

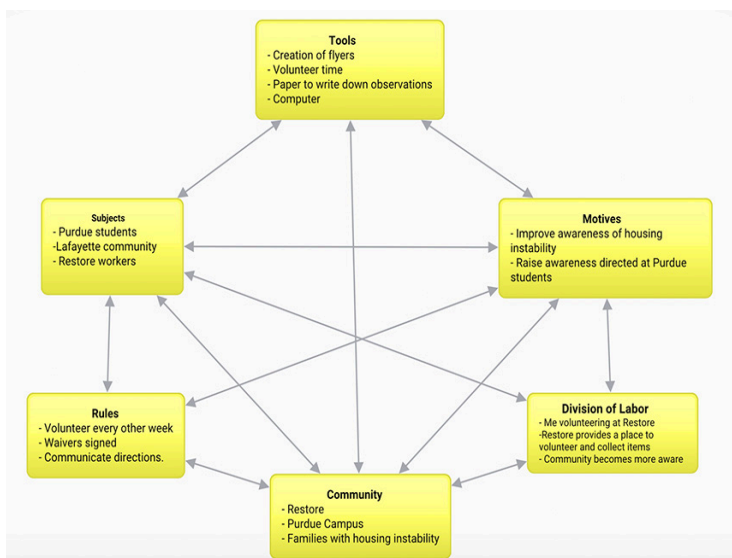
STUDENT PROFILE



This month, sophomore Aameneh Kermani (Honors College/Brain & Behavioral Sciences) shares with us about her service-learning experience in Lauren Mallett's Accelerated First-Year Composition course (ENGL 108-S) during Spring 2020.

My project is titled "Housing Instability in the Lafayette Community and Beyond." I developed the idea for this project after volunteering at the Habitat for Humanity ReStore as part of my service-learning for English 108-S. As I was volunteering, I noticed that not many young people were volunteering and the customers were mostly older. The issue of marketing/advertising of the ReStore was one of the first obstacles I discovered in raising awareness of housing instability. I made a flowchart to demonstrate my observations. The Activity Theory Diagram (found below) I created demonstrates all the aspects an individual must consider in making a valuable contribution to reducing housing instability. Some next steps I am taking to reduce these rates include joining the Purdue Habitat for Humanity Club and I plan on going to some of the builds this semester.

To learn more, check out the Lafayette Habitat ReStore [HERE](#).



FACULTY TO WATCH: JASON WARE



Professor Jason Ware teaches HONR 39900: Well-Being, a community-based research and service-learning experience. The course is part of Professor Ware's scholar development program that functions to develop undergraduate scholars focused on community and global engagement. Students in the course learn quality-of-life and well-being theory, and how to do research using these theories. Students apply what they learn as they serve community partners such as the City of Lafayette, the Faith Community Development Corporation, Food Finders Food Bank, Habitat for Humanity, and the Edgelea Neighborhood Coalition.

The impact of this experience on students' scholar development manifests in their scholarship. Nine students have published peer-reviewed articles. Seven students have presented their research to international audiences in Spain or Austria. Four students have obtained service-learning and or travel grants from the Office of Undergraduate research to support their research. Students' work in the course has resulted in a local neighborhood center's development of an online volunteer training program, and a youth leadership development program, as well as a pocket park in the Edgelea neighborhood that serves over 1100 residents. Professor Ware's most recent publication is about the impact of this service-learning and research experience on students' scholar development and the expansion of their humanity in an edited book titled, *Integrating Community Service in the Curriculum: International Perspectives on Humanizing Higher Education*.

Professor Ware's chapter in *Integrating Community Service in the Curriculum: International Perspectives on Humanizing Higher Education* can be found [HERE](#).

COMMUNITY PARTNER HIGHLIGHT: GLEN ACRES


Glen Acres Elementary
High Expectations - High Achievement

As one of eight elementary schools in the Lafayette School Corporation, Glen Acres Elementary School aims to empower students to become contributing members of society and lifelong learners. According to Dr. Jennifer Barce, Managing Director of Academic Services and Director of the Office of Clinical Practice in the College of Education, Glen Acres has extended their mission to the next generation of teachers. Prior to COVID-19, Glen Acres annually hosted at least 70 early field experience students and 7 full-time student teachers from Purdue's teacher education programs. A true reciprocal partnership, Dr. Barce notes, "Glen Acres' teachers allow Purdue students to take an active role in the classroom, which helps the Purdue students decide if teaching is the correct career path. Glen Acres also serves a diverse student population. This diversity is ideal for the preparation of future educators who will be responsible for the growth and achievement of all learners." In return, Purdue students' regular provision of instruction and classroom assistance functionally reduces the teacher-to-student ratio at Glen Acres, resulting in improved student achievement. Nominated by Dr. Barce, Glen Acres was awarded Purdue's JoAnn Miller Exemplary Community Partner Award for 2019.

SERVICE-LEARNING RESOURCES

Brightspace Site for Instructors: New module, "Critical Reflection in Service-Learning", now available! Request to be added [HERE](#)

Virtual Drop-In Office Hours: Wednesdays, 1:00-3:00 PM, via Zoom [LINK](#)

Have a feature for our newsletter? Contact: [Lindsey Payne](#), Director of Service-Learning

STUDENT GRANT PROGRAM FOR SERVICE-LEARNING PROJECTS

The Office of Engagement continues to invite applications for the Student Grant Program for Community Service/Service-Learning Projects, which seeks to expand the involvement of Purdue students in partnership with communities, nonprofit agencies, schools, and governmental bodies. Program application and guidelines can be found [HERE](#). The official fall 2020 deadline has passed, but new applications are still being reviewed on a rolling basis.

For more information contact Lisa Duncan at llduncan@purdue.edu or (765) 494-0899.



JOANN MILLER EXEMPLARY COMMUNITY PARTNER AWARD

The Office of Engagement seeks applications for the JoAnn Miller Exemplary Community Partner Award for 2020. This award recognizes local nonprofits, schools, or government units that contribute to the educational growth of Purdue students by providing volunteer and service-learning opportunities. It includes a \$1,000 cash prize. In 2015, the award was renamed in memory of JoAnn L. Miller, who was Associate Dean of Engagement and Head of the School of Interdisciplinary Studies in the College of Liberal Arts. She worked passionately to further engagement with the community by Purdue students, faculty, and staff. Past award winners include Glen Acres Elementary School, Caregiver Companion, Drug Free Coalition of Tippecanoe County, Food Finders Food Bank, Hanna Community Center, LTHC Homeless Services, and the Wabash Center.

Applications are due March 5, 2021 and can be submitted [HERE](#).