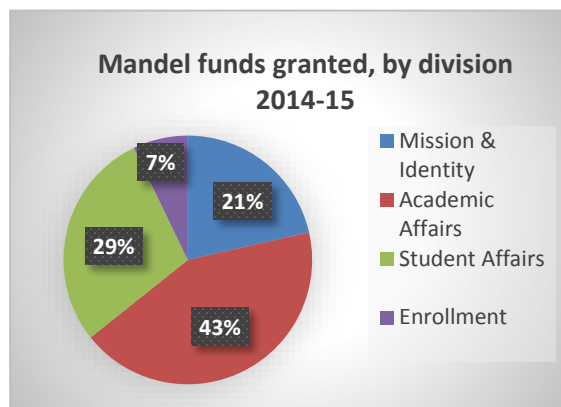


## John Carroll University – Mandel Grant Fund Report, 2014-2015 Academic Year

This year, 14 campus projects were made possible by grants from the Mandel Fund for Conversation and Inclusion. These grants were chosen from among 19 total requests that were considered during this academic year. Grants ranged in size from \$500 to \$4,000 and represented requests from four separate university divisions. Of the 14 completed projects, 8 were proposed by staff, 3 by faculty, and 3 by students. The overall impact of the programs can be measured in the numbers of people who participated – over 5,000 points of contact between members of the campus and Mandel grant projects over the course of the year.

The 2014-15 grant review committee members were:

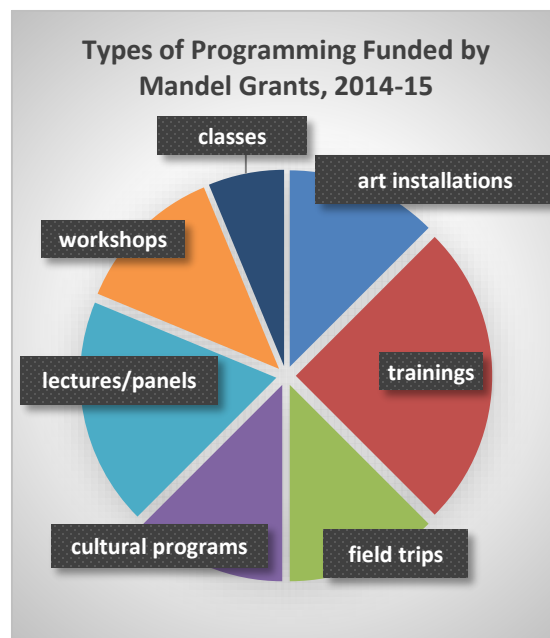
- Danielle Carter, Director, Center for Student Diversity and Inclusion
- Priscilla Flores, Class of 2016
- Mark McCarthy, Ph.D., Vice President for Student Affairs
- Terry Mills, Ph.D., Assistant Provost for Diversity & Inclusion (committee chair)
- Mindy Peden, Ph.D., Associate Professor of Political Science
- Megan Wilson-Reitz, M.A., Assistant, Office for Institutional Diversity & Inclusion



### The following is a brief summary of each of the grant-funded projects.

#### 1. **“Living Her Story: Luong Ung, Cambodia and America,” September 2014**

Luong Ung, local author and survivor of the Cambodian genocide, was invited to present two events on campus: a lecture and a round-table discussion. The project was designed to broaden student exposure to important historical events, increase ties to a local immigrant community, and help dismantle stereotypes as well as encouraging empathy and understanding of others. This event was proposed by the First Year Seminar Faculty Learning Community on Social Justice and Diversity in the Arts and Humanities. Many students enrolled in the First-Year Seminar read Ung’s book *First They Killed My Father: A Daughter of Cambodia Remembers* as a course text. They received course credit for attending either or both of Ung’s presentations. Approximately 800 people, mostly students, attended one or both of these events.



#### 2. **Global Family Dinner, October 2014**

The Global Family Dinner is an annual event sponsored by the Office of International Student Services which encourages awareness of the international diversity and cultures represented on campus. International students submit traditional recipes from their home countries, and the food service staff use these recipes to create an international menu served in the campus dining hall. The Mandel grant covered the cost of decorations and raffle prizes designed to encourage people to linger longer in the dining hall and to spend more time interacting with the international students. Approximately 2,500 students, faculty and staff were served in the dining hall during the Global Family Dinner.

3. **Intergroup Dialogue courses, 2014-2015**

The Intergroup Dialogue is a social justice education program blending theory and experiential learning to facilitate student learning about social group identity, social inequality, and intergroup relations. The eight-week, team-taught course engages students from a variety of backgrounds in sustained interactions and experiential pedagogies. Students can enroll in the Intergroup Dialogue for one credit. The grant supported two sections of the course this year, providing teaching stipends for 7 instructors and the purchase of instructional materials. 20 students enrolled in the course during the 2014-15 academic year. The Intergroup Dialogue program also sponsored two open campus dialogues: "Police (mis)Use of Force" in November, which was attended by 50 people, and "The N Word" in March which was attended by 60. Student evaluations were positive, listing personal growth, increased ability to understand other points of view, and increased awareness of bias as important outcomes of the class. "I have grown to appreciate," writes one student, "that no matter what our differences are, we are all people with problems and if we dialogue and work together, we can make ourselves and the world better."

4. **Not Another Statistic Conference, November 2014**

The Center for Student Diversity and Inclusion, with some support from the Mandel Grant, brought three staff members and seven student leaders to the "Not Another Statistic" conference at the University of Mount Union. At this conference, the students honed their multicultural competency and leadership skills, using them to develop student-led spring campus programming such as the Cultural Leadership Workshop in January, Black History Month celebrations in February, the LGBTQ Speakers Panel in March, and Take Back the Night events in April.

5. **"We Come Seeking Justice" Nonviolence Skill-Building Retreat, February 2015**

This Campus Ministry retreat, partially funded by the Mandel grant and presented in partnership with the Program in Peace, Justice and Human Rights; Office of Mission and Identity; and Program in Applied Ethics; gave student leaders the opportunity to learn skills in conflict resolution, critical analysis and understanding of the different intersecting forms of violence that impact our communities. Exercises and activities prioritized issues facing those people who are on the margins of society, exploring the values and practices of a spirituality that contributes to healing, reconciliation, and action-oriented justice in the world. Approximately 12 students participated in this full-day retreat on campus.

6. **Black History Month events, February 2015**

The JCU African-American Alliance sponsored a series of 12 events on campus to celebrate Black History month. These included a weekly Panel Discussion (The Difference Between Being African and African American; The Natural Hair Movement; The Justice System in America; The Black LGBT Community), a Black History Trivia Night, free HIV and AIDS testing for the entire campus in honor of National Black HIV/AIDS Awareness Day, a Dedication to lives lost in police brutality, and a Sunday Family Dinner. The series also included a Baptist Praise and Worship Service, a Black Tie Affair, a trip to the Karamu House Theater to see *Joe Turner's Come and Gone*, and lastly a "Meet the Greeks" event to educate students on Black Greek Life. These events were attended by over 200 students, faculty and staff over the course of the month.

7. **Deepening Cultural Awareness outing, February 2015**

The Center for Service and Social Action (CSSA) presented this day-long event in order to give CSSA Student Liaisons a deeper understanding about the city of Cleveland, the history of the neighborhoods in which they serve, and the cultural and ethnic heritage of the people they encounter. These student leaders, in turn, were

expected to educate and inform the wider student body involved in service (approximately 550 students per semester). This day-long bus tour engaged experts, community partners, politicians, community leaders and residents in the neighborhoods of Hough and Fairfax to help deepen students' awareness and appreciation of history, current realities and signs of hope that are essential elements to the communities they serve.

**8. HBDI training workshop series, February-March 2015**

The Office for Institutional Diversity and Inclusion offered this series of professional development workshops with support from the Mandel grant. The workshops, conducted by the Diversity Center of Northeast Ohio, focused on the Hermann Brain Dominance Instrument (HBDI) as a mechanism for considering diversity in thinking preferences that can be applied to group dynamics. 41 faculty/staff participants attended the series, drawn from a wide sector of the campus including campus police, registrar, facilities, faculty, administration, student affairs, and career services.

**9. Changing the Face of Computing, February-April 2015**

This grant provided partial support, in collaboration with the Office for Institutional Diversity and Inclusion and the Black Data Processing Association, for a program designed to introduce high school students of color to the field of computer science through a series of 7 programming workshops held on Saturdays on campus. Fifteen high school students learned how to develop mobile applications, work in image processing, and design web sites. They were tutored in this process by four JCU student mentors, mostly students of color studying Computer Science. Student evaluations demonstrated an increase in self-confidence between the first and final weeks of the course: agreement with the statement "I am confident that I can write software programs" increased from 26% to 41% of the group. At the conclusion of the workshop, 8% of the participants indicated a career interest in programming, engineering or technology, compared to 0 at the workshop's beginning.

**10. Lenten "Icons of Faith" Series, March-April 2015**

The grant funded the purchase of a lighted display board and 13 icons presenting diverse figures of faith, in order to provide a graphic demonstration of people of various racial and religious groups who have been spiritual leaders. These were displayed by Campus Ministry on campus throughout the Lenten season. Two supporting programs were presented to accompany the display: a dinner event in which JCU student Svetlana Knezevic gave a presentation on the importance of icons in (her) Orthodox tradition, and a "Pray from the HeART" event where students learned to make their own icons. Attendees at Lenten Masses (approx. 900 on Ash Wednesday and approx. 400/week during Lent) were given the opportunity to view the icons. The "Pray from the HeART" icons program and student dinner presentation were well attended by students (30+ participants).

**11. Nazi Persecution of Homosexuals 1933-1945, March-April 2015**

This grant provided partial funding for the six-week installation of a traveling exhibit from the U.S. Holocaust Museum on the topic of the Nazi persecution of homosexuals, sponsored by the Department of Theology and Religious Studies. A total of 303 visitors were logged at the exhibition during the six-week display period. On participant exit surveys, 89 percent of respondents answered that the exhibition "very much" or "completely" promoted diversity and inclusion of different groups, especially groups who are differentiated by such markers as religion, sexual orientation, gender, race, and class. 90 percent of respondents thought that the exhibit "very much" or "completely" evoked solidarity with Holocaust victims and survivors.

**12. Incarceration and Re-entry Panel, April 2015**

The Carroll Ballers, a student group that organizes weekly student trips to area juvenile detention facilities to play basketball and serve as mentors for incarcerated teens, coordinated this panel event with support from the Mandel grant. The keynote speaker was Skip Hill, director of the prison program “Choices: Prison, Death or Change,” who spoke of his own experience of being incarcerated and advocated for fair hiring policies. Other invited speakers included a representative from Edwin's Restaurant and Leadership Institute, a culinary arts institute for formerly incarcerated men and women, and Isaiah Young, a former Carroll Ballers participant, who spoke about his experiences trying to find employment post-incarceration. 45 students and faculty members attended this event.

**13. Ryka Aoki presentation, April 2015**

This project brought Ryka Aoki, a nationally recognized creative writer and speaker on Asian & Pacific Islander American and transgender issues, to campus to give a reading from her new novel *He Mele a Hilo* and her forthcoming book, *Why Dust Will Never Settle upon This Soul*, and other selected excerpts and poems discussing identity, race, and transgender politics. Aoki also presented a creative writing workshop for English majors and other interested participants.

**14. “Explore” program, January-May 2015**

The Office of Campus Ministry received this grant to fund weekly student group outings to diverse places of worship around the Cleveland area to offer students the opportunity to experience a worship experience different from their own tradition. Students visited synagogues, Hindu temples, and Orthodox cathedrals, as well as various other denominations of Christian churches. Approximately 60 students attended these outings over the course of the semester. One student said of the program, “I think this was a great opportunity to experience what religions really are and not only through a classroom experience. The best part was meeting the real people who lived the religion, not just through textbooks.”