamapolis Indy, a local non-profit that focuses on helping urban entrepreneurs. The idea originally pitched during the campus’ 2013 Ideals Solving Social and Economic Issues Student Pitch Competition is a great example of student-led community engaged research. Come learn more about the Center for Innovation in Minority Business that was created to be a network of resources that addresses the barriers of small business growth.</td>
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<tr>
<td>Service Learning is Win-Win:</td>
<td></td>
<td>CE 309</td>
</tr>
<tr>
<td><em>Powerful Partnerships = Empowered Students</em></td>
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<td></td>
</tr>
<tr>
<td><em>Presenter: Mike Polites, IUPUI Faculty/Staff</em></td>
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<tr>
<td>This presentation will describe step-by-step how to set up a service learning project for your class. Developing content, finding community partners, motivating students, and assessment will be discussed. The presentation will also include dialogue regarding best practices in service learning so that brainstorming and collaboration across disciplines can take place. This is a presentation for those that have considered how to incorporate service learning in the classroom but were not sure how to do it. Students and experienced faculty are also encouraged to attend to share best practices.</td>
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### SYMPOSIUM SESSIONS

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<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Symposium Session II</td>
<td>3:00 p.m.–4:15 p.m.</td>
<td>CE 305</td>
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</table>

**Engaging Citizens: A Cross Cultural Comparison of Youth Definitions of Engaged Citizenship**

*Presenter: Dr. Elizabeth Goering, IUPUI Faculty/Staff*

As we work to develop campus and community partnerships, it is important to recognize that diverse cultural groups may define civic engagement differently. This interactive session will summarize research exploring differences between German and American youth in cultural understandings of engaged citizenry. Then a panel of international students organized by the Global Voices Speakers Program will share their perspectives on what it means to be an engaged citizen and discuss their experiences with service learning/civic engagement in their home country and at IUPUI. Audience members will be invited to engage in conversation on the topic and explore implications for developing civic engagement opportunities in light of cultural differences.

**Breaking Boundaries: Bringing the Classroom to Prison**

*Presenters: James Eckerty, IUPUI Faculty/Staff; Kate Thedwall, IUPUI Faculty/Staff; Dr. Crystal Garcia, IUPUI Faculty/Staff; Chad Montgomery, IUPUI Student*

In the 2013 fall semester, the School of Public and Environmental Affairs at IUPUI embarked on a unique collaboration between the Indianapolis Re-entry Educational Facility (IREF) prison and our Themed Learning Community. Students visited IREF to tour the facility, talk with 10 to 20 residents, and to participate in weekly Toastmaster meetings. Come hear every aspect of this transformative experience from the idea creation to the final meeting of the semester including personal experiences and student data collected using three assessment tools throughout the semester.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Symposium Session II</td>
<td>3:00 p.m.–4:15 p.m.</td>
<td>CE 308</td>
</tr>
<tr>
<td>Role Modeling Healthy Habits: Best Buddies of Indiana</td>
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<tr>
<td>Presenters: Danielle Jonas, IUPUI Student; Peter Gunderman, IUPUI Student</td>
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This presentation will highlight and explain how role modeling healthy behaviors can positively impact the health habits of members of the community, specifically the health habits of individuals with intellectual disabilities. Presenters will share insights on the impact this collaboration has had on its intended audience. The attendees will learn how to effectively impact the health habits of individuals with intellectual disabilities in a positive manner based on our research and findings.

Mutually Beneficial Campus/Community Practices: Lessons Learned and Future Visions
| Presenters: Allison Plopper, IUPUI Faculty/Staff; Dr. NiCole Keith, IUPUI Faculty/Staff; Christopher Walker, Community Partner; Ben Jones, Community Partner; Daniel Powell, IUPUI Student | CE 309   |

This discussion is intended for those interested in creating new partnerships. The panel will discuss mutually beneficial campus/community practices including assessing community resources and need, reciprocal partnership benefits, shared decisions and visions, and how new Shared Use Agreement state legislation supports new program creation.

For more details, visit our website at: [http://go.iu.edu/bringle-cess](http://go.iu.edu/bringle-cess) or use this QR Code:
INTRODUCTION
Dr. Julie A. Hatcher
Executive Director, IUPUI Center for Service and Learning

REMARKS AND RECOGNITION OF CIVIC ENGAGEMENT AT IUPUI
Dr. Charles Bantz
Executive Vice President, Indiana University
Chancellor, IUPUI

MESSAGE TO THE WILLIAM M. PLATER CIVIC ENGAGEMENT MEDALLION RECIPIENTS
Dr. William M. Plater,
IUPUI Executive Vice Chancellor Emeritus

PRESENTATION OF WILLIAM M. PLATER CIVIC ENGAGEMENT MEDALLION
Lorrie Brown,
Associate Director, IUPUI Center for Service and Learning

Libby Laux Rodefeld,
Associate Director, IUPUI Center for Service and Learning

CONCLUSION
Dr. Julie A. Hatcher
Executive Director, IUPUI Center for Service and Learning
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 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. GABRIEL M. FILIPPELLI, PURDUE SCHOOL OF SCIENCE
2013 Chancellor’s Faculty Award for Excellence in Civic Engagement

Dr. Gabriel Filippelli is a Professor of Earth Sciences at IUPUI and the Director of the Center for Urban Health. He specializes in environmental geochemistry and climate change science, developing and interpreting geochemical records of climate and climate change extracted from oceans and lakes. He has also studied heavy metal distributions, geochemistry, and human health impacts in wetland, soil, and riparian environments. He is a current Associate Editor of Applied Geochemistry, current Chair of the Science Planning Committee for the Integrated Ocean Drilling Program, and the recent Past Chair of the Geology and Health Division of the Geological Society of America.

(Continued on p. 24)
DR. GABRIEL M. FILIPPELLI (Continued)
2013 Chancellor’s Faculty Award for Excellence in Civic Engagement

His current projects related to urban health include (1) determining the spatial and temporal relationships between lead contamination and exposure to children, and (2) determining the source, transport, and fate of mercury in proximity to coal-fired electrical utilities.

SCHNECK MEDICAL CENTER
2013 Chancellor’s Community Award for Excellence in Civic Engagement

The Schneck Medical Center (SMC) received the award for its long-standing partnership with the Indiana University School of Nursing, including the Indiana University-Purdue University Columbus (IUPUC) campus, where Schneck is one of the main clinical partners for IUPUC nursing students and faculty. SMC is at the forefront of healthcare providers in southern Indiana that support staff RNs who continue their education. Nurses employed at Schneck receive 100 percent tuition reimbursement as an incentive to earn Bachelor of Science in Nursing degrees. Of nearly 6,000 hospitals across the U.S., the 114-bed Schneck facility was the only hospital in Indiana to be named among the “Top 25 Hospitals to Work For” by HealthExecNews. SMC was honored with a Malcolm Baldrige National Quality Award, and the American Nurses Credentialing Center (ANCC) recognized it for the second time as an organization that provides quality patient care, promotes nursing excellence, and establishes innovations in practice.

For more details, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:
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’s 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:

**Andre Buchenot**, Department of English, IU School of Liberal Arts  
**Charlie Champion-Shaw**, Department of Religious Studies, IU School of Liberal Arts  
**Andrea Ferreira-Zandona**, Department of Preventive and Community Dentistry, IU School of Dentistry  
**Aaron Ganci**, Department of Visual Communications, Herron School of Art and Design  
**Connie Justice**, Department of Computer and Information Technology, Purdue School of Engineering and Technology  
**Josh Plaskoff**, IU Kelley School of Business  
**Scott Raymond**, Department of Motorsports Engineering, Purdue School of Engineering and Technology  
**Rosa Tezanos-Pinto**, Department of World Languages and Culture, IU School of Liberal Arts
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, mentoring, and knowledge to the leaders and participants in a way that empowers students to look beyond themselves and begin to connect the social issue the trip is focusing on to their own worlds.

Ellen Barlow, Office of Student Involvement
Megan Brown, Center for Service and Learning
Patti McMullen, Office of Student Involvement and Center for Service and Learning
Christianne Medrano, Multicultural Success Center
Vanessa Pacheco, Office of Student Involvement and Center for Service and Learning
Shawn Patrick, IU School of Social Work

Each trip also had a faculty/staff mentor that supported the pre-trip educational sessions based on their research and/or expertise.

Kory Carey, Counseling and Psychological Services
Charlie Champion-Shaw, IU School of Liberal Arts
Anthony Kaleth, IU School of Medicine
Julie Lash, Counseling and Psychological Services
Larry Zimmerman, IU School of Liberal Arts

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or use this QR Code:
**SERVICE LEARNING ASSISTANT (SLA) SCHOLARSHIPS**

The CSL offers scholarship support to faculty and academic staff to aid in the design/implementation of a service learning course/program, conduct a community-engaged research project, support capacity building for the expansion of community-engaged learning within an academic unit, or implement a professional service project with the community. Faculty and staff recipients of an SLA award become mentors to students to whom they assign the scholarship. This mentoring relationship provides vital human resources to scaffold and sustain community-university partnerships. Similarly, these learning partnerships also create deep learning opportunities for participating students. This year, the following faculty and staff have received funding through the SLA Scholarship program:

<table>
<thead>
<tr>
<th>Sheryl Allen</th>
<th>Jennifer Halford</th>
<th>Juhanna Rogers</th>
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<tbody>
<tr>
<td>Enrica Ardemagni</td>
<td>Youngbok Hong</td>
<td>Michelle Salyers</td>
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<td>Laura Asbury</td>
<td>Sara Hook</td>
<td>Phil Scarpino</td>
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<td>Rick Bein</td>
<td>Beth Huffman</td>
<td>Stuart Schrader</td>
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<tr>
<td>Anne Belcher</td>
<td>Susan Hyatt</td>
<td>Genevieve Shaker</td>
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<td>Jackie Blackwell</td>
<td>Michelle Jeschke</td>
<td>Rebecca Shrum</td>
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<tr>
<td>Jay Bradley</td>
<td>Deborah Keller</td>
<td>Armando Soto</td>
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<tr>
<td>Sue Burow</td>
<td>Sheila Kennedy</td>
<td>Katie Stanton</td>
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<tr>
<td>Charlie Champion-Shaw</td>
<td>Carina King</td>
<td>Cynthia Stone</td>
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<tr>
<td>Mary Ciccarelli</td>
<td>Francia Kissel</td>
<td>Rachel Swinford</td>
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<tr>
<td>Richard Clark</td>
<td>Joan Kowolik</td>
<td>Rosa Tezanos-Pinto</td>
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<tr>
<td>Lisa Contino</td>
<td>Fengyi Kuo</td>
<td>Rachel Thelin</td>
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<tr>
<td>Elizabeth Dale</td>
<td>Tamara Leech</td>
<td>Jared Trullinger</td>
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<tr>
<td>James Eckerty</td>
<td>Angeles Martinez-Mier</td>
<td>Regina Turner</td>
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<tr>
<td>Erika Galyean</td>
<td>Colleen McCormick</td>
<td>Corinne Ulbright</td>
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<tr>
<td>Aaron Ganci</td>
<td>Honnor Orlando</td>
<td>Wendy Vogt</td>
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<tr>
<td>Jennifer Gilles</td>
<td>Allison Plopper</td>
<td>Cynthia Williams</td>
</tr>
<tr>
<td>Carrie Hagan</td>
<td>Mike Polites</td>
<td>Elee Wood</td>
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</table>
2013-2014 DISSEMINATION GRANT RECIPIENTS

The future of the engaged university lies in the innovations generated to address public problems but also in the inclusive processes involved in generating solutions. Both process and product are key to this work. Our collective future lies not only in disciplinary/interdisciplinary research but it also rests in supporting faculty and staff efforts to re-envision the models, practices, and structures associated with teaching and learning in and with communities. 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. This year, the following individuals drew on this support:

Stephanie Boys, IU School of Social Work
Carrie Hagan, IU McKinney School of Law
Susan Hyatt, Department of Anthropology, IU School of Liberal Arts
Deb Keller, IU School of Education
Mike Polites, Department of Communication Studies, IU School of Liberal Arts

For more details, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:
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.

2013-2014 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 causes of social issues while learning how to become active citizens to address those same social issues within their own communities.

(Continued on p.30)
Alternative Break Team Leaders  (Continued)

Bradley Cox  Greg Lawrence  Christian Tyler
Devin Davis  Kimberly McDaniel  Katie Wight
Katherine Koile  Marion Muthama

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.

Davionna Herrod  Karla Lopez-Owens  Elizabeth Walker
Tayanna Johnson  Mariana Lopez-Owens  Carissa Woods
Robert Killion  Morgan Oberle

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.

Jessica Collins  Emma Fletcher  Erum Rizvi
Bradley Cox  Marissa Huth  Tanya Triggol
Crystal Dahmen  Ruth Morales  Yuese Zheng

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.

For more details, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:
Community Service Leaders (Continued)

Kayla Collins-Najera  Skye Leasure  Joseph Spaulding
Derek Dixon  Kaylin Leuthold  Roziya Tursunova
Ryan Eldridge  Jose Miranda  Courtney Williamson
Sarah Flores  Lorenc Qorlaze  Marvin Shamuyarira
Sukhjeet Gill

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

Eduard Berman  Brittni Crawley  Allison Rager
Vladislav Berman  Alyssa Flynn  Levi Smith
Corinne Blackburn  Vinayak Gupta  Samantha Thomas
Seth Bollier  Lauren Kenney  Kevin Zhang Sonera
Ana Cavazos  Marion Muthama

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 (Continued)

Mary Ankenbruck  Alan Hancock  Jacob Starr
Stefany Boleyn  Ashwin Jeyakrishnan

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 Philanthropy, PHST 105, service learning course.

Kayla Broughton  Gabriela Mazur  Damaris Torres-Crespo
Brianna Brown  Katie McAllister  Cassandra Vera
Emma Brown  Stephanie Michalski  Corey Workman
Angela Chavez-Fearnnow  Constanza Perez
Rhiannon Conlon  Hasan Radwan
Rachael Klippel  Robert Taylor Rupard

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.

Aishwar Agarwal  Edgar Mora  Arnesha Price
Brittany Florentine  Karen Morgan-Gamble  Michael Schultz
Anna Glumb  David Ongley  Ashley Winfield
Lindsey Lazo  Chelsea Parkinson

For more details, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:
Project and Communication Assistants
Scholars in this program serve as the initial point of contact at the CSL to welcome and direct visitors, and they play an integral role in the support of CSL’s civic engagement mission. Assistants aid communication efforts, administrative tasks, Sam H. Jones Community Service Scholarship Program logistics, CSL events, and social media.

Natalie Boling
Conner Chamberlin
Disha Juriasinghani
Brittany Kimbrough

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.

Youssef Adib
Aryan Asghari Fard
Daniel Bollier
Leah Brooks
Sujay Chandorkar
Brandon Lee Coats
Whitney Eldridge
Gabriela Figueroa
Alyssa Ludlow
Lauren Mains

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 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.

Alycia Bennett
Logan Bogard
Holly Bolt
Megan Booe
Amanda Bradley
Andrew Buddendeck
Michelle Bullington
Ashley Burelison
Allison Cardona
Service Learning Assistant Scholars (Continued)

Jacob Cox
Alexander Craft
Christine Crosby
Paige Deacon
Rayven Dearth
Joy DeBaun
Nicholas Deitering
Maria Drake
Danielle Durochik
Stephen Eberhard
Elizabeth Faurote
Elizabeth Ferguson
Nicholette Fortune
Aaron Fredrick
Katie Giesler
LaShata Grayson
Andrea Groner
Megan Gudeman
Katharine Havard
David Heath
Adam Heavrin
Jeremiah Heckel
Joy Howard

Danielle Jonas
Brenda Joseph
Ryan Keeney
Anne Kiboi
Ashlee Kimmell
Natalie Kinsey
Theresa Koenigsknecht
Sarah Koning
Tadziu Kula
Deborah Lafata
Derek Lane
Brandon Lawhorn
Ryan Logan
Rebecca Lovejoy
Tosha Lumberas
Lyla Mahmoud
Nicole Manigault
Marilla Miller
Ashley Molina
Chad Montgomery
Manuel Navarrete
Chen Ni
Andre Nirmel

Matthew O’Connor
Aarti Patel
Emily Potts
Daniel Powell
Alicia Quash
Elizbeth Quay
Barbie Rader
Prianka Rayamajhi
Margarita Rebollar
Dan Remington
Maria Rooijakkers
Steve Scally
Allison Scully
Amy Shackelford
Tonya Shelton
Paul Smith
Kelly Smith
Colleen Stone
Lian Thang
Ashley Tofani
Zach Treon
Wesley Wren

For more details, visit our website at: http://go.iu.edu/bringle-cess
or use this QR Code:
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.

2014 PLATER MEDALLION RECIPIENTS

Bachelors

Aqsa Anwar, a Purdue School of Science student from Indianapolis, Indiana, has shown great ingenuity and compassion while working with those in need in the Indianapolis community through her service to Animal Care and Control, the March of Dimes, and the Riley Children's Hospital. She has also participated in an alternative spring break trip, in which she assisted a shelter that worked with women who were victims of domestic and/or sexual abuse, where her work helped specific women and their families to become more self-reliant.

Paige Becker, an IU Lilly Family School of Philanthropy student from Avon, Indiana, has demonstrated a strong commitment to her community during her time at IUPUI. For the past two years she has been a dedicated member of Alpha Phi Omega, a service fraternity on campus, where she has been able to serve with a variety of organizations such as Gleaners Food Bank, Keep Indianapolis Beautiful, Faith Hope Love, and Down Syndrome Indiana. Paige also completed an internship with the American Diabetes Association where she is now an employee.
Mason Cassady, an IU School of Liberal Arts student from Bloomington, Indiana, has displayed a dedication to serving the Indianapolis community through his service at IPS 616 Key Learning Community, Jags Reading Club, and the Lilly Boys and Girls Club. Mason has developed a passion for educating and mentoring youth and believes wholeheartedly in the importance of such work.

Sujay Chandorkar, a Purdue School of Science student from Pune, India, has been actively participating in community service projects on IUPUI’s campus for the last three years. He has served as a site leader for IUPUI’s Day of Service and has been a Service Learning Assistant for the IUPUI Campus Tree Committee and the IUPUI Spirit and Place Festival.

Brittany Collins, a Purdue School of Science student from Indianapolis, Indiana, has shown dedication to her community through her church, Kingsley Terrace Church of Christ, where she’s been deeply involved with a variety of initiatives to help low-income and homeless families such as back-to-school giveaways, adopt-a-family Christmas programs, food and toy drives, and the Mozel Sanders Thanksgiving Dinner. Through IUPUI, she’s participated in several campus-wide service activities, peer mentoring, and community outreach events for 21st Century Scholars.

Joy DeBaun, an IU School of Physical Education and Tourism Management student from Greenwood, Indiana, has exhibited leadership and service with community members of Indianapolis, individuals with disabilities, and students at the PARCS program at George Washington Community High School and The Near Eastside Legacy Center. She has participated in the Motor Activity Clinic and Ability Fitness Clinic for the last three years, and has experienced student teaching where she has been able to reach out to families and individuals through her passion of increasing physical activity in a positive manner to impact the lives of individuals.

Ryan Eldridge, an IU Kelley School of Business and IUPUI Honors College student from Floyds Knobs, Indiana, has been connected to his community through service at George Washington Community High School, the Near West Collaborative, and Indianapolis Animal Care and Control. For nearly four years, Ryan has participated and helped to plan many of the major days of service.
Bachelors (Continued)

at IUPUI, including Cesar Chavez Day of Service and Global Youth Service Day. Ryan has been an integral part of the Alternative Breaks Program at IUPUI this year as a Co-Coordinator where he led a summer and Fall Alternative Break trip and helped in planning five Alternative Spring Break trips.

John Fierst, a Purdue School of Science and IUPUI Honors College student from Jasper, Indiana, has been involved with civic engagement since the time he entered IUPUI. As a freshman, John was one of the founders of an organization called Academics for Civic Engagement, which has allowed him to volunteer at Global Peace Initiatives for nearly two years. John has completed a service learning course where he volunteered at the Dayspring Center and has participated in various other service projects through the honor society Alpha Lambda Delta/Phi Eta Sigma.

Sarah Flores, a Purdue School of Science and IUPUI Honors College student from Portage, Indiana, has served the community as a scholar in the Sam H. Jones Community Service Scholarship Program for the past three years. As a leader in the program, she volunteered with the Latino Youth Collective, acted as the Volunteer Liaison, and headed the ServiceCorps program as a mentor. Sarah has also volunteered with organizations such as College Mentors for Kids and the Ronald McDonald House, while also having the opportunity to be a Methodist Hospital Emergency Room volunteer.

Vinayak Gupta, a Purdue School of Science and IUPUI Honors College student from Carmel, Indiana, has been a Sam H. Jones Community Service Scholar for two years through which he has volunteered with students in George Washington Community High School and with the nonprofit AMPATH. As the IUPUI Student Foundation Co-President/President, he led the organization to create philanthropic programming including Regatta Week, Jagathon, Paws for a Cause Week, and the Senior Gifting Program.
WILLIAM M. PLATER CIVIC ENGAGEMENT MEDALLION

Bachelors (Continued)

Shawn Gwyn, an IU School of Informatics and Computing student from Carmel, Indiana, has demonstrated the values of the Plater Medallion and his school by participating the last two years in service learning projects with Keep Indianapolis Beautiful Inc. and with GENcon, through the IUPUI Return of Aetheria community-based education partnership. Most recently, Shawn directed his attention toward improving a fellow student’s capstone project, in which he took the initiative in designing and submitting a research study as his own capstone project, based around improving the quality of the future user experience for participants.

Davida Harden, an IUPUC School of Education student from Columbus, Indiana, has shown great dedication in working with youth in the Columbus and surrounding community through her service to a variety of organizations including the IUPUI Student Chapter of the National Science Teachers Association, The Project Based Learning Academy, and Columbus Signature Academy: Central Middle School. For nearly two and a half years, Davida has served as the Community Engagement Facilitator for the Science Saturdays’ Workshops held for kindergarten through sixth grade students in counties surrounding the IUPUC campus, where she has been instrumental in increasing participation in this initiative.

Karla Lopez-Owens, an IU School of Public and Environmental Affairs student from Cuernavaca, Mexico, has dedicated herself to serving IUPUI as a member of the Latino Student Association, co-chairing the Cesar Chavez Dinner last Spring and acting as the organization’s Undergraduate Student Government representative. As a Sam H. Jones Community Service Scholar, she has tutored children weekly at IPS 51 and 47 and currently serves as a Team Leader at Hawthorne Community Center.

Emily Potts, an IU School of Liberal Arts and IUPUI Honors College student from Fort Wayne, Indiana, has emphasized her civic engagement internationally, including serving as a Service Learning Assistant for both the IUPUI Honors College Kenya Program and the Latino Studies Department, as well as working at a medical clinic and Timmy Global Health while studying abroad in Quito, Ecuador. Emily’s work assisted other Honors College students studying abroad
to adapt to sociocultural differences in Kenya, and her participation as a translator for the Timmy Global Health organization in rural Quito was integral to providing healthcare to Ecuadorians in need.

**Daniel Remington**, an IU School of Public and Environmental Affairs student from Warsaw, Indiana, has demonstrated a passion for sustainability and his community through his service in organizations including the Student Sustainability Council, the Indy Food Council, and the Office of Sustainability at IUPUI. As a Service Learning Assistant, Daniel's work in the development of the Campus Kitchens Project, as well as campus-wide events such as Campus Sustainability Day, will have a lasting impact in the community by increasing awareness of environmental issues and increasing food access to those in need.

**Mitch Sermersheim**, an IU School of Physical Education and Tourism Management student from Jasper, Indiana, has shown great dedication to individuals with disabilities and Indianapolis community members through his service to a variety of organizations including the Chase Near East Side Legacy Center, the National Institute of Fitness & Sport, and other Indiana University-based programs. For three years, Mitch has empowered and worked with individuals with disabilities and underprivileged Near Eastside Indianapolis community members to help enhance their quality of life through exercise.

**Kaylee Shirrell**, a Purdue School of Science and IUPUI Honors College student from Brownsburg, Indiana, has impacted our community through the creation of her non-profit organization “Hats of Hope.” She has participated in campus-community service events such as Relay for Life, the Dr. Martin Luther King Jr. Day of Service, Jagathon, and has raised funds for Alzheimer’s Disease research through her sorority, Sigma Kappa.
Widya Ukkas, an IU Kelley School of Business student from Indianapolis, Indiana, has participated in several community service events since arriving in the United States in August 2012, such as the IUPUI Regatta, Sister Cities International Festival, and Gleaners Food Bank. Widya’s dedication to community service has been as educational as her pursuit of a degree in ways a classroom cannot teach.

Leah Van Antwerp, a Purdue School of Science and IUPUI Honors College student from Fishers, Indiana, has shown strong commitment to serving her local and global community through service learning at elementary schools in Indianapolis and Accra, Ghana. Throughout her undergraduate career, she has demonstrated dedication to civic engagement and global citizenship.

Joshua Van Goey, an IU School of Public and Environmental Affairs and IUPUI Honors College student from South Bend, Indiana, has been involved in local Indianapolis government through an internship at the Mayor’s Office and has participated in volunteer service for the homeless community infected with HIV/AIDS in Atlanta, GA. Additionally, he worked for the Phi Kappa Psi Foundation where he raised $25,000 in funds for scholarships and fellowships for Phi Kappa Psi Brothers nationwide.

Courtney Williamson, an IU School of Liberal Arts student from Batesville, Indiana, has shown passion and dedication to the Indianapolis community through her time spent at organizations including George Washington Community High School, Kid’s Voice of Indiana Inc., the DAST Foundation, and the Walt Disney World Resort. For the past three years, she has served as a leader in the Sam H. Jones Community Service Scholarship Program and the Orientation Team where she grew more civic-minded and had the opportunity to educate incoming students about IUPUI’s rich history of community service.

Kendrea Williams, an IU School of Liberal Arts student from Indianapolis, Indiana, has exhibited exemplary leadership and civic service dedication through her independent work with various nonprofit organizations and start-up companies in Indianapolis. Since 2011, she has provided in-kind professional writing and marketing services to various initiatives around Indianapolis where her work has been instrumental in raising public awareness and participation.
Masters and Doctorate/Professional

Margaret Baurley, an IU School of Liberal Arts student from Indianapolis, Indiana, has been involved in numerous community research projects throughout Indianapolis. For the past four years, Margaret has focused on helping to rebuild relationships between the long-lost Sephardic Jewish and African American communities of the Southside and assisting senior citizens on the Northside to organize and fundraise to continue with vital social events to prevent isolation.

Sara Miller Chonaiew, an IU School of Public and Environmental Affairs student from Camby, Indiana, has shown a strong interest in food and agriculture policy, natural resource conservation, and sustainability issues. Sara participated in SPEA’s Sustainability Fellowship, conducted nationwide research on the USDA’s National Organic Program, and served on the board of directors for Earth Charter Indiana.

Danielle Jonas, an IU School of Social Work student from Santa Monica, California, has demonstrated a dedication to improving the health and wellbeing of youth with special health care needs through her service with several organizations including the Center for Youth and Adults with Conditions of Childhood (CYACC), Camp Kesem, Best Buddies of Indiana, the Julian Center, and Riley Hospital for Children. Danielle has devoted her graduate school career to research, assessment, community outreach, and advocacy in an attempt to improve the lives of vulnerable youth populations.

Theodore (Tadziu) Kula III, an IU School of Dentistry student who has resided in Indiana for the past eight years, has been deeply involved since 2008 with Seal Indiana and the Shelter Sealant Program, two organizations that provide dental screenings and basic treatment to children in impoverished areas. For the past three years, Tadziu has overseen the student-led Shelter Sealant Program.
Nicole Manigault, an IU School of Dentistry student from South Bend, Indiana, has shown dedication in working with the underserved around the Indianapolis community and across Indiana via her service through a variety of organizations including Seal Indiana, the Student Outreach Clinic, and Black Expo. For four years, Nicole has worked to help Indiana residents who do not have access to dental services and to promote dental education.

Brittany Mann, an IU School of Public and Environmental Affairs student from Indianapolis, Indiana, has contributed to the veterans community through her internship and service in helping to create a veterans treatment court, the first of its kind, in the Marion County vicinity. For nearly a decade, she has also served and advised those in the nonprofit sector through involvement in a national sorority, as well as local domestic violence shelters where she helped support families and victims of domestic violence.

Kimberly Mullen, an IU School of Social Work student from Indianapolis, Indiana, has demonstrated a high level of passion and integrity for social justice in the Indianapolis community by serving as a student leader at the Indiana University Student Outreach Clinic. For two years, Kimberly has volunteered to provide social services at this collaborative, student-led health clinic in order to fulfill the mission of understanding the strengths, dignity, and hope in all people while providing quality healthcare.

Jennifer Neese, an IU School of Dentistry and IU Richard M. Fairbanks School of Public Health student from Zionsville, Indiana, has represented the dental school community for over two years on local, state, and national levels by holding various elected positions within the Indiana Dental Association and the American Student Dental Association. While working on her Doctorate of Dental Surgery and Certificate in Public Health, she has expanded her educational opportunities by participating in a service learning trip to Eldoret, Kenya, and by volunteering at an Amish Community Dental Clinic in Shipshewana, Indiana.
Angela Potter, an IU School of Liberal Arts student from Lafayette, Indiana, has shown dedication to working with local and regional community agencies to share her passion for history. For four years, Angie served as the national President of the North West Territory Alliance, a regional Revolutionary War reenacting group that has presented programs to over 100,000 people annually. She has also worked with the Indianapolis Bethel AME Church to help research their history, write grants, and plan programming, as well as the Social Health Association to research and write their history.

Brian Rochford, an IU School of Dentistry student from Greenwood, Indiana, has shown great dedication working with low income residents of the Near Eastside through his work with the Indiana University Student Outreach Clinic, a free dental clinic where students volunteer their time to provide treatment to residents of the Near Eastside. Since the clinic opened in September of 2011, he has helped shape the clinic into what it is today and helped create a dental home for many residents of this area who had gone without care for many years.

Andrea Wenzel, an IU School of Medicine student from New Harmony, Indiana, has a passion for service demonstrated through her leadership with the Indiana University Student Outreach Clinic (IUSOC), a free clinic for low income Indianapolis residents. She established the first eye clinic at the IUSOC and worked to secure a source of free glasses for patients. During her four years at the IU School of Medicine, she has been a leader in community vision screenings helping to spread awareness about glaucoma and diabetic retinopathy.

Carissa Woods, an IU School of Social Work student from Indianapolis, Indiana, has shown an outstanding dedication to working with students in the Indianapolis community by tutoring at Key Learning Community School in reading and math and serving as a Team Leader for America Reads*America Counts. For the past year, she has served on the executive board as the Social Work Director of Promotions and Director of Records for the IU Student Outreach Clinic helping to promote social and economic justice and providing clients on the Near Eastside Indianapolis with free, empowering information specific to their individual needs.
COMMUNITY PARTNERS IN ATTENDANCE

AmeriCorps
Flanner House Branch
Franklin Township Community School
Hawthorne Community Center
Indiana Campus Compact
Indiana State Museum and Historic Sites
Indianapolis Neighborhood Resource Center
Indianapolis Public Schools
Indy Hunger Network
John H. Boner Community Center
Joys Helping Hand Child Care
Latino Youth Collective
Local Initiatives Support Corporation
Midwest Center for University-Assisted Community Schools
Youth Philanthropy Initiative of Indiana

(RSVPs as of April 7, 2014)

A NOTE OF GRATITUDE

Jennifer Boehm, External Affairs
Lorrie Brown, CSL
Megan Brown, CSL
Natalie Clayton, Indiana State Museum
& Historic Sites
Patrice Duckett, CSL
Jim Grim, GWCHS
Tom Hahn, CSL
Jennifer Halford, CSL & OSI
Steve Kirchhoff, School of Medicine
Libby Laux Rodefald, CSL
Michelle Like Sims, CSL
Nathan Mugg, OSI

Kristin Norris, CSL
Dane Nutty, IU Health
Starla Officer, CSL
Rachel Ogorek, CSL
Trevor Potts, School of Liberal Arts
Mary Price, CSL
Mansi R. Singh, CSL
Morgan Studer, CSL
Leslie Sweet, CSL
H. Anne Weiss, CSL
Susie Wiesinger, CSL
IUPUI Student and Staff Volunteers

BRINGLE SHOWCASE & SYMPOSIUM PLANNING COMMITTEES:

IUPUI ROBERT G. BRINGLE CIVIC ENGAGEMENT
A NOTE OF GRATITUDE TO OUR SPONSORS

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11TH ANNUAL
ROBERT G. BRINGLE
CIVIC ENGAGEMENT SHOWCASE
AND SYMPOSIUM

SAVE THE DATE:
TUESDAY, APRIL 14, 2015

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INDIANAPOLIS, INDIANA