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CSL Newsletter

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From Our Executive Director: "Eds and Meds" – Revitalizing Healthy Communities through Anchor Institutions

IUPUI is uniquely positioned to be a dual-powered catalyst for improving lives in Indiana and beyond. As a campus that hosts two major research universities as well as a comprehensive system of hospitals and healthcare providers, IUPUI is comprised of both "Eds and Meds", two of the most significant types of "anchor institutions."

"Eds and Meds" are place bound, with the high probability that they will not pick up and move their locations. There is increasing evidence that the presence of anchor institutions, such as universities, hospitals and museums, has the potential to significantly contribute to the economic development and health of communities and at the same time to develop a more democratic and just society (Taylor & Luther, 2013). Anchor institutions can support the economic revitalization of the community through hiring processes and investing, purchasing, and incubating social enterprise (Zuckerman, 2013). As a result, like other cities, the City of Indianapolis is dedicated to partnering with anchor institutions as a key urban development strategy.

Anchor institutions are well-rooted in communities. Their spatial immobility is actually an asset. Anchor institutions can be a source of stability, growth, and well-being for the community. Anchor institutions can create strategic partnerships with the city, neighborhood organizations, and other institutions to work together for the common good. However, to achieve these outcomes, universities need to act with a bold ambitious mission, make strategic decisions, support partnership development, and create strong ties to city government (CEO's for Cities, 2010).

The upcoming opening of the Wishard-Eskenazi Health Network this month represents the importance of a hospital as an anchor institution to advance the health and well-being of the community (Zuckerman, 2013). Through a strategic public-private nonprofit partnership, this state-of-the-art healthcare facility is dedicated to providing quality care to all patients, particularly the indigent and underserved. The Sidney & Lois Eskenazi Hospital provides opportunities for student learning and clinical practice, for faculty research and the translation of research into practice and excellent care.

Such nodes of activity are evident in our community, particularly through public schools. I had the opportunity to recently visit the Chase Near Eastside Legacy Center on the campus of Arsenal Tech High School. The Legacy Center is home to PARCS, a signature program providing wellness and exercise programs through service-learning classes from the School(s) of Physical Education and Tourism Management, Nursing, and Public Health. This "brick and mortar" facility serves an anchor in the Near Eastside and offers college students invaluable experience as they work with local residents. At the same time the Legacy Center provides a rich opportunity for faculty to conduct research in a vibrant community-based setting.   George Washington Community High School serves as a similar anchor in the Near West.

The degree to which universities embrace the potential of being an anchor institution is largely a function of leadership, commitment, and institutional strategies that are designed to support the ability of the campus, and its faculty, staff, and students to be agents of change (Maurresse, 2007).

And this is where you come in. As an academic community, we are near completion of the IUPUI "Our Commitment to Indiana and Beyond" Strategic Plan. It is in our collective best interest to voice our opinion…and you still have time to do so. I would ask that you make your voice heard by contributing about ten minutes to review the Strategic Plan, particularly to the section on *Deepening Our Commitment to Indiana and Beyond* (http://strategicplan.iupui.edu/Indiana-and-Beyond). One of the first recommendations you will find is to develop a "big and bold" plan for community engagement.

What is your vision for a "big and bold" plan? What would it look like for your school to be an anchor institution within the city? What strategic public-private partnerships can you imagine would bode well for your students, your research, and your community? Your good

ideas will advance the public purposes of IUPUI. We have much to be proud of at IUPUI, and much to be thankful for. And yet, there is much work to be done that we have yet to imagine, and many practices that have yet to be put in place. Please share your bold ideas for IUPUI by reviewing the strategic plan and clicking the "comment" button. Let's actualize the potential for IUPUI to be recognized as a leading anchor institution both in Indiana and beyond.

Citations:

CEO's for Cities (2010). *How to behave like an anchor institution: A white paper by CEO's for Cities with Living Cities*. June. Retrieved November 29, 2013 at http://www.ceosforcities.org/research/how-to-behave-like-an-anchor-institution/.

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Zuckerman, D. (2013) Hospitals building healthier communities: Embracing the anchor mission. Democracy Collaborative, University of Maryland, March. Retrieved November 29, 2013 at http://community-wealth.org/content/hospitals-building-healthier-communities-embracing-anchor-mission.

Future Physician Leaders Engaged in Community Service

Patricia Keener, MD (Emeritus Professor of Pediatrics) founded the OMSL in the mid-1990s to provide students the opportunity to lead community-based volunteer projects that would complement the medical school curriculum. The OMSL, now housed in the Medical Student Affairs Department at the IU School of Medicine (IUSM), and directed by Steve Kirchhoff, supports over 450 student volunteers in twenty student-led projects on the IUSM Indianapolis campus. Indianapolis students provided over 12,000 hours of service last year, with 56% of all 2013 graduates participating in one or more OMSL projects during their medical school career. The OMSL also serves as a statewide resource for the eight regional IUSM campuses.

Key milestones in student project development include exploration of community needs, working with community partners, preparation of budgets, fundraising, orientation and training, and reflection. Throughout these phases, the student's ideas are tested, nurtured, and enhanced by supportive faculty, staff, community, and student mentors. Students are mentored by more than 25 volunteer faculty advisors, led by Patricia Treadwell, MD, and Missy Lah, MD. The Medical Student Service-Learning Group, affiliated with the OMSL, serves as a forum for peer mentoring and new project consideration.

Spring House Calls (SHC), the inaugural project in 1996, continues today as a student-led initiative to beautify the homes of senior residents in Indianapolis inner-city neighborhoods. As Braca Benizry, a fourth-year medical student and the 2013 project co-chair said, "*This whole event's about just saying hello and showing that we care about the people in our communities on several levels -- not just their medical care. Even if it's not us they see next time they go to the doctor, we want to convey the message that future physicians want to help out -- to build or reinforce a sense of trust and connection between patients and physicians.*"

The IU Student Outreach Clinic (IUSOC) now engages over 400 student volunteers annually in providing free healthcare services at the Neighborhood Fellowship Church in Indianapolis. As Janice Farlow, the IUSOC student Medical Executive Board chair described in a recent InScope article, "*The clinic is truly a unique gem for the city of Indianapolis, as it represents a collaborative effort between students and faculty of three different institutions spanning multiple professions, connected by a common interest of serving the community.*"

For more information, check out the Office of Medical Service Learning's website.

Garden on the Go Improves Access to Affordable Fruits and Vegetables in NearWest Neighborhoods

IU Health's Community Outreach and Engagement (COE) department has a long history of supporting the NearWest community. Charged with coordinating the benefit IU Health demonstrates to the community each year, COE supports programs and initiatives that focus on one

of the following community health needs: Access to Healthcare, Obesity Prevention, preK-12 Education, Behavioral Health and Community Revitalization (in Indianapolis).

Under the Access to Healthcare strategy, the IU Health Neighborhood Care Center (IUHNCC) pilot was launched in January 2013. IUHNCC is a free, walk-in health clinic located at Barnes United Methodist Church and open every Wednesday from 5 pm to 8 pm. IUHNCC was developed to provide access to healthcare services and is currently in the United Northwest Area neighborhood since it demonstrates high utilization of the IU Health Methodist Hospital Emergency Department for non-emergent reasons.

IU Health COE also operates the Garden on the Go® program, which is a strategic effort to improve access to affordable fruits and vegetables in neighborhoods of need in Marion County. Since its launch in 2011, Garden on the Go® has had over 45,000 sales transactions and distributed over 200 tons of affordable, high-quality produce in Marion County neighborhoods that do not have easy access to such food otherwise.

Garden on the Go® currently makes 22 stops weekly and serves the NearWest side through stops at the Goodwill Corporate Center and Christamore House, and also maintains a relationship with the Hawthorne Community Center. Utilizing the relationships developed with community organizations through Garden on the Go®, IU Health launched "Veggies & Vaccines," a free flu vaccination campaign, which provided free flu shots at most Garden on the Go® stops for two weeks in October and November. During the first week, IU Health staff and nursing student volunteers from both IU School of Nursing and Marian University vaccinated over 350 people at Garden on the Go® partner locations and other community organizations.

The Center for Service and Learning proudly supports this work through the Sam H. Jones Community Service Scholarship Program. Tanya Triggol is the IU Health COE Department's Sam H. Jones Community Partner Intern for 2013-14. She is a nursing student at the IU School of Nursing at IUPUI. She has been assisting at IUHNCC by providing nursing-related tasks and helping to define a role for future student nurses in the IUHNCC clinic model. She has also helped develop the "Veggies and Vaccines" campaign by recruiting nursing student volunteers and helping to organize the logistics of each event. Through these projects and programs, Tanya has demonstrated her project development and leadership skills and has gained valuable experience working with community partners and providing health care services out in a community setting.

Asset-based Tool Helps Faculty Shift Students from Charity to Social Justice

One of the hallmarks of service learning pedagogy is its potential to challenge entrenched assumptions about learning, service, and partnerships. One team actively enacting this potential consists of Tamara Leech, Associate Professor, at the Richard M. Fairbanks School of Public Health and De'Amon Harges, a 2012 Kettering Foundation Social Innovator and Roving Listener at Indianapolis' Broadway United Methodist Church.

Harges and Leech are among a group of service learning educators nationwide that practice a form of service learning called critical service learning (Mitchell 2008; Donahue & Mitchell 2010; Stewart and Webster 2011). This approach to service learning emphasizes intentional design of courses and programs that ground service learning in critical pedagogy (e.g. Freire 1998, Giroux 2010, Hooks 1994) and which explicitly emphasize social justice outcomes.

These educators contend that without careful in-class and on-site orientation prior to service, students often experience service learning as an act of charity. In the absence of examination, these acts often locate university students, staff, and faculty as "privileged" individuals volunteering their time and expertise to improve the situation of a less privileged community. This "thin" version of a charity model of service is laden with unintended consequences, including labeling communities as "needy," reinforcing students' biases about difference, developing dependency relationships, and focusing on a community's deficits rather than their assets (Morton 1995).

Leech and Harges note a relative lack of concrete teaching tools to engage students in enacting service from an asset-based rather than a deficit-based perspective. To address this dearth, the pair, inspired by Asset-based Community Development (ABCD) (Kretzmann & McKnight 1993), developed a self-assessment tool to support what they refer to as *Asset-based Service Learning Placements.* Faculty

administer the tool to students at the beginning of the semester in order to inventory their students' gifts distributed across continuum of heart, hand, and head. Leech and Harges use the results collected from the self-assessment to match students with sites and projects that align with issues they care about and skills they possess. Having students consider their own capacities in asset-based terms models the approach that Leech and Harges want their students to enact with community members.

The metaphor of the gift provides a schema to prompt the students to consider what gifts the neighborhoods and organizations bring to building community capacity. From a collaborative learning standpoint, the self-assessment also provides an important data source for instructors to organize collaborative teams at partner sites.

In a recent Engaged Scholars' Roundtable presentation, Leech and Harges noted that anecdotal evidence and examination of reflective assignments collected from courses where asset-based service learning placements have been used have yielded positive results. The pair is hard at work on an article devoted to their model and have plans to do more formal assessment to evaluate the impact of their approach.

Citations:

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Bringle Civic Engagement Showcase and Symposium To Focus on Healthy Communities

All members of the community are invited to the 10th Annual Robert G. Bringle Civic Engagement Showcase and Symposium, an opportunity for IUPUI faculty, staff, students, and community members to come together to present, learn, recognize, and celebrate the innovative and outstanding campus and community partnerships over the past year. This year's theme is "Healthy and Engaged Communities: Campus and Community Partnerships as Strategies to Support the Well-Being of Indianapolis and Beyond." It will take place on Wednesday, April 23, 2014 at the IUPUI Campus Center.

Please consider attending or presenting at this event >>

Events and Information

• Connect with CSL on Social Media
• Apply for the *CSL Project and Communications Assistant* scholarship
• Jaguars in the Streets – December 7, 2013

- Sam H. Jones Community Service Scholarship Applications Open
- Connecting Campuses with Communities Applications Are Now Open
- Digital Storytelling: A Hand's-On Design and Application Workshop – December 11, 2013
- Work or Philanthropy?: Examining How Faculty Spend their Time on the Job – December 13, 2013
- CSL closed for the holidays - December 23, 2013 - January 1, 2014
- MLK Jr. Day of Service – January 20, 2014 – 8:30 AM - 2:00 PM
- Bringle Civic Engagement Showcase and Symposium: Save the Date – April 23, 2014 (ADD to your calendar)
- Nominate a civic-minded student for the Plater Civic Engagement Medallion award
- CSL wants to reconnect with alumni. Please take a few moments to complete this Alumni Information Form and let us know how we can most meaningfully connect with you.
- Connect with Midwest Center for University-Assisted Community Schools on Social Media

- Sam H. Jones Community Service Scholarship Applications Open
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