



Ohio Campus Compact 2018 Charles J. Ping Student Service Awards



Wyndi Moore
Baldwin Wallace University

At a time when higher education is viewed as a key to financial security, the cost of tuition and overall living expenses are drastically increasing. Students are making tough choices around their education and in some instances having to choose between utilities and groceries, or between textbooks and food. I noticed the rise of food insecurity, which is the lack of reliable access to nutritious food, during my own experience as a student at Baldwin Wallace, and heard about these issues occurring at other institutions around the nation. Therefore, as a 2016 Brain Student Fellowship leader I wanted to raise awareness about food insecurity and hunger among college populations and to investigate the nature and scope of hunger on BW's campus. My intent was raise awareness, spark some dialogue and explore the possibility of food insecurity among students at Baldwin Wallace through partnerships with my peers, faculty and staff from various departments. My objective was to start a cycle of change that alleviates the barriers and challenges associated with food insecurity so that Baldwin Wallace students can remain in school, and ultimately, earn degrees.

As I activated my social change project it was clear that students and faculty alike wanted to be a part of this. Many of them had stories that they wanted to share and others wanted to help create solutions for students using their food resources. This sparked my 2 year Social Change project that I've called A Seat at the Table. This effort has engaged partners from across campus including my classmates, professors, staff and administration. This project had to be divided into three phase's do to the overwhelming interest among the Baldwin Wallace community.

Phase one of the project: The Plate Project occurred during spring semester of last school year (2017). The project consisted of collecting stories from students, faculty and staff written on paper plates. This was a platform for students to share about the times when they have experienced hunger, swiped for a meal for a friend, or a time when Ramen noodles had to carry them over for the last two weeks in the semester because the money was gone. I asked everyone to take a moment to be a part of this experience because sometimes experiences spark change. I asked students, faculty and staff to share a story about a time when they have been Food insecure or they have helped a student on campus who was experiencing food insecurity. During this phase of the project we collected over 200+ plates, which was an unexpected surprise because we only distributed plates for 3 weeks, randomly. I presented The Plate Project at our campus wide event called Ovation in April 2017 and consequently President Helmer signed the PUSH agreement (Presidents United to Solve Hunger). Not sure if this was coincidental or

signs that we were moving in the right direction, but it excites me as a student that the President at my school believes that Student Hunger is worth looking in to.

After A Seat at the Table committee absorbed the stories from the Plate Project it was clear that we needed a statistical analysis to capture what food insecurity looked like on Baldwin Wallace campus. The IRB Food Insecurity study was phase two of my project which was conducted during the fall of 2017. An Applied Sociology class agreed to do a study about food insecurity on Baldwin Wallace campus. I was a student of that class. I provided the class with the research that I had gathered during my Brain Fellowship Plate Project, attendance at national conferences and conversations with other colleges and universities about issues of food insecurity on their campuses.

The results of the study suggests that twenty-seven percent of Baldwin Wallace students have experienced issues of food insecurity, and so in phase three is about implementation. A Seat at the Table committee is currently examining resources that are being used to address issues of student hunger at other institutions, what is available at Baldwin Wallace or developing other resources based on the needs of Baldwin Wallace student.

This work has had a huge impact on the Baldwin Wallace community and on me. The process has stretched me and empowered my peers to believe in the power of collaboration. The Brain Fellowship connected me on a deeper level beyond the classroom experience. I am now connected to the multiple layers of the BW community through the work done for this food insecurity project. The leadership development I have gained has strengthened me holistically by helping me understand my potential outside the classroom.



Angel Alls-Hall
Bowling Green State University

Throughout my time at BGSU, I surrounded myself with leadership and community engagement opportunities that shared my values of diversity and inclusion. This is most evident in my leadership role within the Center for Community and Civic Engagement (CCCE) as a Civic Action Leader (CAL). I have been part of a team charged with cultivating a culture of community and civic engagement at BGSU. Within the past three years, I grew and developed my leadership by creating opportunities for others to serve by designing and implementing various programs and events.

During my first year as a CAL, I organized the CCCE's awards ceremony that honors students, faculty, staff, and community partners engaged in exemplary service-learning and partnerships. My role was to manage logistics of the event including organizing a selection committee, reviewing nominations, writing the script, and serving as the emcee. This specific event had a great impact on the university as it celebrates the work that our members are doing with and for our surrounding communities. Through this event, there is an atmosphere of appreciation and collaboration that is created and amplified on BGSU's campus.

My second year of CAL, I formalized the Community Engagement Update within the CCCE as a weekly newsletter containing community engagement opportunities. Through this newsletter, I was able to create a consistent and formal way to promote more opportunities and expand the impact of civic and community engagement. This specific act had an impact on the campus and the surrounding community by creating a climate that enables community partners and students to connect and form relationships.

During my final year, I developed and implemented training for 50 student leaders, who supported 700 volunteers in our Annual MLK Jr. Day of Service. I transformed this training from an information delivery event to one that better prepared site leaders for the scenarios and questions they would expect on the day of the event. Additionally, I also implemented new strategies to fully integrate site leaders into MLK Jr. Day by creating an application process, assigning more ongoing involvement opportunities, and giving them higher level responsibilities. Within MLK, I also created opportunities for students to explore their own leadership development through various roles and levels of leadership such as site leaders, event staff, and general volunteers. MLK Day helps promote BGSU as a campus that cares about equity and inclusion through both the services that are performed and the people performing them.

These experiences have allowed for me to explore my passions for social justice and inclusion while furthering my leadership abilities. Identifying as a mobilizer, I began to appreciate the different elements of my leadership such as the necessary behind the scenes work that is vital to the success of an event. As a business major, I intend on taking my experiences and incorporating them into my work and constantly immersing myself in inclusive environments. BGSU has served as a place for me to realize and strengthen my leadership abilities while serving the community.



Angela Gloninger
Denison University
Ohio Campus Compact Legacy Award Winner

My passion for working with refugees started two years ago, after the nonprofit I was an intern for placed me in the refugee resettlement program as an assistant to a case worker. Having no prior experience with refugees, and limited knowledge on the U.S. immigration system, I had no idea that the invaluable learning experience I obtained from this summer internship would give me the tools to lead others in helping refugees at Denison.

In the fall following this internship, I returned to campus and partnered with a few other students to carry out a program that brought two Iraqi refugees to Granville, OH. With help from faculty, staff, Granville residents, and students, we were able to give Mohammed and Furqan a home to stay in, jobs on campus, and a welcoming community to become a part of. This program was a huge success; Mohammed and Furqan were able to hold workshops, teach students about Arab culture, the refugee crisis, and share stories from their own experiences. They became an integral part of the Denison community. This project, the Global Fellows Project, was the highlight of my four years of college. Moving donated furniture into Mohammed and Furqan's new home, having meals with them, introducing them to Granville and Denison, and being there for them whenever they needed something took up most of my time during that fall semester.

This year, in the fall of 2017, Mohammed and Furqan moved to Columbus, and I assumed leadership of the program on campus that had originally brought them to Denison. After facing countless obstacles in finding funding and support for the program, I took the resources that were available to me and adapted the program. While still keeping its main goal, to help refugees reach self-sufficiency, I created the Global Fellows Committee, a group of Denison students who are committed to doing what they can to help refugees in our community. Through my leadership and persistence, the committee has been able to secure a strong relationship with a resettlement agency in Columbus, OH, Community Refugee and Immigration Services. Every week, students in the Global Fellows Committee volunteer at the center as ESOL teachers, citizenship test study group leaders, in-home conversation partners, and high school student mentors.

In the face of challenges and changes, creating the Global Fellows Committee has benefitted the Denison community because it has provided students with opportunities to conduct service, connect with refugees who may not feel comfortable yet in their new homes, and become more educated on the U.S.'s role in finding solutions to the refugee crisis.

These past two years showcase my leadership because I have been able to adapt quickly to unforeseen obstacles, I have been patient while finding a group of dedicated students committed to volunteering, and I have been diligent in establishing a partnership with the main refugee resettlement agency in Columbus. My leadership has impacted the Denison community because I have created a strong foundation for the Global Fellows Committee that will allow this service to continue years after I graduate. Most importantly, I have done this work over the past two years because I feel a responsibility to do what I can to help all people feel welcome in their communities, especially those escaping danger or war.



Tyler Jew
John Carroll University

I have experienced leadership in a number of places high and low. When working with college students to develop and teach civics to fourth graders as part of the “We the People Program” or practicing with athletes, leadership is essential in times of uncertainty. I was thrust into a leadership role my sophomore year when the senior track athletes in my event group quit or were hurt, leaving me to train and look out for the freshmen. The idea of “stepping up” was not an option, it was a mandate. I am happy to say that not only are these former freshmen some of my closest friends, but they are excelling at the sport. I welcome being the stepping stone for others so long as they go on to do great things and seeing myself as a

supporting character in their stories is part of my role to bolster other’s positive narratives.

At John Carroll University, I have the opportunity to impact others on campus and in the community. I have a leadership role within John Carroll University’s Center for Service and Social Action as a member of the Student Leadership Team. One aspect of this role includes heading a team of student liaisons (ambassadors between the university and service sites). In this capacity, I have the opportunity to motivate and cultivate the passions that these students have for their fellow students, service, and

community. In all honesty, I cannot take credit as the inspiration for their abilities and dedication, but being able to focus their talents has made my team one that exceeds all expectations and effectively navigates service. Setting a standard for the level and quality of service through motivation and expectation of excellence creates the requirement of reaching any goal set before us. Teams can be good without a good leader, but my team is great because of our unique synergy and understanding.

Through my roles and service commitments, I have found joy and energy. I love relationships. I love people and I love to see potential flourish into action which leads to results and finally to change. The world is in a tough place today and only people who desire to see change will transform it. It all starts somewhere and I am proud to be part of the process. Leadership is hard to accomplish because it is not universal. Good leadership in service takes understanding, emotional intelligence, flexibility to get it right, but I feel that I have demonstrated my capability to engage people in a way that directs them to act in the best of their ability. I am delighted to see people who are on certain paths because of the processes I had a part in jump starting. My goal is to be the Rafiki to everybody's Simba, lifting them into prominence and pushing them onto a path they never thought possible.



Matthew Johnson
Marietta College

As a scholar in the McDonough Leadership Program, I recognize that service is not a separate component to leadership, but foundational to the overall process. Throughout my time at Marietta College I have served two years as the Community Service Day Coordinator, where I connected people with tangible, hands-on volunteer opportunities; I was the EXCEL (Experiencing Civic Engagement and Leadership) Workshop Coordinator, through which I lead a team of leaders to educate and raise awareness for incoming scholars to learn about the community, the issues, the people, and how we--as students--fit into that context; and I also served as Chair of an inaugural philanthropic formal. However, before I describe my involvement, I want to recognize that my work is not what made any of these activities a success, this praise falls on the student leaders and volunteers that make the work possible. Without the institutional and community support for service and leadership, none of the above activities would have been successful. It is my responsibility not only to educate myself about community issues, but organize opportunities for others to be educated as well.

A core objective of my international leadership studies major is learning how to use leadership as a way to mobilize and engage people in thoughtful and sustainable action through social and organizational channels. Even further, the goal is developing a mindset for civic-minded, socially responsible individuals that recognize how service and volunteerism fits into the broader community, national, and global context. My studies in political science, and particular interest in underdeveloped states and foreign aid, have taught me an important lesson about the complexity of charitable donations and its failure to provide sustainable outcomes.

With this in mind, a friend and I set out to reimagine the negativity around "hand-outs" by encouraging students and administration to contribute financially toward supporting ongoing community work, as

well as advocacy in asking students to choose a particular organization to support and encouraging their peers to do the same. Working closely with the Office of Civic Engagement, the formal became an extension of a broader conversation about demonstrating the value of developing a lifestyle of service. It is the hope that the formal will become an annual tradition of giving.

On a personal note, my work has been completely transformative. Prior to college, I only concerned myself with success and financial stability. My work promoting thoughtful and critical dialogue about social issues in our community has challenged me to reconsider my own post-graduate career. As I begin to look into the life that I want to lead, I hold my social responsibility at the core and want to dedicate my life to furthering the social good.



Sarah Dagleish
Oberlin College

My first week on campus as a freshman, I participated in Oberlin's annual Day of Service and was assigned to work at Kendal Retirement Home. From the few hours I spent with residents that day, I knew I had to come back to talk with more people and hear their amazing stories. When it came time to decide on a Winter (January) Term project this year, I proposed doing an oral history project at Kendal to document the stories of residents. My final goal was to create podcasts from the interviews I conducted to share the experiences of Kendal residents with the rest of the Oberlin community.

With the help of the Bonner Center, I collaborated with representatives of Kendal's communications and creative arts therapy departments to draft a plan for the project. We decided I would interview eight residents and edit my interviews into podcasts that could be used on Kendal's blogs to highlight different topics and people. As I was introduced to the staff of Kendal, I learned that a project like mine was something many people had been wanting to implement for several years, and I was energized by the excitement of the Kendal community about my idea.

Over the month of January, I worked on the project full time, setting up meetings, doing research, conducting interviews, and editing them into podcasts. Throughout the process, I worked closely with Kendal's marketing department, adjusting my questions and editing style to guidelines that would make my work most beneficial to the Kendal community. I spoke with residents about topics ranging from the Women's Rights Movement in the 1970s to dementia, but my focus was on interviewing Oberlin alumni about their experience in college and why they came back to Oberlin for retirement. Hearing their stories was such a rewarding experience, and it was interesting to be able to compare my college experience to those of the alumni I interviewed.

After graduating, I hope to go into audio journalism, and this project was a chance not only to help the Oberlin community, but also to better my own interviewing and editing skills. Finishing the eight podcasts was an important personal achievement for me as this was my first independent journalism project, but it was made all the more meaningful by the excitement and support of the Kendal community. My finished pieces are now being released once per week through the Kendal blogs and are available for all to listen to.



Nicholas Pesetsky
Ohio Northern University

In the spring of 2015, I saw a need in the Allen and Hardin counties for service to local schools, churches, businesses and the impoverished that could be filled by the students at ONU. I also recognized a need for the campus community to connect more with the surrounding community and within itself as student groups like Greek Life, Religious Life and other seemed to have different focuses and separate efforts for the most part. With the approval of ONU's Greek life advisor, during the summer of 2015, I reached out to the leaders in the Greek and campus community for like-minded volunteers to participate in a committee to develop a large-scale service event that would aid those in need in the community and cultivate relationships between students. At the initial committee meeting I met Jessica Keller, an upperclassman pharmacy student who showed the same willingness I had to push and develop this event. The working title of Greek Service Day grew into Living Our Value Everywhere (LOVE) Day to reflect its true purpose. Jess and I acted as co-chairs for the event. Jess established the registration of sites and volunteers; I created and distributed marketing materials, sought out funding, and maintained the committee structure.

Our committee of about six members supported us in dividing the large tasks into small groups of actions. We worked throughout the fall of 2015 and spring 2016 semesters having weekly meetings and reaching out to other student groups for support and funding and eventually amassing a list of about 215 volunteers and a roster of about 20 service sites. On the inaugural LOVE Day, April 9, 2016, 170 students performed almost 600 service hours at 20 sites. The biggest comment we received in a post-participation survey involved the relevance of the service, as due to a surprise morning snow storm, a large group of about 30-40 students were helping the grounds department with various tasks. The committee took these and other comments to heart in planning the second LOVE Day for April 22, 2017, following the same framework we had developed for the first year.

For the second annual LOVE Day we increased our number of volunteers to just over 200 with just over 20 sites. The focus of this year's committee, which is currently planning our third annual LOVE Day to be held April 28, 2018, is to solidify the committee with young members and to lay a firm foundation of documents, plans and know-how to continue the event into the foreseeable future and to steadily grow the volunteer total to 300 with the sites to scale in terms of necessity. We have also secured annual funding from the University. We are proud that Northern's students have embraced this event head on and that we are giving back to the community in which we educate ourselves year after year.



Chloe Dyer
Ohio Wesleyan University
Ohio Campus Compact Legacy Award Winner

I was born and raised in the Appalachian foothills of rural Athens County, the poorest county in the state of Ohio. While my own family was financially stable, I grew up knowing that many of my friends and neighbors struggled with economic insecurity. As a freshman, I chose to participate in the Food Justice track of our orientation program. Thus, I was immediately immersed in learning about food insecurity, food deserts, and hunger in Delaware and Columbus. I learned that despite its designation as one of the healthiest, wealthiest, and most highly-educated counties in Ohio, Delaware has a serious problem with food insecurity. I also learned that, unlike in my hometown where the problem is easily seen and acknowledged, Delaware's high income per capita makes these issues virtually invisible. This experience transformed me from being aware of hunger issues, as I had been throughout my childhood, into an activist determined to effect change.

During my first semester of college, I learned about the Food Recovery Network (FRN), a national organization with chapters at colleges across the United States. Its mission is to divert leftover food from dining halls to community nonprofits, reducing food waste and combatting food insecurity. Knowing there were hungry people in my community, I was determined to start a chapter at Ohio Wesleyan.

Over the next months, I worked to establish the required infrastructure. I met with the head of dining services to discuss logistics. I spoke to campus organizations involved in service and sustainability to gauge volunteer interest. I researched local community nonprofits, looking for partner agencies. I made the required weekly phone calls to FRN National. Finally, at the end of my freshman year, Ohio Wesleyan's chapter became official. Since then, we have conducted weekly food recoveries and donated nearly 2,500 pounds of food to Grace Clinic, the free health center which serves as our community partner.

I have volunteered in other capacities during my time at OWU, but my involvement with FRN has been the most important to me. FRN has taught me the importance of recognizing opportunities for connection within the volunteer experience. Often students have little or no relationship with the people serving their food, but while collecting the food for delivery, student volunteers interact with university dining staff. We also forged relationships with other clinic volunteers and the clinic staff. Personally delivering the food to the clinic allowed our volunteers to learn to know recipients as real people, not statistics. These interpersonal connections reinforced the idea service isn't about the privileged helping the underprivileged, but about people helping other people.

I started the Food Recovery Network to address a community need – but in taking the initiative to start a chapter, I also gained confidence. I now know that I can make a difference in another person's life. Most importantly, as I graduate from Ohio Wesleyan, I leave with the conviction that I have the ability to effect meaningful change in my community.



Madison Wells
Tiffin University

Through Tiffin University I have been given a lot of opportunities to be involved on campus, become a student leader, and volunteer in the community. One of my favorite organizations I am involved in here on campus is my sorority Zeta Pi Beta. I currently hold an executive position on the board as the philanthropy coordinator. What this means for my sorority is that I organize all of the community service and outreach programs that we do. Our current philanthropies include Love Your Melon, St. Jude, Salvation Army, and Feed a Family. For me personally becoming the philanthropy coordinator was very near and dear to my heart. My brother's girlfriend of many years had been diagnosed with stage two ovarian cancer. I had seen first-hand what cancer can do to a grown woman and her family, and could only imagine how it must be for a child. Knowing that the sorority volunteers with local childhood cancer organizations I knew that is the position I wanted to hold.

Our big focus this past year has been on childhood cancer awareness. We hosted our annual Jell-O wrestling fundraiser to send money to St. Jude Children's Research Hospital. I love this event because it is fun and gets everyone on campus involved. I also manage the University wrestling team and am able to encourage the guys to get involved with the event as well. A few weeks after the event we received a letter from the parents of a little girl that our money had gone to. Being able to read that letter to the woman in the sorority made everything we worked so hard to accomplish that much more rewarding and pushed us to hold even bigger events.

A big thing Tiffin University has been promoting for students is cultural uniqueness and working together. This past November our sorority combined with a fraternity on campus to host the first ever Ribbon Gala. Both of our organizations have cancer awareness as one of our philanthropies. The Gala brought in over one hundred students, faculty, and community members to bring awareness to a variety of different cancers. At this event we promote Love Your Melon and sent letters to two different children at St. Jude. We were able to raise over \$2,000 to be donated to the American Cancer Society and local organizations here in Tiffin. One of our goals for this event was to not only donate to the American Cancer Society, but to be able to help the community of Tiffin. We went to all of the different organizations in Tiffin to ask for donations of any kind. These included gift cards, t-shirts, monetary donations, and even a beautiful rug from a local flooring company. All of the donations were raffled or auctioned off and the local businesses were recognized as sponsors of the event. This single organization has had a very big impact on my life and point of view as well as the woman in the sorority, Tiffin students, and the community.



Katherine Liming
University of Dayton

Through the Fitz Center for Leadership in Community at the University of Dayton, I have found opportunities to develop my passions for youth civic engagement and community development through the Vote Everywhere program and Dayton Civic Scholars (DCS). Through DCS, I have learned the importance of collaborating with people with different experiences and passions. These relationships have included partnerships with fellow students, UD faculty, Dayton citizens, and community institutions. Together, we created the Mt. Olive Community Garden in the Dayton neighborhood of Edgemont. By combining our leadership skills and expertise, we were able to bring equity to the access and education issues that arise from food deserts in urban neighborhoods.

Not only were the neighbors appreciative of the garden, a place to gather and place for free healthy food, but Mt. Olive Baptist Church developed their sense of stake in Edgemont. With our support, they have begun working with other Dayton nonprofits to expand the garden and serve more neighbors. As a cohort of 17 students, my peers and I were able to learn from each other's leadership skills and knowledge to create a project we were all passionate about.

As a political science student and team leader of Vote Everywhere at UD, I was able to bring my knowledge of civic engagement and organizing people around a goal on campus to the development of the Mt. Olive Community Garden. I have worked with my peers and faculty for two years with Vote Everywhere to ensure students understand how important their voice is to the political discussion in this country, including on a local level. This work has included collaboration with the Board of Elections, Housing and Residence Life, and New Student Orientation.

By combining what I have learned in both DCS and Vote Everywhere, I have learned more about life experiences and challenges outside my own and have expanded my understanding of what it means to be a good and active citizen, both as a private individual and as a student leader on campus and in the community.



Jack Smith
Wittenberg University

The summer following my sophomore year I was granted an opportunity to work with South Fountain Preservation, a nonprofit neighborhood organization in Springfield, Ohio focused on revitalization and improving the quality of life for all its residents. My specific project was to map the neighborhood using GIS software to identify different properties and their ownership status, occupancy, tax status, and condition to inform a masterplan for the neighborhood. The reports included static maps that captured snapshots of the neighborhood's condition and an interactive map with information from the city like ownership and value, and an image of every property. By using these reports, South Fountain was able to prioritize

renovations and demolitions, repurpose properties as community gardens and recreational areas, and coordinate economic development efforts.

Today, South Fountain has been able to save some of its oldest and most beautiful homes and create community spaces that foster a more connected and interactive community. The following semester, I worked with the same organization to lay groundwork for a solar farm co-op that every resident of the city could buy into it, regardless of economic status. It is our intention to ensure that everyone could participate in the energy saving and the green revolution to promote a better quality of life for every resident.

For me, these projects were an opportunity to get out of the “bubble” that surrounds my university’s campus and come face-to-face with issues like poverty, insufficient housing, and the wealth disparity. Just outside of my beautiful, historic campus exists a whole city that seems to have been forgotten by the 21st Century, with very real problems like poverty, hunger, and homelessness. Thanks to the Hagen Center for Civic and Urban Engagement at Wittenberg, I was able to get involved with some of the organizations working to make Springfield a better and more inclusive place to live. It was through these projects that I met some of the most compassionate and engaged people in the world, who’s dedication to their communities have inspired me to pursue a career in the nonprofit sector.



Dan Shannon
Xavier University

One Intersection. One For All.

Xavier University’s campus is uniquely located both within the City of Cincinnati, and another smaller historic urban municipality, Norwood. Once prosperous – General Motors once had a major automobile assembly plant here – years of economic struggles have challenged this close, working class community and its residents. At the heart of the west side of Norwood lies the intersection of Carter and Mills Streets where four organizations are collaborating to provide authentic solutions for residents who are struggling while building an inclusive community for all. My introduction to this intersection and its community leaders inspired me, and I’ve made it my

mission to work collaboratively with them to achieve better outcomes for the community and its residents.

This past year I helped lead over 200 Xavier students who wanted to learn, work and grow alongside these organizations and their community leaders at the cross section of Carter and Mills. Moriah Pie, a community staffed-pay-as-you-can pizzeria, offers locally-grown food with healthy options for families. Just across the street, Lydia’s House is an affordable housing facility for women and children facing crisis. On the next corner, Vineyard Central is a 110-year-old historic church that houses various socially conscious organizations within an intentional community. The newest addition, 1801 Mills, is a spiritual and social entrepreneurial hub that assists local entrepreneurs who want to incorporate faith into their businesses. Through service learning classes and service opportunities my classmates and I have served over 800 hours mentoring kids at after-school-programs, planting, harvesting and preparing meals for

low-income families, conducting demolition projects and restoration, and reorganizing over 14,000 books.

My future strategies include engaging dozens of Xavier sports teams, clubs, resident halls and outside organizations with this community so they can better understand the challenges and opportunities faced by residents adjacent to our campus. To facilitate an easier more efficient way to connect these students to organizations I created a public Google Excel sheet for our partners to post volunteer opportunities and for Xavier students to sign up and attend their events. Just this past month over 40 students spent 150 hours serving and learning about social justice challenges at the intersection of Carter and Mills. Later this semester we will host a day of service at this intersection in the heart of Norwood, bringing hundreds of new volunteers in touch with our partners and allowing our students to fulfill our University pledge of “all for one, one for all.”

Ohio Campus Compact Legacy Award Winners receive \$250 to be sent to a non-profit of their choosing.