

Information Literacy and the IUPUI Common Theme Project

Engaging faculty, students, and the community

Kathleen A. Hanna, Associate Librarian
kgreatba@iupui.edu

IUPUI

INDIANA UNIVERSITY
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***European Conference on Information Literacy
24 October 2013***



The Common Theme & Social Entrepreneurship



Engaging Faculty: Finding Champions

Key strategies:

- Face-to-face visits
- Customized information packets
- Common Theme website
- Faculty workshops
- Course management system project site
- Additional presentations
- Facilitated introductions to partners, speakers

SOCIAL ENTREPRENEURSHIP IN NURSING—A TOOL FOR LEARNING, ADVOCACY AND INCOME GENERATION

Subadhra Devi Rai, PhD

Abstract

There is a perception that nursing and business do not fit—that the values of caring, compassion, and advocacy are an anathema to the economic framework of profit-making, supply/demand, and competition. Social entrepreneurship (SE) offers a way of resolving this dilemma. SE encourages responsible business practices where consumers and producers benefit without exploiting the other and where profit-making is still possible. The framework of SE provides nurses with an opportunity to integrate the humanistic pedagogy and practices of nursing to establish businesses that care. Caring enterprises could encompass values of advocacy, development, capacity-building and income generation. In addition, nurse educators, practitioners, entrepreneurs and leaders could collaborate to incorporate the SE framework in their work to create a new nursing learning paradigm to equip nurses to handle challenges in health locally and globally. **Keywords:** Nursing, social entrepreneurship, income generation, advocacy, learning, caring, capacity-building, development.

Introduction

When I first thought of this topic, I was unsure how the idea was going to unfold. Many questions emerged such as whether there was a fit between social entrepreneurship (SE) initiative and the nursing discipline; and if there was a fit, what were the nature and the extent of the fit? The central thesis of my paper and presentation is that there is a good fit between the approach of social entrepreneurship and the discipline of nursing than is obvious at first glance. The phenomenon of SE is new in nursing education (but the initiative of SE in nursing is not). It is a work in progress, one that I am sure will continue to develop and deepen as others examine and critique this idea from various perspectives and in different nursing contexts. I believe that integrating the concepts of SE in nursing is revolutionary.

In this paper, I would like to do the following:

1. Introduce the concept of SE and provide examples of this approach using the work of individuals in other fields.
2. Describe how a nursing education rooted in the concepts of a caring and human freedom could accommodate and fit within the framework of SE.
3. Show that encouraging SE in nursing education and practice creates a space for experimentation and innovation for nurses which will enable them to meet the challenges ahead through advocacy, learning, and capacity-building through income generation.

singapore nursing journal • vol 34 • no 3 • jul • sep 2007

Emilie Meessen

Country: Belgium
Region: Europe
Field Of Work: Health
Subsectors: Health Care Delivery, Poverty Alleviation
Target Populations: Health Care Professionals, Homeless
Organization: Infirmiers de Rue
Year Elected: 2010



SCHOOL of NURSING

• Prospective Students • Current Students • Faculty & Staff • Alumni



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INTERNATIONAL INITIATIVES

Institute for Action Research in Community Health

Since its establishment by the Indiana University Board of Trustees in 1990 under the leadership of Beverly Flynn, the Institute for Action Research in Community Health (IARCH) at the School of Nursing has strived to improve the health of the community through local action and policy change.

Faculty, researchers, students, and community leaders collaborate on projects to reach this goal as they:

- Promote, develop, and conduct interdisciplinary research relevant to community health issues in the state, nation, and the world;
- Provide new opportunities for community health research, public service, and education for students and faculty; and
- Collaborate with communities in identifying solutions to their health concerns.

The [World Health Organization Collaborating Center](#) (WHO) designated IARCH as the WHO Collaborating Center in Healthy Cities.

IARCH Fellows

Learn more about the [IARCH Fellows](#) and their areas of interest and research.

Fifth LACCEI International Latin American and Caribbean Conference for Engineering and Technology (LACCEI' 2007)
 "Developing Entrepreneurial Engineers for the Sustainable Growth of Latin America and the Caribbean:
 Education, Innovation, Technology and Practice"
 29 May – 1 June 2007, Tampico, México.

Engineering for Poverty Reduction: Challenges and Opportunities

R. Sandekian, B. Amadei, A. Bielefeldt, and R.S. Summers

Engineering for Developing Communities Program
 Department of Civil, Environmental and Architectural Engineering
 University of Colorado at Boulder, USA
 Contact e-mail: Amadei@colorado.edu

ABSTRACT

Students in the University of Colorado at Boulder College of Engineering and Applied Science have the opportunity to participate in a unique, hands-on program where they can apply their skills to solving the needs of developing communities worldwide. The Engineering for Developing Communities (EDC) program educates globally responsible engineering students and professionals who can offer sustainable and appropriate solutions to the endemic problems faced by developing communities worldwide. It presents a unique opportunity for educating a new generation of engineers who can contribute to the relief of the endemic problems faced by developing communities worldwide. The program contributes to meeting the United Nations Millennium Development Goals and involves engineering education, research and development, and outreach/service. The EDC program serves as a blueprint for the education of engineers of the 21st century who are called to play a critical role in contributing to peace and security in an increasingly challenged world.

Keywords: Sustainable development, service learning, outreach

1. INTRODUCTION

With a current population of more than 6.5 billion, the world is becoming a place in which human populations are more crowded, more consuming, more polluting, more connected, and in many ways less diverse than at any time in history. There is growing recognition that humans are altering the Earth's natural systems at all scales from local to global at an unprecedented rate in the human history. The question now arises whether it is possible to satisfy the needs of an exponentially growing population while preserving the carrying capacity of our ecosystems and biological and cultural diversity. Another related question is what needs to be done now and in the near future to allow *all* humans to enjoy a quality of life where basic needs of water, sanitation, nutrition, health, safety, and meaningful work are fulfilled. The eight Millennium Development Goals set forth by the United Nations General Assembly in 2000 represent a major effort by all of the world's countries and leading development institutions to meet the needs of the world's poorest (United Nations Development Programme, 2003). The goals provide countries around the world a base for development and targets whose progress can be quantified. Now, more than seven years later, some progress has been made in some regions of the world while other regions are still struggling towards meeting those goals (United Nations, 2006).

In the next two decades, almost 1.5 billion additional people are expected to populate the Earth with 97% of that growth in developing or under-developed countries (Population Division, 2006). Such growth will create demands on an unprecedented scale for energy, food, land, water, transportation, materials, waste disposal, earth moving, health care, environmental cleanup, telecommunication, and infrastructure. The role of engineers will be critical in

Model of Integrating Humanitarian Development into Engineering Education

Bernard Amadei, Dist.M.ASCE¹; and Robyn Sandekian²

Abstract: Entering the first half of the 21st century, the engineering profession must embrace a new mission statement—to contribute to the building of a more sustainable, stable, and equitable world. In particular, the engineering profession needs to train a new generation of engineers who can better meet the challenges of the developing world and address the needs of the most destitute people on our planet. This paper presents a model of integrating humanitarian development into engineering education based on our experience with Engineers Without Borders-U.S.A. and the development of the Engineering for Developing Communities program at the University of Colorado at Boulder over the past eight years. We also review some like-minded programs in U.S. universities and discuss how such programs can be integrated into engineering education.

DOI: 10.1061/(ASCE)EJ.1943-5541.0000009

CE Database subject headings: Engineering education; Sustainable development; Education-practice interchange; Community development.

Author keywords: Engineering education; Sustainable development; Education-practice interchange; Community development.

Introduction

In the next two decades, an additional 1.5 billion people are expected to populate the earth, 97% of them in developing regions or currently labeled least developed countries (United Nations Department of Economic and Social Affairs, Population Division 2006). This growth will create unprecedented demands for energy, food, land, water, transportation, materials, waste disposal, earth moving, public health care, environmental cleanup, telecommunication, and infrastructure. The role of engineers will be critical in fulfilling those demands at various scales, ranging from small remote communities to large urban areas (megacities), mostly in the developing world. The question now arises about what needs to be done, now and in the near future, to allow *all* humans to enjoy a quality of life where basic needs of water, sanitation, nutrition, health, safety, and meaningful work are fulfilled. The eight Millennium Development Goals set forth by the United Nations General Assembly in 2000 represent a major effort by the world's countries and leading development institutions to meet the needs of the world's poorest people (United Nations Development Programme 2003).

Considering the problems facing the planet today and those

expected to arise in the next 40–50 years, the engineering profession must revisit its mindset and adopt a new mission statement—to contribute to the building of a more sustainable, stable, and equitable world. As discussed in previous papers (Amadei 2004; Sandekian et al. 2007), it is clear that engineering education needs to change to address the challenges associated with these global problems. There is still a large disconnect between the following: (1) the magnitude of the problems in our global economy and what is expected of young engineers in engineering firms; (2) the recommendation for general education suggested by accreditation boards; and (3) the limited skills and tools traditionally taught in engineering programs in U.S. universities.

Engineers of the future must be trained to make intelligent decisions that protect and enhance the quality of life on earth rather than endangering it. They must also make decisions in a professional environment in which they will have to interact with people from both technical and nontechnical disciplines at the national and international levels. Preparing engineers to become facilitators of sustainable development, appropriate technology, and social and economic changes is one of the greatest challenges faced by the engineering profession today. Meeting that challenge may provide a unique opportunity for renewing the leadership of the U.S. engineering profession as it enters the 21st century.

At the University of Colorado at Boulder (CU-Boulder), we and our colleagues have been deeply engaged in trying to integrate humanitarian development topics and projects into engineering education over the past eight years. The initial impetus for this change involved Amadei and a handful of CU-Boulder engineering students working on a small project in Belize. Based on that experience, Amadei and his team created Engineers Without Borders-U.S.A. [(EWB-USA), (<http://www.ewb-usa.org>)], an international nongovernmental organization (NGO) now comprising 12,000 professional and student members spread over 295 chapters and working on more than 400 projects in 47 countries.

At the same time as EWB-USA was created, it became clear that the students' excitement was priceless and that engineering

¹Professor, Dept. of Civil, Environmental, and Architectural Engineering, and Faculty Director, Mortenson Center in Engineering for Developing Communities, Univ. of Colorado, 428 UCB, Boulder, CO 80309-0428 (corresponding author). E-mail: amadei@colorado.edu

²Managing Director, Dept. of Civil, Environmental and Architectural Engineering, Mortenson Center in Engineering for Developing Communities, Univ. of Colorado, 428 UCB, Boulder, CO 80309-0428. E-mail: sandekian@colorado.edu

Note. This manuscript was submitted on December 17, 2008; approved on May 29, 2009; published online on March 15, 2010. Discussion period open until September 1, 2010; separate discussions must be submitted for individual papers. This paper is part of the *Journal of Professional Issues in Engineering Education and Practice*, Vol. 136, No. 2, April 1, 2010. ©ASCE, ISSN 1052-3928/2010/2-84–92/\$25.00.

Practice

Fostering Social Entrepreneurship through Liberal Learning in the Social Sciences

By *Idea Wisfield*, associate professor of sociology, College of Charleston

There is no one definition of entrepreneurship. Some view it as the process of creating innovation (Schumpeter 1934), of responding to the opportunities made possible by change (Drucke 1995), or of exploiting ambiguity (Stark 2000). Others see it as actively bringing about change in "how we see and understand and handle things or people in some domain" (Flora and Dreyfus 1999, 39; also see www.changemakers.com and www.abika.com). Dees, Economy, and Emerson (2001, 4) argue that the common thread running through these definitions is the idea that "entrepreneurs are innovative, opportunity oriented, resourceful, value creating change agents." This applies not only to business entrepreneurs but also to social entrepreneurs.

Although both business and social entrepreneurship emphasize innovation, opportunity, and change, social entrepreneurship differs from business entrepreneurship in some important ways. The key difference is that social entrepreneurs set out with an explicit social mission in mind (Dees, Economy, and Emerson 2001). Their main objective is to make the world a better place—to create social value.

Before you can teach social entrepreneurs specific skills in value creation, you first have to create an environment that nurtures nascent social entrepreneurs—those who not only "see" a problem that needs fixing, but also believe that they should do something

They must also possess sufficient critical observation and analysis skills to provide the confidence that they can do something about it.

The Social Sciences

The social sciences, as part of a liberal education, can play an important role in supporting nascent social entrepreneurs by providing a way of seeing the world that goes beyond individual experience and a way of explaining human behavior in the context of the social, political, economic, and cultural systems of a time and place. Students in the social sciences learn to empirically examine and assess complex problems by developing critical-observation skills. This is a necessary foundation for developing the ability to envision alternative responses and develop innovative solutions.

Stevens and VanNata (2002) contend that critical observation encompasses three core skills:

1. the ability to make a clear distinction between an event and the analysis of the event (i.e., the observed behaviors and the meanings we assign to them)
2. the ability to identify the assumptions, expectations, and stereotypes we bring to our interpretations of behaviors and to recognize when we are relying on them rather than empirical evidence

This is a revised and condensed version of a discussion paper first prepared for the 2003 meeting of the Consortium for Liberal Education and Entrepreneurship at the College of Charleston, November 14 and 15, 2003, made possible through a grant from the Ewing Marion Kauffman Foundation.

Spring 2005 peer review

AAC&U 15

GENDER AND SOCIAL ENTREPRENEURSHIP IN SOCIETIES IN TRANSITION: THE CASE OF AZERBAIJAN

By Mehrangiz Najafzadeh and Lewis A. Mennerick *

INTRODUCTION

In this article, we examine sociopolitical and ideological change and the social construction of women's private and public roles in the Republic of Azerbaijan.¹ Situated geographically with Russia and Georgia to the north, Armenia and Turkey to the West, Iran to the south, and the Caspian Sea and Turkmenistan and Kazakhstan to the east, Azerbaijan is at the sociopolitical and cultural crossroads of Russia, the Middle East, and Central Asia. Cyrus the Great of Persia occupied Azerbaijan in the sixth century B.C., followed by Alexander the Great, the Roman legions under Pompey, the Persians and the Ottomans, and finally by the Russians in the 1800s.² Indeed, Azerbaijan's history is colored by the dynamics of politics, power, ideology, and gender.

We first elaborate the social constructionist theoretical orientation that guides our analysis. Next, we focus on ideology and *social entrepreneurs* and on the social construction of gender—especially, the social construction of women's roles—during two distinct periods of Azerbaijan's "modern" history, from the 1800s to 1991. Third, we examine in greater detail the sociopolitical, economic, and ideological transition in post-Soviet Azerbaijan, from 1991 to present. We examine how this transition has affected women's place and well-being, and we focus on women's advocacy associations that—as *social entrepreneurs*—are assisting women in dealing with social and economic problems, redefining women's identity, and empowering women in post-Soviet Azerbaijani society.

THEORETICAL ORIENTATION

In studying the social construction of gender roles in Azerbaijan, we examine differing ways in which social actors *perceive* and *define* such roles.

* Dr. Mehrangiz Najafzadeh and Dr. Lewis A. Mennerick are both members of the faculty of the Department of Sociology at The University of Kansas, Lawrence, KS 66045-7556.

Engaging Students

Key strategies:

- Overcome dislike of reading
- Featured books on reserve
- Online tools (Facebook, Twitter, LinkedIn, YouTube, TEDTalks)
- Competitions
- Course assignments and projects, service learning



Stay Informed

Spotlights

Joe Spaulding

IUPUI Senior, Sam H. Jones Scholar

Joe Spaulding, an IUPUI senior studying engineering, questioned how his love for community service would be relevant to his major.

"In most work or corporate environments, they don't care about being civically engaged," Spaulding says. "I want to bring a civic mind to engineering and into the workplace."

Spaulding knows the value of **civic-mindedness** having been a part of the Center for Service Learning since the beginning of his college career, first as a **Freshman Service Scholar** then a **Community Service Scholar**. He has helped organize and participated in various campus and community service events, including Global Youth Service Day, Cesar Chavez Day of Service, and MLK Day of Service.

He has been a Sam H. Jones **Community Service Leader** for the past two years. CSL developed the **Sam H. Jones scholarship program** to encourage and support students like Spaulding as they pursue their passions for community service.

"With the Sam H. Jones program, I have gained a lot of resources," Spaulding says. "It showed me how to get involved on campus and gave me tools to inform my peers. I have been able to become an advocate for causes in the community that are close to my heart."

Spaulding is most passionate about homeless outreach. With the help of CSL, he interned for a year with **Coalition for Homelessness Intervention & Prevention (CHIPindy)**, working to expose and address homeless issues in Indianapolis communities.

Now, with the tools CHIPindy and CSL have given him to put his passion into action, he is spearheading **Paw's Pantry**, a campus food pantry for students at IUPUI. The project has been in the works for the past two years in collaboration with the **Student Organization for Alumni Pantry (SOAP)**. Spaulding is the first Community Service Leader to operate and coordinate Paw's Pantry. CSL, through the Sam H. Jones program,



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Journalism

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Sports Management

“Most of the students . . . had never thought of sport organizations as anything other than professional/collegiate money-making enterprises. Based on their feedback, this project really helped open their eyes to a different avenue they could pursue in the sport industry.”

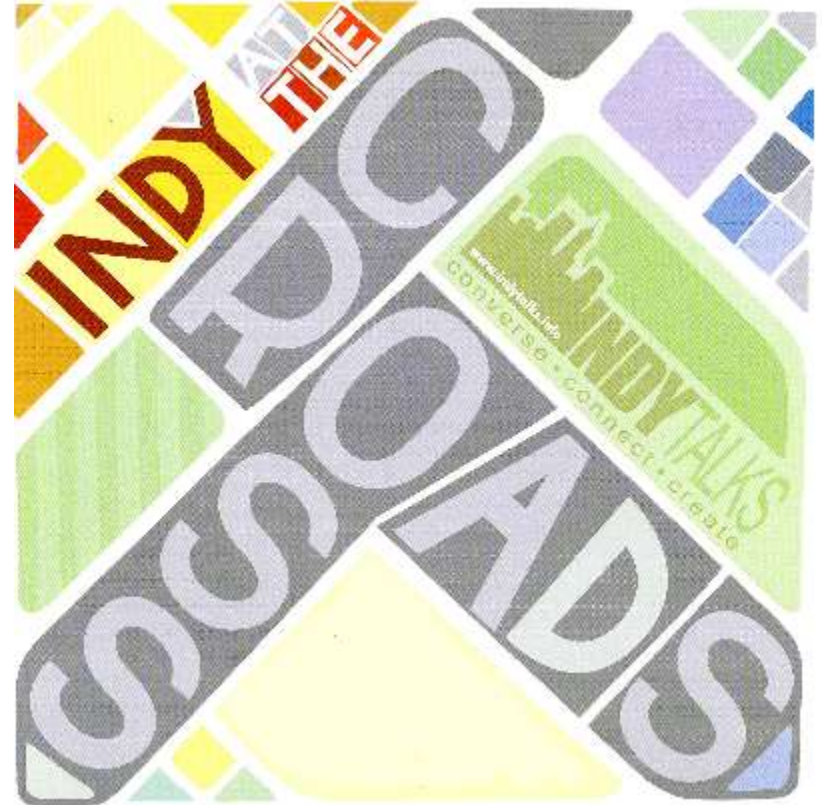


Nursing

Engaging the Campus and Community

Key strategies:

- Finding community partners
- Author visits
- Other speakers
- Documentary screenings
- Social entrepreneur “speed dating”
- Student-run roundtable event



Kathleen A. Hanna
kgreatba@iupui.edu

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