



Community Engagement Faculty Institute Center for Social Concerns Presenter Profiles 2014



Bonnie Bazata is the first executive director of the St. Joseph County Bridges Out of Poverty Initiative (SJC Bridges). She has extensive experience in a wide range of culturally and economically diverse organizations. Prior to her work with SJC Bridges, she was the Associate Director for the Center for Women's Intercultural Leadership (CWIL) at Saint Mary's College, and before that, the Assistant Director for the Pima County Youth Opportunity Movement in Tucson, Arizona. In both settings she helped start up programs that gained national recognition for their impact and achievement.

For her work she has been awarded the Citizen of the Year award in 2009 from the Northwest Indiana Region of the National Association of Social Workers, the St. Joseph County Jobs with Justice award in 2007, an Indiana Torchbearer award in 2006 from the Indiana Commission for Women, and in 2006 a community service award from the Martin Luther King, Jr. Foundation of St. Joseph County.

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Mary Beckman, Ph.D., is the Center's Associate Director for Academic Affairs and Research. She contributes to the evolving vision of the Center and offers guidance to Center colleagues who direct immersion and community-based learning courses and conduct research on impact of Center efforts on undergraduates and in the local community. She assists faculty at the university with the development of courses through which students engage in the local community, through workshops and consultations and through small grants for course development. She has initiated Center efforts in community-based research and facilitates faculty-student-community investigations that assist local partners. She has participated in the creation of a local coalition attempting to mitigate lead hazards facing children in neighborhoods near the campus, and in other campus-community collaborations.

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Kraig Beyerlein is an Assistant Professor in the Sociology Department at the University of Notre Dame. He is also a faculty fellow at the Center for the Study of Religion and Society, a faculty affiliate at the Center for the Study of Social Movements, and a faculty fellow at the Kroc Institute for International Peace Studies. He teaches and engages in research in the areas of collective behavior/social movements, civic engagement/volunteerism, social networks, and the sociology of religion, especially congregation-based mobilization. Published work on these topics appear (or soon will) in the *American Sociological Review*, *Journal for the Scientific Study of Religion*, *Mobilization*, *Poetics, Politics and Religion*, *Social Forces*, and *Social Problems*. Before coming to Notre Dame, he was a member of the faculty in the Sociology Department at the University of Arizona. He received his Ph. D. from the Sociology Department at the University of North Carolina at Chapel Hill.

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Tatiana Botero comes to Notre Dame from Vanderbilt University where she taught for 10 years many levels of Spanish, as well as being a faculty mentor for the freshman class and participated in the Center for Latin American Studies' outreach program. She has also taught at the University of Pittsburgh and Carnegie Mellon University among others. She has served as a court translator.

Her interests are in second language acquisition and foreign language teaching, with a particular focus on teaching language through culture and the engagement and service with the local Latino Community. She teaches intermediate language courses at the 200-level, including *Approaches to Hispanic Cultures through Writing: Spanish and Latin American Culture through Literature and Film*. In the spring 2014 she will be teaching a new CBL 20810 course: *Immigration and the Construction of Memory*, for which she won a grant from the Center for Social Concerns.

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Jay Brockman is Associate Dean of Community Engagement and Experiential Learning and Associate Professor in the department of Computer Science and Engineering and department of Electrical Engineering at the University of Notre Dame. He received his Sc.B. degree from Brown University in 1982 and PhD from Carnegie Mellon University in 1992. Dr. Brockman is a developer of Notre Dame's college-wide first-year engineering program and the author of the textbook, *Introduction to Engineering: Modeling and Problem Solving* (John Wiley & Sons, 2009), which has been gaining steady adoption at universities worldwide. He was an organizer of the "Workshop on Reforming the First Year Engineering Experience" held jointly at the University of Notre Dame and the University of Melbourne (Australia) in August 2009 and has developed the web site www.introengineering.org as a portal to support the community of instructors of introductory engineering courses.

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Annie Cahill Kelly, M.A., serves as the Director of Community Partnerships and Service Learning at the Center for Social Concerns. Through her position, Annie works closely with the South Bend community, particularly the Community-Based Learning Coordinator agencies, and serves as a liaison to the many local agencies with which students and faculty work. Annie also coordinates a one-credit seminar for the students who participate in the Santiago, Chile semester abroad program and who opt to take a five-credit service-learning course while in Santiago. Prior to this position, Annie was the Associate Director of the Creighton Center for Service and Justice at Creighton University. A 1993 Notre Dame graduate, Annie has a BS degree in Mathematics and Theology and an MA in Liberal Studies from Creighton University. Upon completing her undergraduate studies, she spent two years in Santiago, Chile as a full-time volunteer, part of that time with the Holy Cross Associates Program.

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Beth Capdevielle's scholarly interests center on rhetoric and ethics, from the rhetoric of responsibility in Middle English literature to engagement and ethical writing among contemporary undergraduate writers. She is currently writing a doctoral dissertation on representations of intercession and mediation in religious and secular English literature of the fourteenth and fifteenth centuries. Capdevielle's background in Liberal Arts shapes her teaching in the University Writing Program, as she invites students to identify and investigate problems in public rhetoric that concern them personally, finding discourses of relevance in areas as diverse as sports media, Church teachings, product promotions, and political marketing.

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Barb Davey

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John Duffy has published on the ethics of writing, the rhetoric of disability, and the historical development of literacy and rhetoric in cross-cultural contexts. He recently co-edited the essay collection *Literacy, Economy, and Power*, and his book, *Writing from These Roots*, was awarded the 2009 Outstanding Book Award by the Conference on College Composition and Communication. Duffy is a recipient of a National Endowment for the Humanities Fellowship and the Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching. He teaches courses in rhetoric, writing, and literature.

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Jim Frabutt, Ph.D., is a faculty member in the Mary Ann Remick Leadership Program in the Alliance for Catholic Education, an innovative, research-based administrative degree program that forms, educates, and supports selected Catholic school teachers to continue their service to K-12 schools through administrative preparation. Frabutt teaches the action research sequence in the Master's program, emphasizing classroom-, school-, and parish-based strategic inquiry designed and conducted by practicing educators and administrators. He is a concurrent associate professor in the Department of Psychology. He previously served as Deputy Director of the Center for Youth, Family, and Community Partnerships at the University of North Carolina at Greensboro (UNCG). Prior to that, he was the Director of the Division for the Prevention of Youth Violence and Aggression at the Center for the Study of Social Issues at UNCG. Dr. Frabutt led an action research approach to violence reduction and community safety as the Research Partner for Project Safe Neighborhoods effort in the Middle District of North Carolina. His research and practice efforts have centered on the mental health needs of court-involved youth, university-community partnerships, and the impact of multiple contexts on adolescent development.

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Julia Douthwaite, Professor of French and Francophone Studies, teaches and writes on the French Enlightenment, the Revolution, and French-English relations in the 18th and 19th centuries. Her most recent book, *The Frankenstein of 1790 and Other Lost Chapters from Revolutionary France* (University of Chicago Press, 2012), shows how key events of the French Revolution took shape through newspaper and imagery produced during the turmoil, and how those same events were later retold by authors such as L. Frank Baum, Mary Shelley, Honoré de Balzac, and Charles Dickens. She has received grants from the John Simon Guggenheim Memorial Foundation, the National Endowment for the Humanities, and the Lilly Foundation. In 2011-12, Douthwaite organized the American début at Notre Dame of the exhibit entitled *DIGNITY: Human Rights and Poverty*, co-sponsored by Amnesty International France, which was first displayed at the Hôtel de Ville, Paris, in May-July 2010. A companion volume, *Art in the Service of Humanity: Rousseau and DIGNITY*, is in progress. An active mentor in the South Bend Community School Corporation's "Dream Team for Unity" since 2009, a teacher in Notre Dame's Upward Bound summer academy since 2012, and an ongoing student of Creole language and culture, Douthwaite seeks to explore the history of humanitarian thought and activism from the 18th century to the present (including gender relations), and connections between the French and Francophone history, literature, and art of the Antilles. Other interests include visual studies (book illustration, film, art history), style, political history, popular culture, and definitions of modernity.

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Ed Kelly, M.A., joined the Notre Dame Writing Faculty in 2000 as an adjunct professor. In that year he partnered with colleagues from the University Writing Program and the Center for Social Concerns to create the Community-Based Learning arm of Writing and Rhetoric. Inspired in particular by the ideas of Wendell Berry, Ed works to develop a sense of pragmatic idealism in his students. He knows that by reading, writing, and thinking about issues related to community, social justice, and service, students position themselves to make a positive difference in the world. He and his wife, Joanne, are the proud parents of four children and eight grandchildren.

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Marisel Moreno, Ph. D., Prof. Moreno teaches US Latino/a Literature in the Department of Romance Languages and Literatures at the University of Notre Dame. She was a recipient of the American Association of University Women Fellowship in 2009-2010. Her first book, *Family Matters: Puerto Rican Women Authors on the Island and the Mainland*, was published as part of the New World Series by the University of Virginia Press (August 2012), and was also selected for the American Literatures Initiative. In 2011 she received the Indiana Governor's Award for Service-Learning in recognition of "her pioneering work creating the first senior-level Spanish literature course in the College of Arts and Letters that features a required community-service component at La Casa de Amistad." Her service-learning or community-based learning courses—"Migrant Voices: US Latino Literature" and "Race and Ethnicity in US Latino Literature" were designed with course development grants from the Center for Social Concerns and the Institute for Latino Studies. Prof. Moreno's teaching and research interests include Latino-Caribbean authors (Puerto Rican, Dominican, and Cuban authors in the US). Issues of race, gender, and ethnicity are central to her work, which also examines the literary and cultural production of Afro-Latinos and the so-called "Other" Latinos (Salvadorans, Guatemalans, and Peruvians). She has published articles in *Afro-Hispanic Review*, *CENTRO*, *The Latino(a) Research Review*, *Latino Studies*, *Hispanic Journal*, *Sargasso*, among others. In Spring 2012 she co-organized and co-curated an exhibit on Puerto Rican graphic art at the Snite Museum titled *Art at the Service of the People: Posters and Books from Puerto Rico's Division of Community Education / Arte al servicio del pueblo: Carteles y libros de la División de Educación de la Comunidad de Puerto Rico*. Prof. Moreno is a Faculty Fellow in the Institute for Latino Studies and the Helen Kellogg Institute for International Studies.

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Rev. Paul Kollman C.S.C., is an associate professor of theology at the University of Notre Dame. Kollman serves in the areas of history of Christianity and World Religions/World Church. His research focuses on African Christianity, mission history, and world Christianity, and he has carried out research in Uganda, Kenya, and Tanzania, as well as in archives in Europe and the US. He has also taught at Catholic Theological Union in Chicago and the Philosophy Centre in Jinja, Uganda, and was previously a fellow of the Erasmus Institute at Notre Dame and a Lilly Fellow for Theological Education at the University of Chicago. He has published articles and reviews in a variety of journals in theology, religious studies, and African studies, including *Theological Studies*, *The International Bulletin of Missionary Research*, *The Journal of Religion*, *African Studies*, *The International Journal of African Historical Studies*, and *Mission Studies*. In 2005 he published *The Evangelization of Slaves and Catholic Origins in Eastern Africa* (Orbis), and his current project is a book on the Catholic missionary evangelization of eastern Africa.

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Rev. Edward Malloy, C.S.C., completed his 18th and final year as president of the University of Notre Dame on July 1, 2005. He now serves as President Emeritus. As the University's 16th president, Father Malloy was elected by the Board of Trustees in 1986, having served five years as vice president and associate provost. Father Malloy is a full professor in the Department of Theology and has been a member of the faculty since 1974. As President Emeritus, he continues to teach, conducting a seminar for first-year undergraduates each semester, and he makes his home in a student residence hall on campus.

He is the author of more than 50 articles and book chapters, the editor or co-editor of two books, and has published eight books. His latest book, *Monk's Tale: Way Stations on the Journey* is the second volume of his 3-volume memoir. *Way Stations* was published in 2011 by University of Notre Dame Press, volume 1 was published by University Press in 2009 and Volume 3 and final volume is anticipated to be published sometime in 2014. In 2007 he published a 4-part audio CD series on 'Terrorism, Counterterrorism and the Ethics of Warfare' created by Now You Know Media. An ethicist by training, he is a member of the Catholic Theological Society of America and the Society of Christian Ethics.



Connie Mick Ph.D., is Director of Community-Based Learning and Co-director of the Poverty Studies Interdisciplinary Minor. Dr. Mick works with faculty to design and implement academic community engagement in courses across the University, informed by pedagogical research on engaged teaching and learning. Her teaching experience includes a variety of Social Concerns Seminars (e.g. Digital Education in Northern Ireland), the Capstone for Poverty Studies, Introduction to Poverty Studies, Community Writing and Rhetoric, Multimedia Composition, Writing Center Theory and Practice, Graduate Practicum: Teaching Writing, Scientific Writing and Communication, Foresight in Business and Society (CBR), Management Communication, as well as the Ethical Leadership Through Service and Civic Engagement courses for Notre Dame's Hesburgh-Yusko Scholars Program and for a State Department funded English for Academic Purposes international service-learning course. Dr. Mick awards community-based learning Course Development Grants and Faculty Fellow positions to foster sustainable engaged teaching and scholarship. Dr. Mick's research interests include assessment of community engagement to measure impact on student learning and community development, the function of community engagement and service-learning in socio-cultural acquisition among English language learners, the role of writing in social change, the rhetoric of poverty, and the pedagogies of community engagement.

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Hugh Page, Jr., is Dean of the First Year of Studies at the University of Notre Dame, the Walter Associate Professor of Theology, and Associate Professor of Africana Studies. He holds a B.A. degree with a major in History from Hampton University; M.Div. and S.T.M. degrees from General Theological Seminary in New York; a D.Min. from the Graduate Theological Foundation; and M.A. and Ph.D. degrees in Near Eastern Languages and Civilizations from Harvard University. His particular research interests are in early Hebrew poetry; the cultural content of ancient epic; theories of myth; African American biblical interpretation; poetry as medium for theological expression; the use of religious traditions and sacred texts in the construction of individual and corporate identity in the Black community; and the role of mysticism and esoterism in African-American, Afro-Caribbean, and Afro- Canadian spirituality. His published works include *Exploring New Paradigms in Biblical and Cognate Studies* (as editor – Mellen Biblical Press), *The Myth of Cosmic Rebellion: A Study of its Reflexes in Ugaritic and Biblical Literature* (Brill), *Waves, Clouds, and Flames— Impressions from Journeys Past and Present* (Quiet Fire Press), and *Exodus* (Bible Reading Fellowship – Peoples Bible Commentary Series) He has received numerous honors for his academic, administrative, and other activities including a Presidential Award from the University of Notre Dame (2001). He is founder and president of the Institute for Ancient Near Eastern and Afroasiatic Cultural Research and a Research Associate at Human Relations Area Files (Yale University) and the Institute for Signifying Scriptures (Claremont Graduate University). He holds membership in the Society of Biblical Literature, the American Academy of Religion, the Academy of Homiletics, and the Society for the Scientific Study of Religion. In 2002 he was elected to membership in the Society for the Study of Black Religion.

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Rachel Parroquin, Ed.D., has a joint appointment with the Center for Social Concerns (CSC) and Romance Languages and Literatures (ROLL). She is an Assistant Professional Specialist with ROLL and is the Director of Spanish Service-Learning. In her position, she is working with both ROLL faculty and CSC staff to develop a new program in community based learning for Spanish students. In addition to community based learning and second language for specific purposes, her interests include technology enhanced instruction (essay review on *Didáctica para e-learning: métodos e instrumentos para la innovación de la enseñanza universitaria*, published 2007), the use of portfolios in assessment, and integrated curriculum. Parroquin has also traveled to Costa Rica and Nicaragua where she interpreted in urban and rural clinics for a health care service learning course.

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Steve Reifenberg is executive director and associate professor of the practice at the Kellogg Institute for International Studies at the University of Notre Dame. His teaching and research interests in international education, international development, and negotiations build upon work carried out in more than a decade living overseas, primarily in Latin America. His current research project, “From Aid to Accompaniment,” explores ways to conceptualize international development as a process of accompaniment. In his teaching about development, he is interested in interactive pedagogical approaches such as engaging students with international development “clients.” Before coming to Notre Dame in 2010, Reifenberg worked for nearly two decades at Harvard University, serving as executive director of the David Rockefeller Center for Latin American Studies (DRCLAS) and subsequently founding and directing the DRCLAS Regional Office in Santiago, Chile. Previously, Reifenberg was the program director for Latin America at the Conflict Management Group and the director of the Edward S. Mason Program in Public Policy and Management at the Kennedy School of Government. The author of *Santiago’s Children: What I Learned About Life Working at an Orphanage in Chile*, Reifenberg continues to be actively involved in the Domingo Savio orphanage, and serves on the boards of Partners In Health, World Teach, and the Patagonia Sur Foundation. He holds a Master in Public Policy (MPP) from Harvard University’s John F. Kennedy School of Government, an MS in print journalism from Boston University, and a BA in philosophy from the University of Notre Dame.

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Karen Richman, the Institute for Latino Studies' Director of Academic Affairs, is a cultural anthropologist who studies religion, migration, transnationalism, performance, gender, production and consumption. As a professor she has taught courses in anthropology, African American studies, gender studies, interdisciplinary core programs, Latino studies, and Romance languages. Her 2005 book *Migration and Vodou* (New Diasporas Series of the University Press of Florida) explores migration, religious experience and ritual transformation in a far-flung Haitian community. Her current research projects are a study of migration and religious conversion and an ethnographic biography of a Mexican immigrant woman. She has conducted fieldwork on American consumer culture and worked as an advocate for immigrants and migrant farm workers in the United States. Her articles have appeared in edited books on migration and in the journals *Anthropology and Humanism*, the *Journal of Haitian Studies*, *Cimarron*, *Folklore Forum*, the *Journal of Religion in Africa*, and the *Journal of Plantation Society in the Americas*.

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Alesha Seroczynski, Alesha Seroczynski is a Research Associate at the Program of Liberal Studies at the University of Notre Dame. She moved into this position after five years in administration, most recently as Dean of the School of Arts & Sciences at Bethel College, Indiana. Alesha also served as Director of Research at Indiana's largest community mental health center where she facilitated over a dozen research projects. Winner of the 1999 Distinguished Graduate Student Scholar Award at the University of Notre Dame, she has published and presented at several international venues, including the *Journal of Abnormal Psychology*, *Psychiatry Research*, the Association for Moral Education, the Association for General and Liberal Studies, and the American Occupational Therapy Association. Her graduate training in developmental and counseling psychology also included clinical work with ADHD and aggressive adolescents. Long-standing literary, philosophical and theological interests led Alesha to pursue some post-graduate study of several great thinkers, including Aristotle, Aquinas, Pascal, W. James, C. S. Lewis, and Peter Kreeft. Papers that emerged from these studies were presented at several national conferences, including Baylor's forum on the Christian Mind and Imagination in 2006. Conceptualizing and developing *Reading for Life* has enabled Alesha to integrate her clinical training with great books in a new and unique intervention for at-risk youth.

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Susan Sharpe came to restorative justice with a professional background in conflict resolution, and holds professional certification in interest-based mediation and negotiation. She began facilitating victim-offender dialogue in 1994 and has specialized in restorative justice since 2001. Her publications include academic book chapters as well as internationally respected manuals on the sound practice of restorative justice. She has consulted for government and nonprofit agencies in Canada, the United States, and South Africa. A former board member of the international Victim Offender Mediation Association (VOMA), she currently serves on the board of directors for Indiana Legal Services. Susan's passion for restorative justice lies in its radical call for inclusion, dignity, and accountability. She believes that restorative justice demands more than helping victims, offenders, and their supporters discern the shape of justice in the circumstances that connect them. She believes that restorative justice also calls us to cultivate our personal, relational, and institutional capacities for justice—that is, to strengthen our readiness to name injustice and its effects, to take responsibility for the consequences of our actions, and to collaborate in the (re)creation of conditions that help people thrive. Her teaching, writing, and practice are dedicated to that end.

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Andrea Smith Shappell, M.A., is an assistant director of the Center for Social Concerns and director of the Summer Service Learning Program and Theological Reflection. Andrea is an associate professional specialist at the Center, concurrent in Theology. She is responsible for the administration of the Summer Service Learning Program (SSLP), Social Venturing Internships, and other summer opportunities for students in the United States. The summer opportunities are three credit courses centering on eight-week summer immersion experiences. She also oversees resources and practices of the integration of faith through theological reflection in the Center's courses and programs. Her recent publications include, "Reflection as a Means of Discovery" in *Transformations at the Edge of the World*, Abilene Christian University Press, May, 2010 and "Post-Immersion Reflective Practices," *Journal of College and Character*, Vol. 11 Iss. 3.

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Rachel Tomas Morgan, M.A., is an assistant director of the Center for Social Concerns and director of International Service Learning. She oversees the international engagement efforts of the Center. Tomas Morgan designed, implemented, and directs the International Summer Service Learning Program and works with other Center colleagues on community based learning abroad and short term international seminars. She also works with faculty across the University interested in developing courses that include an international experiential or community based learning component and consults on international related initiatives across the University. She serves on the working group for international volunteerism with the Brookings Institute and serves on the boards of the U.S. Catholic Mission Association, the Congregation of Holy Cross Mission Center, and the Near West Side Neighborhood Organization of South Bend.

Rachel received her M.A. in systematic theology from the University of Notre Dame and her Bachelors degree in religious studies and psychology from Saint Mary's College. She has previously worked in the fields of international development and natural disaster assistance, secondary education and religious studies, and faith-based social outreach.

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NOT PICTURED: Pete Morgan, Gary Gilot, Liz Kerr, Gary Gilot, Matt Modin, Ben Brubaker, Heather Nimon, Ann Logamarcino, Katie O’Leary, Sean Peterson, Brenda Kulp, Ann Goens, Barbie Pickut.