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Brown Bag Series on Diversity [Project Proposal]

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PSU Non-IC-Funded Project Profile Form

The intent of this form is to capture project information for both active and proposed projects associated with an Integrated Cluster (IC) which **do not require specific IC funding**.

Note that PSU has created a separate process for funding Integrated Cluster projects. For additional information on that process and the associated forms, review the collateral posted on the PSU site: <https://www.plymouth.edu/clusters/project-proposal-submission/>

Instructions for the PSU Non-IC-Funded Project Profile Form:

- ✓ Download this form to your computer

- ✓ Complete the form and save it on your computer; include the title of your project in the file name

- ✓ Forward the file via email to the IC Project Manager, Ross Humer at rhumer@plymouth.edu

- ✓ Project Profile will then be logged & forwarded to the appropriate IC Guide Team(s)

Instructions for the PSU Non-IC-Funded Project Profile Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Brown Bag Series on Diversity

Project Status:

- This is an active project which began: 10/5/2016
- This is a proposed project which is expected to begin:

Project Leadership: (Identify Project Director/Manager or Co-Manager(s) Danielle Lacorazza & Stephanie Halter

Project Description: This project draws together experts, practitioners, and the PSU community to discuss the various issues being seen in the criminal justice system and overall society. Together, voices will be heard from varying backgrounds allowing attendees to walk away with new perspectives that they could potentially incorporate in to their own lives, career, and conversations.

Project Goals and Outcomes:

- 1. Project Goals – Briefly identify and describe the objectives of this project** This project seeks to attract students, faculty, and staff to informal opportunities to discuss the topics pertinent to diversity within the criminal justice system and society as a whole.
- 2. Student Learning Outcomes – Outline the expected student learning outcomes** Increase awareness about current events. Enhance critical thinking about real life issues to generate potential resolutions to these issues.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student

engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

This project seeks to foster relationships amongst disciplines by inviting them to the table to share their perspectives on the issues within the criminal justice system, but to also allow them to hear about our methods/thoughts on addressing the very real issues. We have sought to bring in panel members from various disciplines, so that attendees can see that while we are coming at it from different sides, we are seeking to accomplish similar goals.

Through this project, we have connected with new outside partners, including police departments, research institutes, and organizations. There are four brown bag discussions. The topics are:

- School to Prison Pipeline
 - What is the School-to-Prison pipeline? Are kids really being taken from the school and brought to a prison? Or does this mean that some students are more apt to be involved with the juvenile justice system than others?
- Policing in a Diverse Community
 - Come hear about challenges police face in implementing a community-policing model and about ways they've tried to overcome those challenges in diverse immigrant communities that are largely non-English speaking.
- Disparities in Sentencing and Punishment
 - An explanation of the process of a criminal trial and discussion about the outcomes with a Public Defender
- Death Penalty Distribution Amongst Diverse Offenders
 - What are some of the issues that are experienced by someone who has been sentenced to the death penalty? Is it really a deterrent?

The Brown Bag series will make an impact on the attendees and the participants because it will broaden their perspectives from their inherent biases and practices. The panelists range from academics to practitioners.

The Race, Class, Crime, and Justice course requires students to attend the brown bag discussions in lieu of class. While I am confident in my knowledge of diversity in the criminal justice systems, the brown bag allows me to see these issues first hand from a nonacademic perspective.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Danielle Lacorazza	Asst. Professor	Co-PI	CJ	DMLacorazza@plymouth.edu
Stephanie Halter	Assoc. Professor	Co-PI	CJ	sjhalter02@plymouth.edu
Kathleen Norris	Assistant Professor	Guest Speaker	Education	knorris@plymouth.edu
Panthers for Peace	Organization	Reserve Space and Market		

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Richard Mello	Lebanon PD	Speaker	Policing	police@lebcity.com
Jesse Friedman	NH Public Defender	Speaker	Law	jfriedma@nhpd.org
Gilles Bissonette	ACLU	Speaker	Racial Disparities	gilles@aclu-nh.org

Student Participant Profile (Identify the student population(s) to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Race, Class,	Attendees	Undergrad	CJ	22

Crime, & Justice				

If this is planned to be incorporated into curricula, provide a description:

Project Funding

This project requires no funding (***skip to IRB Compliance***)

This project has/requires funding from other sources than the IC budget (***complete the following***)

Cost Category	Requested funds
SOURCES OF FUNDS	
o Grants	
o External Partners	
o Other	
Total: Sources of Funding	\$ -

Describe the status of funding requests or approvals:

Note that any projects requiring grant funding will need to comply with the RAC process.

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (***complete below***)

IRB Approval Status:

IRB Approval Date:

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 10/5/2016

Project Complete Date: 11/30/2016

Project Milestone	Milestone Description	Target Completion Date
10/05/16	Brown Bag – School to Prison Pipeline	
10/19/16	Brown Bag – Policing in Diverse Community	
11/02/16	Brown Bag - Sentencing and Punishment	
11/30/16	Brown Bag – Death Penalty	

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: N/A