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John Carroll University

CENTER FOR SERVICE AND SOCIAL ACTION

2018 | SPRING/SUMMER EDITION



Visioning Committee participants think together.



Dr. Al Miciack, Dean of the Boler School and Virginia Malloy, Vice President of Mission at St. Martin De Porres High School explore new ideas for collaboration.



Dr. Debby Rosenthal, JP Gaulty, Portia Gadson and Dani Robbins discuss collaboration.

JCU in the City: Visioning Conversations Build Momentum & Engagement

The Center for Service and Social Action (CSSA) marked its 25th Anniversary this year and embarked upon a new initiative, *JCU in the City*, to propel its work of academic and civic engagement forward.

The launch of the new initiative began with a strategic visioning process involving a series of three visioning and brainstorming conversations that took place in January, February and March. CSSA invited a wide range of community partners, civic leaders, directors of non-profits, educational leaders, social workers, and faculty and staff. Of the forty-six invited, forty-two leaders committed to participating and brought their expertise and experience to bear upon the conversations.

The visioning conversations were designed with the purpose of exploring and re-envisioning ways the University could respond to the needs of the times and leverage its teaching, research, and service for greater impact in the community in light of its mission. The process and content were structured in such a way as to build one conversation upon the next.

In order to lay the groundwork for the conversations, participants were asked to look at the findings of three recent Cleveland reports about the state of the city and the current realities and unmet needs in the community. The reports included the United Way's 2017 Community Assessment Report, "**The Power of Community**", The Stokes 50th Anniversary Initiative Policy Report, "**Stokes: Honoring the Past, Inspiring the Future**", and the City of Cleveland's 2017 Report, "**Building Communities Based on Racial Equality**". Each of these reports provided important background information, data and statistics, summaries and calls to action to focus our work.

The purpose the three visioning conversations included the following:

- To engage in a dynamic conversation process to listen to the needs and realities in the community.
- To discover and explore shared intersections, expertise and interests.
- To envision new possibilities for civic engagement for John Carroll students, faculty and staff.
- To deepen the connection of the University with community stakeholders in social change efforts that value the knowledge, expertise, and potential of each.
- To explore new high impact areas for students as well as faculty-community engaged scholarship and teaching.

"I appreciated the commitment of JCU and the openness of the various community participants to listen to each other's comments and perspectives and to value each other's realities."

-Committee Member

These conversations are simply a preliminary starting point which we hope will lead to more in-depth and prolonged conversations as we discern next steps. This process helps us think more critically about the importance of civic engagement and need for collaboration, input, and active listening at every level. We want each of our students to develop and act upon a heightened sense of responsibility

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to their communities. This includes a wide range of activities, including developing civic sensitivity, participation in building civil society, and working for the common good.

When members of the visioning committee were asked what their takeaways were from the experience, one participant noted, "This whole experience was truly awesome. The networking opportunities were valuable and the conversations were enlightening. I felt as if we were heard by the John Carroll stakeholders and that our input will make an impact in the way JCU interacts with the community."

"I felt as if we were heard by the John Carroll University stakeholders and that our input will make an impact in the way JCU interacts with the community."

-Committee Member

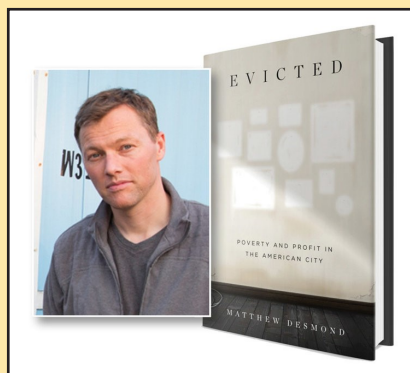
Another participant noted, "This was a very positive experience for me. I appreciated the commitment of JCU and the openness of the various community participants to listen to each other's comments and perspectives and to value each other's realities. I also appreciated the expertise and responsiveness of the facilitators and the insight to meet in different spaces."

These conversations are just the beginning of a new way of listening, engaging, and discerning next steps. Participants in the visioning sessions expressed their desire and willingness to continue the conversation in three months and to move from listening to planning. ■

Spring 2018: Highlights from CSSA



Twenty-four CSSA Student Liaisons attended the spring semester kick-off meeting enjoying dinner and conversation with the women in the "Chopping for Change" program at Lutheran Metropolitan Ministry



CSSA Staff and students joined the One Community Reads of Evicted by Matthew Desmond and attended his presentation at the Cleveland Playhouse on March 15, 2018.

January

- Sr. Katherine completed the 18-month **Ignatian Colleagues Program** with the Capstone Retreat at Our Lady of Florida Spiritual Center. Getting to know and engage with the fifty-two other cohort members from the 28 AJCU schools made the experience dynamic and enriching.
- CSSA hosted the **Celebration of Service** award ceremony as part of Ignatian Heritage Week honoring the outstanding work in the community done by students, faculty and staff.
- **JCU in the City Visioning Committee** convened for session one at the Lutheran Metropolitan Ministry Social Enterprise Center.
- CSSA Staff participated in the University-wide **Professional Development Day** on January 12, 2018. Sr. Katherine served on the planning committee.
- **Twenty-four CSSA Student Liaisons** participated in the Liaison Kick-Off meeting at Lutheran Metropolitan Ministry enjoying a dinner and discussion with women in the "Chopping for Change" re-entry program.

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"This service experience was a once in a lifetime thing. I made some new friends with the people I worked with and I developed new leadership skills."

"The most significant part of this experience was that it confirmed my career choice and made me more excited about it."

"Hearing from a group of people I rarely give myself the opportunity to actually talk to. I was able to learn more about their views and perspectives through this experience, for which I am very grateful."



What was the most significant or meaningful aspect of your service-learning experience this semester?

"I learned that children with special needs need patience, and it reminded me to take things slow in life and in learning."

"One of our assignments required an interview regarding the students' discriminatory experiences. Hearing about all of these experiences really opened my eyes."

"People with disabilities still maintain a lifestyle that looks exactly like the rest of us. They just have different challenges they face. We are all different but yet all very similar."

Great Conversations During Ignatian Heritage Week 2018

When was the last time you had a really great conversation? When did you really tune in and listen attentively without distraction or the impulse to script what you were going to say next? Too often today a culture of distraction does not lend itself to thoughtful, engaged, wide-ranging conversations on matters of substance and significance.

During Ignatian Heritage week, **48 students** joined **Fr. Mark Ravizza, S.J.** for an evening of great conversations where they could reflect on an experience that challenged, changed, or inspired them and explore its meaning and impact.

Fr. Ravizza, an associate professor in Philosophy at Santa Clara University, and a Senior Fellow of the Bannan Institute for Jesuit Education and Christian Values, is also a skilled facilitator and dynamic storyteller, as students quickly discovered.

Fr. Ravizza engaged the students in a process of *conversatio* (conversation) formulated by St. Ignatius. He adapted Ignatius' method to yield a process students today could apprehend using stories and examples that would help students approach this conversation differently.

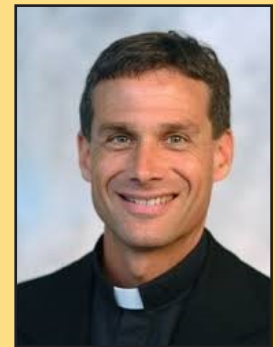
Fr. Ravizza began with two presuppositions from St. Ignatius, 1. Presume good will, and

2. Trust the wisdom and voice speaking within. Fr Ravizza focused the conversation on topics that really mattered to the students and helped them pay attention to their insights, feelings, and desires for truth, meaning, and purpose.

In the room were student leaders from across the campus and included those who lead other students in service-learning activities as Student Liaisons with CSSA, immersion trip leaders, retreat leaders, and Resident Assistants.

Students formed conversation circles of eight – many meeting their table mates for the first time. Fr. Ravizza had the circles engage in three rounds of conversation. The first round allowed for each student to speak for two minutes about the experience that challenged or inspired them. During the second round, they were invited to tune in to what they heard that resonated with them. And the third round was an invitation to note what they were discovering as a group about a common theme, insight or truth.

Students who attended the evening remarked at the end of the evening that they had rarely had the opportunity for the conversations that emerged. Many noted how they loved the opportunity to focus in, to pay attention to what they were thinking



Fr. Mark Ravizza, S.J.



Students engaged in Ignatian conversation circles as they develop active listening skills.

and feeling, and discover a new kind of bond that is formed when a conversation is focused on what matters most. Students came away from the session with new skills for active listening and intentional speaking. Students who gathered around the tables as friendly strangers at the start, concluded the evening making plans to stay in touch and continue the conversation. ■

Students Make Their Mark as Young Leaders

Alpha Freeman, '19 and Leanne Tang, '19 were awarded funding to attend the United States Catholic Conference of Bishops' Catholic Social Ministry Gathering as part of the Young Leader's Initiative held in Washington, DC, February 3-6, 2018. More than 600 participants from around the country were part of the gathering.

During the three-day conference, "Building Community: A Call to the Common Good," students joined a community of professional, dedicated Catholic social ministry and advocacy leaders in their annual gathering to pray, learn, network and advocate for change.

Alpha and Leanne were able to network with professionals and peers from across the country who were gathered to learn, pray, and advocate for policies addressing poverty and injustice. They also participated in the Young Leaders' cohort and the Diversity Outreach Initiative of the gathering, which further enabled them to connect with peers dedicated to a faith that does justice. The gathering culminated in a day of lobbying for immigration reform on Capital Hill. ■



Alpha Freeman, '19 (left) and Leanne Tang '19 (right) at the conference in Washington, D.C.

2018 Celebration of Service Award Recipients



From left to right: Dr. Jeanne Colleran, Mr. Mike Roeder, Dr. Jim Lissemore, Mannie Brown '19, Maura Wallace '20, Sean Freeman, '19 and Dr. Ed Peck.

Good news needs to be shared and celebrated and that's exactly what happened on January 30, 2018 as part of Ignatian Heritage Week. The University community gathered to celebrate members of the campus community who have made a difference serving others.

Celebration of Service is an annual event held during Ignatian Heritage Week recognizing those whose generosity of heart and engagement in service to others is celebrated and acknowledged. Service is central to the Jesuit mission and part of the University's ideals as expressed in the four learning goals. Service is a standard that is embraced and embodied in so many varied and beautiful ways, taking time to celebrate it brings light and renews hope in all who attend.

The award categories are for faculty, staff and students. Recipients are nominated by their colleagues and provide letters of support and justification demonstrating they meet or exceed the award criteria. Selection Committees for each category make the final decision.

We congratulate each of our award recipients as together they give witness to the Jesuit ideals of learning, service and leadership in the region and around the world.



Dr. Jim Lissemore is the recipient of the **Curtis W. Miles Faculty Service Award**.

Dr. Jim Lissemore is committed to academic excellence and rigor in his courses, and outside the classroom he is equally committed to creating opportunities for students to better themselves, the community, and the world around them. As the co-coordinator of the Population and Public Health Minor, Director of the Poverty and Solidarity Program, member of the selection committee for the Shepherd Summer Poverty Internship Program, and as a highly respected professor, Jim's circle of influence, concern, and engagement is significant. As a regular faculty representative on the Honduras Medical Immersion trips, Dr. Lissemore's dedication to confronting issues of poverty and inequality, as well as his willingness to challenge students to engage with the people they serve, has been commended by his peers and student participants. Jim has long been an active participant in a wide variety of service activities on campus and off, including the Honduras Medical Immersion trip, Project ¿QUE?, weekly service at St. Malachi's serving the Monday night meal, Reaching Heights, Habitat for Humanity, Epiphany Hunger Center and more.



Mr. Mike Roeder is the recipient of the **John Carroll University Staff Community Service Award**.

For the past thirty years, Mike has lived and embodied the mission of John Carroll as an extraordinary caring and hardworking presence on the campus. He is known for his willingness to go above and beyond the call of duty for the community, both on campus and off. Mike is a regular participant on John Carroll Immersion trips and student retreats. He has mentored generations of students on his summer Work Crew. He is a caring guide and mentor sought out by students and staff for his practical advice, encouragement, and good humor. He regularly signs-on for the Jesuit Day of Service, the First Year Retreat Program, and serves as the advisor for the Labre Project. In all of these activities, Mike's total engagement and generous spirit from beginning to end are what the "magis" is all about.





Sean Freeman '19 is the Junior Class recipient of the **George B. Sweeney Endowed Campion Service Award**. Sean, a junior from

Chicago, Illinois, was recognized for his work with the Coalition of Immokalee Workers (CIW), his participation with the U.S.-Mexico Border Immersion Trip, and his role as immersion trip leader to El Salvador. Sean is a member of the Student Leadership Team for the Center for Service and Social Action and serves as a Catholic Relief Services Student Ambassador. Sean has brought representatives from the CIW to campus, organized student fasts in solidarity with the Immokalee Workers, and organized discussions and visual installations across campus for John Carroll's weeklong "People Over Politics" conversation on immigration.



Maura Wallace '20 is the Sophomore Class recipient of the **George B. Sweeney Endowed Campion Service Award**. Maura is a sophomore from Pitts-

burgh, Pennsylvania. Maura participated in the Honduras Medical Immersion in May 2017, for which she raised thousands of dollars for medical supplies from her home parish. Maura is involved in the Carroll Ballers program, working with incarcerated youth at the Cuyahoga County Juvenile Detention Center. Her interactions with these young women led her to create the "Baby Baller," a program for incarcerated, expectant mothers who receive educational and supportive resources to prepare for motherhood. She is the Philanthropy Chair for her sorority, Gamma Phi Beta.



Mannie Brown '19 is the 2018 recipient of the **Rev. Dr. Val Lassiter "Continuing the Dream" Award**. Mannie, as President of Black Students in

Action, helped to lead and organize a fundraiser to collect water, monetary donations and other items in response to the Flint Water Crisis. They raised almost \$2,000 and filled a U-Haul with the donations they received. Mannie added advocacy and service to the work of Black Students in Action. Mannie was also instrumental in calling the University to address injustices when it came to race, diversity and inclusion. Mannie serves on the University's Diversity, Equity and Inclusion Committee and has worked with the committee to develop the Inclusive Excellence Strategic Plan for 2018-2020. ■

Jesuit Day of Service 2018

216 students along with faculty and staff participated in a city-wide **Jesuit Day of Service** on **April 28, 2018** providing the following organizations with students to achieve the tasks and needs identified:

- Fatima Family Center
- St. Thomas Aquinas Elementary School
- St. Francis Elementary School
- E. 95th Street Garden
- Refugee Response Urban Farm
- Community Greenhouse Partners
- Edwin's Leadership & Culinary Institute

A spirit of generosity and hard work marked the day. All in all a great deal was accomplished and wonderful relationships were deepened.



John Tucci '19 leads JDOS as a man for others.



Cultivating hope at the Refugee farm.



A positive spirit marks the day!



The Women's Volleyball team knows what teamwork is all about.



The 2018 JDOS Leadership Team after a job well done: John Tucci, Evan Dexter, Daniel Piero, Drew Kleinmann, Owen Wolf, and Joey Adams.

Faculty Spotlight: Dr. Gerry Weinstein

Dr. Gerald Weinstein, Ph.D., CPA, Professor of Accountancy, provides John Carroll University (JCU) students with real-world experience through the Volunteer Income Tax Assistance program (VITA) while serving the Cleveland community. His vast experience in teaching financial accounting, individual taxation, and managerial accounting have led him to engage his skill and expertise in the community through community service.

“**JCU accounting students gain real-life experience and members of the community gain valuable assistance in filing their tax returns at no cost.**”

Dr. Weinstein describes his teaching philosophy in this way, “It is my job to teach the students; it is their job to learn, and my job is to help them learn.” The accounting courses can be very demanding; Dr. Weinstein enjoys pushing and challenging his students to work to the best of their ability.

Dr. Weinstein appreciates the intellectual rigor at the heart of a Jesuit education. John Carroll students work extremely hard and he is happy to be at such a place where this is true.

VITA provides free preparation of income tax returns for low income and non-English speaking taxpayers. Dr. Weinstein first got involved with the Internal Revenue Service’s VITA program in 1990 at a time when all the returns were manually prepared and there was no such thing as electronic-filing. The internet was just at its beginning stage of development.

The director of Grasselli Library first suggested to Dr. Weinstein that he get involved in the program and host it at the Grasselli library because of the many resources available there including books and students. So Dr. Weinstein started the program in the library, hung signs up around the community, and was very excited for the first official “VITA Day” at John Carroll. Despite his enthusiasm for the program, not a single person showed up that first day. He ended up watching March Madness all day with 10 student volunteers. Dr. Weinstein soon realized the location

deterred the low-income individuals from coming to his “VITA Day” and a new approach emerged.

Next, Dr. Weinstein connected with the Jewish Community Center (JCC). During the 1990s with fall of the Soviet Union and the collapse of Communism, many Jewish Russians emigrated to the United States and to Cleveland in particular, and they needed their tax returns done.

As new needs emerged, the VITA program eventually began working with the Center for Service and Social Action. The Center had a long-standing relationship with Famicos Foundation, and Famicos had many sites in the city where they were providing tax assistance for low income community members. Dr. Weinstein has now been partnering with Famicos for almost 10 years.

The VITA and John Carroll Partnership is beneficial for both the students and the community. JCU accounting students gain real-life experience and apply the skills they learn as part of their future careers and members of the community gain valuable assistance in filing their tax returns at no cost. Everybody wins.

When talking to prospective JCU students, Dr. Weinstein tells them that community service is what sets JCU apart from other schools. He believes it is important to do any kind of service like Habitat for Humanity, however if you are an accounting student, you are learning to be an accountant not a carpenter.

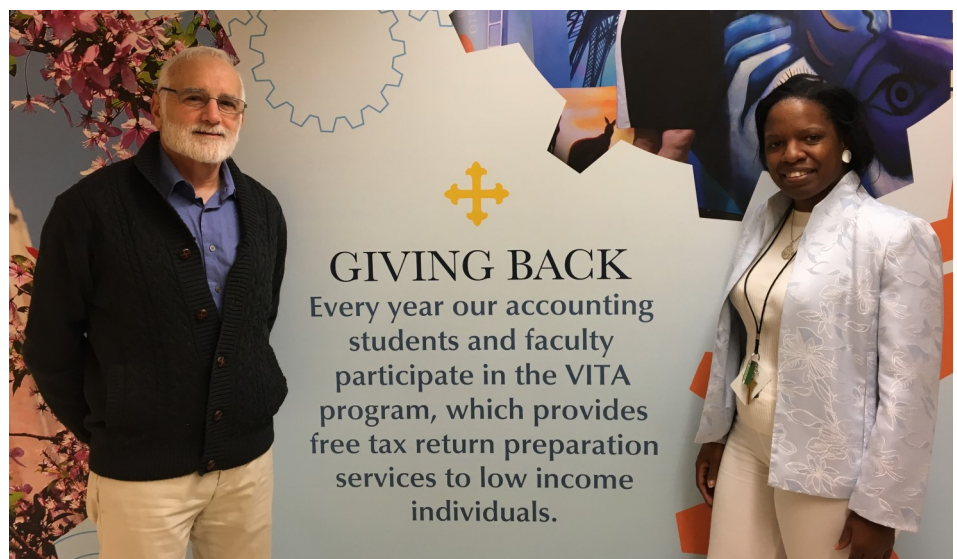


Dr. Gerry Weinstein with students in the VITA program for the Famicos Foundation.

Over the years, Dr. Weinstein has gotten to know many of the community members he has served. He has realized that it takes all kinds of people. Most people appreciate the fact that they are volunteers and are grateful beyond belief. He explains that they live in a different world, but they are like you and me: They eat, they sleep and they pay their taxes. Dr. Weinstein enjoys getting to know his clients because they come back every year and

Dr. Weinstein has been partnering with the Famicos Foundation and VITA for more than 10 years.

converse with him. Dr. Weinstein stressed the importance of conversation and how one of JCU main core competences is the liberal arts



Dr. Gerry Weinstein with Sadie Johnson who coordinates the VITA program for the Famicos Foundation.

(Dr. Weinstein, Cont'd)

core. It makes the students more well-rounded people.

Over the past 2017-18 academic year **55 JCU students** provided **820 hours of time preparing tax returns** for low-income clients in the community. Students prepared Income Tax Returns at the following sites: Cleveland Central Catholic High School, Famicos, Gordon Square Arcade and St. Ignatius High School.

Dr. Weinstein has doubled the number of students involved in the VITA program as a result of offering a service-learning course as part of the experience. He has discovered that offering a 0-1 credit option has motivated the students to participate. Most of the participants will eventually sit for the CPA exam and need 150 credits to take it. Dr. Weinstein thinks VITA will continue to grow at JCU through service-learning experiences. He also said, "I am very fortunate to work with CSSA because without them the VITA program would not be as organized or successful." ■

Famicos Foundation VITA 2018	Results
Returns Complete	1,605
Total Federal Refund	\$2,006,487.00
Total Federal Amount Due	\$252,546.00
State Refund	\$239,814.00
Total Refunds	\$1,993,755.00
Earned Income Tax Credit Returns	420
Earned Income Tax Credit Dollars	\$720,250.00
Child Tax Credit Returns	246
Child Tax Credit Dollars	\$255,161.00
Returns with Direct Deposit	956
Average AGI	\$23,361.00
Average Age	51

The chart above summarizes the results the JCU VITA students and volunteers were able to accomplish with the Famicos Foundation.

Community Partner Spotlight: Thomas Jefferson International Newcomers Academy

Thomas Jefferson International Newcomers Academy is a school for recently arrived refugees and immigrants in Cleveland. Part of Cleveland Metropolitan School District, Thomas Jefferson International Newcomers Academy is the only newcomers school of its kind in the country that serves students in grades Pre-K through 12.

Thomas Jefferson Academy, located on the near west side of Cleveland, provides rigorous English as a Second Language (ESL) classes as well as a comprehensive academic program. The school is designed to help students to find their way in a new country as they gain English skills and learn about customs and culture of the United States. Students at Thomas Jefferson come from 25 different countries, and speak over 28 different languages.



Eric Rozsits '19 works with a newly arrived student from Puerto Rico.

John Carroll's Center for Service and Social Action began a partnership with Thomas Jefferson International Newcomers Academy in spring of 2017. Opportunities for weekly service were launched this past fall.

Through this partnership, JCU's students provide in-class and after school tutoring and assistance three days a week to the immigrant and refugee students of Thomas Jefferson. In the process, JCU students gain a unique cultural education and the opportunity to understand the global conditions

and dynamics that cause migration and the hope for a better life.

When asked what she has enjoyed most about her experience at Thomas Jefferson, Anastasia Lengel '18, said, "While working on building relationships with the scholars I have been able to remember



Left to right: Hannah Likey, Eric Rozsits, and Pierce Srail enjoy weekly service at Thomas Jefferson Newcomers Academy.

the Spanish I learned years ago and continue to learn words from different languages. Not only have I been assisting young scholars in their quest to learn English but they have been assisting me in learning words from their languages, learning aspects of their cultures and learning about what it is like to be an immigrant or refugee."

Another student, Jeana Franjoine '19 reflected, "I've enjoyed finding ways to communicate with the students even though it may be difficult. I've enjoyed learning about their pasts and seeing how much they love to talk about their cultures. They all share so much passion for their cultures but are extremely respectful of each other, something my service group noticed the first day."

The JCU and Thomas Jefferson students have learned a lot from each other this academic year. We look forward to continuing to facilitate mutual learning and service for years to come. ■

New Database Launch A Success!

This academic year, the Center for Service and Social Action successfully launched its new service engagement and registration platform, GivePulse.

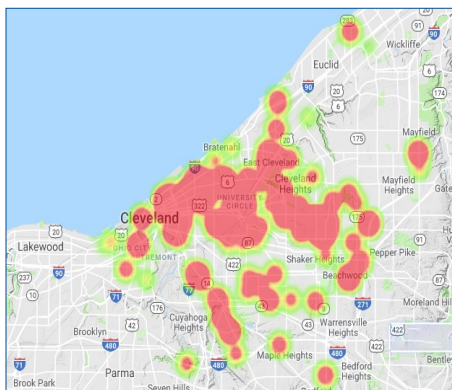
GivePulse has made service registration, event creation, and promotion faster. The new platform is more user friendly, intuitive, and interactive than it has ever been at JCU before! Students find the new site more visually captivating, making it easier to search through different service opportunities and discover activities that align with their passions and interests.

"As with anything, there is a learning curve. But once you use GivePulse even for a few minutes, you discover that the platform is so user-friendly! There is even a mobile app," says senior, Rachel Mills.

In addition to creating an improved student interface to facilitate service, CSSA has been able to track and analyze service participation data in a more streamlined and robust way.

"I've been really impressed by the capabilities of the system. Not to mention, the GivePulse support team has been incredibly responsive to our requests and needs. It makes using the database so simple!" says Lauren Rimar, Assistant Director for Student Engagement and Community Impact.

GivePulse has made it easier for CSSA to engage with students seeking various service opportunities for service-learning courses and voluntary service placements – from weekly, to one-time, to project based. In the coming years, we only see the vast improvements GivePulse will be able to help CSSA make to the JCU service experience, for our students, faculty, and staff! ■



A GivePulse Heatmap of service locations CSSA offers JCU students throughout Cleveland.

Experiential Learning: A Showcase of Project-Based Service-learning Courses Supported by the Center for Service and Social Action.

Experiential Learning is a hallmark of the JCU Student Experience. The Center for Service and Social Action works with interested faculty to provide unique and relevant opportunities that align course learning outcomes with meaningful projects that deepen knowledge of content areas and serve the wider community. On the pages that follow, various courses are showcased demonstrating how faculty have integrated project-based service-learning in their disciplines. CSSA helps identify potential community partners and projects that meet

Human Resource Management Human Resource Policy Projects



Dr. Rosanna Miguel

Course: MHR 352 Human Resource Management

Project-Based Service-Learning Description: *Students in this course were assigned a client from a range of community partners and non-profits in the Cleveland area. Students interviewed their client, gathered information, identified the human resource project the client requested, conducted research on that topic and delivered a research report and presentation to those clients.*

Project Learning Outcomes

- Students will provide their client with a research report and formal presentation. The content is based on best practices in similar organizations and scholarly research. Students prepare reports and recommendations linking the research with key HR outcomes, such as employee satisfaction, absenteeism, turnover, retention.

Project Examples

Client: Catholic Charities, Diocese of Cleveland

Project Topic: Employee Health and Wellness. Students researched 3 areas that seemed reasonable and relevant for the organization to undertake: Nutrition (e.g., "lunch-and-learns") Mental Health, and Smoking Cessation

Client: Cuyahoga County Juvenile Detention Center

Project Topics: (1) Transgender Policies – what they include, how they are implemented, and how they benefit the organization
(2) The Value of Volunteers to an Organization

Client: Cleveland Heights University Heights School District

Project Topic: Employee Recognition Program

Client: Eliza Bryant Village

Project Topics: (1) Social Media Policy
(2) How to Develop and Implement an Employee Satisfaction Survey
(3) How to Update Job Descriptions

Client: Domestic Violence and Child Advocacy Center

Project Topic: Recommendations for an Employee Handbook

Client: Cleveland Domestic Violence and Child Advocacy Center

Project Topic: Volunteer Onboarding Recommendations



Students in HS 212 meet and interview seniors at the Fatima Family Center as part of an Oral History project for the course.



Students engage historical methods and present graphically designed summaries to the seniors they interviewed.



Dr. Malia McAndrew conducts a class on site at the Fatima Family Center as students and seniors learn together.

Linked: History & Communication Oral History & Website Projects



Dr. Malia McAndrew
History Department



Dr. Mary Beadle
Communication
Department

Linked Courses:

- HS 212 History of the U.S. from 1877
- CO 240 Introduction to Mass Media

Project-Based Service-Learning Description: Students in this linked course learned about the methods of gathering oral histories. Then they applied this method in the community and gathered the oral histories of senior citizens from the Fatima Family Center who lived through the Civil Rights Movement. They transcribed the seniors' stories, prepared a graphically designed summary and gave their completed projects to the seniors they interviewed over the interview sessions.

Project Learning Outcomes

- Students will understand how to communicate to various audiences using many different channels of communication.
- Students will understand History through the point of view of an individual who lived through it.
- Students will explore and discover the role of media throughout recent history.

Service-Learning Project for HS 212

Students will learn the appropriate skills and methodologies for collecting oral history interviews. Students will develop interview questions based upon their understanding of history through course lectures, readings and a visit to the Western Reserve Historical Society. Teams of students will interview a senior citizen to gather information about that person's daily life and any significant historical events they witnessed. Students will record and transcribe their oral history interviews and write reflection papers after each visit. At the end of the semester, students will create a poster project that highlights the major life accomplishments of the senior they interviewed by integrating that person's life story into the larger narrative of American history. Students will present their projects to a formal gathering of all community participants at the conclusion of the course.

Service-Learning Project for CO 240

Students will build a basic website that communicates to other students the experiences of this linked class. Students will work with the same partner that they worked with in the Oral History Project. Three components that students must include in the web design are the oral history project, visit to Western Reserve Historical Society, and visit to Fox8 News. Students will include photos of their off-site visits, descriptions of the sites, and a video or text that explains and summarizes the linked nature of the learning experiences in this class.

Website Project Examples

Visit the Website links to see how students connected their learning and knowledge through this linked course.

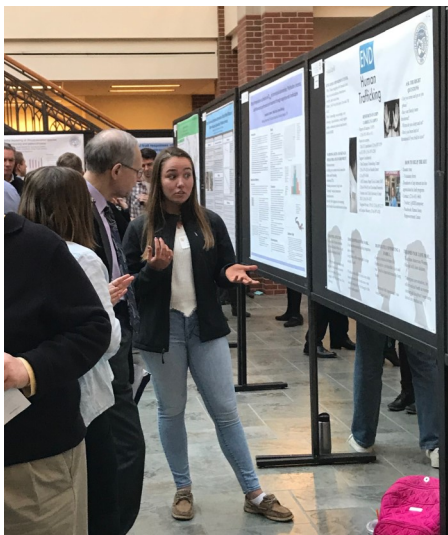
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<https://hjacobson21.wixsite.com/mysite-1/interviews>

<https://afreeman19.wixsite.com/mysitealpha>



Students in TRS 337 presented their research on human trafficking in Cleveland at JCU's Celebration of Scholarship.



Ms. Anita shares her story as a former victim of human trafficking during the Vigil planned by students in TRS 337.



Students in TRS 337 connected local and global advocacy around the issue. Kendall Miller '20 raises funds for the work of the Renee Jones Empowerment Center

Globalization, Theology & Justice: Human Trafficking Project

Dr. Deborah Zawislan

Course: TRS 337 Globalization, Theology, and Justice

Project-Based Service Learning Description: CSSA connected the professor with organizations and collaborative networks in Cleveland doing advocacy and outreach work to end human trafficking. Students collaborated with the Renee Jones Empowerment Center and worked in groups to complete three projects.

Project Learning Outcomes

Students will view the documentary Human Flows and look at the realities and perils of refugees. Students will learn about the reality of human trafficking, engage course content, and provide a research project to the Renee Jones Empowerment Center with the data and information requested about the legal, economic, and social impact of human trafficking in the Cleveland area.

Course Projects

- Students prepared and conducted an on-campus Vigil to End Human Trafficking and invited the Renee Jones Empowerment Center to present the story of a victim of human trafficking and ways students can raise awareness.
- Students researched the issues surrounding human trafficking and presented their findings in poster format and in a panel presentation at Celebration of Scholarship.
- Students engaged in a research project based on several topics requested by the Renee Jones Center and prepared a complete report on the research questions to the Center.

Organizational Behavior & Management: Team Service Projects



Dr. Stacy Astrove

Course: MHR 325 Organizational Behavior and Management

Project-Based Service-Learning Description: Students will form 3-4 person teams during the third week of class. Over the course of the semester teams will volunteer for a local organization for at least three hours. Groups will give a 10-minute presentation and submit a 5 page paper at the end of the semester reflecting on their experience.

Project Learning Outcomes

Students will discover how they function as a member of a team in accomplishing a goal. Students will form teams and will have the opportunity to engage in service to the local community by volunteering for an organization of their choice. The purpose of this project is to put into practice the concepts from class in a team volunteer activity. Additionally, students will have the opportunity to reflect upon this experience and evaluate ways in which their team excelled or struggled.

Project Sites

- Greater Cleveland Food Bank
- Lutheran Metropolitan Ministry Men's Shelter Dinner
- Cleveland Clinic: Stephanie Tubbs Jones Health Center Mobile Food Pantry
- Mayfield Village Game Night
- MedWish International

Spring 2018: Highlights from CSSA (continued from p. 2)



February

- Fr. Mark Ravizza, S.J., Ph.D. presented an engaging evening for invited students on, “**Conversation in the Jesuit Tradition**”. **Forty students** joined Fr. Ravizza for dinner and three rounds of Ignatian Conversation.
- CSSA hosted a field trip to the Western Reserve Historical Society for two new exhibits: “Cleveland Starts Here” and “The Stokes Brothers”.
- JP Grauly and Heather Craigie participated in Civic Engagement Facilitator Training.
- CSSA sent two students to the USCCB **Social Ministry Gathering** in Washington, DC Feb 4-6, 2018 to participate in the **Young Leaders Initiative**.
- CSSA coordinated the participation of **20 students** in the IRTF **Teach-in for Social Justice** on February 10, 2018.
- The second **JCU in the City Visioning Committee** convened for session two at the Ronald McDonald House Conference Center.
- Sr. Katherine presented the work and services available through CSSA at the **New Faculty Seminar**.



March

- CSSA sent **4 students** and staff member, Heather Craigie to the **IMPACT** conference hosted at Dayton University.
- Tyler Jew '18 receives the **Charles J. Ping Student Service Award from Ohio Campus Compact**, and Sean Freeman '19 receives the **National Newman Civic Fellows Award** for John Carroll University.
- The third **JCU in the City Visioning Committee** convened for session three at the Historic Dunham Tavern Barn.
- Maryellen Callanan, Heather Craigie, and Sr. Katherine participated in the **All City Read of Evicted** by Matthew Desmond and attended his lecture at the Cleveland Playhouse.

April

- CSSA sponsored the **2018 Jesuit Day of Service** with **7 work sites** and **216 participants** involved.
- Women's Softball and Women's Soccer received the **2018 Varsity Team Service Award**.
- CSSA hosted an end of the year reception for **Service-Learning Faculty** on May 10, 2018. Faculty showcased how they engaged this form of experiential learning in their courses.
- Heather Craigie and CSSA staff coordinated a Candlelight Vigil to End Human Trafficking in St. Francis Chapel.
- CSSA and Campus Ministry host **Theresa Flores** to educate and advocate against human trafficking as part of the **CRS University Ambassador's** program.

May

- The **Youth for Justice Summit** took place on campus on May 4, 2018 with **4 elementary schools**, **73 eighth grade students**, and **35 JCU tutors** participating. Students presented advocacy projects addressing an injustice in their schools or communities.
- **80 students** attended CSSA's year-end “**Now What?**” Workshop.
- **Nine students** were awarded **JCU Summer in the City Paid Internships** exploring service, solidarity and social action with a variety of non-profit organizations in Cleveland. ■



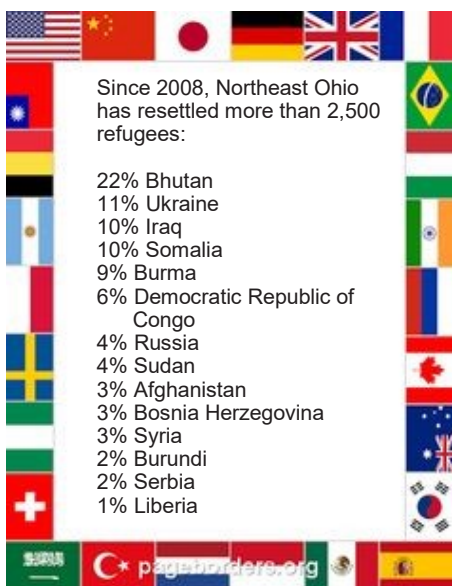
Sean Freeman '19 is named a National Newman Civic Fellow for his work in advocacy and service.



Tyler Jew '18 receives the 2018 Ohio Campus Compact Charles J. Ping Student Service Award.



Students in TRS 350 meet with Andy Mathay from Cleveland Catholic Charities Migration and Refugee Services to learn about their work and the realities facing refugees in Cleveland.



Interreligious Dialogue Refugee Project



Dr. Sheila McGinn
Theology Dept.



Ms. Gail Roussey
Campus Ministry

Course: TRS 350 Interreligious Dialogue

Project-Based Service-Learning Description: *Students critically analyze the culturally and globally diverse dimensions of religious experience as expressed in sacred texts, art, ritual practice, ethical commitments, and social structures. Enhancing students' leadership skills in positive and effective interreligious engagement.*

Project Learning Outcomes

- Explain the central features of four different religious traditions practiced in the Cleveland metropolitan area (especially among the recent immigrant and refugee population).
- Describe the diverse religious landscape of the U.S., especially the Cleveland area, both historically and today.
- Describe key issues of interreligious relations in the current Northeast Ohio context.

Course Projects

- 1). Students researched the food choices, recreational options and housing options necessary at John Carroll for members of different religious traditions to find themselves at home. They researched options for halal/kosher food, excused absences for students for religious holidays, residential options and recreational options for students who identify with a religious tradition that has requirements regarding males and females being together in a common space.
- 2). Students produced a spiral bound printed resource guide to assist staff and volunteers at Catholic Charities Migrant and Refugee Services be aware and sensitive to the faith traditions of different refugees settling in Cleveland. The guide was divided into sections according to the predominant religious/ethnic groups who access services. The guide included maps and information about places of worship, where to purchase religious/cultural food, and sites where religious art or community recognition of this faith is evident, as well as key points for staff and volunteers to consider in interacting with members of this religious/ethnic tradition.

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#ServeCLE

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Center for Service and Social Action Mission Statement

Centered in the rich tradition of Catholic Social Teaching in dialogue with the contemporary Jesuit commitment to a faith that does justice, the Center for Service and Social Action seeks to educate for justice by offering opportunities for learning through service and advocacy.

The Center connects the campus with the community through sustained partnerships that enable us to realize the Jesuit goal of developing well-educated men and women who understand what it means to stand in solidarity with those who are poor and marginalized; to engage in ongoing reflection; and to build a more just and humane society.