



CENTER FOR **SERVICE** AND **SOCIAL** **ACTION**

ANNUAL REPORT
2018-2019

LIVING THE
MISSION!



John Carroll, as a Jesuit University, is by definition a place where students learn by engaging in life and make meaning of it through scholarly pursuits, community-engaged learning, co-curricular involvement, the bonds of friendship, and the power of reflection. The classroom extends far beyond the walls and bounds of the campus. The wider community is a classroom, too, and provides students with real-world experiences that open their eyes, inform their minds, change their hearts, and connect knowledge and experience in dynamic ways.

Fr. Arturo Sosa, S.J. in his speech at the University of Antonio Ruiz de Montoya, in Lima, Peru stressed the essential connection between a university and the life of the wider community. He noted, “A Jesuit University is an intellectual work that is accomplished by participating and sharing in the life of the community. It is not the work of isolated individuals, but of people in dialogue, communities, teams, institutions that think together, seek to formulate common proposals and understandings on issues and problems that affect the community. An intellectual apostolate that brings us out of our buildings and institutional security,

committed to justice, reconciliation, democracy, sustainable development of our peoples as a path to lasting peace.”¹

Our work continues to deepen in terms of its level of intentionality, criticality, and mutuality in all we do. The benefits of engagement are shared by faculty, students, staff, and community partners alike where we work to strengthen collaboration and strive for continuous improvement.

This past year was marked with many exciting highlights including a new program, “Meet CLE”, the creation of a new summer internship program, JCU Summer in the City, and new roles for our student leadership team. In all we do, we serve the mission of the University by supporting faculty, empowering students, and strengthening community-university partnerships that build capacity, generate knowledge, and leverage the teaching, research, and service for a greater good.

Respectfully submitted,

Sr. Katherine Feely, SND

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Director,
Center for Service and Social Action

¹ Arturo Sosa, S.J., Speech at the University of Antonio Ruiz de Montoya (Lima, Peru), 23 March 2017.

The Year's **HIGHLIGHTS**

- Engaged 1,588 students in 110 weekly and 40 one-time service opportunities throughout the Greater Cleveland community with 75 community partners.
- Redesigned and launched a new first-year orientation experience called “Meet CLE” to provide a dynamic introduction to the mission of JCU, the city of Cleveland, and the community partners with whom we work.
- Created a new summer internship program, “JCU Summer in the City: Social Action and Advocacy Internships,” involving placements at six different community partner sites, an academic intern roundtable, learning opportunities throughout the city, and a culminating research project delivered to the community partners.
- Expanded the Carroll Reads Early Literacy Program and continued to engage best practice in the field of early childhood literacy for a lifetime of learning.
- Participated in the planning process with the Boler College of Business to explore the design and launch of the Boler School of Leadership and Social Innovation.
- Completed work on mapping experiential learning at JCU as part of the Provost’s Experiential Learning Committee.
- Received the 2019 Catholic Charities Volunteer Group of the Year award for our work with the Fatima Family Center.
- Welcomed new staff members, Lisa Morde and Carolina Kane, to the CSSA team who bring tremendous talent and expertise in engaging students and telling the stories of impact that make JCU unique.
- Hosted the 21st Century Changemakers Forum with participants from Albania, Bosnia, Herzegovina, Cyprus, Greece, Kosovo, Latvia, Serbia, Slovakia, and Tajikistan as part of the U.S. Department of State’s International Leaders program.
- Participated in the Education Department’s Council for the Accreditation of Educator Preparation (CAEP) accreditation visit and provided documentation of student service-learning experiences in education courses in support of their submission.

Highlights of Student Engagement: CSSA BY THE NUMBERS

75

community partners engage JCU students in their organization and deepen students' academic learning.

1,216

students were involved in academic service-learning.

118

students were employed by CSSA as student liaisons, early literacy tutors, office workers, and reflection readers.

219

service activities were offered during the year.

81

service-learning courses were offered in 15 different disciplines.

45

faculty taught service-learning courses this past year.

146,236

hours of service were contributed by JCU students.

\$3.52 MILLION

This equates to approximately **\$3.52 million in economic impact** in the region based on the value of volunteer time as calculated by the Independent Sector.¹

¹This is based on the Value of Volunteer Time by State (Ohio = \$24.05/hour) https://independentsector.org/resource/vovt_details/

MISSION

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 educates for justice by offering experiential opportunities for learning through service, community-based research, and civic engagement. The Center connects the campus with the community through mutual partnerships that are significant, eye-opening, and transformative. These high-impact learning experiences help the University realize the Jesuit goal of developing well-educated men and women who understand the realities of a changing world as well as what it means to stand in solidarity with those living in poverty and on the margins. Through engagement, reflection, and advocacy, students are empowered to help build a more just and humane society.

LEARNING OUTCOMES:

- Through service-learning experiences and service opportunities students will:
- Apply and deepen course knowledge through engaged experiential learning.
 - Gain increased knowledge of community issues, needs, strengths, challenges, and resources.
 - Develop competency to challenge uncritical assumptions about the lives of others, especially those living in poverty and on the margins.
 - Cultivate a habit of reflection about the meaning of service in their lives and how their service experience informs their vocation.
 - Develop an awareness of civic responsibility and the importance of community engagement.
 - Engage in advocacy work that fosters solidarity, promotes the common good, and contributes to social change.
 - Engage in activities that advance the promotion of justice and social action.
 - Develop a greater understanding of others' lived experiences through sustained, personal interactions.
 - Communicate skillfully in multiple forms of expression.
 - Cultivate a lifelong habit of service as members of the John Carroll University community and as alumni.



Service with a smile. Student liaison Pierce Srail '19 picks up students heading to service. CSSA provides more than 100 weekly service activities for students from 7:30 am in the morning to 9:00 pm at night seven days a week.

Summer 2018 Shepherd Interns Sereen Nasrallah '20 and Jillian Schaefer '20 learned first-hand about the multiple dimensions of poverty in the United States.

Delaney Burns '21 and Kaylee Bowersock '20, were part of the delegation to the 2018 Ignatian Family Teach-In for Justice.



STRATEGIC PRIORITIES ACCOMPLISHED 2018-19

(Aligned with the University Strategic Plan: "Promise and Prominence 2015-2020")

**goal
1**

ACADEMIC EXCELLENCE FOR STUDENT LEARNING AND SUCCESS

- Convened the Experiential Learning Committee to look at the range of opportunities students have across the curriculum and co-curriculum to participate in high-impact experiences that are a hallmark of a John Carroll education.
- Developed processes and procedures that encourage students to engage in experiential learning opportunities, track progress, incorporate best practices in reflection, and develop standards and efficiency across campus.
- Hosted the Service-Learning Faculty Showcase and reception as a venue for faculty to share their experiences and expertise around community engagement and hear about the work of their colleagues.
- Presented the work of CSSA at the New Faculty Seminar to create awareness of the work of the Center and the support CSSA provides to those interested in community-based learning.
- Hosted faculty development workshops led by Patrick Green, Ed.D. from Loyola Chicago to provide faculty with practical tools and resources for integrating service-learning into their courses more effectively. The workshops included "Transformative Teaching and Learning," and "Building High-Impact Learning into Your Courses: A Practical Workshop for Course Design."

CSSA students Zachary Thomas '18, Caitlin Matthews '19, Erin Mulvaney '19, and Jillian Schaefer '20 presented a workshop on their work in the Cuyahoga County Juvenile Detention Center at the 2018 IMPACT Conference.

Kendall Miller '20 and Antonia Piazza '20 at the 2018 CRS University Student Leadership Summit.



goal FAITH THAT DOES JUSTICE

- 2**
- Created a new orientation program for Student Liaisons to develop relationships, engage with the Jesuit values, and begin to build a critical consciousness of a faith that does justice.
 - Conducted the semester-end "Now What?" Workshop in fall and spring to promote student reflection, academic integration, and pathways to action with internships, courses, and other engagement opportunities.
 - Hosted Leila Attassi, award-winning writer for the *Cleveland Plain Dealer*, as the Lunch Keynote for Ignatian Heritage Week. She presented her work on "A Greater Cleveland," a long-term project by cleveland.com and The Plain Dealer exploring the barriers faced by Cleveland children and families in poverty and solutions that address the root causes of poverty.
 - Provided staff professional development opportunities on race, equity and inclusion training, cultural competency, asset based community development, and civic engagement.



" Jesuit Day of Service is a special whole community event and there's a buzz on campus when so many community members come together. "

- JDOS Participant

JESUIT DAY OF SERVICE

Jesuit Day of Service is an annual day of service consisting of a collaborative effort of all the Jesuit apostolates in the greater Cleveland area including: Ignatian Volunteer Corps, Jesuit Retreat House, Jesuit Volunteer Corps, Boys Hope Girls Hope, St. Ignatius High School, Walsh Jesuit High School, St. Martin de Porres High School, Gesu Parish, and the Ignatian Solidarity Network. Through collaborative engagement and joint planning, this day is an opportunity to extend the Jesuit mission across the city in dynamic ways.

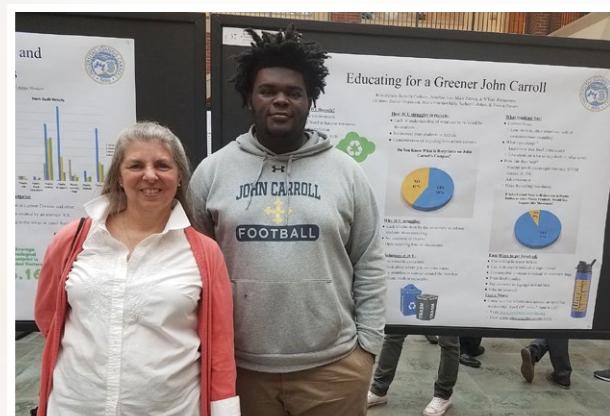
• 373 Faculty, Staff and Students from John Carroll University participated in the annual city-wide Jesuit Day of Service on April 27, 2019 comprised of:

- **350 Students**
- **23 Faculty & Staff**
- **1,492 Hours of Service**

This year's event was led by a student planning team comprised of **John Tucci '19** and **Drew Kleinman '21**.

John Carroll service sites included the following places where students, faculty, and staff worked with the various organizations to achieve the tasks and needs identified:

- Fatima Family Center – in the Hough Neighborhood
- St. Thomas Aquinas Elementary School – in the Hough Neighborhood
- St. Francis Elementary School – in the St. Clair-Superior Neighborhood
- E. 95th Street Garden – in the Hough Neighborhood
- Community Greenhouse Partners – in the St. Clair Superior Neighborhood
- Edwin's Leadership & Culinary Institute - equipping reentry populations with culinary skills and training
- The Wilson School – in the Hough Neighborhood
- Bellefaire JCB and Fostering Hope – in University Heights



goal 3

AN ENGAGED CAMPUS COMMUNITY

- Co-led the reapplication effort for the University's Carnegie Classification for Community Engagement.
- Strengthened existing community partnerships and established new ones in response to faculty requests, course needs, and community interest.
- Coordinated a university-wide educational campaign: From Invisibility to Action: An Ignatian Approach to Confronting Human Trafficking, supported by a grant from Catholic Relief Services and run by JCU's Catholic Relief Services Student Ambassador group.
- Created an Internship Showcase for the campus to provide a forum for Shepherd Interns and JCU Summer in the City Interns to share their experiences and present their research projects.
- Co-hosted a Non-Profit Internship and Post Grad Year of Service Fair in collaboration with Campus Ministry and Career Services.
- Convened the annual Community Partner Meeting on campus with more than 60 community partners in attendance. Dr. Cece Brenan, Dr. Bob Giacalone, and Dr. Sherri Young presented workshops requested by the partners. Leila Attasi from the Cleveland Plain Dealer was the Keynote Speaker.



Keynote Speaker: Leila Attasi



Abby Gloninger '21 and Jacqueline Goldcamp '21 help connect students to a wide range of activities and opportunities to get involved and make a difference.



Children from the Fatima Family Center proudly display the puppets they made as part of Fatima Fun Day hosted at JCU.



The CSSA Student Leadership Team animates, guides, and directs the service work that is done in the community. They train their peers, provide essential input and feedback, and improve what we do from a student-centered perspective.

JCU DEVELOPS:

Leadership | Intellect Character | Service



The Center for Service and Social Action received the 2019 Catholic Charities Hope Award for our work with the Fatima Family Center.



President Michael Johnson presents John Tucci '19 with the inaugural Magis Award for Inspired Leadership.

The 2019 Community Service Award Winners. From left to right: Jacob Fritsch '21, Liz Marcelli '20, Dr. Elizabeth Stiles, and Dr. Kyle O'Dell. Pictured with Dr. Michael Johnson, Sr. Katherine Feely, and Dr. Ed Peck.



Graduate Assistants Josie Moreno and Amelia Bendo bring tremendous heart and soul to the work they do in CSSA.



Lydia Bailey, from Lutheran Metropolitan Ministry and Chantel Davis, from Eliza Bryant Village share best practices in working with JCU students at the CSSA Annual Community Partner Meeting.

Special Program **HIGHLIGHTS**

Youth For Justice Program

Youth For Justice Program is a citizenship instruction program focusing on identifying and addressing social justice issues locally for eighth grade classrooms. We had a total of 71 participants involved in the program: 19 JCU students and 56 eighth graders. Participating schools included St. Thomas Aquinas, St. Francis Elementary, and Heritage Middle School.

The Youth for Justice Summit took place on JCU's campus on May 3, 2019. Eighth grade students presented their Social Justice Projects to a panel of judges and received awards and recognition to execute and implement their projects.



Carroll Reads Early Literacy Program

The Carroll Reads Early Literacy Program is a high-impact early literacy tutoring program for K-3 students in public, parochial, and charter schools. This past year 40 John Carroll students tutored a total of 148 children twice a week in one-on-one sessions for the entire academic year. Participating schools this year included Marion-Sterling Elementary School, St. Francis Elementary School, St. Thomas Aquinas Elementary School, and Shoreview Elementary School. Ellen Berglund and Virginia Ayers served as Site Coordinators to provide coordination, training and support to the JCU tutors.



Carroll Reads began as a pilot program in spring 2010 to help build reading and language skills in K-3 students who were reading below grade level.

Research shows one-on-one tutoring programs are highly effective in preventing reading failure, especially in the early grades.

If students do not acquire literacy skills prior to third grade, their chances of success later in school are significantly diminished.

National Newman Civic Fellow: Naudia Loftis

Naudia Loftis '20, received the National Campus Compact Newman Civic Fellows Award. Naudia is a member of the Class of 2020 majoring in Communications and Digital Media and is a member of the Arrupe Scholars Program. Naudia was recognized for her commitment to social change and community activism. Naudia's ability to effectively lead and engage others, her sense of social justice, and her work to end gun violence for the betterment of the community make her a powerful advocate for change and a leader among her peers.



Ohio Campus Compact State Award: The Charles J. Ping Student Service Award: Zachary Chapman

Zach Chapman '19 received the Ohio Campus Compact State Award: The Charles J. Ping Student Service Award in recognition of his commitment to advocating for and accompanying those who are homeless in the city of Cleveland. Zach was a senior Economics major from Maumee, OH, an Honors Scholar, and a member of the Leadership Scholars Program. Zach was also a member of the first cohort of JCU Summer in the City Interns. Zach created a Homeless Bill of Rights as part of his internship, which is now making its way through Cleveland City Council.



Volunteer Income Tax Assistance Program

The Volunteer Income Tax Assistance (VITA) Program offers free tax help to low-to-moderate income individuals and families. The VITA program focuses on helping families prepare their returns and apply for the Earned Income Tax Credit (EITC). Certified volunteers receive training to help prepare basic tax returns. The Center for Service and Social Action and the Boler College of Business Department of Accountancy recruit and train students, faculty, staff, and alumni to help individuals and families file their taxes electronically. Assistance is provided at community and neighborhood centers, libraries, and schools.



In the 2018-19 academic year 36 students provided more than 400 hours of free tax return preparation.

At the Famicos Foundation, students assisted in the preparation of 1,639 tax returns, netting refunds of \$2,234,522.

At Cleveland Central Catholic, students assisted in the preparation of 120 returns, netting refunds of \$205,504.



STUDENT LEADERSHIP & CIVIC ENGAGEMENT IN CSSA

Over the past year, the Center for Service and Social Action's Student Leadership programs integrated exciting new offerings that prioritized community-building, deepened analyses of place-based social justice issues, increased student capacity for civic engagement, and strengthened the student voice.

To kick off the fall 2018 semester, Student Liaisons and CSSA staff participated in an inaugural community-building event at a local picnic site and recreational facility. The event allowed time for CSSA's Student Leadership Team (SLT) members to meet with their mentor groups and establish expectations for the semester. After a picnic dinner, students enjoyed a rousing kick-ball tournament and ice cream.

The spring semester's kick-off event focused on place-based education around social justice issues that many of the Liaisons have experienced through their weekly service placements. Liaisons toured the Undesign the Redline exhibit, hosted by Cleveland Neighborhood Progress. The docent-led tour gave Liaisons a nuanced understanding of how government policies like redlining perpetuate contemporary inequities around housing, wealth accumulation, health, education, and upward mobility in Cleveland and around the U.S.

The group then proceeded to Edwin's Leadership and Restaurant Institute, where they enjoyed dinner and

heard from founder, Brandon Chrostowski, about the Institute's culinary training program for formerly incarcerated adults. Both the community-building and educational benefits of these kick-off events were noted throughout the semester in subsequent trainings and gatherings.

Now entering its 6th academic year, CSSA's Student Leadership Team has taken on an increasingly pivotal role in creating and facilitating student leadership programming. After an extensive assessment of Monthly Student Liaison trainings over the prior two years, the 8-member Student Leadership Team agreed to pilot a peer-led training approach based on the Social Change Model of Leadership. Instead of bringing in outside facilitators for the trainings, pairs of SLT members alternated designing and co-facilitating trainings that covered each Social Change Model category over the course of the year.

Training themes included group collaboration, self-care for social changemakers, controversy with civility, white privilege and unlearning racism, and social change across the disciplines. An assessment of the past year's trainings was conducted using the Socially Responsible Leadership Survey: a tool specific to the Social Change Model. Based on event-specific evaluations and qualitative feedback from Liaisons, this pilot model of student-led trainings was a resounding success that we hope to build upon in the coming year.



Student Liaisons at Edwin's Leadership and Restaurant Institute, Spring 2019.

Michael Flynn '21 navigates an obstacle course at a monthly Student Liaison training focused on effective communication skills.



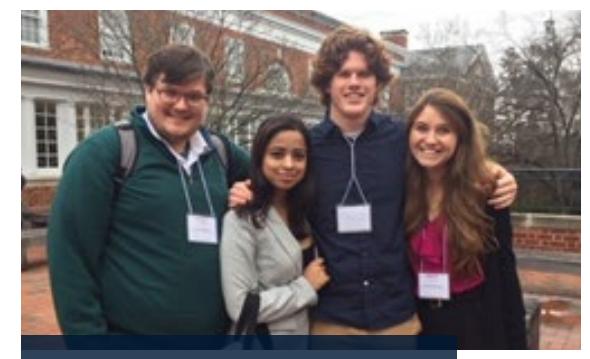
Student Liaisons Lilian Lebednick '21, Luke Brown '22, Alana Okuley '22, and Jillian Schaefer '20 enjoy an afternoon of bowling to build teamwork.



Erin Mulvaney '19 poses with her mentor group after a monthly training. Teams earn points as they compete for a home-cooked meal.



Student Liaisons cheer on their kickball team at the Fall 2018 semester kickoff event. They met their mentor groups and built rapport to start the year off on the right foot.



Zachary Chapman '19, Tulasa Baral '20, Jacob Fritsch '21, and Liz Marcelli '20 attended the IMPACT Conference in February 2019.

THE CENTER FOR SERVICE AND SOCIAL ACTIONS "MEET CLE" 2018



CSSA redesigned its first-year student orientation program for the start of the fall 2018 semester.

"Meet CLE" is quite a change from the prior "Living the Mission Day" activity. Why the change?

The staff of the Center for Service and Social Action met to explore ways to improve and strengthen the day. We wanted to shift the focus of the day from **"doing service"** to **"building relationships"**.

Living the mission is all about relationships - connecting hearts and minds, connecting purpose and passion - and we wanted to communicate this to new students as the heart of the mission and the purpose of the day.

What was the goal of the day?

"Meet CLE" was focused on building relationships on three levels. First we wanted to support and encourage first-year students to really meet each other and get to know their classmates. Secondly, we wanted students to meet our community partners and learn about their work so they could get involved during the year. Lastly, we wanted students to meet Cleveland in an experiential way by touring the city by foot, on bikes, or by dragon boat as they learned a bit more about the history of Cleveland and what's happening in the city today.

"Meet CLE" participants discovered Cleveland through the lens of a particular neighborhood and organization in one of ten engaging and unique activities.

Outcomes for "Meet CLE":

1. Context: Participants will understand the historical context and priorities of a local organization or neighborhood.
2. Experience: Participants will explore the richness, context, and complexities of the Cleveland region, fostering questions and dialogue that extend beyond the program.
3. Reflection: "Meet CLE" will encourage and equip students to connect their experience to the Jesuit mission by utilizing the JCU reflection model of prepare, analyze, and articulate learning.
4. Action: Participants will identify opportunities and pathways to stay engaged in Cleveland.

Why did you choose the partner sites and organizations that were used that day?

We chose sites based on two key criteria, first, we selected organizations with whom we have a longstanding partnership where students could get involved weekly and stay involved and engaged during the year. Secondly, we selected organizations that are doing innovative and significant work in the city that we thought would be of interest to students.



Why did you structure the day the way you did?

We wanted students to experience many different facets of the city of Cleveland through a variety of interesting and dynamic encounters. In the morning, students could choose from one of ten adventures with one of our community partners. They learned about what that community partner or organization did, why it mattered, and then they participated in a hands-on experience at that site.

We wanted all the students involved to meet back up as a group for lunch at Merwin's Wharf. This location, located on the banks of the Cuyahoga River in the Flats, provides a great view of the city. From here, each of the afternoon tours began. At Merwin's Wharf students could play a variety of outdoor games including giant Jenga, Connect Four, Corn Hole, etc. The space was perfect for large groups and provided space for students to connect and meet each other over lunch.

After lunch, we wanted students to meet new groups of students – so they were mixed up and selected one of three after-lunch tours. These tours were narrated by guides who know about the city of Cleveland and they could shed more light on all that is happening in the city.

We wanted this re-designed event to begin with students building relationships by meeting the community partners who do remarkable work in the city of Cleveland. We wanted to showcase some of the interesting faces, places, and service activities that can be part of the student experience for the next four years of their time at John Carroll.

“ It was really fun. I did things I had never gotten to do before and saw a part of the city that I had never seen. It was a great experience learning about all the different parts of Cleveland and meeting my new classmates. ”

-Emily, Class of 2022

Now that you've had time to reflect on the day, would you say it was a success?

Overall, once the staff of CSSA had time to review the evaluations and feedback, we would say it was a tremendous success. The community partners and organizations each provided extraordinary hospitality and great experiences. The logistics were very well executed and pretty seamless for the first time through.

What was your favorite part of the day?

My favorite part of the day was seeing students really enjoy their various experiences and begin to get to know their classmates while they got to explore and get to know the city a little bit better. The CSSA staff did an incredible job in planning and execution. It was wonderful to see what a difference each member of the staff made to the success of the overall event.



"Meet CLE" ACTIVITY THEMES

- **Urban Farming & Harvesting for Hunger -** Community Greenhouse Partners
- **Encounters with Courage: Refugee Resettlement** - Catholic Charities Office of Migration and Refugee Services
- **Arts for Social Change** - Land Studio & Gordon Square Arts District
- **Chopping for Change** - Lutheran Metropolitan Ministry Social Enterprise Center
- **Bookworms! The Art of Papermaking -** The Morgan Conservatory



Students toured the Morgan Conservatory, the various studios, projects, and garden. After a presentation about the work and mission of the Conservatory, students participated in two mini-workshops on papermaking and printmaking. Students used Kozo grown in the Kozo garden for the paper they made.

Students learned about Sustainable Cleveland 2019, a 10-year initiative to get residents working together to design and develop a thriving and resilient Cleveland. Students also participated in a service project with the Ohio City Bicycle Co-op recycling bicycle parts.



At Community Greenhouse Partners students learned about the issue of food insecurity: what it means, who is affected, and its structural causes. Students also heard from those who work on this sustainable urban farm. Students lent a hand in a variety of ways at this innovative urban venture.

At historic League Park, students explored the role that baseball played in the history of Cleveland. Students also met LaJean Ray, Executive Director from the Fatima Family Center across the street, one of our hometown heroes. Students teamed up to have the unique opportunity to play a baseball game on this historic field with their new classmates.



- **Take Me Out to the Ball Game** - League Park
- **Destination Innovation** - Ingenuity Cleveland
- **Street Voices: Finding a Way Home** - The Bishop Cosgrove Center and The Northeast Ohio Coalition for the Homeless
- **Won't You Be My Neighbor: Community Development** - Famicos Foundation
- **Green City on a Blue Lake: Sustainable Cleveland** - The City of Cleveland's Office of Sustainability & Ohio City Bike Co-op



Quotes from Students on what they enjoyed most...

"Learning more about the history of the Cleveland Indians and seeing where baseball used to be played.

- Andrew

We all came together to provide work for the community.

- Bobby

The presentation at Sustainable Cleveland was very interesting and engaging.

- Liam

We were able to talk to refugees and really get a closer look at what they had been through. It was truly humbling and inspiring.

- Maya

I loved how we all came together and painted a wall which would've taken hours for the painter to complete by himself.

- Macy

I was interested to see how there are places in the Cleveland area doing such great things. So seeing the Chopping for Change program was such a cool experience.

- Ryan

I loved how we got to see one of the hidden gems of Cleveland and actually take part in an activity that contributed to society while also having fun with new classmates!

- Sofia

I liked learning how the murals connect to the community.

- Megan

Very informative, it felt like I got to know Cleveland better.

- Luke

I enjoyed hearing the stories of formerly homeless women and learning about what the Bishop Cosgrove Center does to help the homeless in many different capacities.

- Kiera

JCU Summer in the City Internships

Nine interns were selected and placed with community partners who are addressing the social issues of our times. Students explored the root causes of the issues facing residents of Cleveland and learned more about the systems, structures, and potential solutions. Students participated in a bi-weekly round-table seminar to take a deeper dive in social analysis as they gained experience with a variety of organizations working for change in Cleveland. They learned from experts in the community organizations in which they were placed, discussed the book, *Evicted* by Matthew Desmond, explored systems and structures of inclusion and exclusion, and identified a research and advocacy project to propel their organization's work forward.

Internship Placements for Summer 2018

- **Global Cleveland - InterCLE**
 - Mission: to attract, welcome, and connect international newcomers to economic and social opportunities in Cleveland and Cuyahoga County.
- **Lutheran Metropolitan Ministry - Advocacy Office**
 - Mission: to provide innovative social enterprise job training, civic engagement strategies, and safety net services for the people of Cleveland and across northeastern Ohio.
- **St. Clair Superior Development Corp - Healthy Homes Project**
 - Mission: to connect people, expand opportunity, and build livable healthy and inclusive places.
- **Famicos Foundation - Community Building and Engagement**
 - Mission: to improve the quality of life in greater Cleveland through neighborhood revitalization, affordable housing, and integrated social services.
- **The Land Trust - a program of Neighborhood Housing Services of Greater Cleveland**
 - Mission: to improve household stability and affordability in neighborhoods throughout Northeast Ohio.
- **Economic & Community Development Institute - Women's Business Center**
 - Mission: to invest in people to create measurable and enduring social and economic change. The Women's Business Center is the only SBA-funded Women's Business Center in the state
- **Northeast Ohio Coalition for the Homeless**
 - Mission: to organize and empower homeless and at-risk men, women and children to break the cycle of poverty through public education, advocacy and the creation of nurturing environments.

“A Jesuit University is an intellectual work that is accomplished by participating and sharing in the life of the community. It is not the work of isolated individuals, but of people in dialogue, communities, teams, institutions that think together, seek to formulate common proposals and understandings on issues and problems that affect the community. An intellectual apostolate that brings us out of our buildings and institutional security, committed to justice, reconciliation, democracy, sustainable development of our peoples as a path to lasting peace.”

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