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UA23 Progression Through Partnerships

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PROGRESSION THROUGH PARTNERSHIPS

Progression Through Partnerships is the semi-annual newsletter of the Western Kentucky University ALIVE Center for Community Partnerships

**Special Edition,
Summer 2015**

Photo features youth at Parker Bennett Community Center and WKU Student Ambassadors of Service. Photo credit: Aurelia Spaulding

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ACADEMIC EXCELLENCE THROUGH SCHOLARSHIP OF ENGAGEMENT

By: Leah Ashwill

Throughout their histories, institutions of higher education have been engaged with communities in tackling important societal challenges. What's exciting about this time in history, as we continue to evolve into a more global society, is the potential for significant improvements in quality of life because of our vast and worldwide connectedness. The issues faced by communities within our reach are addressed more effectively because of the well-informed relationships and innovative responses from higher education and those we serve.

Western Kentucky University has a rich tradition of public scholarship rooted in campus and community partnerships. Public scholars are teachers, researchers and public servants that contribute to society by addressing real-world challenges and issues through their fields of expertise. Students and faculty across every single academic discipline have the opportunity to serve as citizen professionals by becoming connected to the issues facing their communities and working in partnership to address those challenges through their public and professional roles.

As a leading American university with international reach, WKU's faculty and students are poised to create a ripple effect in the communities they encounter because of the value WKU places on applied learning through public service. WKU's use of a global platform for research, teaching and public service takes our students and faculty to the glaciers of Iceland and the deserts of Namibia.

Faculty, staff and students at WKU also make an impact in our local and regional communities every single day. Our communities' challenges are our best learning opportunities, and we are all co-teachers and co-learners through this model of public scholarship. We count on our community partners as experts in their fields and work

along side them through service-learning, public research and outreach programs to make a difference in communities locally and abroad.

WKU students engaged in their communities develop 21st century skills through these experiential learning opportunities. Engaged students think critically, problem-solve, learn to lead, and experience the effectiveness of working in small groups to affect public change. WKU students are trained to understand that while we may not be able to solve all of the world's problems, we can enrich quality of life for those within our reach.

The articles in this publication demonstrate WKU's public engagement philosophy, as we prepare students to be productive, engaged, and socially responsible citizen-leaders of a global society. Engagement is transforming. We as public problem-solvers are changed as society is changed. Learn about the many ways in which WKU students and faculty are changing the world through a growing interconnectedness one meaningful project at a time. Enjoy the summer 2015 special edition of *Progression Through Partnerships*.



ROOM IN THE INN OPENS IN BOWLING GREEN

By: Julia Rivas

During the winter of 2015, homeless in Bowling Green found a new shelter from the cold thanks to a program titled Room in the Inn. The Homeless and Housing Coalition of South Central Kentucky, HOTEL INC, and several local congregations came together to implement the Room in the Inn in the Bowling Green area.

In 1986, Charles Strobel founded the Room in the Inn in Nashville, TN. Since then, Lexington, KY, Clarksville, TN, Chattanooga, TN, and other cities replicate the program each year. According to Brita Austin, Room in the Inn BG coordinator, "The purpose of this program is for congregations to come together and open their doors one night at a time to small groups of individuals who are undergoing homelessness."

During the stay, beneficiaries receive a warm, safe place to sleep, evening meal, and light breakfast the next morning. Brita added that there are two important concepts they want to highlight with this program, and those are compassion and hospitality.

This program benefited 12-24 individuals during the winter 2015 thanks to 50 cooperating volunteers. "Partnership with volunteers is what allows this to happen, we would not be able to do this if it wasn't for their support," Brita said.

REFLECTION

"On March 2nd, I had the opportunity to volunteer with the Room in the Inn BG by assisting in the client pick-up position. In this position, I was in charge of marking off the names of individuals staying at the congregation for that night, collecting their tickets and waiting with them until the congregation came to pick them up. While I was there, I had the opportunity to interact with them for a short period of time. There were a total of 18 beneficiaries - individuals from different backgrounds and ages."

"People in this program are good people," mentioned Donna. "They go out of their way to make us feel comfortable. I really appreciate their help."

Others indicated that their congregations not only give them food and a warm place to stay for the night but also personal hygiene items and clothes. The impact that this program is making in these individuals' lives and community is very significant and astonishing. At the end of day, I could not help to wonder what would happen if everyone would help someone that is in need. Our world would definitely be a better place to live.

Congregations assisting with Room in the Inn Bowling Green
Crossland Community Church, BG Cumberland Presbyterian, Broadway United Methodist, Lakeview Fellowship, Holy Spirit Catholic, Holy Apostles Orthodox, The Presbyterian Church, First Christian, First Baptist, Christ Episcopal, Trinity Full Gospel, Living Hope Baptist, State St. United Methodist, Woodburn Baptist, Bowling Green Christian and Unitarian Universalist Church. For more information, contact Brita Austin at brita@hotelincbg.com.

WKU ALIVE CENTER AWARDS PARTNERSHIP FUNDS

By: Lauren Cunningham

The WKU ALIVE Center's Community Partnership Funds (CPF) program is a grant program that provides the opportunity for faculty, staff, students, and members of the community to implement campus and community partnership projects that address social issues locally and abroad. CPFs support public problem solving through service learning, community development or community-based research. Projects are funded in amounts ranging from \$500 - \$2,000. The WKU ALIVE Center for Community Partnerships would like to congratulate the following recipients of the 2015 Community Partnership Funds.

COMMUNITY-BASED RESEARCH

Bingocize® 2.0: A Novel Program for Improving Physical Fitness, Mental Fitness, and Health-related Knowledge in Older Adults

Dr. Jason Crandall, Assistant Professor, School of Kinesiology, Recreation and Sport
In partnership with Kentucky Department of Public Health, Kentucky Department of Aging and Independent Living, Kentucky Osteoporosis and Arthritis Program

Caregiver Strain: Assessment of Stress and Needs for Caseworkers and Paraprofessionals Serving International Refugees

Dr. Dawn Garrett Wright, Associate Professor School of Nursing
Dr. Saundra Starks, Professor, Social Work
Dr. Cheryl Wolf, Assistant Professor, Counseling and Student Affairs
In partnership with International Center of Kentucky and Housing Authority of Bowling Green

Chamoru Communication & Resistance in Guåhan (Guam)

Dr. Tiara Na'Puti, Assistant Professor, Diversity and Community Studies
In partnership with We Are Guåhan (WAG), Guåhan Coalition for Peace and Justice, Our Islands Are Sacred, Sagan Kotturan Chamoru, Nasion Chamoru, and Organization of People for Indigenous Rights (OPI-R)

The Jonesville History Project

Dr. Alexander Olson, Assistant Professor in the Honors College
In partnership with Angela Townsend, a former resident of Jonesville

Inclusive Special Interest Groups for Students with and without Autism Spectrum Disorders

Dr. Christina Noel, Assistant Professor in WKU School of Teacher Education
In partnership with Melissa Bock, Behavior Therapist and parents of sons with Autism Spectrum Disorders; Dr. Elizabeth Sternberg, Pediatrician at Graves Gilbert Clinic and Co-President of the Asperger and Autism Support Group of Bowling Green; Dr. Wanda Chandler, Assistant Professor in the WKU School of Teacher Education

Patterns of Emergency Department visits by Immigrant Populations: Challenges and Opportunities for Improving Primary Care Utilization

Dr. William N. Mkanta, Associate Professor, Public Health
In partnership with International Center of Bowling Green (IC) and other agencies serving refugees in the Bowling Green area.

COMMUNITY DEVELOPMENT

Creating Cultural Understanding Through Food

Dr. Bernard Strenecky, Scholar-in-Residence, Honors College and the Department of

Housing & Residence Life at WKU

In partnership with The University of Akureyri in Norðurljóð, Akureyri, Iceland, the President's Office at WKU, and the Icelandic Arctic Corporation Network.

Lights on in Gales Point Belize

Ms. Jeanette Gullett, Instructor School of Nursing
In partnership with People of Gales Point, Belize, Oaks of Righteousness in Gales Point; Greenview Hospital, Bowling Green, KY; MDF Instruments; Shelton's Express Pharmacy, Bowling Green, KY; Lippincott Williams & Wilkins

SERVICE-LEARNING

The Patricia Minton Taylor Theatre in Diversion Program

Dr. Jerry Daday, Associate Professor, Sociology
Ms. Carol Jordan, Instructor and Department Advisor, Department of Theatre and Dance
The Patricia Minton Taylor Theatre in Diversion Program is an ongoing partnership between Western Kentucky University's (WKU) Department of Theatre and Dance, WKU's Department of Sociology, and the Commonwealth of Kentucky's Administrative Office of the Courts Department of Family and Juvenile Services.
In partnership with The Court Designated Workers of Warren County, an office of the Administrative Office of the Courts'



TOPPERS AT SEA TAKE ON CLIMATE CHANGE

By: Leah Ashwill, Jerry Barnaby, Christian Ryan, and Jason Polk

A group of WKU faculty and students have taken on an exciting new climate change project that has engaged everyone from President Ransdell and his wife, Julie, to dozens of other partnering academic and non-academic units at WKU and partnering institutions. Led by Dr. Bernard Strennecky, Scholar-in-Residence at WKU and founder of The \$100 Solution™ program, Hilltoppers have spent the last year studying climate change in partnership with the University of Akureyri in Iceland. Faculty experts from WKU and a partnering medical team from Alaska led an international, interdisciplinary project related to climate change and included subcomponents of education, health, water, sustainability, and other pertinent topics, entitled the North Atlantic Climate Change

Collaboration (NAC3) project.

The Climate Change Challenge started in the summer of 2014 with the Toppers at Sea climate change voyage. The group of 54 faculty, staff, students and even youth took part in an intergenerational teaching and learning experience, all held on a floating classroom, the *MV Explorer*, as part of the Semester at Sea summer program. The *MV Explorer* docked in seven port cities in northern Europe including Stockholm, Copenhagen, the Shetland Islands, Reykjavik, Isafjordur, Akureyri, and Belfast.

Public scholars from WKU departments of Education, Geography & Geology, Economics, Sustainability, and the Honors College participated in the voyage, and the primary goals of the experience included pre-departure training, interdisciplinary instruction and learning, integration of a service-learning

component and capstone experience, experiential learning, international comparative education, incorporation of subject matter specialists, participation of life-long learners, and exploratory field excursions WKU's Office of Study Away and Housing & Residence Life had significant roles in the planning and implementation of the Toppers at Sea voyage.

While on the *MV Explorer*, Education students developed a complete educational unit on climate change, based on the SKyTeach model and in alignment with the recently adopted Next Generation Science Standards. The \$100 Solution™ project completed by Education students was the creation of a complete online educational package that any educator can access and utilize to conduct the educational unit from any location.

Toppers at Sea Honors College students utilized their \$100 to present the Rector at University of Akureyri (UofA) with a tree that was planted on the UofA campus. The tree represents a space where people can meet to discuss climate change, associated challenges, and solutions. The idea stemmed from a tree the students visited in Stockholm where decision-makers historically gathered to discuss and solve problems. Interestingly, the tree is an apple tree – historically not grown in Iceland but possible now due to climate change.

Geosciences students used their \$100 to do two things: first they adopted a glacier on behalf of the University of Akureyri to represent their commitment to continued work to address climate change. The glacier, located in Colorado, is visited by the Colorado State University students connected to Toppers at Sea climate change challenge (enrolled in the GEO course). Second, they spent \$50 on the Extreme Ice survey instrument to encourage education and the continued discussion of the science of glacier melting.

Economics students used their \$100 to purchase a “Carbon Destruction Certificate” cancelling the permits worth 9 tons of carbon emissions, “taking them out of the hands of would-be polluters” and “calling on Europe’s politicians to reduce the supply of permits by millions more” (Sandbag Climate Campaign). These EUA permits were taken out of the EU Emissions Trading Scheme, and are meant to symbolize a commitment by the Economics students to reduce their own carbon footprints.

The Climate Change Challenge continued in the summer of 2015 when a group of faculty and students returned to Iceland for a land-based course following the success of the 2014 Toppers at Sea program. The Hilltoppers had a successful first day at the NAC3 research workshop with Icelandic colleagues in Akureyri. Students and faculty met with U.S. Ambassador to Iceland Rob Barber and his staff about new climate change initiatives in Iceland and abroad. Hilltoppers also heard a guest lecture from Barbara Doty, M.D. on climate change and its impacts on healthcare. To kick off her lecture, she posed the question, “How can we be a climate ready community?” Health care leaders play a vital role in a community. These people are responsible for giving primary care, taking care of emergencies, and assessing the vulnerabilities of the community in which they live.

An immense amount of learning occurs during their Icelandic adventure. Students have the opportunity to see so many beautiful sights that few get to see while travelling in Iceland, which are made possible by the WKU faculty

connections with leaders in Akureyri. Iceland serves as a massive outdoor classroom to teach us about the undeniable effects of climate change. Students got to see first hand the physical effects that climate change has had on the region.

After a few days of preparation, students were ready for glacier hiking, waterfalls,

challenge and are better prepared to find solutions to the Climate Change challenges that exist.”

After returning from the 2014 voyage, Dr. Ransdell appointed a Climate Action Team to develop WKU as a Climate Ready Campus. The team includes Christian Ryan, Director

“The challenge is education and communication, because climate change is a broad topic and not easily understood when posed in that manner. Through these courses, we break it down into manageable, real-life scenarios that include perspectives from other cultures and nations, which allow our students to relate to it more personally and truly experience what they are learning.”

~Dr. Jason Polk

volcanic vents, glacial lagoons, and ice caving. They visited several sites, including a famous waterfall, the original Geysir, a banana greenhouse, and a geothermal plant to learn about several aspects of climate change, such as food security and renewable energy. From these experiences, the students then gave presentations to faculty, students, and community members from the University of Akureyri and Iceland Arctic Cooperation Network to share what they learned during the course. In addition, they hosted a Town Forum for the town of Akureyri to discuss the pressing climate change issues and assist in defining ways in which they could all work together to address them.

Hilltoppers also participated in the Arctic Council Roundtable, and Dr. Jason Polk gave an invited presentation about climate research and partnerships from an American university perspective. Polk says, “The challenge is education and communication, because climate change is a broad topic and not easily understood when posed in that manner. Through these courses, we break it down into manageable, real-life scenarios that include perspectives from other cultures and nations, which allow our students to relate to it more personally and truly experience what they are learning. The Hilltoppers have learned how to better create a dialogue to overcome this

of Sustainability, Jason Polk and Leslie North, faculty members in Geography & Geology, Brian Kuster, Director of Housing & Residence Life, and students Alex Hezik and Arden Gregory (all 2014 voyagers), as well as Gary Meszaros, Assistant Vice President of Auxiliary Services and Bryan Russell, Chief Facilities Office .

Hilltoppers will continue to develop relationships to advance the climate change work underway. WKU faculty-led Study Abroad and the Semester at Sea program are excellent vehicles for public work. Dr. Ransdell currently serves on the Board of Trustees for the Institute for Shipboard Education (ISE), which operates the global Semester at Sea (SAS) program and recently named Colorado State University as its new academic partner. The Semester at Sea program recently adopted The \$100 Solution™ as the service-learning model to be used in partnership with communities encountered through their voyages.

For more information about Toppers at Sea Climate Change Voyage, visit the students’ blog: <https://hilltoppersiniceland.wordpress.com>.

For information on the 2015 course in Iceland, visit their blog at: <http://hilltoppersiniceland.wordpress.com>.



NEW LIVING & LEARNING COMMUNITY FOCUSED ON \$100 SOLUTIONS



Photo Credit: Bria Granville

By: Kene Anyigbo

1534 Chestnut Street, near Western Kentucky University's Bowling Green campus, was established through partnerships between WKU Housing and Residence Life, (HRL) WKU ALIVE Center for Community Partnerships, (ALIVE CCP), and The \$100 Solution™ national organization. The \$100 Solution™ Living Learning Community (LLC) House is a residential living experience centered on The \$100 Solution™ service-learning model used at WKU and managed by the ALIVE CCP. The house officially opened its doors in the fall of 2014. Since its opening, the house has been occupied by four undergraduate students (Kristina Downing, Kurtis Spears, Nneka Nwosisi, Ihyauszz (KC) Cole, under the supervision of a graduate assistant from HRL (Andrea Daniels).

This year the four undergraduate students living in the house worked on two different service-learning projects as the house opened for students. Students completed an "A" project that challenged them to work as a team to design promotional materials for The \$100 Solution™ LLC House in partnership with HRL. As a result the students created a "Move-in Guide" for prospective residents of the house, as well as explained the academic and classification requirements for individuals interested in applying for a position in the house. Three of the students completed a "B" project, which was an individual service-learning project focused on their specific academic discipline.

Kurtis Spears, a sophomore majoring in Civil Engineering partnered with WKU's Civil

Engineering Professor Dr. Warren Campbell to create a bridge-building competition program with Warren East High School's science department. Spears is continuing his work through the fall of 2015 and as he continues to work with the WEHS science department to teach students about basic engineering. Students will gain valuable skills and experience learning how to design and build a bridge by using balsa wood donated to the project by the WKU Civil Engineering Department. The winners of the bridge-building competition will be recognized by the WKU Civil Engineering department, the ALIVE Center for Community Partnerships, Warren East High School, and The \$100 Solution™. Spears developed the competition idea in hopes of encouraging more students to pursue a degree or career in the field of engineering. The bridge building competition is set for the spring semester of the 2015-2016 school year.

Nneka Nwosisi, a sophomore, pre-medicine student double majoring in Psychology and Biology, partnered with WKU Health Services and the International Center of Bowling Green to provide a free health and wellness workshop to refugees and immigrants living in the Bowling Green community. On Wednesday, May 18, 2015, Lauren Tuttle, a Health Educator for WKU Health Services was the guest speaker at the International Center to discuss the importance of being aware of immunizations. Nwosisi used the \$100 she was awarded to support and address an organizational need to purchase copies of the Oxford Picture Dictionary to help adult participants in the English as a Second Language (ESL) class. The center at the time only had a few copies of this learning tool so

most times multiple participants had to share. Five new dictionaries we purchased for the center's ESL classes hosted weekly.

Ihyauszz (KC) Cole, a Psychology major, partnered with Parker Bennett Community Center (PBCC) to provide help for students that live and attend school in the community near the center whom are challenged with literacy limitations. After much discussion with the PBCC's director, Omar Rogers, Cole used the \$100 awarded to support the project to purchase English and Mathematics literacy intuitive workbooks. The workbooks provide staff at PBCC a new tool to tutor students in the after school program in the important areas of reading and math in an effort to build their knowledge and skills for both subjects. Cole intends to continue to raise additional money this summer and in the fall to purchase additional books and other learning materials.

On May 11, 2015, Cole delivered the new reading and math workbooks to PBCC as the last piece to completing his project. "Children are our future, and my project with Parker Bennett Community Center helps ensure our future is in the hands of capable, potential leaders," Cole said.



Photo Credit: University Photographer



Photo Credit: Aurelia Spaulding

By: Samantha Mallory

For the second year in a row, students from the South Central Kentucky Area Health Education Center (AHEC) worked with the WKU ALIVE Center for Community Partnerships (CCP) to implement projects through The \$100 Solution™ program. This is the first co-curricular program to employ The \$100 Solution™ in conjunction with the ALIVE CCP.

Lucy Juett, the AHEC Center Director, supervised undergraduate students Taylor Billings, Collins Garst, Chris Neelly, and Kodie Stone as they implemented a project that they developed by communicating with Chris Keyser, Executive Director of the Fairview Community Health Center.

The Fairview Community Health Center (FCHC) is a nonprofit primary care facility that serves the community of Bowling Green, KY. They primarily serve disadvantaged families but have recently begun providing the initial physical examinations to the growing refugee and immigrant population in Bowling Green.

According to FCHC administrators, over the course of the next year, the city expects to have an influx of approximately 5000 new refugees and immigrants who will need an initial physical exam upon their arrival. These physicals require up to four hours to complete, which leaves the children of patients with nothing to occupy their attention span during that extended period of time. Fairview had recurrent complaints of injuries as the children played on chairs, caused physical damage to the property, and created a disturbance to both the patients and providers.

AHEC's partnership with the Fairview Community Health Center led to the construction of a play area consists of the clinic for children whose family members are seeking medical attention. The play area will consist of safe, engaging, and easily maintainable toys. The students were able to fundraise over \$1,000 for the project in addition to The \$100 Solution™ grant money that they received.

Through their projects, the students will be able to apply the health education skills that they have learned in the classroom to a project that will improve the quality of life in the Bowling Green community.

AHEC DEDICATES PLAYGROUND TO FAIRVIEW



WCHS STUDENTS LEARN AND SERVE WITH HABITAT

By: Lauren Cunningham

At Warren Central High School, (WCHS) students were challenged to answer one question: “How can we make our community a better place to live and a better place to learn?” WCHS students taking Ms. Susan Thomison’s honors and non-honors Entrepreneurial classes focused their efforts on creating change in the city of Bowling Green through a partnership with a local community partner, Habitat for Humanity.

Years ago a question was posed, can high school students grasp the simple yet complex nature of community development through service-learning? Previously, The \$100 Solution™ primarily worked with undergraduate students from various colleges and universities across the nation, but could it work in high schools? After five semesters at WCHS, The \$100 Solution™ has opened new passageways for high school students to serve as agents for change while learning to practically apply course material and concepts to the work being done in the community.

“Our success is not hinged solely on the success of projects. It’s about the students and what they learn. The ability to empower students; that’s what The \$100 Solution™ is all about,” said Dr. Bernard Strenicky, founder and Scholar-in-Residence in the Honors College at Western Kentucky University.

The success experienced at WCHS high school does not come without academic incentives for students taking advanced placement or honors classes for dual credit in the form of college credits earned. The high school model for The \$100 Solution™ is gaining momentum across the region, and the newest high school to begin using The \$100 Solution™ service-learning model is the Early College and Career Center in Elizabethtown, Kentucky.

“This is an opportunity for us to instill in our students the need to give back wherever they may end up.” Strenicky explained.

The response to The \$100 Solution™ at WCHS has resulted in a doubling in the class size from year to year for Thomison. “Apparently, students want to know more about serving our community and our school. “It has impacted our students by showing them what it really means to be a citizen of a community and what it means to work with others for a common good.” Thomison said.

Warren Central High School students completed their service-learning project through The \$100 Solution™ in partnership with Habitat for Humanity, a local non-profit with a vision of a world where everyone has a decent place to live. Students at WCHS raised an additional \$300 to build a tool shed for a Habitat for Humanity family by applying their course’s entrepreneurial strategies. The students volunteered to assist with the build, and the shed provided a covered space to keep the family’s gardening tools that were previously exposed to the elements thus limiting the life span of the tools.

BROWN LEADS EFFORTS TO BRING GROUPS TOGETHER TO SUPPORT RENTERS' RIGHTS



By: Leah Ashwill

Kentuckians for the Commonwealth Chairperson and WKU Alumnus Dana Beasley Brown knows a thing or two about establishing partnerships to address a community issue. Brown, a passionate advocate for economic justice and fair housing practices, devotes her time to a cause she believes in deeply because of the need she sees for change. Brown's ability to draw upon her experiences and turn knowledge into action inspires others to act, and that is the mark of a true leader.

Brown began her campus and community partnership efforts through the Sociology department, meeting and working with Drs. Jim Kanan, Holli Drummond and Nicole Breazeale on various aspects of fair housing work. Brown and Kanan applied for a grant through the ALIVE Center's Community Partnership Funds to develop a tenant handbook and Renters' Rights program. The project was funded, and Brown's project had the legs it needed to really take off.

After months of hard work collecting and organizing information and developing the handbook, Brown led a team of students and

community partners in a fair housing effort of substantial magnitude. Brown partnered with Dr. Nicole Breazeale in Sociology at WKU Glasgow and her Poverty and Social Inequities class on a service-learning project developing renters' rights workshop curriculum. Breazeale's Research Methods class completed a service-learning project developing surveys and evaluation tools for the Renters' Rights projects.

The handbook was printed in English and Spanish, and WKU students were trained to canvass neighborhoods and talk with local residents about fair housing issues. What they found is that because no uniform landlord tenant law exists, everyone's rights vary from lease to lease, which causes confusion and sometimes leaves people vulnerable to predatory practices. Kentucky is only one of two states that does not have a minimal standard of habitability. Students and KFTC members hosted renters' rights workshops for various community groups they encountered through their canvassing efforts. The Student Coalition for Renters' Rights was established in the fall of 2014.

Later in the fall a partnership with WKU Housing & Residence Life was established to

host the first renters' rights workshop in a dorm. Students from all over campus came to Zacharias Hall to learn about how to read a lease, what to look for in a lease agreement, and how to use the renters' rights handbook. Students at the workshop had rich discussions about their experiences as student tenants and really took a personal interest in a continued dialogue on campus about fair housing practices.

KFTC members and student leaders from the Student Coalition for Renters' Rights took to the 2015 General Assembly for statewide public action. Glasgow Representative Johnny Bell and Representative Mary Lou Marzian worked with housing partners to develop and introduce house bill 368 to pass URLTA, a uniform residential landlord tenant act, for statewide tenant and landlord protection. KFTC members and student leaders convened over 20 legislators in Frankfort throughout the process.

Other housing advocates reached out to WKU Student Coalition for Renters' Rights, such as the Healthy Homes Coalition, Kentucky Housing Corporation, and the Kentucky Equal Justices Center. Students and KFTC members presented their local work two times last fall upon invitation from the Housing & Homeless Coalition of Kentucky and the 2014 Regional Neighborhood Network Conference in Richmond, Indiana.

Brown also partnered with Imagewest, a student-run advertising and public relations agency at WKU, to provide three interns with the opportunity to further develop social media campaigns and other advertising materials for the groups' housing work. Brown's message is reaching thousands of Kentuckians, and the ripple effect of her work will help achieve the economic justice she seeks for all Kentuckians.

WKU BONNER LEADERS SERVE 2200 HOURS



Photo Credit: Sarah Hagan

The Bonner Leader program at WKU is a program designed to assist students who have experience serving communities with the cost of their college education. During the 2014-15 academic year, eleven students participated in a developmental journey of service and leadership that not only assisted with a portion of their higher education costs, but also equipped them with critical life skills and real-world experience that will separate them from their job-seeking peers.

This year, Bonner Leaders earned more than 2200 hours serving in capacity-building roles at Bowling Green/Warren County Community Education, Light of Chance, Bowling Green Independent Schools, Kentucky Museum, Habitat for Humanity, and HOTEL INC. They also participated in countless training and enrichment events on campus, such as attending conferences, hearing guest speakers, or participating in workshops.

The Bonner Leader program at WKU is managed by the WKU ALIVE Center for Community Partnerships. The program is supported through a partnership with WKU Financial Aid and Enrollment Management.

BONNER LEADER USES SERVICE TO PREPARE FOR NURSING CAREER

By: Sarah Hagan

The Bonner Leader program at WKU is part of a national organization founded in 1990. The Bonner Leader program has a three-part mission to provide access to higher education, establish community partnerships, and create a campus-wide culture of service. The Bonner Foundation currently spans over 60 campuses nationwide and supports over 3,000 students. The Bonner Leader program at WKU provides financial support for students engaged in approximately 300 hours of meaningful service throughout each academic year. In addition to volunteer work, Bonner Leaders participate in a number of training and enrichment activities related to public speaking, civic engagement, social and cultural diversity, and service learning.

Martajia Armstrong is a freshman and a first generation college student from Hopkinsville, KY. Martajia Armstrong is a Nursing major and a Bonner Leader at WKU. In conjunction with the Bonner Leader program, Martajia Armstrong is also a National Bonner AmeriCorps volunteer. Martajia's primary service partner is Community Education, and she volunteers weekly at the Warren Elementary afterschool program. Martajia's site supervisor, Lauren Tolliver, said, "I have really appreciated the work that she has done at our program".

Martajia organizes curriculum and activities for the children based on the knowledge she has gained through nursing classes at WKU. Martajia said, "I enjoy volunteering; it warms my heart to see how I can make such a difference in a child's life just by taking time out of my day." Martajia is not waiting for graduation to start changing lives; she's using volunteerism to make a difference now.



Photo Credit: Sarah Hagan

WILLIAMS SHOWS HER HEART FOR SERVICE AT PARKER BENNETT

By: Sarah Hagan

Rachel Williams is a junior at Western Kentucky University from Hartford, KY who is actively engaged in various avenues of service. Through her involvement with the Christian Student Fellowship (CSF) organization, Williams has volunteered with HOTEL INC to serve the local homeless population. She spends many weekends volunteering at the Center for Courageous Kids, a free camp for children with life-threatening illnesses. Williams is a committed servant leader, and her impact is an inspiration.

As a Bonner Leader, Williams volunteers with Parker Bennett Community Center (PBCC). Sabrina Johnson, PBCC volunteer coordinator said, "Rachel has been a breath of fresh air coming and volunteering at our Center. The kids gravitated to her instantly."

Rachel has a heart for service and brings her smile and contagious energy with her wherever she goes. Rachel said, "I have been told that I am the person who keeps people uplifted and going in times where they see no hope." Anyone who has met Rachel Williams would agree with this statement. The world is a better place when we each demonstrate a spirit of engagement, and students like Rachel are setting the example.

STUDENT SPOTLIGHT

HILL HOUSE EXEMPLIFIES A PLACE WITH PURPOSE



By: Lauren Cunningham

Positive. A cornerstone of hope. Connection. Innovative. Community builder. Eventful. Game changer. Exciting. A place that makes our community better.

All of the words and phrases listed above are words and phrases collected over the years when asking local neighbors, neighborhood schools and organizations how they would describe the Western Kentucky University Hill House community development and research program. Hill House has experienced drastic changes; a much brighter outlook on a place that recorded an average of five police calls a month. It was a place that housed drugs, drug users, and violence; a place that was run down, unkempt and an eye sore for all those driving up or down East 11th Street. It was a place with so much potential, yet no vision for what the future could hold.

The Hill House was purchased and remodeled by Bob and Jenni Basham about six years ago. It has evolved into a philosophy; an approach to community development and research rooted in relationships and the

power that comes from viewing ourselves as public problem-solvers and agents of change. The program supports four WKU graduate assistants from various academic disciplines that live and work together in an intentional effort to improve the overall quality of life in the community through engagement, partnerships, research and programs. All efforts made by our students are used to inform the city of Bowling Green, local agencies, and the university about needs, assets, and opportunities in the area by working from within.

Throughout history the symbolism found in a “place” has played a vital role in creating stronger communities, social change, a local identity, and purpose. In Bowling Green, the historic Shakerag community served as a local place for African-Americans in a segregated Bowling Green in 1802. Shakerag was a community that provided blacks with opportunities to own homes, start businesses and open schools to serve their community. In 1950 Bowling Green’s Jonesville community housed over 70 black families, the

same families that produced the first black students to attend WKU. Comparatively, the WKU Hill House is a place providing local residents with opportunities to work together to address community needs, support and partner with local businesses, schools, and other local institutions, and serves as a training ground for WKU students as they work in the neighborhood in which they live. The Hill House has quickly become more than just a house, but a central location where community members gather as neighbors; a place that represents solidarity, WKU, and a specific way of living that puts people first.

Over the last six years the Hill House has experienced its ups and its downs as we’ve asked the question, “How do we do this?” The approach is simple yet complex. Build positive and supportive relationships with neighbors, organizations and businesses in the area. Assess the needs. Assess the assets. Seek out the resources that already exist in the community. Develop a plan together. Work the plan. Assess and report the impact.



JESSICA M. BERTRAM
Master of Social Work
WKU HILL HOUSE

The research completed by Jessica M. Bertram is entitled Community Development and the Rural Community: Understanding the Influence of Transient Population. Her research was developed due to her observations of the Hill House community and other community organizations. She observed a variety of issues when working with transient populations and determined this population was the group with whom she wanted to do her research. She completed a mixed-method study (both qualitative and quantitative) using both surveys and interviews to gather her data. Through her research, she identified issues in community

organizations, as well as a need for greater awareness of the homeless population.

She has been working in conjunction with Dr. J. Gabbard of the Social Work Department. She was the only student who worked on the research and is the primary researcher on this study. This research relates well with her work at the Hill House, as the community around the Hill House is made of several transient populations. This research fulfills her master’s degree requirements as a social work student.

PROJECT LIFE CREATED TO IMPACT ACADEMY AT ELEVENTH STREET STUDENTS



Photo Credit: Aurelia Spaulding

By: Aurelia Spaulding

Grades Going Sky High read the headline of a student in Project L.I.F.E. (Leadership Independence Freedom Empowerment), a WKU ALIVE Center for Community Partnerships program with the Academy at Eleventh Street. Graduate Assistant Keira Martin initiated Project L.I.F.E. as part of her work through in the Center's WKU Hill House program. The young man spoke of working hard to improve his grades in Biology and other subjects. "My future plans: To become a better person in life," he finished

Not every high school student is thinking about getting better grades. Not every student is focused and on the track to finish high school with high grades. Some students need additional support. This is where Project L.I.F.E. comes into play.

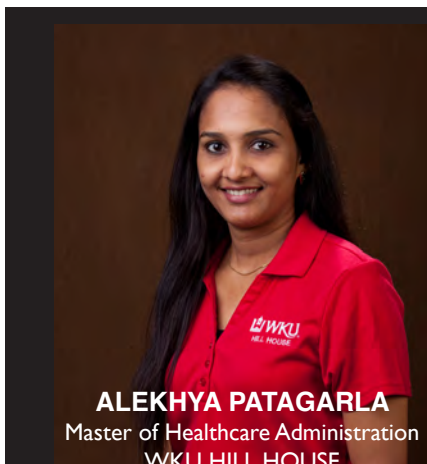
The mission of Project L.I.F.E. is to positively influence students' attitudes towards their future by exemplifying positive theme goals in order for them to be successful. Ten students participate in the program at the Academy at

Eleventh Street. They meet every Tuesday for a lesson and hear from community speakers.

"I see such potential in these students and am inspired to be part of the solution through this program. I feel, through this program, I can make a positive impact on these kids and in turn help them to think differently about their future plans," said Martin, also a graduate student in WKU's Counseling and Student Affairs program. "The Project L.I.F.E. program and the students it impacts are important to me because they represent the population I want to work with in the future. I want to work with underrepresented and/or first generation college students."

When designing Project L.I.F.E., Martin wanted the program to be a part of her plans to look at self-efficacy towards the attitude of one's life. After this semester, Martin plans to come back to the Academy at Eleventh Street in the fall implement the first full session of the program and evaluate its impact. The plan is to see if the student's attitudes are changing for the better after a year's time span.

Students in Project L.I.F.E. presented a final presentation in May 2015 at the Academy at Eleventh Street. They shared what they learned through this eight-week pilot program and how it applied to the seven habits of being a highly affective teen.



ALEKHYA PATAGARLA
Master of Healthcare Administration
WKU HILL HOUSE

Alekhya Patagarla started research with her professor Dr. Colin Farrell on the Post Traumatic Stress Disorder (PTSD) on Combat Veterans. This research was aimed at finding new unrecognized symptoms of PTSD which can help in diagnosis. She is working with Madhuri Katta and Gargya Malla, two other graduate assistants from the Department of Public Health.

Patagarla is assisting Farrell in preparing the questionnaire, getting IRB certification and grant writing for a larger-scale project based on the results from this short survey. They

prepared questionnaires related to different scales such as hopelessness, depression, sleeplessness, etc. They plan to distribute the surveys to retired and current veterans who seek any kind of treatments from the veteran's hospitals from within the state of Kentucky. This will help getting information on their exposure and if they have been diagnosed with PTSD.

Many of them might be suffering from PTSD but have not been diagnosed, due to lack of complete set of PTSD symptoms, which they are interested in revealing.

HISPANIC COMMUNITY RECEIVES HEALTH SERVICES AT COMMUNITY PARTNERSHIP EVENT



By: Aurelia Spaulding

According to The Daily News report of the U.S. Census, the Hispanic population in the Barren River region grew 9.57 percent from 2010 to July 2012, and Department of Modern Languages Assistant Professor Dr. Sonia Lenk believes more than 30% of the Hispanic community does not have health insurance” (Minor, 2013). It is a major need in the Hispanic population to have healthcare,” Lenk said. To address this need, she decided to seek out support to organize a Hispanic Health Fair to help the uninsured.

The idea for the health fair stemmed from Lenk’s travels with her Spanish students to the Free Health for Hispanics, a health fair in Horse Cave and Glasgow, KY. They translated and served as interpreters at health fairs in those communities before the events were discontinued in 2012. At those events, Lenk saw the need for healthcare resources and awareness of health information for the growing Hispanic population.

Chaz Arnold and Hannah Burney Johnson, students in the Department of Modern Languages, worked with Dr. Lenk and Dr. Inma Pertusa as part of their capstone project and independent study work, respectively. Arnold wrote a Community Partnership Fund grant sponsored by the ALIVE Center, which helped fund the Hispanic Health Fair. They also connected with several campus and community partners to make the event come to life. WKU’s Department of Modern Languages partnered with the School of Nursing, Department of Dietetics, Department of Communication (hearing exams), Hispanic Organization for the Promotion of Education (H.O.P.E.), Hilltopper Organization of Latin American Students (H.O.L.A.S.), ALIVE Center, Institute for Public Health, South Central Kentucky Area Health Education Center, local physicians and dentists, Project E.M.P.O.W.E.R., Barren River District Health Department, Migrant Head Start, Central Region Migrant, Hope Harbor, Barren River Area Safe

Space (B.R.A.S.S.), Bowling Green Housing Coalition, Kentucky Commission on Human Rights, Coventry Health Care, Walgreens, BG OnStage, the City of Bowling Green and St. Joseph Catholic Church to provide over 20 different services to nearly 230 adults and youth in the Hispanic community in Warren and nearby counties since 2013.

The Hispanic Health Fair aims to provide simple, cost-effective diagnosis referrals to future care providers, as well as useful and effective information for improving nutrition, exercise and other lifestyle habits in order to have a positive impact on their health. Sandra Paz shares the story of many of those who received services at the health fair.

A native of El Salvador, Sandra Paz came to the United States seven years ago with her family. Since coming to Bowling Green, Paz has been unable to afford treatment for health issues that arise. "I do not have health insurance and unfortunately, I do not get dental because of the high prices."

At the health fair, community members like Paz could receive screenings for dental care, blood pressure, cholesterol, HIV, and hearing screenings. In addition, general physicians were available to discuss health issues, and

participants received resources on preventive care.

"Currently, there is a great disparity in healthcare provision to the Hispanic community due to language, social, and economic barriers. Through Chaz Arnold's capstone project and Hannah Johnson's independent studies investigation, we concluded that Hispanics ran a higher risk of developing diabetes and hypertension based on lack of healthcare," Lenk said.

Arnold majors in biology and Johnson studies nursing at WKU; while also in the Spanish program, they found this experience very useful for their careers.

"It really helped me with my leadership skills and reaching out to different parts of the community," Arnold said in regard to his work planning the event. Approximately 30 students from the Department of Modern Languages volunteered at the Hispanic Health Fair.

Although the Hispanic Health Fair lasts one day, it has a long-standing impact. Many participants take advantage of the opportunity to learn more about their personal health care needs and those of their families. For some of the participants, it may result in early diagnosis

or preventative measures for future health issues. In addition, Arnold, Johnson, and the student volunteers learned how important communication is; especially when it comes to healthcare. They will have this experience to take with them throughout their careers working with the Spanish-speaking community.

"I feel very thankful for the fair. I believe that many people took advantage of this opportunity. It is very expensive to go to the doctor in this country, so anytime there are free services it means a lot to our community," Paz said.

Anyone interested in learning more about the Hispanic Health Fair or becoming involved can contact Dr. Sonia Lenk at sonia.lenk@wku.edu. The WKU ALIVE Center's Community Partnership Funds program supports partnership projects between the campus and community in areas of service-learning, community-based research, and community development that focus on nurturing communities, education, healthcare, and economic development. For more information, visit www.wku.edu/alive.

Reference:
Minor, R. (2013, June 15). Region's Hispanic population swells. *The Daily News*.



Photo Credit: Aurelia Spaulding

GORDON LEADS THROUGH TEACHING, RESEARCH, AND WRITING



By: Lauren Cunningham

Dr. Gordon is an Associate Professor and Director of the Master of Public Administration (MPA) program at Western Kentucky University, and she also serves as Director of the Center for Local Governments. Her accomplishments include serving as co-editor for a symposium on Women in Public Service for the journal *Public Voices* and receiving a research grant from The IBM Center for The Business of Government. Dr. Gordon is also a professor in the Political Science Department, where she currently teaches PS 541 Public Personnel Administration and PS 597 Professional Seminar in Public Administration.

Prior to her time spent at Western Kentucky University, Gordon worked in local government management for 15 years and then became a visiting professor at Texas Tech University, which was her first teaching position. She arrived at WKU in 2005 and was awarded tenure in 2011.

Gordon's research interests include public sector finance and human resource management issues. In 2013, she authored a book entitled *Maternity Leave: Policy and*

Practice. She is currently collaborating with Dr. Dan Boden, from Western Kentucky University, and Dr. Jeff Osgood, from West Chester University, to develop a book that focuses on the participatory budgeting process utilized by communities in St. Louis, Chicago, and Boston. They recently signed a contract with Taylor and Francis, CRC Press.

In her publications, Gordon enjoys applying her practical experience as a public sector manager to her academic interests. She said, "My book on maternity leave let me explore a problem I saw going on around me, and let me contribute to the important conversation about women in the workplace and the balance of home and family life." Gordon approached the issue by channeling legal, political, social, institutional, and organizational perspectives. Her goal is to encourage others to join the conversation about maternity and paternity leave.

Gordon likes that public scholarship prompts interaction between academics and practitioners. She said that communication between the two parties is "what [she] enjoys most about the research aspect of being a professor."

At the American Society for Public

Administration (ASPA) conference, she conducted a workshop in which representatives from the 49th ward in Chicago were able to share their experiences with participatory budgeting in a way that complemented Gordon's academic research on the topic, which involved the use of social media platforms in participatory budgeting. The audience included both practitioners and academics from the United States, Ireland, and South Korea.

Gordon genuinely cares about helping students reach their full potential. She said, "I always try to incorporate students into my research projects, whether it is library research, data entry and analysis or something more hands-on in terms of having them participate with local government officials or community members."

She also tries to help students pursue their own research interests. One of her students, Abdul Samad, presented his research on leadership in student organizations at the most recent ASPA conference. Gordon is a dedicated instructor and accomplished scholar who is proud to call Western Kentucky University her academic home.

KANAN EDUCATES AND SERVES WITH THE COMMUNITY

By: Leah Ashwill

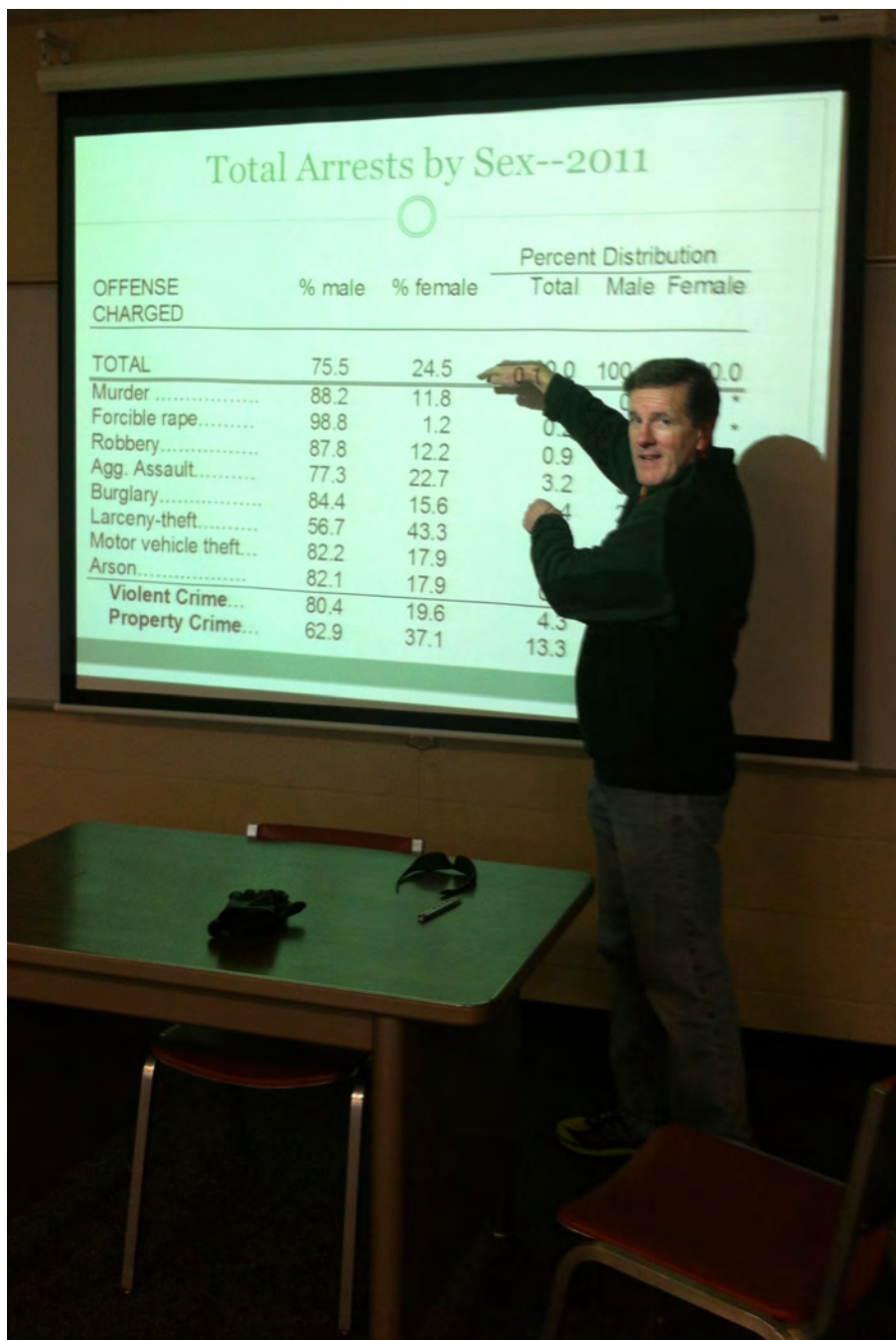
Dr. James Kanan is an Associate Professor in the Department of Sociology at WKU. Kanan earned his Ph.D. from Penn State in 1996. His teaching and research interests include theories for criminal behavior, neighborhoods and crime, residential segregation and homicide, healthcare access and homicide, fear of crime, and the impact of television crime dramas on perceptions of evidence in the courts system (known as the CSI effect). Dr. Kanan teaches the Neighborhoods and Crime, a graduate level course in the Criminology MA program. Kanan has also taught Urban Sociology at the graduate level.

One of the public engagement programs Kanan has spearheaded as a faculty member at WKU is the Barren River Area Tenant Handbook project. The tenant handbook project ensures that a safe, stable and affordable home is possible for the nearly 70,000 tenants in the Barren River area. Students and community partners engaged in the tenant handbook project work to equip area tenants to successfully navigate the legalities of home or apartment rental leases. They also work to empower tenants to share their stories and pool resources in order to make their voices heard.

Kanan also serves on the board of directors for the Save Our Kids (SOK) Coalition, a nonprofit organization whose representatives have included people from WKU, Warren County Schools, Bowling Green City Schools, Administrative Office of Courts (CDW's office in particular), law enforcement, churches, private citizens, etc. The organization is dedicated to developing strategies to limit kids' access to drugs, alcohol, and other harmful activities.

Kanan is a stellar example of how a faculty member can utilize their academic discipline to address public problems.

For more information on the Barren River Area Tenant Handbook project, visit http://www.wku.edu/alive/communityresources/documents/renters_handbook.pdf.





NEW UNDERSTANDING DEVELOPED SIDE BY SIDE

By:Aurelia Spaulding

More than three years ago, Dr. Miwon Choe, Associate Professor of Art Education in the WKU Department of Art, started a partnership with VSA Kentucky to impact the lives of children and youth with disabilities in the regional community as well as her pre-service art students. This partnership, which uses the Side by Side model, proved not only successful, but it led to the New Understanding: Exploring Diverse Learning Styles Through the Arts project grant and an exhibit at the Warren County Public Library featuring the artwork of the students.

VSA Kentucky Executive Director, Ms. Delaire Rowe brought the idea to Choe to partner on the WKU ALIVE Center's Community Partnership Funds grant as a way to support the New Understanding Project. Since working with special needs

youth is a requirement for WKU art teacher training, Choe wanted the pre-service art teachers to get firsthand teaching experience, learn some of the challenges they may face, and see the difference they can make.

"Students with disabilities are often limited in the kinds of activities they can participate in at school and in the community at large," Choe said. Since the New Understanding Project pairs WKU students with children and youth identified by VSA Kentucky, this model proved to be a good way for both WKU students and VSA Kentucky youth to learn and grow together.

VSA Kentucky's purpose is to help create a society where people with disabilities can learn through, participate in, and enjoy the arts. According to their website at www.vsartsy.org, VSA Kentucky's Side by Side Program offers a creative outlet for students, reinforces inclusiveness and positive self-image, and highlights the importance of arts education

in the development of our young people, creating the opportunity to work alongside a community professional artist. Participants in the VSA Kentucky program consist of students receiving educational services by way of an Individualized Educational Plan (IEP). Some of their disabilities include autism, chronic illness, hearing loss and deafness, intellectual disability, learning disability, memory loss, mental illness, physical disability, speech and language disorders, vision loss and blindness.

With the New Understanding Project, the pre-service art students met with VSA Kentucky over three weekends in April 2013. They participated in one weekend of orientation. Then, using the Side by Side program model, the pre-service art students spent two hours alongside the youth the following two weekends. The art pre-service teachers worked with the VSA Kentucky K-12 students using activities such as painting, cutting, collaging, drawing, photography, and multimedia.



Rowe said, "Students drew inspiration from many sources including children's literature, animation, the natural world, as well as their own imaginations. Different artistic media and processes were explored with the help of the WKU art education students serving as mentors to the younger students with disabilities." The art work they created together is based on the VSA Kentucky students' abilities levels, artistic interest, and previous art experiences they have had with VSA programs in the past.

Art pre-service teacher Ashley Hurt saw an immediate impact by working in the program. "Having the opportunity to work with VSA Kentucky New Understanding program has been such a blessing for me because I have gained a lot of respect for those who have a disability, and it warms my heart to see how happy they become when they are making art. My student, Asher, was smart, knew all the planets, and opened up a whole new universe for the love of art with his joy and happiness," Hurt said.

The art activities that the youth engaged in through the New Understanding project also developed many of their abilities beyond art. "Art activities require different levels of complex thinking and problem solving. Art

allows children to show thoughts and feelings in a creative way, often through nonverbal communication. For example, children with autism or other learning disabilities might express emotion through art that they could not articulate by other means," Rowe explained.

Jianna Mirabelli wrote in her final reflection of the New Understanding Project, "I really loved working with this New Understanding program. I want to become an art therapist and help with students with autism and other special needs. This experience really helped me with lesson planning and getting experience with teaching." Another pre-service teacher, Mary Ava Poole responded, "I will take away from this experience that all children deserve attention, motivation, creative language, and love. All students are valued, and they can succeed."

Ten WKU pre-service art teachers paired with 10 VSA Kentucky students in the New Understanding Project in the spring 2013, and the spring 2014 and 2015 semesters began with new groups of art pre-service teachers. Dr. Choe stated, "The impact of this collaboration will be far reaching beyond what the immediate results and outcomes. Most importantly, the New Understanding project

speaks of the value we collectively place on the importance of creative language.

Rowe believes the New Understanding Project directly aligned with the VSA mission, and programs like these are needed in the community. "By including people with disabilities in the life of our community, we make the places where we live, work and play better for all citizens. The New Understanding Project was made possible through the collaborative efforts of a local organization directing their resources where the most impact could be made; directly to students with disabilities and through the education of our future educators."

Anyone interested in learning more about the New Understanding project or becoming involved, can contact Dr. Miwon Choe at miwon.choe@wku.edu, <http://wkuarteducation.com>. The WKU ALIVE Center's Community Partnership Funds support partnership projects between the campus and community in areas of service-learning, community-based research, and community development that focus on nurturing communities, education, healthcare, or economic development.

COMMUNITY IN CRISIS AND WHYTRY PROGRAMS PARTNER TO HELP STUDENTS

By: Aurelia Spaulding

“The program addresses real life issues and lessons that are simply needed. WhyTry Program was created to show students that if they would apply the lessons learned, then opportunity, freedom, and self-respect will come. Then, they will be able to achieve their goals,” said Hilton Isable, WhyTry program coordinator at Moss Middle School, a partnership program with Community in Crisis (CNC-100).

The CNC-100 project incorporates the WhyTry program to improve student retention, academic performance, school behavior, personal development, and life skills for 100 African American males who attend middle school and high school in Bowling Green and Warren County, Kentucky.

“It was actually an idea that came from some concerned citizens of Bowling Green in reference to African American males not succeeding academically,” said Martha Sales, director of WKU TRIO.

“They were succeeding athletically, but not academically. They were barely passing their classes. Some of them were failing classes. On top of that, they were having behavioral issues.”

According to Sales, “The Why Try program is a successful, nationally-known mentoring program that teaches African American males different ways to learn, and it uses Black male role

models (volunteers) that utilize different approaches to teaching by incorporating music, arts and culturally-related methods of services.” Currently, there are 40 mentors that are active in the program for the 100 students. The mentors visit the students at school at least twice a month to discuss how to improve their behavior, the importance of studying, the importance of communication, and building self-esteem.

Isable mentors a group of 20-24 young men at Moss Middle School. Some of the activities and topics of discussion include: Reality Ride (decisions have consequences), Labels (not judging a book by the cover), and Climbing Out (friends you associate with will prevent you from getting out of the pot). Since being in the program, he has seen the students start making better decisions that affect their attendance and discipline. “Academically, the young men began utilizing resources for assistance versus not speaking up for themselves and settling for mediocrity.”

“It has helped me become a better person and leader,” said Chauncey Greer, a student at Moss Middle School participating in the Why Try program. Some of the older students in the program (that had improved their grades and behavior) earned the opportunity to visit a college campus. The young men (selected by their mentors) completed an application and competed for the opportunity to travel with the group to visit Morehouse College, an all-male and historically black college founded nearly

150 years ago in Atlanta, Georgia. The ten young men who participated in the trip received more information throughout the program on post-secondary enrollment, and visiting the college allowed them to see black male success in college.

“Morehouse College firmly believes that a ‘Morehouse Man’ should be the following five things: well read, well spoken, well dressed, well traveled, and well balanced,” Isabel said. “While on campus, the students did not see any student with pants sagging. In addition, they did not witness any student enter a building with a hat on their head. Every student that we spoke with was well spoken.” The young men enjoyed visiting Morehouse College and even those who did not attend the trip find the Why Try program a great experience. “This program has helped me open up as a person and speak to groups of people that visit our school,” said Josh Moss, student at Moss Middle School.

Young Male Leadership

After seeing the success of the partnership with WhyTry, Sales expanded TRIO’s support of youth with the Young Male Leadership Academy program. The purpose of the Young Male Leadership Academy (YMLA) at Western Kentucky University (WKU) is to prepare males in 8th, 9th and 10th grades for college and career while, emphasizing careers in teacher education. The students attend Saturday enrichment classes throughout



the year and then attend a weeklong camp during the summer.

According to WKU Minority Teacher Recruitment Coordinator Denise Hardesty, the sessions emphasize and further support the mission of college and career readiness. “Along with learning about teaching careers, students participate in sessions and activities that teach them many other valuable skills such as: communication, leadership, business and dinner etiquette, diversity, career planning, and the importance of college and how to prepare for it now.” Sales provided a session on diversity during one of the Saturday programs. Then she identified an opportunity with their summer camp.

Funds from the CNC 100 project grant through the ALIVE Center’s Community Partnership Funds supported the students’ trip to historical sites, colleges, and museums in Northern Kentucky/

Cincinnati, OH area during the summer camp, which is targeted at 8th-10th graders. Hardesty said, “All of the field trip activities were able to enhance the students’ understanding of the college-going process and/or expose them to educational and cultural experiences.” Community in Crisis is a success due to a partnership between the Bowling Green Police Department, General Motors, Black-owned business leaders, city government, teachers, parents, and WKU faculty and staff. In addition, Bowling Green School District, Warren County School District, Bowling Green Housing Authority, WKU TRIO, and the WKU ALIVE Center for Community Partnerships serve key roles in the partnership.

Anyone interested in learning more about the Community in Crisis project, can contact Martha Sales at martha.sales@wku.edu. The Community in Crisis project is supported by the WKU ALIVE Center’s

Community Partnership Funds (CPFs). The CPFs support partnership projects between the campus and community in areas of service-learning, community-based research, and community development that focus on nurturing communities, education, healthcare, or economic development. For more information, visit www.wku.edu/alive.

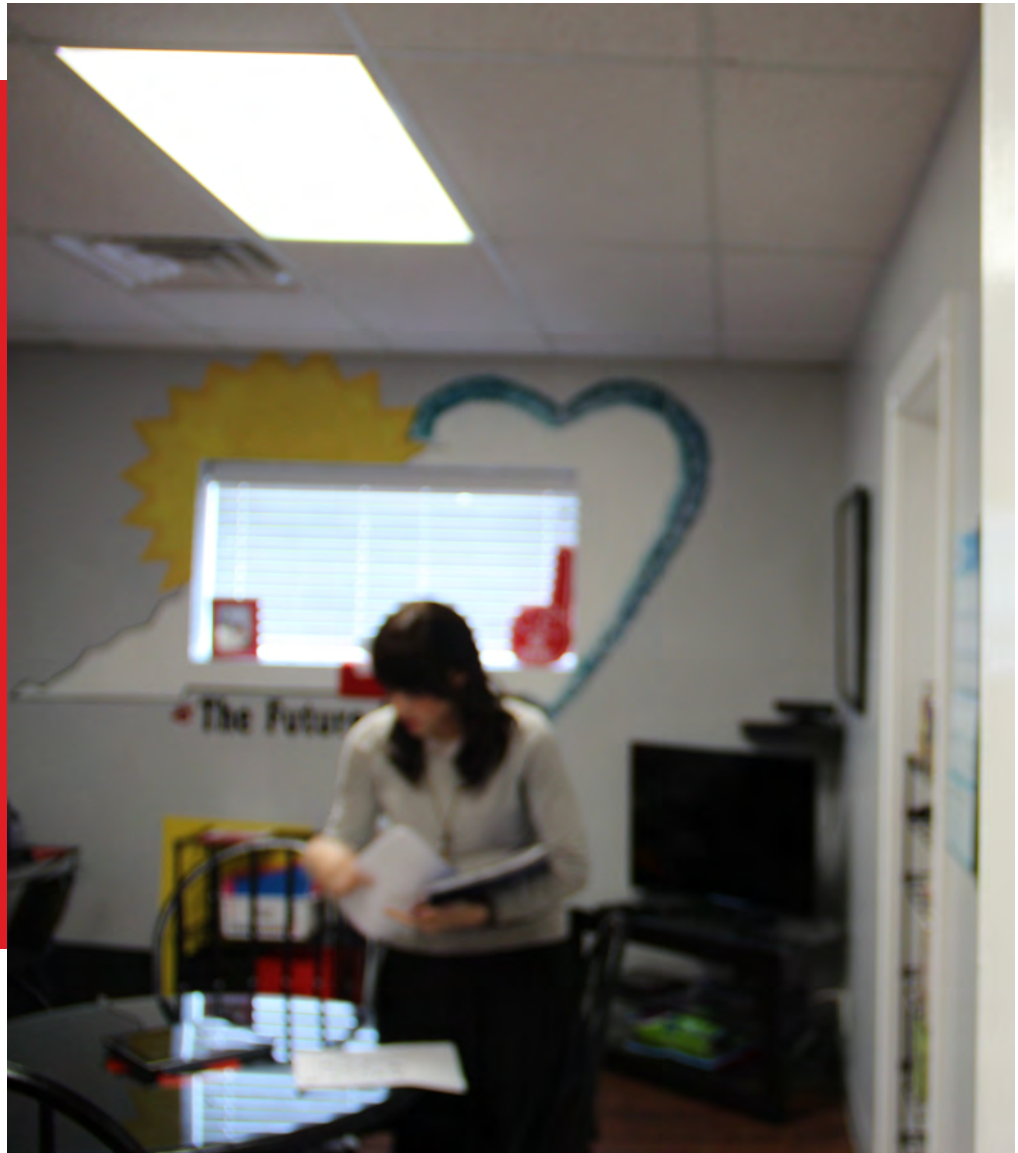
STUDENTS PARTNER WITH BUDDY HOUSE FOR DOWN SYNDROME

By:Aurelia Spaulding

Since the spring 2013, more than 200 students have worked in groups to identify and address needs in the community while also utilizing the learning objectives for their course work. Through this method, students like those in Dr. Mize Smith's Small Group Communication course that partnered with the Buddy House used five key principles of service-learning to answer a central question: "with just \$100, what can I do to enhance someone's quality of life?"

The idea of enhancing quality of life through these projects offered many of the students an opportunity to reflect on ways to support causes important to them. One member saw the need and had a passion for working with individuals with Down Syndrome and brought up the idea of having her group work with the Buddy House. "I have gotten to participate in WKU's Best Buddy events in the community like Jesus Prom. I have always had a passion for this group, and whenever I was presented with the opportunity to do this project, I pitched the idea [to my group]," said Natalie Gilliam, Honors College student in the Department of Communication.

Buddy House is a building that serves as the headquarters for Down Syndrome of South



Central Kentucky. It serves as a location for many supportive activities for those with Down Syndrome. In addition, the Buddy House is the host site for Best Buddies International, a program that matches up a college student with someone with intellectual disabilities.

"The Buddy House name caught on as a place where we will support, educate, and advocate for individuals with Down Syndrome and their families from a pre-natal diagnosis through their life span," said Jane Tichenor, director of the Buddy House for Down Syndrome. "Our mission is to provide programs that are necessary for them to be successful in school and to be successful in life."

Gilliam, along with Micah McClendon, Jacob Soler, Justin Eckerd, and Kelsey Eposito-Wilcox met with Tichenor to talk about some of the needs of their organization. Tichenor shared with them some of the goals of the Buddy House and discussed how many individuals with Down Syndrome do not go to college, but having the interaction, continued education, and peer relationships is important to them.

"Because of my interactions with these college students (Best Buddies), I felt like the students could help serve our program's teens and adults," Tichenor commented and then asked, "What if they had a space that gave them that college feel?"

The five WKU students immediately took to the idea, and they worked with the Buddy House to recruit volunteers, as well as design and decorate the educational room for the individuals they serve. McClendon, Soler, Eckerd, Wilcox, and Gilliam took a room with blank walls, painted it, provided artwork, added a cork board and dry erase board, and posted photos taken by the group of WKU. Now, the room will be used for speech classes for adults. Tutoring will also take place in the room for adults in math and literacy.

"We decided to do a project with the Buddy House because we saw an opportunity for a lot of needs to be met using our \$100," Gilliam said. "Because the Buddy House is funded solely by donations, we knew they would really be able to use our help in getting the house



Photo Credit:Aurelia Spaulding



Photo Credit:Aurelia Spaulding

open by March 21st. We also chose to work on this project because of the people we were helping," Gilliam said.

Tichenor believes the work the students did on the room will have a long-term impact on the life of those with Down Syndrome that utilize the facility. "This is something very special that no one else has. There are not many groups in the United States that provide the educational facility," Tichenor added, "With Down Syndrome, now that their life span is longer, they are finding that dementia is a problem. The group in Louisville did a study, and that is why we want to do the teen and adult tutoring; so that the ones involved in the program are not losing anything. Who knows what kind of impact that this will have on the adults as they begin to age?"

The WKU ALIVE Center for Community Partnerships coordinates The \$100 Solution™ program at WKU as a way for students at the university and area high schools to apply their academic interests and course content by addressing needs in the community. Through

The \$100 Solution™ program, students develop a relationship with community partners, identify needs, and then develop a sustainable solution to address the need by using their knowledge, skills and only \$100.

"We've learned a lot working on this project. For one, it's been incredible to see how far you can stretch \$100 and the difference you can make with such a small amount," Soler said.

IMPACT OF THE BIG RED ROOM

With the completion of the Big Red Room, up to 15 adults with Down Syndrome utilize the space multiple times a week for classes on speech, reading, cooking, and new vocabulary.

"For many of the adults, if they did not come here, they would not have any social interaction," Tichenor said. They can participate in the classes and also use the Big Red Room to watch movies and play cards and video games.

Tichenor said, "The biggest impact has been on the parents. Some of the students have lost interest in everything except the Buddy House." Bringing them to the Buddy House 3-5 times a week gives them something to look forward to, and the interaction is important.

"They need to work with different people," Tichenor said. "The collaboration with WKU and interaction with college students is essential."

Approximately nine WKU students teach the speech classes during the week at the Buddy House. This service-learning coursework is through a partnership with the Clinical Education Complex and the Communication Sciences and Disorders. Students lead the classes each semester and summer.

ORGANIZATIONS THRIVE THANKS TO VOLUNTEERS



Photo Credit: Aurelia Spaulding

By: Julia Rivas

Have you ever considered volunteering but have never taken the time? Does your list of excuses include, "I don't have time", "I won't get anything out of it", "It is not worth it"? Well, take a moment to read a few examples that share the impact of volunteers within organizations.

The Parker Bennett Community Center (PBCC) provides recreational services to low-income kids ages 5-13. Some of the activities include homework assistance and fun, engaging activities. In addition, staff and volunteers coordinate special events such as Black History Month activities, Valentine's Day celebration, and camps for fall, spring, and summer. During the academic year, PBCC serves 55 kids, and two full-time employees and two part-time employees coordinate all the activities.

"We couldn't do all this if it wasn't for our volunteers," said Sabrina Johnson, Parker Bennett Community Center Coordinator. Parker Bennett programs has an average of 45 volunteers a month.

WKU Social Work major Sydney Jones said, "You make an impact on their (kid's) lives." Jones has volunteered at PBCC for more than four months. She continued to add, "I love when they make me pictures and tell me I am their best friend." Sabrina mentioned that part of the benefits that volunteers obtain includes gaining experience, creating relationships, securing job recommendations and the opportunity to serve as role models for kids.

Another organization that offers remarkable services is New Beginnings Therapeutic Riding (NBTR). NBTR provides a unique way to improve students' cognitive, social, fine and motor skills. Students have the opportunity to enhance these skills while being positioned atop of a horse. "We strive to give something

different and unique just for each of our students," said Nicole McDorman Head Instructor and Equine and Facility Director. The organization has been running with only three part-time staff and an average of 100 volunteers a week. McDorman indicated that this program could not run without volunteers, and they are very appreciative for their help.

Chloe Carter, started as a junior volunteer, and now she serves as the head of the same program. "Working here teaches you about horses, students with special needs, people and yourself," Carter said.

Volunteers get to feed horses, and work with students. "You get to be part of something bigger than yourself," McDorman said.

Research conducted by the Corporation for National and Community Service reports significant benefits to volunteering. Benefits include greater satisfaction, lower rates of depression and increase of life expectancy. In addition, volunteers learn and develop skills, gain work experience, and meet new people. There are plenty of reasons why you should consider meaningful service, but the most important reason is definitely because you make a difference in someone's life and in your community.



Photo Credit: Aurelia Spaulding

VOLUNTEER WEEK CELEBRATES SERVICE

AKA HOSTS FOOD DRIVE FOR HOPE

By: Brian Harris

According to No Kid Hungry, more than 20 million kids get a free or reduced-price school lunch on an average school day. The two daily meals that the school provides are a key asset to the success of a child's day. Some children that come from low-income families eat only at school and are deprived of having the right amount of meals over the weekend. Omicron Sigma Omega (OSO) Graduate Chapter of Alpha Kappa Alpha (AKA) Sorority, Inc. partners with Hope House Ministries and their Back Pack for Humanity program to provide food over the weekend to the students of Parker Bennett Curry Elementary school. OSO president, Anna Senter, explained the reason for the food drive and why members are reaching out for supporters against child hunger.

Alpha Kappa Alpha Sorority, Inc. is the first national African American Greek organization for college educated women founded in 1908. In 1985, OSO chapter was founded in Bowling Green, Kentucky and has been providing community service here and to surrounding areas for 30 years. Its motto is service to all mankind; including our target-family strengthening. This chapter has directed family literacy programs and previous food drives to assist families in local areas of Barren, Simpson,

Logan, and Warren counties. OSO's drive for Dr. Martin Luther King Day collected and distributed donations to the local food bank at State Street Baptist Church located in Bowling Green, Kentucky. For many years food has been assembled into Thanksgiving dinner baskets to feed needy families.

The Back Pack for Humanity program was established by the Hope House Ministries to provide students in primary education at Parker Bennett Curry Elementary (PBCE) with food to last them over the weekend. Ninety-eight percent of students at PBCE receive free or reduced-price school lunch. Senter stated, "Over the weekends it is not guaranteed that kids are getting the right amount of meals to keep their bodies nourished." According to No Kid Hungry, children who don't have enough to eat are more likely to get sick and less likely to do well in school, which could negatively affect their future.

HOW CAN YOU HELP?

There are many ways you can contribute to solve the problem being faced. You can donate food goods such as cereal, crackers, jelly,

peanut butter, soups, or tuna; by dropping it off in the food basket located at the WKU ALIVE Center. Anyone can also help conduct vision programs to help advertise the problem at hand and come up with an innovative way to support the students at PBCE.

"The impact that we want is to help students know that there are others who encourage them to focus in school, fulfill basic needs give a sense of security, and boost self-confidence," explained Anna Senter. The cooperation for collecting donations has begun and continues throughout the school year.

"These kids are our future, and we need to guide them in the right direction," stated Senter. The first step we can take is to make sure that they have essential nourishment. For more information on how to positively impact these kids' lives or volunteer your time for any meaningful community services, contact the Western Kentucky University ALIVE Center for Community Partnerships at 270-782-0082 or visit us at 1818 US 31W Bypass, Bowling Green, Kentucky.



By: Mckinze Willard

National Volunteer Week 2015 finished with countless hours of meaningful service in the community. The WKU ALIVE Center for Community Partnerships collaborated with the Office of Student Activities to plan the week with the help of service-minded student groups on campus. The Student Ambassadors of Service, Bonner Leaders, and Student United Way planned and implementing a service event in the community for the participating volunteers.

WKU sophomore Salvador Hernandez shared, "I'm excited to be working with the kids at Parker-Bennett Community Center. The Student Ambassadors of Service coordinated a healthy education project at the Parker-Bennett Community Center. The project consisted of five different games plus guest speakers from Well U and Trax Running. Joe

and Lilly Wheat led exercises and provided an elastic band to the youth to use.

Other activities during the week included the Thrift Shop, Humane Society, Student United Way at the Boys & Girls Club, Salvation Army, and the Student Recognition Ceremony. This year's Thrift Shop raised nearly \$400.

On a larger scale, National Volunteer Week is not only for citizens to engage in service, but to also celebrate those who do so regularly. During last year's National Volunteer Week, President Obama released a proclamation that recognized volunteers as those who, "open doors of opportunity, pave avenues of success, fortify their communities, and lay the foundation for tomorrow's growth and prosperity".

National Volunteer Week is a program through the Points of Light organization. Established

in 1974, Points of Light is dedicated to inspire and educate volunteers to increase the impact of service nationally and across the globe. Through their mission, they have grown to the largest organization dedicated to volunteer service in the world.

The meaningful service work at WKU and in the Bowling Green community is impactful not only during National Volunteer Week and otherwise, but is a continuous contribution to the world's work. As the ALIVE Center, Office of Student Activities, and the partnering student groups on campus continue to prepare for the week each year, the goal of increasing awareness of social issues and creating service projects to address them will be ever present.

For more information, please visit the website at <http://www.wku.edu/volunteerweek/>.

17,000 FOOD ITEMS COLLECTED THROUGH CANSTRUCT FOR A CAUSE FOR LOCAL PANTRIES

By: Aurelia Spaulding

Some may walk by and see a girl scout, the Eiffel Tower, or a lady bug. Some may see a stack of canned food. Then, others see countless meals for families. Through the spirit of fun and competition, CANstruct for a Cause brings awareness to food access and provides meals to countless families in the region.

Canstruction is a unique charity which hosts competitions, exhibitions and events showcasing structures made entirely out of full cans of food. After the structures are built, the cansculptures are displayed. At the end of the event, all food is donated to local food pantries.

WKU CANstruct for a Cause challenges organizations to think critically about local, national, and global hunger issues. Groups discuss hunger and food access and engage in awareness activities in addition to the building.

Many times part of that discussion is why food pantries are necessary and how do they help. HOTEL INC Executive Director Rhondell Miller believes food drives are important to food pantries. "Over the past three years HOTEL INC has seen the need for food assistance more than triple in request. In 2014, we averaged over 355 households per month just for food assistance along with an average of 80-90 new households per month." CANstruct for a Cause is one of the largest food drives in Bowling Green/Warren County that helps food pantries like HOTEL INC's Manna Mart.

For the first three years of the food drive, CANstruct for Cause collected between 700-2000 food items each year. In 2014, with the partnership with Greek Week, collections rose to 14,000 canned food items. The food assisted approximately 1,000 families through the American Red Cross of South Central Kentucky, WKU Food Pantry, and HOTEL INC.

In 2015, 19 groups collected more than 17,000 canned food items for HOTELINC, Hope House, and the WKU Food Pantry.

"CANstruction is an event we count on each year. On average we distribute 55-60,000 canned food items each year and we project that to surpass 70,000 in 2015," Miller said. "Without events like CANstruction that take place in the spring right before school is out it would put an even greater need on us to make sure our shelves are well stocked."

One of the key partners in making the event a success each year is Rent-A-Center of Bowling Green, KY. Two staff members spend hours at CANstruct for a Cause. They help with loading and unloading, and drive two box trucks to the food pantries.



WKU's CANstruct for a Cause event is licensed under an agreement between Construction at the Western Kentucky University ALIVE Center for Community Partnerships to host the event.



WINNERS

Best Overall Winner
Kappa Delta Sorority

General Student Organization Category

1st Place - American Institute of Architecture Students (AIAS)
2nd Place - Hilltopper Organization for Latin American Students (HOLAS)

Sorority

1st Place - Kappa Delta
2nd Place - Phi Mu
3rd Place - Omega Phi Alpha

Fraternity

1st Place - Phi Delta Theta
2nd Place - Sigma Nu
3rd Place - Sigma Phi Epsilon



SPECIAL CATEGORY WINNERS

Best Structural Ingenuity
American Institute of Architecture Students
Kappa Delta Sorority

Best Use of Labels
American Institute of Architecture Students
Kappa Delta Sorority



BINGOCIZE PROMOTES EXERCISE IN AGING

By: Lauren Cunningham

Bingo + Exercise – Exer = Bingocize. Bingocize is a senior fitness program that combines the game of bingo with fitness activities for senior citizens residing in senior care facilities. As the older adult population continues to grow, healthcare research is focusing on ways to maintain a high quality of life throughout the aging process. The creator of Bingocize hopes that the long and short-term outcomes of this project will contribute to the growing literature on the benefits of exercise for the elderly.

“We know that being physically active increases strength, builds muscle, reduces falls, and makes them [senior citizens] happier because of the one on one interactions they experience with college students at Bingocize,” said Dr. Jason Crandall, Assistant Professor of Exercise Science in the Department of Kinesiology, Recreation, & Sport.

Crandall, the creator of Bingocize, started the program at Kentucky Wesleyan University in Owensboro, Kentucky, where Crandall taught in the Exercise Science department prior to coming to WKU. In Owensboro, he worked with students to offer Bingocize at two local senior care facilities; the Roosevelt House and Adams Village. The centers serve individuals with low income, and since 2011, over 30 seniors have participated in the programs there.

Now Bingocize has made its way to Bowling Green; it is offered in at least eight senior centers every semester. The types of facilities participating include rehabilitation centers,



Photo Credit: Bria Granville

transitional housing, and assisted living facilities. The program encourages seniors to become active through “functional” physical fitness in order to increase their personal and physical independence. Many of the activities in the program concentrate on everyday tasks that are especially relevant to the aging population. As a simple means of motivation, Bingocize requires participants to complete exercise activities before bingo numbers and letters are called.

“We use resistance bands to simulate specific motions such as reaching into cabinets and getting out of chairs to assist patients in building the strength to complete day-to-day tasks.” Crandall said.

Bingocize in Bowling Green looks very similar to the original model started in Owensboro, Kentucky. Students from Dr. Crandall’s exercise science classes conduct multiple service-learning projects with local senior care facilities and serve as Bingocize instructors. An added benefit to having students serve as the program instructors is the inter-generational interaction fostered between college-age students and senior citizens. There are few opportunities for the different generations to spend time together, and it can be a very rewarding experience for both age groups.

The program is gaining popularity and spreading beyond Owensboro and Bowling

Green. Recently, program leaders conducted a training in Hazard, Kentucky for 56 senior center directors from across the Kentucky River Area Development District (KRADD). Additionally, Dr. Crandall has received an increasing number of inquiries about the program from as far away as California. Bingocize has been approved as an evidence-based program by the Department of Health and Human Services Administration on Aging.

The research outcomes of Bingocize are encouraging to faculty and students working with the program. Results of a 10-week study of Bingocize indicate participants significantly improve in functional fitness measures including mobility, balance, muscular strength, and flexibility. Furthermore, evidence suggests that the interaction with student instructors promotes social engagement between the participants and impacts the senior community in a positive way. The 120 plus students that have participated in the program as instructors since 2011 also have experienced success. Several students have enrolled in Master’s programs across the country to continue their work with the older adult population.

For more information about Bingocize contact Dr. Jason Crandall at jason.crandall@wku.edu and visit www.bingocize.com

GRADUATE ASSISTANTS SHARE KNOWLEDGE THROUGH ON TOP ON TUESDAYS



Photo Credit: Aurelia Spaulding

By: Aurelia Spaulding

On Top On Tuesdays are an opportunity for students to learn how involvement on campus and in the community can impact a student's college experience. The different sessions feature graduate assistants at the WKU ALIVE Center for Community Partnerships who share their graduate research, college experiences, and offer peer-to-peer advice for achieving student success at Western Kentucky

University. On Top On Tuesdays is sponsored by the Center for Career and Professional Development and the WKU ALIVE Center for Community Partnerships. Sessions take place at the Center for Career and Professional Development in the Downing Student Union.

On February 24, 2015, Keira Martin presented *The School, Work, Life Balancing Act*. Martin is

pursuing her Master's in Student Affairs at WKU. During the workshop, she discussed the importance of learning how to balance school, work, and life. She shared that balance is a challenge for many students as they make the transition to college. This presentation was intended to assist students in identifying ways to balance all the things important to them while maintaining academic excellence.

On March 3, 2015, Sarah Hagan presented *The Impact of Service on the Undergraduate Experience*. Sarah Hagan is a spring 2015 graduate with a Master's degree in Marriage, Couple, and Family Counseling. She utilized her coursework and experiences as the graduate assistant with the ALIVE Center's Bonner Leader program to discuss the content.

Hagan recognized the quote from Alfred Adler that states, "Every human being strives for significance, but people always make mistakes if they do not see that their whole significance must consist in their contribution to the lives of others." Workshop attendees participated in a conversation on the long-term benefits of volunteering, and learned ways to overcome the roadblocks which may prevent students from getting involved. Hagan discussed how a student's identity development is related to the impact they have on others. In addition, she discussed the power of social interest.

Next academic year, one of the anticipated topics include *How Service Learning Prepares Students for Life after College*. Kene Anyigbo will discuss the ways in which service-learning develops students' soft skills by supplementing the academic education that takes place in the classroom. Students who attend this workshop will learn how to employ the skills attained through their participation in service-learning projects in future endeavors following graduation. Anyigbo is a graduate assistant with the ALIVE Center's \$100 Solution™ program. He is pursuing a Master of Science in Sport Administration.

Visit the WKU ALIVE CCP website at www.wku.edu/alive to view the list of upcoming events and workshops.

OFFICES COME TOGETHER FOR SEXUAL ASSAULT AWARENESS



Photo Credit: Aurelia Spaulding

By: Aurelia Spaulding

By the time you finish reading this article, three to five Americans will be sexually assaulted. According to the Rape, Abuse and Incest National Network (RAINN) every 107 seconds, another American is sexually assaulted. This statistic is real across this country, and eight WKU offices and nonprofit agencies partner each year to raise awareness during Sexual Assault Awareness Month.

"Sexual violence is not ok and we need to increase awareness of consent, not victim blaming, being supported and encouraged if you report, etc.," said Elizabeth Madariaga, staff counselor at WKU Counseling and Testing Center. For six years, Madariaga has worked with Hope Harbor to lead a committee of campus and community partners to plan Sexual Assault Awareness Month activities in Warren and Barren Counties.

The overall goal of the activities are to let victims know that they are not alone, and campus and community partners accomplish that goal through education and the sharing of stories presented in a variety of formats.

SAAM 2015 included a documentary, healthy days, clothesline project display, and a run and personal protection class. Offices on

campus partnered for events like Eve Ensler's The Vagina Monologues, Love the Way You Lie, Walk a Mile in Her Shoes, and Take Back the Night. Campus and community partners include Hope Harbor, WKU Counseling and Testing, Barren River Area Safe Space (B.R.A.S.S.), WKU Student Activities, WKU Gender and Women's Studies, City of Bowling Green, WKU ALIVE Center for Community Partnerships, WKU Housing and Residence Life, and WKU Health Services.

"It (the partnership) helps us to identify populations that might need services or help to identify higher risk populations in communities. This can help to reduce risk and increase education," Madariaga said.

Love the Way You Lie provides a way for individuals to learn about sexual assault by viewing artistic expressions in the form of dance, poetry, monologue, and song. Kelvin Byers wrote a monologue acted out by himself and Josclynn Brandon that depicted a jealous abusive boyfriend and his girlfriend. In the beginning, he looked like the average man and on the outside the relationship appeared healthy. Then, the seven-minute skit gave a visual of what sexual assault could look like behind closed doors. It left the audience speechless.



“Society has created policy that victim blaming is ok, that society doesn’t understand the majority of perpetrators are not in a ski mask behind a big bush, but instead someone the survivor knows,” Madariaga said. “So developing partnerships allows us to reach more of the population and allows different areas of strengths to come together to work for the eradication of sexual violence.”



Photo Credit:Aurelia Spaulding

A different population in the eyes of some college-aged men, come together raise sexual assault awareness in Walk a Mile in Her Shoes. The WKU Inter Fraternal Council raises over a \$5,000 each year through their fundraiser for Hope Harbor. The men wear red heels and walk up the steep hill on Normal Avenue, then past the Henry Hardin Cherry Statue with a downhill stretch down College Heights Blvd. When the men hit the finish line it shows their commitment to sexual assault awareness.

The scene is quite different at Eve Ensler’s Vagina Monologues. Primarily women stand before a large audience sharing poetry, their stories, and scenes from the Vagina Monologue play.

The highlighted event for Sexual Assault Awareness Month takes place the last Thursday of March each year; Take Back the Night. During the event, participants receive a tshirt, hear a personal story from a victim turned advocate, then walk a mile in support of sexual assault awareness. The signs held by the walkers of all ages read messages like “No Means No” or “Consent is Sexy.” Then, the night concludes with a candle light vigil for those affected by sexual assault.



Photo Credit:Aurelia Spaulding

“When my position was created on campus, one of the things we were looking at was more collaboration. This would increase our resource base and allow us to serve more survivors. SAAM events are one way we started collaborating and as our events grew, our partnerships grew so we could focus on different populations within our community,” Madariaga said.

Warren County and Barren County feature 15 events organized by the Sexual Assault Awareness Month committee of campus and community partners. More than 1,000 individuals participate in the events throughout the month.

“I feel if one person sees, hears, knows of an activity and it gives them the courage and support to speak up, report, intervene, get help or even just know they aren’t to blame, then the impact is great,” Madariaga said.

IN STORE FOR FALL 2015 - SPRING 2016

AUGUST DECEMBER

20 - Big Red's Blitz 1 - Impact Expo

SEPTEMBER FEBRUARY

9 - Project Affect 5 - The \$100 Solution
18 - Hill House Open House Faculty/Staff Training
23 - Room Users Meeting 16 - On Top On Tuesday

OCTOBER MARCH

9 - The \$100 Solution™
Faculty/Staff Training 1 - On Top On Tuesday
15 - Introduction to Service-Learning 22 - Campus and Community Network
27 - On Top On Tuesday **APRIL**

NOVEMBER

10 - On Top On Tuesday
12 - Campus and Community Network
15 - 21 - Hunger and Homelessness
Awareness Food Drive

APRIL

10 - 16 - National Volunteer Week
26 - Impact Expo

MAY

5 - Recognition Reception



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