



# Campus Compact

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## Ohio

### **Charles J. Ping Student Service Award Winners 2021-2022**

The Charles J. Ping Award was designed to recognize and honor undergraduate students' outstanding leadership and contributions to community service on their campus and within their community. This award is granted annually to undergraduates from Ohio Campus Compact member institutions that exhibit outstanding leadership in their community service endeavors both on their campus and within their community.

The award is named in honor of Charles J. Ping, who served as President of Ohio University from 1975 – 1994. An early supporter and Board Member of Ohio Campus Compact, Dr. Ping was a tireless advocate for campus-community partnerships and increased opportunities for students to become active and engaged citizens.

Candidates must be nominated by the president of their college or university. Candidates have met the following criteria:

- 1) Evidence of exemplary community service during each student's undergraduate years should reflect the student's efforts to meet needs in his or her community. The Ping Award recognizes student efforts, from individual commitment to service and community to the ability to create an organization and to involve others.
- 2) Although outstanding community service of any kind will qualify, Ohio Campus Compact is especially interested in efforts that have connected service with academic study or designed programs with long-term community involvement.

Each year, Ohio Campus Compact awards a \$250 Legacy Award to the top two nominees. The grant is given in the recipients' name to the community-based nonprofit organization of their choice. The Ping Legacy Award recognizes students who address economic, emotional, and environmental community needs.



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Congratulations to the 2021-22 Charles J. Ping Service Award Winners. We applaud your outstanding leadership and many contributions to your campus and your community.

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**Kelsie Jonelle Shafer**  
**Defiance College**



I first became involved with my community through the Preble County 4-H program. Throughout my ten years in 4-H I volunteered on various projects including working with children's programming, improving food security, and supporting community initiatives. My passion to serve has become a driving force in my life. Over the course of my four years spent at Defiance College, I have completed over three hundred hours of community service through on-campus organizations including Defiance College recycling, Project Pink, Dance Marathon, The Opp. Shop, and through Service Leader opportunities. I have also completed over thirty hours of tutoring at Noble Elementary, Tinora Middle School and through the Independence Education Center. On-campus, I have served as a Defiance College Ambassador, FYE Peer Leader, recipient of the Reeder C. Hutchinson Assistantship in the Humanities with a scholarship, Honors student, and a member of the Project 701 Executive Committee. Through Defiance College's Service Leadership program, which I have been a part of for all four years while at Defiance college, I engage in service-learning within the Defiance community, including tutoring children, raising funds to support breast cancer awareness, and recycling.

One opportunity that I have come to value immensely is my ability to be involved with the McMaster School for Advancing Humanity. Through the McMaster school, I have had the opportunity to serve on both local and international learning initiatives. Through the local City of Defiance Eastside project, I focused on the importance of storytelling in marginalized communities. For the past three years, I have been a part of the Belize international learning community and my projects have revolved around the creation and implementation of history lessons that align with the Belizean curriculum and incorporate various forms of scaffolding and Universal Design for Learning to meet the needs of all students with varying abilities. The work I have completed while working with communities in Belize, is crucial since students of varying abilities are typically mainstreamed into traditional classrooms. Through all of my work I realize that by using my academic expertise in active collaboration with community partners I am gaining an understanding of the pathways critical to facilitate change - one student, one school, one community at a time. My involvement within the community has driven me to be the person, and scholar I am today. I have been able to enhance my collaboration, and organizational skills as well as broaden my content knowledge through my work with both local and international communities. Being involved on campus and in the community has been and will continue to be an important aspect of my life. To some, it may seem that my involvement far exceeds what some might consider doing but to me, I am only getting started and strive to impact everyone around me in the most positive ways possible.

**Jordan Spradlin**  
**John Carroll University**



During the fall semester of my first year at John Carroll, I was introduced to The Labre Project- a homeless outreach group named after and dedicated to St. Benedict Joseph Labre, the patron saint of the homeless. I was invited by an upperclassman to join them and a group of about 15 other students to go into downtown Cleveland on Friday night and bring food, clothing, and other donations to their homeless friends. Service had never been a main part of my life prior to this offer, thus, I was extremely nervous and skeptical about this opportunity. Despite having some uneasy feelings about this, I decided to accept. Describing that night as a turning point for me is an understatement. It opened my eyes to a whole new community and a need for service that I had never experienced before.

From this point, I became more involved on campus including working at the Center for Service and Social Action (CSSA) and assuming leadership roles within The Labre Project, in addition to serving nearly every Friday. Even during the summer, I made multiple trips between Cleveland and my home in Pittsburgh to continue serving our homeless friends on Friday evenings.

My sophomore year I started to dedicate more of my time to service. I began two weekly service opportunities through CSSA while serving as Vice President of Labre and participating almost every Friday. Different organizations sponsored one-time events which allowed me to be active and engaged. These commitments continued throughout the pandemic, and I expanded more by co-starting a campus club serving young adults with disabilities: Best Buddies. I engaged myself in a variety of leadership roles, became more dedicated to service, and now have accumulated over 400 hours of service through CSSA's weekly service, mentorship opportunities, and a social justice-based internship.

Within these opportunities, I pinpointed what I truly loved and appreciated the most about engaging in service: the aspect of building community. I am passionate about talking to and understanding people from all walks of life. An immersion experience to Mandeville, Jamaica gave me a new appreciation for the bond within different cultures. I saw unity and connectedness in a totally different light. The people I connected with during the immersion showed me what real community is all about - love for one another. I realized that while the community was something I truly valued, love was what held these interpersonal bonds together.

Centering myself in a multitude of service opportunities throughout my time at John Carroll allowed me to serve in the variety of positions and learn valuable lessons. A leader must have the ability to delegate tasks and engage those who might be reserved. In addition, one must have the confidence to enter new opportunities with a positive outlook and attitude about situations. I have developed these skills and strive to maintain and advance them in every opportunity. Thus, I will continue to serve others with the utmost passion and dedication as I move forward.

**Vera Grace Menafee**  
**Oberlin College**



I began working with Vel Scott at Vel's Purple Oasis in January 2021 and have been forever changed since. I started as an intern developing and writing a curriculum for Ms. Scott to use for her cooking classes which uplift plant-based eating and address health issues facing her community in Cleveland. I read through sources written by Black nutritionists and historians who focus on plant-based diets and the history of Black agricultural practices in the United States. During this time, I became much closer with Ms. Vel Scott and learned so much from her community organizing and teaching. Through my work with the Oasis, I was inspired to develop a community-based research project that would examine the crisis of food apartheid in the Greater Cleveland area and throughout the Midwest. Having grown up in Dayton, OH since I was three, I knew firsthand the impacts of food insecurity and saw that there was a connection in Cleveland and with the work that Ms. Vel leads to address these issues.

Through my college, I was accepted to conduct my research full-time during the summer of 2021. Throughout the summer, alongside extensive reading about the history of Black agricultural heritage in the United States, I would drive to the Oasis in Cleveland to help with any garden work needed. There were also three other high school interns working during the summer whom I became really close with and they would ask me about school and life advice. I would help around the garden doing tasks such as picking weeds, cleaning crops and planning out plots. I also attended a community block party event in July 2021, launching a community-investment organization in Cleveland, where the Oasis had a food station. I created a foldable pamphlet guide for The Oasis to pass out at the event for community members to learn more about Ms. Vel's work, which included a recipe and plant-based eating suggestions. I am continuously inspired by the work of Ms. Vel Scott's organization and am endlessly grateful for the opportunity to partner with and learn from such a beloved elder of the community in Cleveland.

My service work is centered around my passion for education and sharing my love of learning and teaching with younger students. In addition to my work with Vel's Purple Oasis, I have been working as a reading tutor for grades K-5 with AmericaReads where I work with young students on their literacy abilities. I am also incredibly passionate about writing and have been volunteering as an assistant facilitator for Writers In Residence, which is an organization that leads creative writing workshops for incarcerated youth at juvenile detention centers throughout Ohio.

**Greg Isaac Hassenpflug**  
**Ohio Northern University**



Originally, I came to college to be an engineer. I wanted to serve others by creating something that would revolutionize the way society functioned, like the automobile or the cell phone. However, throughout my first year, I struggled to see myself as an engineer. I felt like the work I was doing was important but did not provide the positive change I had hoped it would. I eventually shifted my focus to engineering education and found I enjoy working with younger students to help them become engineers as well. Being an educator gives me the opportunity to positively influence the lives of my students at a deeper, individual, and more personal level than would creating the next groundbreaking product. As a teacher, providing a positive influence for the future generation provides a service to society as a whole as well because my students will be the next generation's leaders. The idea of focusing on personal and individual service to better the lives of individuals and society is very meaningful to me, and it is what motivated me to pursue the iPad project.

Throughout the fall semester of the 2021-2022 school year, I worked on a community service project as part of Ohio Northern University's Engineering Projects in Community Services (EPICS) program. The project I chose was designing and fabricating a freestanding iPad holder for a three-year-old child with severe physical limitations. The child uses a wheelchair and was unable to hold onto and use an iPad in the traditional sense. He uses the iPad in his therapy sessions in order to stimulate his brain, encourage fine and gross motor skills, and communicate with others. I picked this project because of how it would help make the life of the child and the lives of his parents and therapists easier. Along with a faculty member and another student, I utilized the engineering design process to create a robust, free-standing, and user-friendly iPad stand. The project was a great challenge and helped me learn a lot about how I serve others. This project shows how focusing on smaller projects that have a large positive impact on people who need help is oftentimes more influential than a large-scale product that facilitates societal progress solely for the sake of change. I also learned the importance of using one's personal skills to serve the community and how every individual can bring something new to the table. By providing these individualized services, together we can provide a larger scale positive change. I have loved the deeper, more personal, service-oriented parts of engineering and hope to continue to use my skills for projects like these.

**McKenzie Ellen Taylor**  
**Ohio University Lancaster Campus**



A few years back I left a store and witnessed a mother and son standing on the side of the road with a sign asking for help. I watched as people drove past and wondered how long they had been standing outside on that cold rainy night. I introduced myself to them and offered help. They had stood out there for over 4 hours with people passing by before I interacted with them. I learned the mother's story and empathized with her struggles and angry with society. I knew after that conversation that my purpose in life was not to be that person that would drive by, but to become a leader and support those around me. With a drive to find a way to fulfill my purpose, I joined Alpha Phi Omega, a co-ed, service-based fraternity at the OHIO Lancaster campus. I began attending community service events within the Lancaster community. I found myself bringing service to all aspects of my life.

As a full-time, shift supervisor at Starbucks during the peak of the Covid-19 pandemic, I planned and executed a month-long donation project for Fairfield Medical Center's Covid-19 Unit. This project consisted of developing and managing an inventory plan, scheduling, and effective marketing and communication. With the support and donations from employees at the Lancaster Starbucks, we showed our appreciation for our local healthcare heroes with coffee travelers, pastries, and thank you messages/holidays gifts all month long. The work and planning that went into this project was shared throughout the Starbucks region in hopes of inspiring other locations to seek partnerships within their area.

I took on the Vice President of Service officer position for APO in Fall 2021. This leadership role has given me the opportunity to impact the Lancaster community by coordinating over 25 community service events in the Fall semester for our members. We've partnered with over 15 non-profits within the community such as Meals on Wheels, The Foundation Dinners, Destination Downtown Lancaster, and many more. Working so closely with so many important health and human and social justice agencies and programs, my commitment to my community deepened. Entering my senior year at OHIO Lancaster, I actively searched to intern with a local non-profit organization within the community. I successfully landed an internship with Destination Downtown Lancaster in Fall 2021. Focusing on DDL's core mission, I fostered a sense of community through digital marketing, outreach, and volunteer coordination. My impact landed me a part-time position as their Digital Marketing and Outreach Coordinator. These experiences have shown me the value of being a part of a community and fostering civic pride. Connecting the OHIO Lancaster campus to the Lancaster community has enabled me to lead those around me to build connections and develop their own leadership abilities. My education from Ohio University has helped me sculpt leaders for this community and the world. I thank that woman for her courage to share her story with me and impact my life to the degree that it has.

**Anna Fender**  
**Ohio Wesleyan University**

**Ping Legacy Award Recipient**



Service and community-based learning is at the core of my experience at Ohio Wesleyan University. I value having been in a place that nurtured me and allowed me to first participate and then grow into leadership. I began by joining the Spring Break Interfaith Service program my freshman year. Our team served with Lakota Youth Development on the Rosebud Reservation in South Dakota. The following year, I co-led the Philadelphia Interfaith Service Team. In this role, I was able to deepen my understanding of service-learning by leading team reflection, guiding group decisions, and navigating last-minute changes when we relocated to Columbus due to the pandemic. In the fall of my sophomore and junior years, I volunteered as a leader for City and Service Camp Oh-Wooo, interacting with a wide array of community partners. All of these experiences, combined with my majors in Social Justice and Women's and Gender Studies, led me to decide to pursue non-profit management as my future career.

In the summer of 2021, I interned with People in Need (PIN), Inc. of Delaware County, Ohio. As part of this internship, I supervised youth volunteer groups, participated in community events, and helped provide access to healthy food for people in Delaware County experiencing food insecurity. At the end of the summer, I was invited to continue as a PIN program support specialist. I now work primarily in the emergency services department which offers support to families needing assistance with eviction prevention, prescriptions, and utilities. This work has allowed me to learn about the specific needs of people living in my community. It has also reaffirmed my desire to work with non-profit organizations.

One of the themes we frequently discuss at Ohio Wesleyan is that creating space for conversations across differences is an important form of service. During the spring semester of my junior year, I conducted research focused on assessing student feelings of belonging and connection. This research found that 85.2% of freshmen and 85.6% of juniors surveyed felt disconnected. In response to this research, and as a result of my combined interests as a triple major, I created a series of dinners called "Let's Talk About Social Justice" with the intent of bringing students, faculty, and staff together to discuss social issues and identity elements that impact them directly. These dinners increased community connections and offered participants a chance to discuss topics that are deeply important but rarely discussed with strangers. The dinners were funded by a Baran Fellowship and catered by local minority-owned restaurants. All participants were invited to complete entry and exit surveys through which I tracked anonymized participant experiences. The overwhelming response was positive, and I am heartened that plans are being made to continue this program in the future.

My time at Ohio Wesleyan has flown by so quickly. Now, on the threshold of my post-graduate life, I am grateful for the direction I have found and hopeful that my contributions continue to enhance both our campus and the surrounding community.



**Kaylee Marie Adkins**  
**University Of Mount Union**



It is not always easy to see yourself in someone else's shoes, but through my many hours of volunteering I have been able to see how some live. From volunteering over 1,000 hours of my time, I have gotten the opportunity to see how many others live. Before coming into college I was heavily involved with volunteering in my hometown. Once I came to college and was away from home, I really started to understand the struggles faced by others besides those in my own community. The most impactful volunteering experience that I have done includes work with Habitat for Humanity. Through my volunteer experience with Habitat, I have been able to get the opportunity to help with builds and at the ReStore.

I have been fortunate to not have to worry about the everyday necessities, so I have found working with Habitat to be such a rewarding experience. I have personally enjoyed going to build's the most when the families are there. It is nice to be able to put a name and a face with the person we are doing the project for and to hear their story. I have found this work to be the most rewarding because I feel that I can connect this to my future career in many ways. As a future educator, I know how important it is for children to have a safe place to call home. If the student is constantly wondering where they are going to sleep tonight that will impact their learning. Though my goal is to teach younger children, I feel that I could teach them about Habitat for Humanity and its purpose and really show my students that there are resources out there to help with or even get the help they may need. With this, I plan to incorporate the importance of community service and volunteering into my classroom.

**Madalyn Marsengill**  
**Wittenberg University**



Wittenberg University, and parts of the Springfield community that are around it, is designated as a food desert. With two grocery stores recently closed, the closest store for a Wittenberg student is at least a 30-minute walk on the side of the road as there is no sidewalk for most of the way. In my first year of college, I got involved in the Wittenberg Campus Cupboard, which at that point was a small pantry that students could grab snacks at on their way to class, some microwavable meals, and hygiene products. In my second year at Wittenberg, I worked to create a new and bigger cupboard space with other volunteers. We got a whole unit of a house to dedicate to the cupboard. We now have a fridge and freezer, a huge distribution area, and even more hygiene products. In the last two years, I have worked on maintaining our original little cupboard space, our new big cupboard, adding clothes to the big cupboard, creating a garden, developing a little pantry program, and creating a food insecurity simulator. Of course, I could not do all of these projects myself and got a lot of help but I was able to help lead them and develop them to create more resources for Wittenberg Students and the Springfield community. I worked with several students and staff to create the Little Cupboards which are three “Little Libraries” around the Springfield area. I have many more ideas for the future of the Campus Cupboard such as holding food cooking demonstrations for Wittenberg students, adding more Little Pantries in Springfield, creating a free shuttle ride program to get students to the store, and creating a series of social media posts that highlight our cupboard volunteers because, without them, the cupboard would not be possible.

I believe that my projects at the Campus Cupboard have had a big impact on the community, Wittenberg, and me personally. First, it has given more resources to students on campus to fight against food insecurity. Part of what the food insecurity simulator did was educate students on food insecurity and that it is caused by a multitude of problems but that there are resources which can help so that nobody goes hungry. It has also created a closer connection between Wittenberg students and Springfield residents. For me personally, being able to help my community has meant everything to me. It has empowered me to believe that small things can make a big change. As someone who struggled with food insecurity as a kid, I have not always had the best relationship with food but through my projects at the Campus Cupboard, I have learned and grown so much. Through these projects, I have realized that the struggles I faced in my childhood have made me more dedicated and passionate to fight food insecurity in my community.

**Jaime Misky**  
**Xavier University**



One narrative of Norwood – a beautiful community that includes Xavier’s campus - is full of systemically rooted biases and misguided opinions. My community engagement and service within this special place has centered on changing this narrative through collaboration, and recognizing Norwood as a magnificent place with people who are the light of the world.

When Moriah Pie’s existence remained, it was the heart of Norwood. This volunteer-driven, pay-as-you-can pizza restaurant opened its doors each Friday evening to every person who came into their space. No matter if you could pay twenty-five cents or two hundred dollars, everyone was welcome. The restaurant became the bridge that welcomed me and was the catalyst for four beautiful years of community, friendship, and a change within myself, within the heart in Norwood, and the Xavier community. Friday nights I invited professors, friends, and acquaintances - really anyone who would listen -to come to Moriah Pie for pizza, volunteering, and laughter. In this migration, the Xavier community became acquainted with the Norwood community – names were learned, stories told, and friendships made. These connections slowly began to remove the barriers between these two so-close-yet-so-far apart communities.

Not only did people come to eat together, they came to be in community with one another. People who were customers of Moriah Pie came back to work and volunteer at this restaurant for the joy of simply being there. This relationship expanded beyond Moriah Pie. Nearby Lydia’s House - a temporary home for women and children in crisis where I continue to devote my weekly service – now has a sustaining line of Xavier University women who work every day of the week to support the housing environment for the families who are a part of this intentional community. Lydia’s community gardens have consistent volunteers from Xavier Student Sustainability, and students are collaborating through classes to market their Community Shared Agriculture system. Soon, a Xavier student will be replacing my position on the Woven Oaks’ nonprofit board to advocate on behalf of the neighborhood and sustain our forged relationships.

Though immense relationship building and social change has occurred in the coexistence of the Xavier community and the city of Norwood, I am very aware of the work, energy, and love of those who have come before me. So many before me have cultivated relationships between Xavier and its surrounding city. It is an honor to not only be a part of these spaces and engage with the people of Norwood, but it is an even greater honor to share and integrate these relationships further. I am proud to have walked upon the bridges others forged before me in my integration and acceptance into the community of Norwood, and I remain immensely proud of the bridges I have been a part of building in cultivating change that will outlast my four years at Xavier University.

**Julie Centofanti**  
**Youngstown State University**

**Ping Legacy Award Recipient**



Since March 2020, our lives have drastically changed. We must wear masks to slow the spread of a deadly virus that has affected thirty-five million Americans and caused over 900,000 deaths since then. However, the need for universal volunteerism is just as essential as ever. Students at Youngstown State University Honors College were faced with a challenge; assisting the community while quarantined. As a busy student with an immunocompromised father, I wanted to continue serving the community while protecting my family from this virus.

During the summer of 2020, I discovered the Smithsonian and Library of Congress Transcription Centers. These websites offered students the opportunity to transcribe documents that historians and researchers can use in the future. After YSU volunteers transcribe historical documents, historians can gain access to these hard-to-read documents with a complete, typed transcription. This benefits historians because they can spend more time researching documents than trying to read them. Throughout the fall semester, with the mentorship of Professor Mollie Hartup, I conducted Transcribe-a-Thons, which allowed students to transcribe documents while conversing in a virtual environment. During the fall and spring semesters, these weekly meetings were transformed into a Transcribing Club, where students meet up to three days a week to transcribe historical documents.

The Transcribing Club's mission is to transcribe or correct millions of hard-to-read historical and scientific documents. Club members found many fascinating letters, scientific experiments, and political papers that correlate to events occurring today, such as the pandemic of 1918. We found the historical aspect fascinating, and club members could not stop typing and reading these articles! We enjoyed learning about the first women that fought for their right to vote, along with scientific articles that measured the temperature and location of stars. We also learned more about President Theodore Roosevelt through his great mass of papers, which included documents regarding our community steel mills in Youngstown and Cleveland, Ohio.

This club provided the perfect platform for me to volunteer and virtually build community among honors students while quarantined at home. Club members worldwide have the opportunity to interact with students of different majors. We enjoy discussing our classwork, hobbies, family, and pets. For example, several of the music majors delighted our members by virtually performing complex orchestral scores they would perform at a virtual competition. A biology major that works at my favorite ice cream shop shared her favorite work experiences. A business major living in India started his morning at 4:30 AM to attend our meetings halfway across the globe. It is fascinating to learn about his culture! A business major shared her adorable Goldendoodle puppy! The upperclassmen mentored first-year students with similar majors. For example, a business major upperclassman advised a freshman regarding her internship. Recently, I hosted a joint Transcribe-a-Thon with the University of Texas at Arlington, where sixty students met between the two universities. I truly enjoyed talking to each student that shares stories during our meetings.

Throughout the formation and management of the Transcribing Club, my leadership abilities have significantly improved since high school. For example, I taught my members to

follow proper transcription techniques. Together, we learned about various idiosyncrasies found in illegible cursive handwriting. If a member found a phrase that they could not decipher, that student shared their screen while members of the club helped them solve the illegible phrase. As a club, we currently completed over 16,000 documents and transcribed over 1,600 hours! The Transcribing Club also has Levels of Transcribing, which give students motivation to attend meetings. After attending a certain number of sessions, they can earn prizes and reputable titles that are emphasized on a resume.

Honors students at Youngstown State adhere to the five honors pillars. The Transcribing Club is an excellent example of the Service-Learning pillar. Service-Learning allows students to learn new information while working as a team. This valuable experience allowed me to learn more about historical events while helping national library databases. Without this club, it would have been difficult for YSU Honors students worldwide to connect during the pandemic.

In the future, I hope to expand the Transcribing Club by scanning, digitizing, and transcribing historical documents from Youngstown and surrounding communities. This project will allow students to learn more about the community where they attend college while building friendships among Honors College students. While transcribing, I found a quote by Teddy Roosevelt that relates to the Transcribing Club's persistence during the pandemic: "Do what you can, with what you have, where you are."

## **Legacy Awards:**

### **Seretta Saylor Legacy Award**

Seretta Saylor was an inspirational and generous individual who understood the importance of education, communication, and community. The Seretta Saylor Award seeks to recognize those compassionate and generous individuals, and related projects, that systemically address economic, emotional, and environmental needs in a community.

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