

## **John Carroll University – Mandel Grant Fund Report, 2016-17 Academic Year**

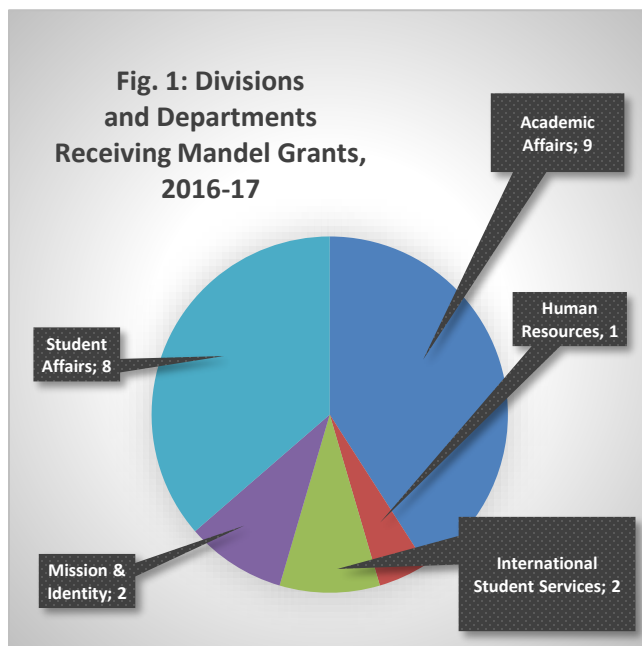
This year, the Mandel grant review committee received 27 grant requests and funded 22. This is nearly double the number of grants that were requested and given last year. We attribute this growth to two factors: first, increased publicity about the availability of Mandel grants for diversity and inclusion programming; and second, improvements to grantmaking procedures that required grant recipients to return any unused grant funds quickly enough to allow reallocation within the year.

Though grant requests are always capped at \$4,000, the majority of grant requests this year requested less; the median grant this year was around \$700. Grant applications were fairly evenly divided among faculty, staff, and student applicants. Student applications were notable this year for highly collaborative and creative projects involving multiple groups, cultural organizations, and individuals. See descriptions of some of these projects below.

Of the 22 grants made this year, the majority were in the Academic Affairs and Student Affairs division, though it should be noted that grantmaking has expanded this year into some new areas of the university. The most notable expansion is with a grant given to the Human Resources to pilot a staff diversity recruitment project. The grant served as “seed money” for this project in order to give it time to become institutionalized.

Leveraging a Mandel grant to create improvements to an internal organizational system is a fairly new endeavor for John Carroll University. It is exciting that our community is beginning to think more strategically about how to use these grant funds to make significant structural changes on our campus.

The HR grant is represented on Fig. 2 as the one “institutional D&I initiative,” alongside other categories of campus programs commonly supported by Mandel funds such as arts programs, lectures, cultural events, and support for engaged learning experiences connected to coursework.



**We are grateful for the work of the 2016-17 grant review committee:**

- Donna Byrnes, M.A., Associate Dean of Students
- Salomon Rodezno, M.A., Director, Center for Student Diversity and Inclusion
- David Kleinberg, Ph.D., Director, Center for Global Education
- Terry Mills, Ph.D., Assistant Provost for Diversity & Inclusion (committee chair)
- Julie Myers, M.A., Office of Campus Ministry
- Dwight Venson, JCU Class of 2017
- 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. **Intergroup Dialogue Books, September 2016**

This grant funded the purchase of books to use as resources for the Intergroup Dialogue Workshops held with faculty, staff, and students and sponsored by the Center for Student Diversity and Inclusion. Titles included *Teachings for Social Justice and Diversity*, *Readings for Social Justice and Diversity*, and *Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change*.

### 2. **The Fiesta Fusion, September 2016**

This grant funded a collaborative social cultural event planned by three student organizations – the Middle Eastern Student Association, the Latin American Student Association, and African Dounia – to kick off the fall semester with an event for students to experience food, music, and dance representative of all three student groups. Grant funds supported a workshop with a belly-dancing instructor as well as the purchase of culturally significant foods. (See p. 7 for event flyer.)

### 3. **Interfaith Panel, October 2016**

The Office of Campus Ministry received this grant to support the presentation of an interfaith student panel in which a group of students of various faith commitments were invited to discuss a number of contemporary political issues relevant to the upcoming election, each through the lens of their own faith tradition.

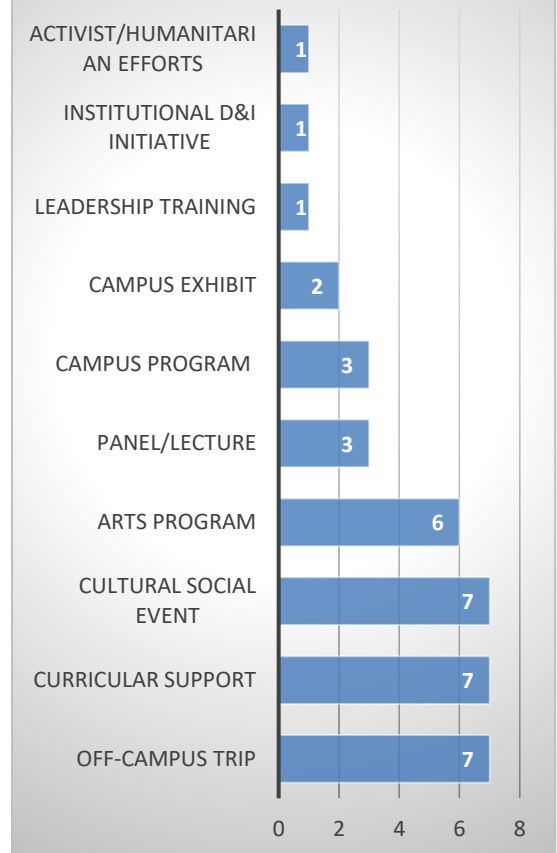
### 4. **Kirtland Temple: Encountering Another Faith Tradition, October 2016**

This grant funded travel expenses for a class field trip to the Mormon temple in Kirtland, Ohio, where the Church of Jesus Christ of Latter Day Saints experienced significant religious intolerance, including mob attacks. The cohort of 26 students who attended the field trip were jointly enrolled in a pair of two linked courses: a History course, “Spiritual Awakenings in Early America” and a course in Theology & Religious Studies, “Religious Enthusiasm in Modern America.” This visit provided an opportunity to students to visit a site considered sacred by practicing Mormons. By shedding light on alternative religious views and practices, students were encouraged to think about the function of religion in society, and to examine how patterns of religious intolerance and violence in America continue to be replicated during our own times.

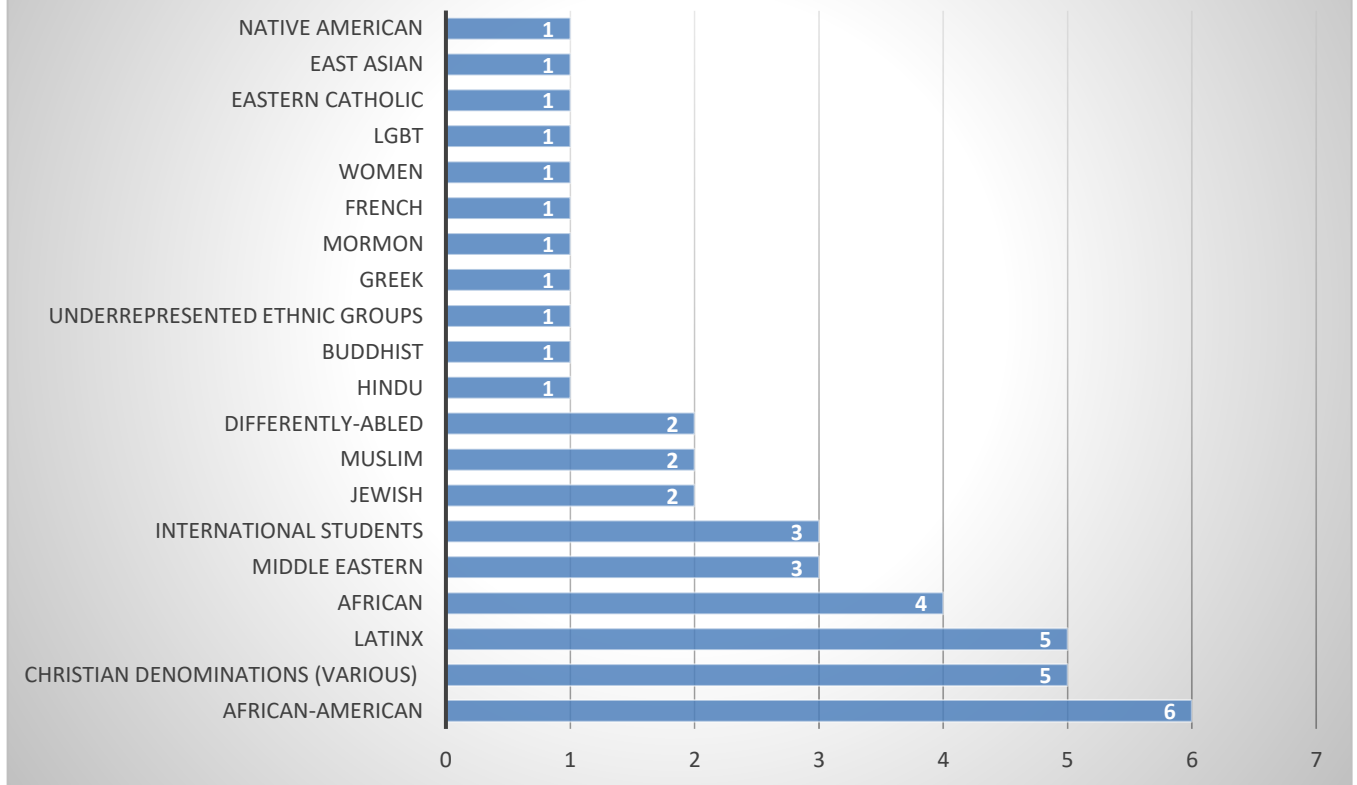
### 5. **The Right to Remember, October 2016**

The Department of Theology & Religious Studies received this grant to provide a private screening of the documentary *The Destruction of Memory*, which has been traveling the world to raise awareness about the destruction of cultural patrimony and the importance of protection and preservation. The film’s director/producer joined the group for a Q&A session via videoconference at the conclusion of the screening.

**Fig. 2: Types of Programming Funded by Mandel Grants, 2016-17**



**Fig. 3: Diversity of Diversity Efforts:  
Areas of Topical Focus in 2016-17 Mandel Grants**



The film was presented as a part of the course “Religion, Terror, and Culture Wars,” with a widely publicized invitation to the rest of the campus community to attend.

#### 6. **Diversity Week, November 2016**

This grant provided partial funding for a series of programs presented by a large coalition of student groups: the African American Alliance, Lambda Chi Alpha, Latin American Student Association, Allies, Her Campus, World Around You, Hillel, Middle Eastern Student Association, Agia Sophia, Students Empowering Women, Le Cercle Francais, African Dounia, the Muslim Student Society, and Student Union. Events included a discussion about fashion and culture, a participatory art exhibit about harmful language, a program about race and leadership, a storytelling event, a “write your name in Arabic” program, and a cultural foods banquet. Several hundred students participated in Diversity Week events. (See p. 8 for events flyer.)

#### 7. **Global Family Dinner, November 2016**

The Global Family Dinner is an annual event sponsored by the Office of International Student Services which encourages awareness of the international diversity represented on campus. International students from more than 45 countries submit their favorite recipes from home, and the food service staff use these recipes to create an international menu served in the campus dining hall. Because this meal replaces the normal dining hall offering, it provides exposure to students (and faculty/staff) who may not normally attend cultural events. The Mandel grant covered the cost of decorations and raffle prizes for the event, as well as meal passes for

international students from local high schools who were invited guests. Students were able to enter tickets for a prize drawing by trying five dishes or remembering a fact from the country fact posters. Approximately 2,500 students, faculty and staff were served in the dining hall during the Global Family Dinner.

**8. Eastern Catholic Monastery Experience, November 2016**

This grant provided travel funds for students enrolled in the course “Eastern Christianity” in the Department of Theology and Religious Studies to visit Christ the Bridegroom Monastery, an Eastern Catholic women’s monastery in Burton, Ohio, to see an example of authentically lived monasticism in the Eastern Catholic Churches, a smaller, minority tradition of the Catholic Church. The students who attended reflected upon the simplicity of the nuns’ community and the example of their prayer life, as well as their ordinariness. As one student wrote in surprise, “I genuinely did not expect the nuns that we were visiting to be like ordinary people.”

**9. EDWINS Restaurant and Leadership Institute Experience, November 2016**

This grant provided funds for a field trip for students enrolled in an Honors Directed Readings course who were studying the book *Orange is the New Black*, a memoir about incarceration. The grant funded a visit to EDWINS Restaurant and Leadership Institute in Shaker Square, where formerly incarcerated people are trained in the culinary arts, in order to gain some insight into the criminal justice system and the social justice issues involved in incarceration. Students and instructor shared a meal in the restaurant and met with the founder of EDWINS, Brandon Chrostowski.

**10. New Audiences, New Stories: Guest Director Terrence Spivey, Fall Semester 2016**

The Department of Communication and Theatre Arts received this grant to bring in a guest director for their fall production, *Breath, Boom*. The guest director, Terrence Spivey, former artistic director of Karamu House, was chosen to direct this particular play (about a young female gang member) with the goal of producing “theatre that encourages all students to stretch their boundaries of empathy and aesthetic appreciation.” The play itself, featuring multiple complex characters who are nearly all women of color, was chosen to give more students of color an opportunity to take on featured stage roles, as well as to provide the JCU community (actors and audience) with some insight into the lives of urban teens experiencing gang violence.

**11. United States Hispanic Leadership Institute & Related Events, December 2016-April 2017**

This grant provided funds for student leaders of two campus organizations, *La Hora del Café* and the Latin American Student Association (LASA), to attend the USHLI leadership training conference in Chicago, IL. Students who attended said of the conference, “The first shock came immediately when... we all realized that we were no longer the minority, but that there were hundreds of other Latinos around us. Coming from a school where Latinos make up about 3% of the total population, this was a shocking yet comforting realization.... It was an inspiration to see how ... who we are can be an asset and not a disadvantage.” Student leaders have already begun planning a broad series of new campus events to amplify the reach of Hispanic Heritage Month next fall.

**12. This is New Africa, April 2017**

The student organization African Dounia received this grant to support a large cultural event celebrating the African culture and the African diaspora through arts performances representing west, south, east and north as well as Caribbean countries. Performances included dancers, drumming, spoken word, and a fashion show. African-culture student groups participated from several other colleges and universities in the region.

**13. Lunar New Year celebrations, January 2017**

This grant funded a series of academic and cultural programs to celebrate the Lunar New Year, presented by the Center for Global Education, Office of the Provost & Academic Vice President, and the East Asian Studies Program. Red envelopes, each containing a chocolate coin and decorated with a Chinese character 福, meaning happiness, were distributed to over 500 students. Chinese poetry was recited by students, faculty and staff. Students could have their names translated from English into Chinese or Japanese and written down on a small piece of red paper using calligraphy. The organizer reported, "These activities raised awareness about diversity and inclusion. Diversity is not just race, gender and social economic status. It is the recognition of difference among us. Through the understanding of a different culture than our own, we can create a dialogue and build mutual respect." (Event flyer and photograph on p. 9-10.)

**14. Black History Month events, February 2017**

This grant provided partial support to two of a series of events on campus sponsored by the JCU Black Students in Action to celebrate Black History month. The Mandel grant supported a student trip to Karamu House to see a performance of the play *Repairing a Nation*, about the Tulsa Massacre, as well as "A Black Excellence Affair," a formal dinner with spoken word performances and a lecture celebrating black excellence.

**15. The Art of Culture Shock, March 2017**

This grant provided partial support for a student program designed to promote conversation and understanding about contemporary Native American cultures and concerns. The program included a student art exhibit and art contest on the theme of "Identities," a public lecture by a local American Indian Movement activist, and a shared meal of traditional Native American foods. This program was presented in conjunction with the "Val Lassiter 'Continuing the Dream' Award," which is granted to one student for social justice programming each year. (See p. 11 for event flyer.)

**16. The Ability Exhibit, April 2017**

The Office of Student Accessibility Services received this grant to present "The Ability Exhibit," a traveling multi-media exhibit to promote disability awareness, respect for others, and interaction with others. Attendees of the exhibit learned about people with disabilities and the disability movement and gained insight into the struggles those with disabilities face. The interactive exhibits included simulations, quizzes, and audience participation. Over 300 individuals visited the exhibit. Of the 72 participants who completed exit surveys, 100% agreed with the statement, "By attending the Ability Exhibit I now have a greater sensitivity to the struggles and challenges faced by people with disabilities." (See p. 12-14 for campus newspaper article about the exhibit.)

**17. The Curious Incident of the Dog in the Night-time, April 2017**

An instructor in the Psychology Department received this grant to take students in her "Psychology of Autism" course to attend a performance of the play *The Curious Incident of the Dog in the Night-time* at Playhouse Square. The play, which the students read in advance, depicts the experience of an individual with a disability who is portrayed as a competent, inquisitive, and capable young man, demonstrating how having a different perspective and manner of thinking is something to be embraced.

**18. The Long Journey: A Panel Discussion on the Humanitarian Crisis Surrounding Immigration, April 2017**

This grant supported a broad coalition of students, faculty and staff for a project on the human rights impact of immigration. The students built and displayed hundreds of crosses on the quad for one week, each cross bearing

the name of a person who has died attempting to cross the border into the United States, in order to visually represent over 6,500 people who have died in this way since 1998. During the week the students also held a prayer vigil and produced a panel discussion on immigration with speakers from the Greater Cleveland community who work on these issues. (See p. 15-16 for event flyer and student newspaper story about the program.)

**19. 1,000 Days Flint Fundraiser, April 2017**

This grant supported the efforts of the Black Students in Action group to travel to Flint, Michigan to deliver donated items from a campus fundraiser and to connect with community members there on Earth Day, which coincided with 1,000-day anniversary since Flint has been without clean water. 25% of students participating in the trip reported that they had been unaware of the water crisis in Flint before becoming involved in the fundraiser. Upon their return, BSA students articulated a commitment to remaining in contact with their connections in the community in Flint. "Our mission is to ensure that we use our privilege of having access to clean, drinkable water to help get Flint back to a safe state."

**20. International Tea Houses, Spring 2017**

This grant provided funds for a monthly "tea and snacks" gathering designed to increase interactions between international students and domestic students in an informal setting, where students could meet new people and to learn something about other cultural customs. Several tea gatherings were held and the organizers plan to continue the program next year. Assessments from this event series also helped International Student Services become aware of an unmet need for additional support services for graduate students on campus who are international students; additional programming next year will be developed as a result.

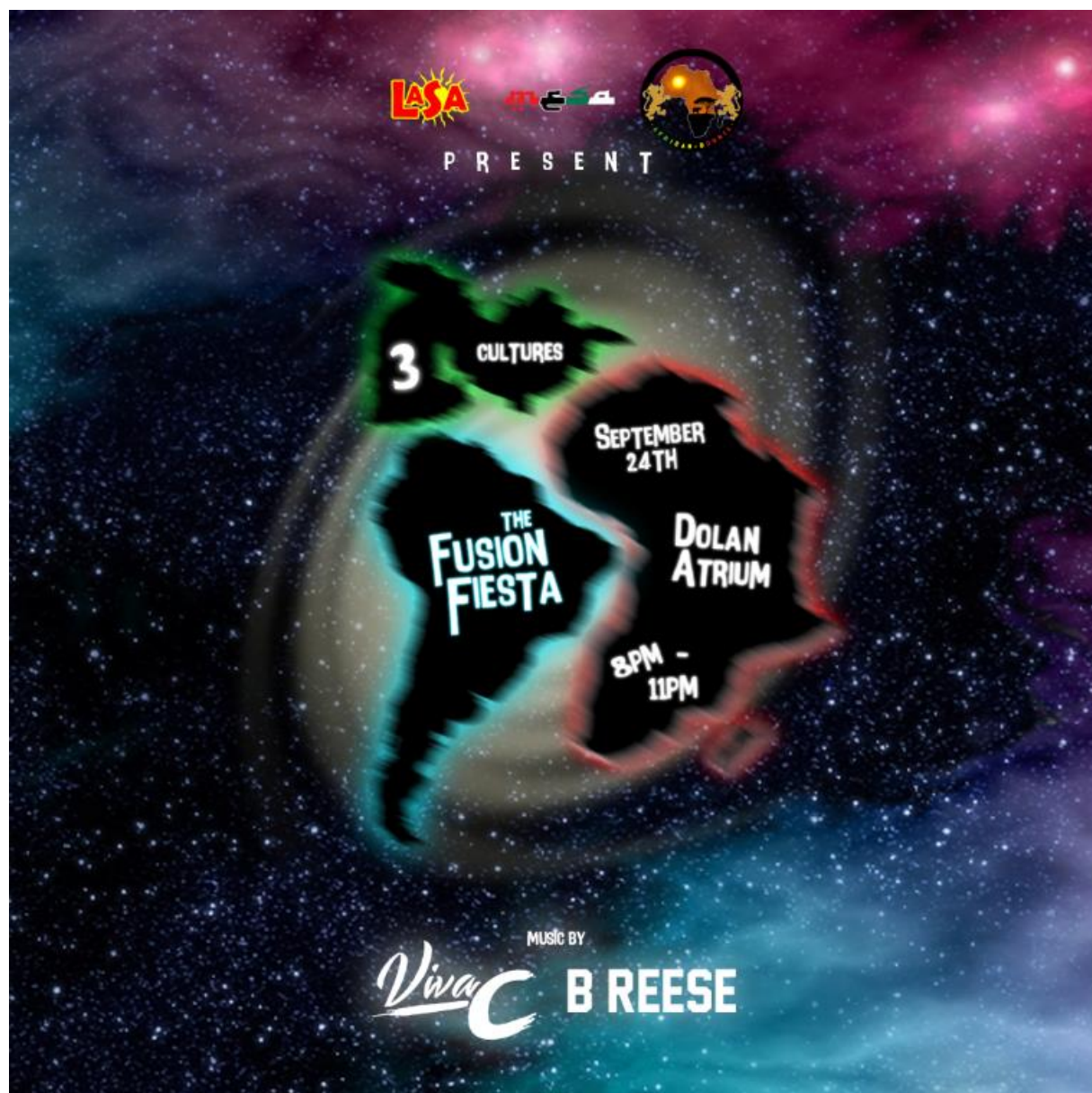
**21. Diversity Recruitment Initiative, 2016-2017 Academic Year**

As discussed in the introduction above, this grant provided seed money for the Human Resources division to engage a diversity recruitment firm to assist the University in proactively sourcing, screening and hiring qualified candidates for staff positions from a variety of backgrounds, with the goal of diversifying the JCU workplace. Some results of this project include: a detailed analysis of job descriptions with an eye towards removing bias; an Impact Ratio Analysis to determine disproportionate hiring along race and gender lines; linkages with diversity recruiting sources and job fairs; and leadership education to establish consistent standards between department supervisors and hiring managers.

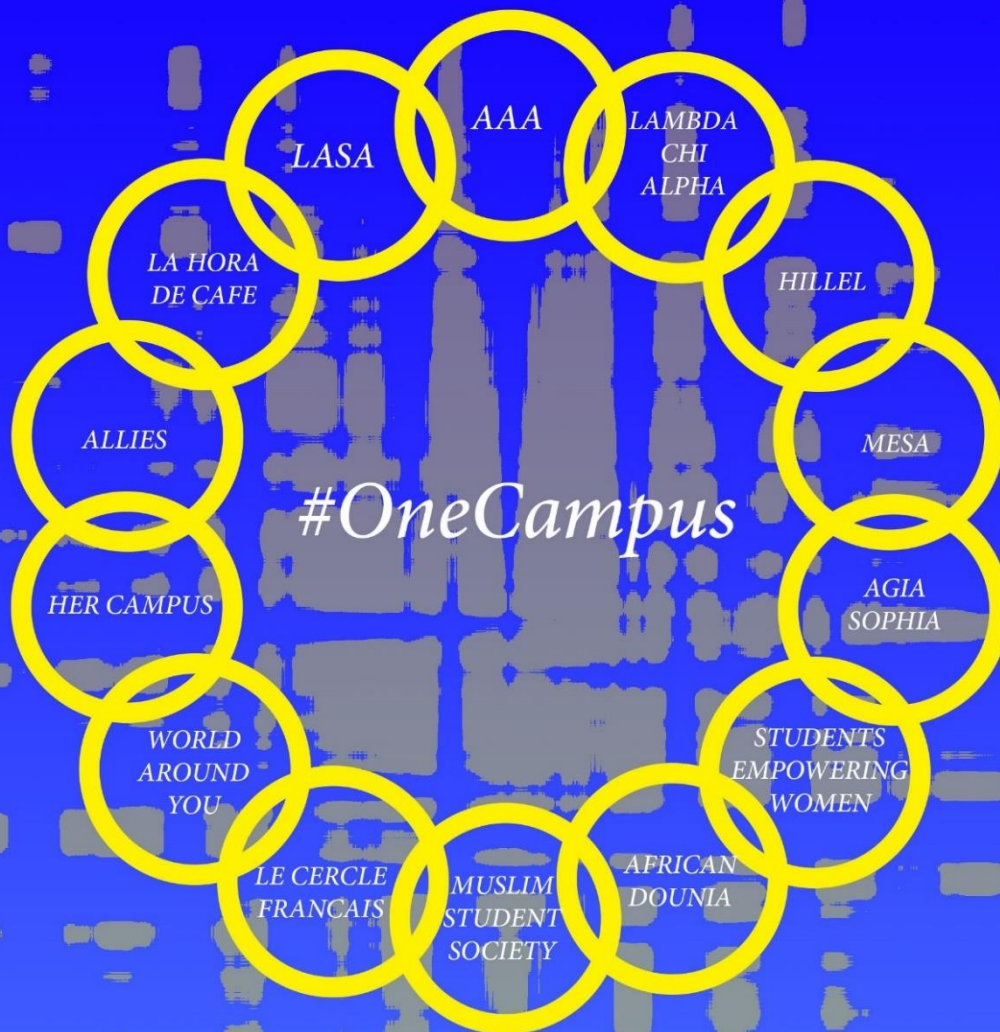
**22. "Explore" program, September 2016-May 2017**

The Office of Campus Ministry received this grant to fund student group outings to diverse places of worship around the Cleveland area to offer JCU students (who are approximately 71% Roman Catholic) the opportunity to develop an increased respect for and knowledge about a variety of faiths. Students visited worship services of various Christian denominations; Catholic Masses in Igbo, Malayalam, Lebanese and Spanish; and Eastern Rite Catholic services. They also attended a Hindu temple, a mosque, a Buddhist temple, and two synagogues. Student feedback to these trips was positive. "It was such a fun day and so great JCU offers something like this!" wrote one participant.





# *Diversity Week 2016*



*Monday 11/14  
Fashion Show  
The Underground:  
5pm-6*

*Wednesday: 11/16  
Leadership and Race  
The Underground:  
7pm-8pm*

*Thursday 11/17  
Write Your Name In Arabic with  
MESA  
The LSC Atrium 5pm-7pm*

*Tuesday 11/15  
Passive Programming  
The Underground: 11am-1pm*

*StoryTelling with African  
Dounia: The Underground  
8pm-10pm*

*Friday 11/18  
Food Fair  
The Underground 5pm-7*

*Any questions contact Jacob Schupp at [jschupp19@jcu.edu](mailto:jschupp19@jcu.edu)  
Presented with grant support from the Mandel Fund for Conversation and Inclusion*



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# Year of the Rooster (雞)

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According to Chinese astrology, people born in this year  
are hardworking, resourceful,  
courageous, and talented



Lunar New Year Celebration Events on

Monday, January 30, 2017

11:30 a.m. - Poetry Recitation | Schott Atrium

Noon - Name writing | Schott Atrium

Noon - \$5 lunch for faculty and staff | Dining Hall

Sponsors:

East Asian Studies Program

Center for Global Education

Center for Student Diversity and Inclusion

Dining Hall Services—Aramark

Office of Undergraduate Admission—International Services

Office of the Provost & Academic Vice President









MONDAY, MARCH 27 | 2 - 6PM

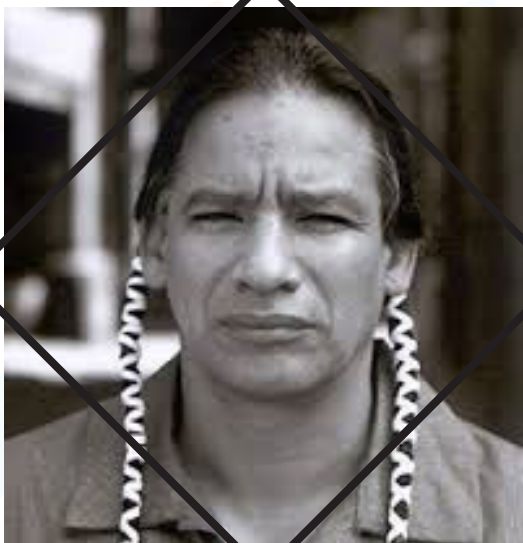
# THE ART OF CULTURE SHOCK:

The Native Americans at the Intersection of  
Contemporary American Society

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Workshop & Lecture | Dolan Center for Science and  
Technology - Atrium and Donahue Auditorium

The lecture at 3:30pm given by Mr. Robert Roche,  
Chiricahua Apache, local Native American activist from the  
American Indian Education Center of Cleveland and member  
of the American Indian Movement. Activist in both the Chief  
Wahoo debate and Standing Rock DAPL protest..



FULL INFO INCLUDING  
DETAILS OF AN  
ART CONTEST:  
[GO.JCU.EDU/TRS](http://GO.JCU.EDU/TRS)

Sponsored by: Department of Theology & Religious  
Studies, Pastor-in-Residence, Center for Student  
Diversity and Inclusion, and Mandel Grant

Posting for General Bulletin Boards  
Removal Date

MAR 28 2017

John Carroll University  
Approved by:  
The Office of Student Engagement

Posting for Residence Life  
Removal Date

MAR 28 2017

John Carroll University  
Approved by:  
The Office of Student Engagement



Julie Hullett

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Managing Editor of The Carroll News, President of Society of Professional Journalists-JCU Chapter, Intern fo...

Mar 23 · 4 min read

## Ability Exhibit promotes inclusion of people with disabilities



At the conclusion of the exhibit, students could sign a pledge to become an ally for inclusion of those with disabilities.

The Ability Exhibit, which was displayed in the O'Connell Reading Room from March 20 through March 22 promoted inclusion and understanding of people with disabilities.

The Student Accessibility Services office and the Center for Student Diversity and Inclusion sponsored this self-guided interactive presentation, which consisted of various stations about the history of the disability movement, games to educate the public about disabilities and suggestions about how to be an ally.

Allison W. Kaskey, director of Student Accessibility Services, and Hannah Matgouranis, the graduate assistant for the office, found out about the display through a listserv for university accessibility offices. Graduate students at Saint Louis University designed the exhibit. Several graduate students came to John Carroll to help set up the display.

The Student Accessibility Services office has been working on this display since July. They applied for the Mandel Foundation Grant for Conservation and Inclusion to make it happen. The purpose of the grant is to promote efforts that advance diversity and inclusion on campus. The Center for Student Diversity and Inclusion co-sponsored the event.

The Allies for Inclusion display began by educating the viewers about the history of the disabilities movement and also displayed pictures from the movement.

One particular photograph stood out from the group, which displayed people with physical disabilities getting out of their wheelchairs and climbing the steps outside of the U.S. Capitol building. The display claimed that activists for the disabilities movement often shouted the following chant: "What do we want! ADA! When do we want it? Now!" In addition, the exhibit displayed a picture of President George H. W. Bush signing the Americans with Disabilities Act in 1990.

Following the historic photographs, there was a display of celebrities with disabilities. Bethany Hamilton is a professional surfer with one arm. Franklin D. Roosevelt, the 32nd U.S. president, led the country through World War II while using a wheelchair. This section of the display was meant to show that people with disabilities are still capable of making outstanding accomplishments.

Another station gave statistics about invisible disabilities, such as learning disabilities, autism, deafness and blindness. For example, 10.3 percent of students in higher education have at least one learning disability. One in seven Americans has reported a learning disability. This was displayed at this station: "Not all great minds think alike."

One especially interactive station at the exhibit allowed onlookers to use a space rope. A space rope is used to explain the concept of space to people with particular disabilities.

For instance, a person who is blind is not able to tell how near or far a person may be standing. Two people hold the space rope on opposite ends and the person with a disability is able to learn the proximity of other people.



Another important component of the exhibit was the universal design station. Universal design uses ideas to produce buildings, products and environments that are accessible to people with disabilities. Curb cuts, elevators, ramps at building entrances and adjustable sinks are examples of building features that use universal design.

At another station, there were large panels along the wall that promoted inclusive language. Rather than referring to someone as a “disabled person,” it is more respectful to refer to him or her as a “person with a disability.” This is called using “person-first language.”

There were also computers set up with quizzes inquiring about the disability facts and celebrities with disabilities. Viewers of the exhibit could test their knowledge of disabilities.

Furthermore, a video featuring Aimee Mullins was playing. Mullins was born with a medical condition that resulted in the amputation of both of her lower legs. She has overcome her disability by becoming an athlete, actress and fashion model. She appeared on a TED Talk titled, “My 12 Pairs of Legs,” in which she discussed how she overcame her disability.

A table displayed common assistive aids for people with various disabilities.

People with visual disabilities often use walking canes to ensure that the walking space in front of them is clear. Trackballs are a form of a computer mouse for people with physical disabilities that can also be moved with a chin or toe.

Finally, at the conclusion of the ability exhibit, there was a station that allowed students to become an ability ally.

By signing a pledge to become an ally, students are pledging to advocate inclusive changes, use inclusive language and educating themselves about issues that people with disabilities face.

## Appendix A

# PEOPLE<sup>OVER</sup>POLITICS

Exploring the humanitarian crisis surrounding immigration

Organized by the U.S.-Mexican Border Immersion Group and The Latin American Student Association

## SCHEDULE

Vigil Service: Wed. April 19 @ 9:00pm St. Ignatius Plaza

Panel Discussion: Thu. April 20 @ 6:30pm AD 258

More Info: All Week 11:30am - 12:30pm LSC Atrium

Immersion Group LASA

2001 367 MUERTES

2002 371 MUERTES

2003 390+ MUERTES

Photo by Tomas Castelazo

Presented with grant support from the Mandel Fund for Conversation and Inclusion



## Appendix F

# Campus

The Carroll News 3  
[www.medium.com/the-carroll-news](http://www.medium.com/the-carroll-news) April 27, 2017

## Immersion Experiences: "Keeping the Momentum Alive"

Elissa Filozof  
Staff Reporter



Crosses and signs with statistics were lined up surrounding the quad to give students information about immigration.

Photo by Jacqueline Weyck

The work done by John Carroll's immersion teams does not end with the one to two week trips they take. Students and faculty members continue to impact their respective target communities in the months and even years following their trips.

Take the Honduras immersion team, for example, and their on-campus efforts to collect vitamins to send back to the country, or the U.S.-Mexico border immersion group which recently stuck over three hundred crosses on the quad representing the lives of Mexicans who perished attempting to enter the U.S. Not long ago, students from the Louisville, Ky. immersion trip set up tables in the LSC atrium to bring attention to the refugee crisis. And just this week, others fasted for 48 hours to show their solidarity with the Immokalee, Fla. farmworkers they met over spring break.

In many ways, these teams seek to directly aid, as well as raise awareness for issues affecting the people they met and the places they visited while on their domestic or international immersion experiences. This ongoing involvement falls in line with the expectations that immersion leaders have for the students attending: that the trips not be isolated experiences for them, but continue to spur conversation and action long after they have concluded.

"[These] are some great examples of our students staying involved in the issues they learned about firsthand," says Julie Myers. According to Myers, who serves with Andy Costigan and Anne McGinness as one of the campus ministers in charge of the various immersion opportunities, action is a "huge piece" of the program. She explains that there are ways that Campus Ministry helps to facilitate this action, including leaving time for a planning session in which students brainstorm their next steps, before each trip is even over. "We stress early on that this is a process. We call it the 'immersion experience program' because they are more than trips. It's a semester-long preparation and hopefully a lifelong journey! When students return, we remind them that this is actually just the beginning. Now comes the real work of understanding what this means in your life." In addition to the post-immersion meetings the students are expected to attend, Myers says that Campus Ministry has recently begun post-immersion retreats—day-long reflections during which students can "unpack the immersion and what it means for [their lives] moving forward...and keep the momentum of their experience alive."

Since 2014, Karen Posner has worked with community organizations in the Native American hub of Pine Ridge, S.D. to offer support services in the form of volunteers, youth art therapy and educational immersion trips for students and faculty members from local colleges. "People can't get involved if they are not aware that there is a problem, so one of my main goals is education," she says. "I present at social justice and conflict resolution conferences all over the United States, to share knowledge and educate others about Indigenous rights and issues." Posner, a John Carroll student, additionally joined forces with Richard Clark and Louise Barmann of the Sociology Department to advertise the Prom Wear Project, for which she collected donated dresses and suits to take back to Pine Ridge and distribute among its Native Americans residents. "There we hosted a fashion show for the community, where we provided refreshments, so the kids could enjoy themselves and model the dresses," she says. Last year, it was not dress clothes but children's books—over 1600 of them—that she and her daughter worked to gather for the reservation youth. Once she finishes her degree, Posner aims to return to Pine Ridge to provide mental health services.

Sophomore Sean Freeman took part in both last year's Immokalee trip and the U.S.-Mexico border immersion this past spring break. "Each trip has been an unbelievable experience with a lifelong impact," he shares. "In both of my immersion experiences, immigration was a major...focus. I have been blessed to learn so much about immigration and the policies surrounding it, as well as its direct, usually negative impact on wonderful human beings." The crosses display, he says, was the result of a collaboration with the Latin American Student Association, a group on campus that also often encourages discussion of instances of social injustice. "Many of the crosses were labeled 'Unknown' because in many cases, when the bodies are found, they are no longer recognizable...The worst part is that the person's family and friends never learn or hear of what happened to their loved one because they were found in such a horrific state. Our main goal [while on the U.S.-Mexico border trip] was to illustrate how immigration is a humanitarian issue before a political one."

To learn more about John Carroll's immersion experiences, contact Andy Costigan at [acostigan@jcu.edu](mailto:acostigan@jcu.edu), Julie Myers at [jmyers@jcu.edu](mailto:jmyers@jcu.edu), Anne McGinness at [amcginness@jcu.edu](mailto:amcginness@jcu.edu) or visit the Campus Ministry webpage ([jcu.edu/campusministry](http://jcu.edu/campusministry)).

## CAMPUS CALENDAR: APRIL 27-MAY 3

<b>27</b> Thursday Green Streak Week Open Mic Night in the Underground from 8-11 p.m.	<b>28</b> Friday Greek Week Lip Sync in Kulas Auditorium at 7 p.m.	<b>29</b> Saturday CarrollFest on the quad from 5-11 p.m.	<b>30</b> Sunday Mass at 6 p.m. and 9 p.m. in the St. Francis Chapel.	<b>1</b> Monday "Tickling Giants" in Donahue Auditorium, Dolan Science Center at 5:30-9 p.m.	<b>2</b> Tuesday SUPB meeting/ ice cream on the quad at 8 p.m.	<b>3</b> Wednesday Diversi-tea in the Jardine Room at 7:30 p.m.
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