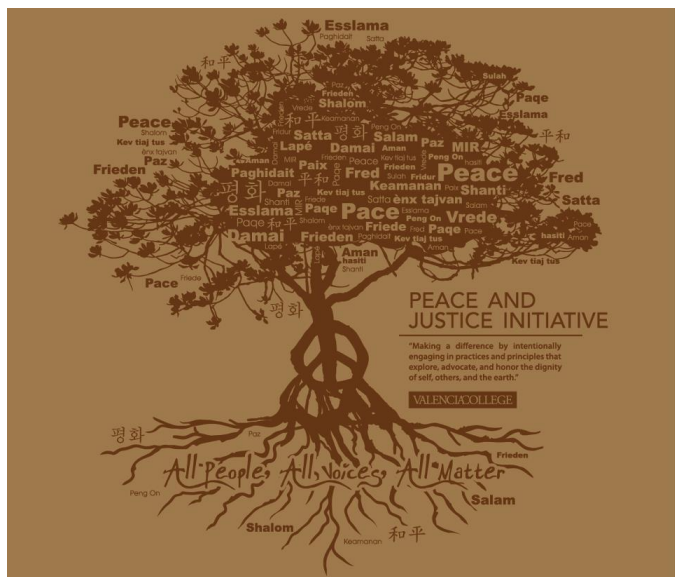


Valencia College Peace and Justice Initiative



All People, All Voices, All Matter: Making a difference by intentionally engaging in practices and principles that explore, advocate, and honor the dignity of self, others, and the earth.

It's been an active and inspiring spring and early summer at Valencia College. This newsletter reflects the wealth of people, programming, passion, and growth of the Peace and Justice Initiative.

Thanks to our newsletter contributors and the students, faculty, staff, and community partners who support us along the way.

We want you to be involved! Connect with us and stay informed about events, films, workshops and more through social media. So go ahead, act now, and "like" us on Facebook by clicking on the image below.



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VALENCIA COLLEGE

Peace and Justice Initiative

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Newsletter edited by Rachel Allen and Krystal Pherai

EVENTS

Conversation on Justice
January 27-31, 2014

A Faculty Reflection on the Peace and Justice Institute Conversation on Justice Week

By Mollie McLaughlin, Professor of Speech and Interpersonal Communication, East Campus



Aren't the best moments in teaching really about transformation? For many of the faculty and staff members participating in Valencia's [Peace and Justice Initiative](#) (PJI) events, transformational moments are becoming more and more frequent, both for our students and for us.

In January, and for the third consecutive year, the PJI hosted a weeklong dialogue of workshops, story and films called [Conversation on Justice](#). The goal of this conversation was to engage our community in dialogue about areas of injustice and inequality in a meaningful way. Each year the event has grown, with the attendance of more than 2,100 students, staff, faculty, administrators and community partners at multiple campuses this year.

My purpose in writing this article is to articulate some of the challenges faculty members may share when participating in this kind of campus event and to highlight the benefits to our students. I'll be sharing some of the direct feedback I received from my students because, in the end, it's their measure of impact and learning that really matters most.

Like a number of faculty across the campuses, I scheduled my students to attend workshops during the Conversation on Justice that aligned with our class schedule and incentivized their attendance to additional events of their choosing. Each day of the week was focused on a particular social justice issue, including sexual orientation, immigration, gender, environmental issues, poverty, race and violence.

I will be honest that it is sometimes difficult, no matter how much I value the work of the Peace and Justice Initiative, to break from our normal class schedule. I know I'm not alone in feeling the pressure to cover the curriculum in a limited time and to generally "stay on track." However, over the last few years my commitment to building a more reflective, engaged classroom experience has challenged me to revisit this teaching ethic. I'm fully dedicated to teaching the foundation, facts and theories of my discipline, but isn't there something equally important to be included?



Phillip Agnew, and Allie Braswell on a panel discussion

The answer for me has been to develop a more comprehensive vision — one that includes what visiting scholar and founder of the [National SEED Project](#), [Peggy McIntosh](#), referred to as "balancing the scholarship of the selves with the scholarship on the shelves" (an idea coined by her colleague Emily Style, co-director of the National SEED Project [Seeking Educational Equity and Diversity]).

The pedagogy of the SEED project challenges faculty to consider the constraints of a curriculum focused only on the delivery of the traditional "windows" into our disciplines, encouraging us to also make time and space

for the “mirror” or self-reflection that includes each unique student’s voice. This idea of [Curriculum as Window and Mirror](#) informed how the Conversation on Justice was structured and in the end, was what I hoped my students would experience.



In addition to the time constraint, participating in the Conversation on Justice also required that we engage our students in the risky endeavor of entering into critical conversations. This risk is due to a natural degree of uncertainty with which we must contend when we are in genuine dialogue.

The uncertainty may show up in questions like: “What will the conversation consist of and where will it lead? What will be said and what will be asked? How will our students respond and what if it isn’t completely positive? What if we, as teachers, don’t have the answers? What if there are no answers?” I’m sure you can think of others, but these are just some of the questions I wrestle with anytime I relinquish control in the classroom in favor of real dialogue.



True to expectations, the conversations generated during the week were powerful. This was not only true for students, but also for the faculty and staff whom, like myself, chose to participate as peers — an experience I whole-heartedly recommend. As participants, we were asked to share our life experiences in rounds of [Serial Testimony](#) that not only required self-reflection, but also provided an opportunity to listen to a small group of others. As we dove into the process, I witnessed the discomfort of doing something new transform into an energy of deep engagement with one another.



Playback Theatre through [Satori Entertainment](#)

During the Conversation on Justice, my students and I answered questions we might have never asked ourselves. We were enriched by the opportunity to give a voice to our own story, by being listened to, and by holding the same space for the questions, answers and stories of others. As a result, many of us walked away with new perspectives to consider, as well as a more whole understanding of justice, our relationship to these issues and one another.

With respect and curiosity, we had engaged in a practice that translated curriculum into an ongoing dialogue with our core values. To show examples of this, I’d like to share some of the feedback my students offered in their reflections following the Conversation on Justice. Their assignment prompted them to consider how their participation in the week’s events impacted their communication competence (self-awareness, adaptability, cognitive complexity, empathy and ethics).



open mind going in; not knowing what to expect. After the experience, I can proudly say that it helped me to appreciate the ethics of another culture. This experience really gave me some perspective on not only the beliefs of others, but the role I play in the circle-of-life. Though the Apache beliefs are not my own, I can definitely see similarities in their respect for all living things and valuing the needs of the collective community. I would love to experience something like this again, just learn more about myself and my effect on the world around me.”



Professor Mollie McLaughlin participating in the discussion

And in response to the Serial Testimony that had us sharing stories of our earliest experiences with race and racial difference, another student offered, “My attendance to this event will support my development of communication competency simply because now that I have experienced an event where my mind has been challenged to think outside the box... This conversation circle touched me as a person and being able to hear different people’s stories really made me a more understanding and open person.”

Peace Week (fall) and the Conversation on Justice (spring) happen twice a year, but the sparks generated by these conversations are brought back into the classroom and, most importantly, travel home into the hearts and minds of the participants. The presentations were powerful, but it was the space created for personal sharing that offered the true transformative experiences.

Thanks to the Peace and Justice Initiative for committing to help us begin these critical conversations, but thanks, too, for all of the tools that have helped me bring these

One student, in response to the conversation circle on sexual orientation, wrote the following, “One after another, people got up and told their reality of living in a world where choosing to live your personal and cultural identity, often meant opening up oneself to the stigmas that were associated with it. Listening to them and seeing some of the tears and pain, caused me to examine how I identify myself to the LGBTQQI people I encounter...This conversation circle helped me to find that answer. I was so morally appalled by some of the stories of young people whose lives had lost meaning, and who had felt so devalued by society because they chose to live in truth. I may not know exactly who I am, but I know who I am not. I am no longer the person who will turn a blind eye or deaf ear when derogatory or discriminating things are being said about my LGBTQQI brother or sister.”



Dr. Bonnie Oliver leads a discussion on poverty

Another student shared his response to the teachings of our guest Iron Eagle, an Apache medicine man. In his paper, he wrote, “Going to this event, I tried to keep an

conversations that matter back into the classroom. For me, this means using the [Principles for How We Treat Each Other](#) as an ongoing practice in the classroom, connecting the lecture with our students' unique, prior knowledge and experiences and making space for stories to be shared, heard and honored.

It also means giving up the certainty of a tight lesson plan for a measure of faith and flexibility in order to help students see themselves in the curriculum and connect the curriculum to their very real lives. And as pointed out by an esteemed colleague of ours, [James May](#), isn't this what meeting the learning needs of "millennials" really requires? Let's help make it "all about them" in the best way possible.



Peace and Justice Ambassadors: Yazan Saleh, Liz Lastra, Heather Walker, Krystal Pherai, and Stephanie Arredondo

To learn more about the Peace and Justice Pedagogy and faculty development courses to support your interest in building more reflective practices in the classroom, please visit the [Peace and Justice Initiative Instructional Development Web page](#).

This article first appeared in the [Valencia Grove](#).

We would like to extend a special thanks to our 32 community partners who made this *Conversation on Justice* week possible. Your expertise and commitment to social justice in our community made the issues come to life for us. Please see page 25 for further recognition of your generosity.

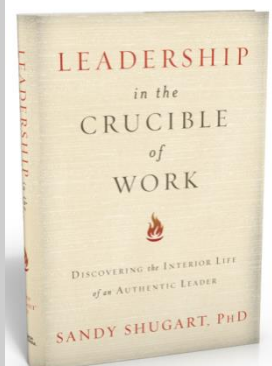
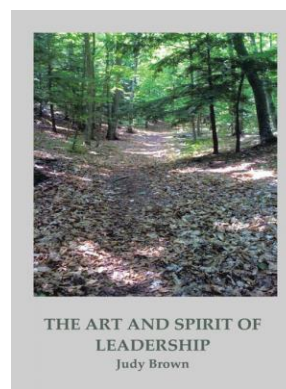
The Art and Spirit of Leadership: Peace and Justice Faculty and Staff Retreat



By Abbie Potter Henry,
Senior Instructional Assistant, Reading,
Osceola Campus

Twenty-five Valencia faculty and staff members gathered Thursday, February 13 through Saturday, February 15, 2014, for an annual leadership retreat organized by Valencia's Peace and Justice Initiative.

The retreat focused on two books, "Leadership in the Crucible of Work" by Valencia President Dr. Sandy Shugart and "The Art and Spirit of Leadership" by Judy Brown. The purpose of the retreat was two-fold: to help participants appreciate and nurture the inner springs that nourish authentic leaders and to learn ways to strengthen our Valencia community.



On Thursday evening, the retreat began at Dr. Shugart's home with a delicious dinner catered by Cabin Creek Food Services. After dinner, participants were invited to join a lively conversation with Dr. Shugart about his

book and his experiences as a leader. He ended the evening by singing and playing guitar.

On Friday, February 14 and Saturday, February 15, the retreat was facilitated by Elaine Sullivan, an experienced therapist, workshop facilitator and teacher for 35 years. In 2010, Sullivan was awarded the prestigious Halbert Dunn Award at the National Wellness Institute's Wellness Conference for her outstanding work.

Participants gathered at The Cabin at Lake Lily for two full days of activities that included large group discussions, small breakout groups of three practicing deep listening and asking open-ended questions and individual times of reflection and writing. Some activities took place inside the cabin, but there were also ample opportunities to enjoy the serenity of the lake and surrounding green space.

The entire experience provided participants with an opportunity to truly experience Valencia's vision statement as a place, "that transforms lives, strengthens community and inspires individuals to excellence."

This annual spring retreat is open to all staff, faculty and administrators. Please plan to join us next year.

This article first appeared in the [Valencia Grove](#).

Journey

By Linda Anthon,

Professor of English and Retreat Participant

So you carry on your baggage 'cause you don't want to pay a price.

Too heavy for a carry on; won't fit in the overbin.

Drop it off at the entrance of the plane; Pick it up at Baggage Claim.

No charge.

No charge?

A few times during the flight, wonder if it will make it.

Important contents

But only baggage.

Walk past "Baggage Claim"

And continue the journey

Lighter.

Visioning a Peace and Justice Institute for Central Florida



Pictured: Jenny Charriez, Subhas Tiwari, Patricia Newton, and Sue Foreman. Photos by Willie J. Allen Jr.

Twenty-five stakeholders, including community leaders from government, education, business, non-profit and faith communities, as well as Valencia students, faculty and staff came together February 17th and 18th for a two day collaborative process to explore the possibility of a Peace and Justice Institute to serve Central Florida. The event took place at Valencia's New West Campus Collaborative Design Center under the expert facilitation of Gert Garman.

In light of the two days together, one participant could see the possibility for a new "Central Florida Peace & Justice Institute capable of many programs (in partnership and collaboration with other related not-for-profit groups) to bring about transformation in the great web of our interconnectedness." Another participant saw that "a culture of peace can become a movement in Orange County through the efforts of Valencia and community partners."

One participant noted, "On a personal level, it was some of the most inspiring and enjoyable time I've spent in years. So many positive, like minds in one room at once! The people were amazing, and I gained so much new perspective."

FOR A SNEAK PREVIEW OF THE VISIONING DAYS, [VIEW THIS VIDEO](#) CREATED BY WILLIE J. ALLEN JR.

Next steps in the development of the Peace and Justice Institute will be guided through the Peace and Justice Advisory Council under the leadership of Patricia Ambinder, the new Chair of the Council.



Bickely Wilson and Rachel Allen look over ideas



Andrew Thomas, City of Sanford



Sue Foreman talking with Subhas R. Tiwari



Rev. Bryan Fulwider, Ann Hellmuth, Rev. Mike Kimbrough, Betty Lowry and Anna Eskamani



Rachel Allen, Pam Kancher, John DiDonna, Jess Gagnon and Ilaf Tamli



The group assesses ideas being presented



Dr. James McDonald, Professor of Criminal Justice



Ann Hellmuth and Nina Streich

INTERFAITH UNDERSTANDING

The Peace Breakfast: An Interfaith Gathering



peaceful morning together, full of cross-cultural sharing.

On March 24th, the spring Peace Breakfast was full of poetry, storytelling, music, and singing. The Peace Breakfast, hosted bi-annually, serves as a time for all people, of all faiths to enjoy a



Practicing calligraphy

Valencia Night at the Guang Ming Temple



The [Guang Ming Temple](#) hosted its second *Valencia Night* on April 4th to welcome 80 people from the Valencia community to learn more about Buddhism. Valencia students, faculty and staff enjoyed an informational session on Buddhism and the temple from the Venerable, participated in a tea ceremony, experienced two forms of meditation, practiced writing calligraphy, learned about the paths of the Buddha's life, and ate a delicious vegetarian meal.



This event was sponsored by the Guang Ming Temple, Valencia's Office of Diversity and Inclusion, and the Peace and Justice Initiative.



Tea tasting ceremony

PEACE AND JUSTICE AMBASSADORS

The Peace and Justice Ambassadors group provides students with the opportunity to give back to the Valencia community and greater Orlando community by assisting the Peace and Justice Initiative with events, projects and activities. The mission of the Peace and Justice Ambassadors is *to cultivate student empowerment through activism and outreach that promotes nonviolence, compassion, and dignity for all earthlings, while upholding and embodying the core principles of the Peace and Justice Initiative.*

**Peace-ing it Together:
Peace and Justice Ambassador Spring Retreat**



Back row: Yazan Saleh, Sean Valdivieso, Terrance Coakley, Heather Walker, Sharon Caracciolo-Clayton, Stephanie Arrendondo, Elizabeth Solis, and Noor Hashim
Front row: Sabrina Marshall, Krystal Pherai, and Liz Lastra

By Sharon Caracciolo-Clayton
Peace and Justice Ambassador

The word retreat by definition means to drawback or turn away from, however; the Retreat for the Ambassadors had quite a different meaning. Its purpose was intended to allow its participants time to turn away from the injustices and challenges we face daily as Ambassadors of the Peace and Justice Initiative; and be drawn into a space and time of reflection and replenishment.

As with all P&J sessions each day began with the reading of the *Principles for How We Treat Each Other*, reminding us of how we are to treat each other. It was our commitment that as we worked towards adding our own small piece to the completed puzzle of peace, that we are mindful of its potential impact on each other and the world.

The retreat was facilitated by Elizabeth Solis and Krystal Pherai, who assisted in guiding us through activities which incorporated its title *Peace-ing it Together*. The retreat, designed around a structured agenda, included activities that were both fun and challenging. It included games, like drawing a portrait of your partner with your eyes closed; amusing renditions of each other.

We engaged in group workshops, referred to as Triads. During this activity we divided into randomly chosen groups of three, to discuss, explore, and engage in the activity presented. One such Triad was the practice of

asking open, honest questions. This was an exercise in self-discipline and restraint—in support of our intention to help each other listen for inner truth.

The agenda also allowed time for open discussion. During these times we gathered as a group to reflect on the work we were doing together; and to share experiences that supported, or shed light on the need for the work done by the Peace and Justice Initiative.

In keeping with our practice of slowing down...we engaged in a silent activity of artistic expression, a Soul Collage. With voices silenced, and hearts and minds exploring; we created a collage that gave a peek in the windows of our souls, using only magazine pictures, and markers. Upon completion we shared as a group how the strategically placed images reflected our beliefs.



Despite the pleasantries shared by the participants, a retreat requires a willingness to work. It's an opportunity to learn, and deepen your awareness of yourself, and such can be challenging. This thought was not lost by myself when we as a group participated in an activity known as Breathe Empowerment. With the room void of light and sound, we were guided by Elizabeth Solis through a series of intentional breathing techniques designed to enhance self-awareness. During our time of group reflection, we learned that for some the experience was difficult, and for others, empowering.

As the retreat came to a close, we gathered to reflect on what we had learned both as individuals, and as a group. The consensus was that we all felt united in our beliefs. The retreat has strengthened our sense of community and friendship. We all felt grateful for, and empowered by the opportunity to work on our own piece of the puzzle of Peace; as our world continues to work on *Peace-ing it Together*.

***Now is the Time* Tour with the Coalition of Immokalee Workers**

By Krystal Pherai,

Valencia Graduate, PJI Staff Assistant and Peace and Justice Ambassador Co-Coordinator

This past spring, I participated in my second march for farmworker rights with the [Coalition of Immokalee Workers \(CIW\)](#).

For years, the CIW has urged Publix to get on board of the [“Fair Food Program,”](#) which asks that

restaurants and grocery stores pay just a penny more per

pound of tomatoes purchased from the Immokalee, FL farmworkers. Paying a penny more provides justice for farmworkers—they receive a little bit more pay, better working conditions, and can safely report harassment cases, among many more benefits.

While I had an incredible experience marching to the Publix headquarters in Lakeland, FL last year, this year's experience was even more unforgettable. I drove up to Lakeland on Friday, March 14th with fellow Co-Coordinator of the Peace and Justice Ambassadors, Eli Solis and long-time Ambassador, Yazan Saleh to join the CIW and other activists for a 24-hour vigil and 3-mile march. These two days served as the culmination of the CIW's [Now is the Time tour](#), a 10 day, 10 city tour, where they consistently marched, rallied, and amplified their voices, asking Publix and Wendy's to join the Fair Food Program.

The kindness, commitment, and organization shown by the CIW and the [Student Farmworker Alliance \(SFA\)](#) was truly inspiring. They provided healthy meals and snacks for participants, partnered with local churches

who offered facilities for those who needed sleep, they abided by local city laws and respected Publix property, insuring everyone that they did not perceive Publix as an enemy.

On Friday, we waved flags and signs, sang, danced, and chanted on a sidewalk in front of Publix. In the evening, we participated in a candlelight vigil, listened to informed speakers, and witnessed members of the CIW hand-deliver letters of concern and pleas to Publix employees. Friday evening turned out to be very cold, but the group stuck with it, completely illustrating that the CIW will nonviolently do whatever it takes to encourage Publix to become a part of the Fair Food Program.

During that cold evening, we again held our flags, danced, and sang, but something even more beautiful happened: we talked one-on-one with members of the CIW and SFA. We learned about each other on a personal level and learned the cause in greater depths. We connected.

As a beautiful sunrise emerged on Saturday morning, we gathered at a small stage to hear announcements, reminders, and members of the CIW speak. A moment came when the microphone was open for anyone who wanted to share their thoughts on the tour and on the “New Day” (Publix was being asked to “join the ‘New Day’”).

While being gripped by fear and hesitant to raise my hand, I found myself on stage, hands and voice shaking, telling the CIW how much their passion for human rights and justice means to me. As tears literally filled my eyes, I shared, “This movement really brings me to tears. One: because Publix has yet to join the ‘New Day’

and two: because this is so beautiful—we're all here in solidarity, in community, in unity—and I appreciate that.” Changing my tone, I, and the crowd, then shouted, “Publix, escucha, estamos en la lucha!” or “Publix, listen, we are in the fight!”



The 3-mile culminating march then began. As we chanted, the streets were filled with honks and waving hands of support from cars passing by. Upon our arrival at a gorgeous park in the middle of downtown Lakeland, we were greeted with music, speakers, and theater. Despite the fact that Publix (and Wendy's) have yet to join the Fair Food Program, I know that a positive difference has been made as a result of this movement.



Beautiful music upon our arrival to downtown Lakeland

My experience with the *Now is the Time* tour and the CIW is one that I will never forget. I am so thankful to have spent over 24 hours with such an amazing group—a group that has never given up, despite the horrid injustices they face. If there were no reason to feel inspired before, the CIW has provided a reason now.

This year, the CIW has gained much-needed national attention through Billmoyers.com naming them as one of the top [10 Groups That Are Building a Movement for Economic Justice from the Grassroots Up](#) and an article published on the front page of the New York Times, [In Florida Tomato Fields, a Penny Buys Progress](#), which was tweeted by Secretary of State John Kerry and Secretary of Labor Tom Perez.

**Reduce, Reuse, Recycle:
Earth Day 2014**



During the East Campus Earth Day celebration, the Peace and Justice Ambassadors helped the Valencia community create flowers out of plastic bags, educating on the importance of reducing, reusing, and recycling.



Students showing off their “recycled” flower creations

The Earth Day event was sponsored by the [Valencia Earth Science Association \(VESA\)](#) and Student Development. Follow this [link](#) to learn how you can make flowers and many other crafts out of plastic bags.



SOS Venezuela



On April 8th, East Campus clubs and organizations worked together to create awareness of the situation in Venezuela, focusing on the loss of human rights and the series of events which have

occurred in the country. The purpose of the event was to strongly emphasize the impact of a student's voice on current events, as much of the unrest in Venezuela was expressed by the university students.



The Peace and Justice Ambassadors helped students decorate "Pinwheels for Peace," urging students to post pictures of the pinwheels on their social media channels, tagging them with #SOSVenezuela.



The Golden Rule

Alison Klein, a Valencia humanities student shares her original digital art and written reflections on the Golden Rule as part of a classroom assignment.



Click on the image above to view Klein's art enlarged.

This project was very helpful in finding out my own views about the golden rule, which I have been hearing since I was very young. I found out a lot about myself and how I stand in certain topics of debate. The project came easy to me since it dealt with putting your emotions on paper, which as an artist I am used to. However, every piece of art comes with its own challenges, this one included, and I had a hard time finding my own stance on the topic which we were given. That being said, the actual act of drawing and coming up with what to depict felt very natural to me and I was happy we were given a chance to let our creativity shine.

Typically with my art I try to put through a lot of symbolism in my artwork. This is so the viewer is able to come up with their own ideas of the piece they are looking at. If I were to show something blatantly depicting anger, the viewer wouldn't think much of what they were looking at. If I show something less obviously emotional, the viewer has to think harder about what they are looking at. This is what I strive for when making art. The ideas I had in mind when drawing my piece was that not only should we treat other humans how we want to be treated, but everything should be treated the way we should want to be treated, the earth, the animals, and the environment, as well as humans should all be treated equally. I had so many ideas rush to my head when we were given the subject of what to draw I couldn't pick one and ended up with several different panels all put into one picture. I feel like each

of these panels shows a different emotion of mine when we were told what to draw, and altogether they make up my ideal view of the Golden Rule.

Starting clockwise, the first panel depicts that of a forest of trees which have all been cut down. The trees' spirits are there to watch over what the logging industry has done to their beautiful forest. The upper right panel shows animals, this was drawn to show my emotions towards the food and farming industry, how we as humans feel the need to take what is not ours (including milk, eggs, wool, etc). Each animal shown is representing a particular industry inside the food industry. For example, the sheep represents how in fashion we as humans have made it acceptable to wear other animal's skin (leather), and even wool, none of which is ours to take. The deer represents how it is acceptable to kill living things literally just for fun. It's barbaric how we treat animals in our world, it's obvious most humans do not apply the Golden Rule to all creatures.

The lower right panel shows a picture of earth, with a large city on top with pollution coming out it. The clouds of white around the earth are up to the viewer's interpretation, either natural clouds or those made from pollution. The centermost panel shows people of two different races giving one another their heart, literally. This was meant to be a stab at racism and the way we on earth do not, obviously, treat each race the way we want our own race to be treated. I wanted to show that even though their skin is different colors they are the same on the inside (why their hearts are similar). The cuts on their wrists symbolize how sometimes we do not treat even ourselves as kindly as we treat others, and that when we look in the mirror it is common for us to pick out our own flaws. However, it's not common for us to do this with other people, especially our own friends. The cuts symbolize the pain we put our own bodies through to make them acceptable. Finally, the last panel (the lower left) depicts a woman going through a conflict between what society is telling her and what she knows deep in her heart to be how she feels. This could be a controversial topic of racism, homophobia, sexism, etc. Since society is telling her so many conflicting things she herself is conflicted, showing pain. The yellow behind her symbolizes anxiety while the red is her anger towards what society has made her into, she no longer knows what to believe or even who she is.

Generally throughout the assignment I felt confused and angry at what we as a society have done to damage our earth, and each other (animals and plants included). As

with most of my artwork, I feel completely relieved to have finished it, and to purge my deep emotional feelings and make them tangible. It's therapeutic to be able to see my own emotions on paper instead of keeping them bottled in my own head. I feel more knowledgeable about my own stance on the Golden Rule and how it applies to not only humans, but everyone and everything.

A Reflection from PJI Service Learning Intern and Peace and Justice Ambassador

After I wandered into more than one Peace and Justice event in 2013, I realized it was exactly where I was meant to be in my journey. The Peace and Justice Initiative has changed my life. Every speaker's



words sparked my attention, every movie drew me in, and all the community outreach was lit in my heart. I have enjoyed being a part of this amazing organization and being able to work so closely this semester.

The Peace Curriculum offered at the school is what led me to attend the Peace and Justice's events and ultimately become an Ambassador. As a Psychology major, I was drawn to the Peace courses of Positive Psychology with Dr. Linda Freeman and the Psychology of Peace with Dr. Diana Ciesko and Dr. Judi Addelston. In these courses, we focused on successful conflict transformation, peace, and the pursuit of non-violence, which are key components in the work of the Peace and Justice Initiative, as well as important topics for anyone's day-to-day life. I learned how to successfully "speak my truth" and practice the Principles.

The Peace and Justice Initiative's principles have helped me tremendously in a plethora of aspects of my life. The Principles truly are the way we should live and treat one

PEACE STUDIES CURRICULUM

***Principles for How We Treat Each Other*
in New Student Experience Course**

By Anna Saintil,
Professor of Student Life Skills, East Campus

It is with great excitement to announce that the PJI [*Principles for How We Treat Each Other*](#) are imbedded in the New Student Experience (NSE) course. The course learning outcomes consist of the 6 "P's": Purpose, Preparation, Personal Connection, Place, Pathway, and Plan. The *Principles* are incorporated to foster a holistic learning community for our students within both the curricular and co-curricular component of the course. In the coming 2014-2015 academic year, the principles will be printed in the "The New Student Experience" handbook, distributed to newly enrolled Valencia students during New Student Orientation.

Faculty members who piloted the NSE course in the Spring 2014 term (with the PJI *Principles for How We Treat Each Other*) had this to say:

The Peace and Justice Principles are a great acquisition to the New Student Experience course. The principles foster critical thinking about the way we should treat each other in a social setting. Further, because the activity is used at the beginning of the term, it sets the tone for the entire semester.

-Larry Herndon, Professor, Student Life Skills

I really believe that these principles helped foster an atmosphere of positivity and cohesiveness!

-Terry Rafter-Carles, Professor, Student Life Skills

These principles help to build rapport with their peers and professor. My students feel that these principles are important in the classroom and in life; we must trust each other, we must trust our group, and we must trust ourselves. We all have value: we all will be successful.

-Leighann Ostrowsky-Leonard, Adjunct Instructor, Psychology & Student Success

Follow this [link](#) for printable versions of *The Principles for How We Treat Each Other* found in English, Spanish and Creole.

another. I share them with my family and friends and try, although they can be challenging at times, to implement them daily to help improve my life as well as to try and make a positive difference in the lives of those around me.

This year helped me really enforce the thought that to make change happen, it is up to us to make it happen, whether by doing a small kind deed or by contacting our government officials and being a voice to make it known that change is wanted. My passions have grown and my resources to be able to make a difference have also grown. This year I practiced bringing about awareness through events such as attending multiple screenings of *Miss Representation*, a march for the awareness of local homelessness at City Hall, participating and assisting in our *Conversation on Justice* week, and many other events.



Heather Walker with fellow Peace and Justice Ambassadors

The Initiative has enabled me to meet so many wonderful leaders from faculty and partner organizations to speakers, whom I learned so much from. Not only was I able to work with these individuals, I was able to work closely with Ms. Allen and the wonderful coordinator, Krystal, in the office this semester through the Service Learning program. I had the opportunity to assist and really see what it takes to get the events together. I enjoyed spending my mornings with such a lovely peace-driven leader.

I am touched by the knowledge and sense of community I gained through my experiences as a Peace and Justice Ambassador, as well as this semester's Service Learning Intern working with partners, and fellow Ambassadors. I am glad to know this is not the end of my work with the Peace and Justice Initiative, nor with the amazing people I have made friendships with in the process. I look forward to my future with this group and these tools for life.

For classroom sets of the [Principles for How We Treat Each Other](#), please contact the PJI office or find them online. Please let us know other creative ways that you are embedding the Principles into your personal and professional life.

Posters of the *Principles for How We Treat Each Other* are available for free to faculty and staff for classrooms, campus and division offices, and common spaces on campuses. Please contact the Peace and Justice Office to acquire posters.

The Mindful Classroom



By Linda Freeman, LMHC, CAP, PhD
Professor of Psychology

Imagine this scenario: In the middle of a lecture, one of your students deliberately makes an offensive remark that causes the other students to laugh. Moreover, another student uses the opportunity to ask, “When is the next exam.” The next thing you know, your lecture is derailed and the next several minutes are spent re-orienting the class’s attention while your inner voice angrily clamors, “What is wrong with these students?” Sound familiar?

Now imagine a classroom in which critical time is spent honing a student’s attention. The practice is simple. The sound of a bell signals students to sit quietly and observe their breath while they non-judgmentally allow their thoughts to float by - like clouds passing across a clear blue sky. This is the practice of mindfulness. Although it may seem like such a practice is interruptive to a class

curriculum and offers students more time to zone out, a host of research finds begs to differ. Decades of research on the practice of being “mindfully attentive” demonstrates the natural workings of the mind and how focusing the attention optimizes learning. “The Wobbling Tooth Effect” – Why Mindfulness Matters

A recent Harvard study sought to determine what portion of the time do our minds wander? To answer this question, subjects choose from 22 general activities, such as walking, eating, shopping, and watching television. On average, respondents reported that their minds were wandering 46.9 percent of time. Why does the mind constantly drift? Thoughts create the “Wobbling Tooth Effect.” When you have a wobbling tooth you keep fidgeting with it; it grabs and holds onto your attention. Our typical reaction to thoughts is to push them away, however like a game of bobbing apples, if you push one down in pops right back up. Our attention is then dragged by thoughts and distractions. For example, when the text comes in, we have to respond. When the phone rings, we have to pick it up. Thoughts produce mental itching, and we are drawn to scratch. When our attention is distracted, learning is then obstructed.

Mindfulness creates mental movement. The mental force created by mindfulness trains us to move our attention - like a rudder moves a boat. Instead of our attention being hijacked by distractions we begin to exercise choice over what to attend to. Returning the attention to the breath works the attention like a muscle, so students are able to hold their attention in place for longer periods of time. When our attention is fully vested and immersed in an activity, comprehension and retention of the event improves significantly. Here is an example. Have you ever taken witness to a natural wonder, like the Grand Canyon, a newborn child or a puppy and clearly remember the experience? These experiences anchor and hold our attention. We take note of the details of the experience, which then become etched in our memory for a lifetime.

Adding a mindfulness practice into our curriculum creates the capacity to do more. Because the mind is so naturally cluttered, researchers are prompting the practice of mindfulness as a form of “brain hygiene.” You brush your teeth every day, right? Mindfulness is a way of brushing your brain every day and clearing out the clutter to create an optimal mental state conducive to learning.

Peace and Justice Faculty Development Courses

- INDV 2151: Inclusion and Diversity- 2 PD Hours
- INDV 7310: Working with Conflict- 4 PD Hours
- INDV 7311: Creating a Safe Space for Dialogue- 10 PD Hours
- INDV 7312: Cultivating the Contemplative Mind in Education Through Research, Practice and Personal Insight- 3 PD Hours

To learn more about the Peace and Justice Pedagogy and Faculty Development Courses [follow this link](#).

A Unified Approach to Peace Learning



By Dr. Linda Freeman, Professor, Psychology;
 Dr. Judi Addelston, Professor, Psychology;
 and Dr. Diana Ciesko, Professor, Psychology

A Unified Approach to Peace

Achieving peace is both an intricate and multi-faceted process demonstrated by the on-going complexities of global and national crises. Both national and global tragedies reverberate through political, social and economic structures while leaving their marks on the psychological functioning of individuals and communities.

Uprooting the causes of these social hardships is indeed achievable. However, it will require learning and activism of equal magnitude. The fabric of a comprehensive peace-building effort is interlaced with solutions gathered from historical, economic, political, social and psychological disciplines. Nationwide institutions providing peace and justice studies, including Tufts and Fordham universities, are driven by the consensus that peace and activism can be learned through interdisciplinary efforts.

The Peace and Justice Initiative at Valencia shares the same vision by utilizing an interdisciplinary format to explore, learn and engage in practices and principles that cultivate peace, health and sustainability within the individual and the community.

This interdisciplinary peace-building effort was supported by the psychology department through the development of two core peace-building courses, namely “Positive Psychology” and the “Psychology of Peace.” The formulation of these courses was built upon the Roadmap model, taken from the Metta Center for Nonviolence, depicting peace-building as a transformational learning process that places primary importance on the “self” as a peace-builder and extends out to the interrelated social, political, institutional and ecological spheres of peace. Peace-building then generates within the individual and flows in the direction of outward change.

The course objectives of “Positive Psychology” and the “Psychology of Peace” were created to complement the peace-building process described in Roadmap. Positive psychology is the newest discipline in psychology stemming from the humanistic psychology. A central theme of humanistic psychology is that people have a tendency toward growth and the fulfillment of their potential.

As such, positive psychology emphasizes the “intrapersonal” domain of human functioning as a primary conduit to peace-building. Specifically, positive psychology explores the human strengths and virtues that enable individuals to thrive through studying and applying topics such as gratitude, optimism, hope, wisdom, courage, mindfulness, forgiveness, love and positive development across the lifespan.

Peace psychology draws upon the tenets of social psychology and personality psychology to exemplify the relational foundations, or interpersonal foundations of conflict and the transformational role of conflict resolution techniques.

The objectives of the course are met through exploring public policy issues of violence, the psychological effects of non-violence, conflict resolution and the potent force of social movements toward peace.

The peace psychology curriculum is designed to investigate the causes and consequences of violence on an interpersonal and intergroup level. The topical areas noted in positive psychology are balanced by the course goals of peace psychology. Together, both courses create a comprehensive understanding of the peace-building process.

Approach to Learning

Both courses embody a style of learning that emphasizes the full development of the peace-builder through engaging in modes of self-reflection and analytical thinking necessary for internalizing and practicing the principles and processes of peace.

It is a learner-centered process that combines both "introspective" and "extrospective" learning practices. All lecture content and practical exercises are designed to nurture the essential capacities needed for students to be agents of change, while encouraging participation in action-oriented problem solving in the community as a path to creating possible solutions to current social problems.

The foundation of peace building is initially set through lecture and dialogical techniques and expanded upon through experientially based exercises selected to demonstrate the necessity of concrete action in the peace-building process.

Experientially-based exercises in positive psychology were designed to emphasize the role of personhood and self-reflection in the peace building process. Peace psychology includes exercises that emphasize both social context and relational practices in the cultivation of peace. These points are illustrated through a three-dimensional exercise incorporating critical thinking, cooperative learning and conflict resolution in order to foster a deeper understanding of social conflict and problem solving.

Peace-building exercises were selected from an active learning model in order to provide students with a set of tools to apply and incorporate into their lives. As with any social movement, participants need two key elements: strategy and unity.

Incorporating experiential-based exercises, positive psychology and peace psychology empowers students with tactical approaches to cultivate peace in their own life and the social contexts in which they live.

Students also learn unity as an important core of the peace-building process. Through unity, students go beyond dualistic thinking to realize the power of human interconnectedness as a transformative pathway in the peace-building process.

This article first appeared in the [Valencia Grove](#).

Peace and Justice Courses at Valencia

- CCJ 2930: Peace, Conflict and the Police
- EDG: 2935: Promoting the Culture of Peace
- ENC 1102: Freshman Composition II: Perspectives on War, Philosophies of Peace
- PAX 1000: Introduction to Peace Studies
- PSY 2930: Psychology of Peace
- PSY 2930: Positive Psychology
- SLS 2940: Service Learning
- WOH 2003: A History of Genocide

First Cohort of Seeking Educational Equity and Diversity (SEED) a Success



Members of Valencia's first cohort of SEED



The National SEED Project

on inclusive curriculum is the nation's largest peer-led leadership development project. It engages public school, private school and college educators, staff and parents from all grade levels and

geographic locations to create gender fair, multiculturally equitable and globally informed education.

In peer-led SEED seminars, participants use their own experiences and those of their students to widen and deepen school and college curricula and broaden community inclusion. SEED assists participants in valuing their voices so they can, in turn, better value the voices of others.

“I had to confront my human frailty and accept the fact that I only stop growing when I stop learning. SEED brought a joy to discovery that I hadn’t experienced in a while. I’ve had to recognize judgment is at times an extension of fear. When we don’t understand, we often belittle or judge. I’ve had to consider just sitting with my views and doing nothing. I’ve been challenged to continue to be open to the views and opinions of others without relinquishing my own views. I’ve learned to respect the views of others and not always require myself to accept them.” — Stanton Reed, professor, business/accounting

The last SEED seminar was held on Tuesday, April 8, 2014, at the Osceola Campus. It was a time for reflection and celebration in concluding the first year of SEED at Valencia. Some of the topics and activities covered over the course of the year included novelist, Chimamanda Ngozi Adichie’s “Danger of a Single Story,” “Our Multicultural Selves,” Emily Style’s, Curriculum as Window and Mirror, Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack,” in addition to personal testimonies and talks on racism, DKDK (you don’t know what you don’t know), ableism, socioeconomic status, gender identity and expression and sexual orientation.

The overall consensus was that participants wish to continue this work at Valencia. As a result, SEED will continue next year co-sponsored once again by organizational development and human resources, the Peace and Justice Initiative and the Teaching and Learning Academy.

“SEED was my monthly jolt of energy! I looked forward to our gatherings with anticipation and am sad that we must take a break.” — Lauri Lott, adjunct professor, education

SEED will expand to a two-cohort model, one for returning SEED participants and a second for new participants. The two groups will join together two to three times during the year.

While both groups will engage in reflective activities and discussions connecting their individual experiences to the wider, systemic context, the returning SEED participants will add an emphasis on creating tangible change at Valencia through individual or group projects.

Michele Lima, professor, speech, and Rachel Luce-Hitt, coordinator, diversity and inclusion, will continue to

serve as SEED leaders. Additionally, two to three more facilitators will be trained this summer to help with the new cohort. Applications for both SEED groups will be available this summer. Be sure to read “The Juice” for details.

This article first appeared in the [Valencia Grove](#).

FACULTY AND STAFF FOCUS

SEED Leader is Featured Colleague



By Wendy Jo Moyer
Manager of Employee Communications

Rachel Luce-Hitt, coordinator, diversity and inclusion, loves that Valencia provides an opportunity for all students to earn an education. And, she’s proud that she can be a part of providing that opportunity as she works daily to help Valencia meet one of its five values — diversity.

“Something I was always very drawn to about Valencia is that it is an open access institution, shares Rachel. “Historically, and in many regards still today, higher education has been reserved for the privileged and wealthy. Valencia actively works to break down those barriers.”

Rachel shares the belief that students can learn anything under the right conditions, the first of Valencia’s Big Ideas. “As employees, we all have our own specific job descriptions. At the core, though, I feel they should

always boil down to creating those 'right conditions' for learning. That's what I try to do as the coordinator of diversity and inclusion — create optimal learning and working environments."

Rachel's role at Valencia is varied. It includes managing diversity-related activities such as intercultural competency learning programs, researching and analyzing trends in employee development and Equal Employment Opportunity, and serving as a resource on inclusion to students and employees.

What inspires Rachel most about her work are the students' stories. "Strength, love, determination and knowledge are just a few qualities that come pouring out of our students — if we are only there to listen. Each time I hear an Incentive Award recipient share with our Black Advisory Committee the challenges they face in life and how they overcome them, I am humbled," Rachel shares. "Each time I make a personal connection with a student, I am inspired!"

Amy Bosley, Rachel's supervisor, and interim vice president of human resources and diversity, describes Rachel as "smart, insightful, and a deep thinker [who] is always looking for ways to ensure that our employees find a meaningful connection to the work of the College."

Since joining Valencia in January 2012, Rachel is most proud of launching two new diversity programs — Safe Zone and SEED — that have attracted nearly 80 participants. Safe Zone is an awareness building and ally training program in relation to the LGBT (lesbian, gay, bisexual, transgender) communities. SEED (Seeking Educational Equity and Diversity) consists of a diverse cohort of employees that meet for a monthly seminar to explore diversity and inclusion in both their personal and professional experiences.

Prior to Valencia, Rachel worked as the assistant director for the Rollins College Office of Multicultural Affairs where she advocated for the needs of underrepresented/multicultural students and developed strategies to address those needs. She also earned two degrees at Rollins, a Master of Business Administration and a Bachelor of Arts in anthropology, with concentrations in Jewish and Australian studies.

Rachel is a Certified Professional in Human Resources; has earned Valencia's Associate Faculty Certification; is a graduate of the University of Central Florida's

Leadership Enhancement Program; is chair for the Equity Commission, Association of Florida Colleges; and is secretary on the board of directors for The Beacon Network.

In her spare time she enjoys Orlando Magic basketball games, dancing, traveling, baking and researching her family's history.

This article first appeared in the [Valencia Grove](#).

Journey of Peace: Sabbatical 2013

By Dr. Yasmeen Qadri



Dr. Qadri visiting the Taj Mahal

The following is an excerpt.

[To read the full article, follow this link.](#)

My desire to take the work I have been part of with the wonderful folks at PJI to an international platform, in the form of my Sabbatical proposal, was fortunately accepted by Valencia College. With the support of a local Muslim donor, PJI encouraged me to venture into the international Muslim schools and colleges to share the experiences and culture of my chosen USA, and potentially develop global partnerships for our work specifically in Teacher Education under the title: ***Teachers as Change Agents of Peace.***

I was able to journey to Saudi Arabia, Indonesia, and India — each country having its own specific significance. I visited more than ten schools, colleges, and universities and was able to tour the main cities, experiencing rich-cross cultural and inter-faith learning — the teacher becomes the student. I was pleasantly surprised to learn about the Peace and Justice and Service Learning work in schools in India when I was

introduced to NGO's actively working in that area. The idea of Teachers without Borders was reinforced throughout my travels as I found educators dedicated to similar values as mine. I visited various educational institutions to learn about their philosophy of teaching, curriculum, and models of teaching. At the university level, I had the opportunity to conduct Faculty to Faculty Discussions on critical issues such as teaching Peace Education, Culturally Responsive Teaching, Character Education, Bilingual Education, Special Education and Professional Development.



Visiting a school in Indonesia

I was amazed to see the high level of respect and value both faculty and students had especially for American Educators, and for teachers in general. Teachers are put on a very high pedestal and are greatly valued! In the cultures I visited, the respect for teachers falls immediately behind the respect one affords their own parents. I often thought American Teacher burnout could probably be alleviated if teachers from our public schools could visit schools in Asia and Middle East! Key individuals in these institutions shared many opportunities for partnerships proposed through Faculty Exchange, Study Abroad, and International Students programs.



Nelson Mandela Center for Peace & Conflict Resolution in Delhi, India

SERVICE AND CIVIC ENGAGEMENT

Peace and Justice Initiative Brings Message of Hope to Haiti



By Carol Traynor
[Valencia College News](#) Posted 14 Apr 2014

Photography by Willie J. Allen Jr.

Even before a massive earthquake devastated the Republic of Haiti on Jan. 12, 2010, domestic violence had taken its toll on Haitian women and girls. The violence can take several forms, including rape, forcible confinement, death threats, insults and humiliation. According to Human Rights Watch, an international organization that contributes to research and advocacy on human rights, the earthquake has only “exacerbated the vulnerabilities” of Haitian women and girls who have little access to post-rape care and are financially dependent on men.





Working with churches in Jacmel, a town in southern Haiti that was especially hard hit by the earthquake, Allen and her team led educational workshops for an audience of parents, teachers and church youth leaders. The group also met with the principal and teachers of St. Peter's School in Coq Chante. Officials from the school shared the urgent need for conflict resolution training for teachers.

It's these kinds of grassroots efforts—both locally and abroad—that Allen and her colleagues are eager to get involved in. They're working on a proposal with St. Margaret Mary to return to Haiti to conduct further workshops. The church, based in Winter Park, has organized mission trips to St. Michael Parish for more than a decade, providing residents with a chapel, a clinic and educational programs.

In an effort to provide training in mediation and nonviolent conflict resolution, Rachel Allen, coordinator of Valencia's Peace and Justice Initiative, Eli Solis, professor of peace studies and Arabel Severe, a Valencia student from Port Au Prince, traveled to Haiti in March with a delegation from St. Margaret Mary Catholic Church.



For more photos from the Initiative's trip to Haiti, visit Willie J. Allen Jr.'s [website](#).

The Annual Spring Fling



Bi-annually, the PJI partners with classes and clubs across the college to host a party for the families in residence at the [Coalition for the Homeless](#). The goals of service are to positively impact another human being's life, to be exposed to societal inadequacies, to become empowered to improve those inadequacies, to encounter cross-cultural experiences, to take on skills of responsibility and caring for others, and to gain self-confidence in the process of giving.

For more photos from the Spring Fling, visit this [link](#).



Bunny ears always make the Spring Fling fun!



The Spring Fling was filled with love and peace.



Professors Lauri Lott and Nichole Jackson are long-time supporters of the Spring Fling



The West Campus H.E.R.O. Club always provides snowcones



Peace and Justice Ambassadors before putting on the play The Parts We Play

Pine Hills Cultural Arts Festival



To celebrate art and culture in the community, the [Pine Hills Performing Arts Center](#) hosted the first Cultural Arts Festival of Pine Hills on April 26th. Peace and Justice Ambassadors Kathy Garcia and Terrance Coakley helped [ArtReach Orlando](#) with arts and crafts during the festival.

ACKNOWLEDGEMENTS AND ANNOUNCEMENTS

New Summer Service Learning Intern



The Peace and Justice Initiative would like to introduce our summer Service Learning Intern, Sarah Connor! Sarah is a part of Valencia's Seneff Honors College, the Vice President of East Campus' Phi Theta Kappa, works for the East Campus Orientation Team, and is pursuing a degree in Business Administration.

News for PJI Advisory Council



We would like to thank David Sutton, East Campus Dean of Humanities and Foreign Language for serving as the 2012-2014 Advisory Council Chair. For the upcoming term, we welcome our new Chair, Patricia "Patti" Ambinder, Nonprofit Organization and Development Consultant.

Among the many organizations Patti is involved with, she serves as the Chair of the Food Task Force of the [Early Learning Coalition of Orange County](#), and has been awarded the *Honorary Life Membership on the Board* for [Second Harvest Food Bank of Central Florida](#). Welcome, Patti!

We would like to extend a special thanks to the 2012-2014 Inaugural Advisory Council for their service in advancing the Peace and Justice Initiative.

Council members include:

- Rachel Allen
- Patricia Ambinder
- Lt. Sue Brown
- Linnette Bonilla
- Paul Chapman
- Sheriff Jerry Demings
- Ann Farrell
- Sue Foreman
- Aminah Hamidullah
- Liz Jusino
- Jessica King
- Lauri Lott
- Krystal Pherai
- Donna Marino
- Dr. James McDonald
- Greg Meier
- Imam Muhammad Musri
- Undersheriff Rey Rivero
- Lucy Roberts
- Dr. Joyce Romano
- Chief Paul Rooney
- David Sutton
- Subhas Tiwari
- Penny Villegas
- Dr. Falecia Williams

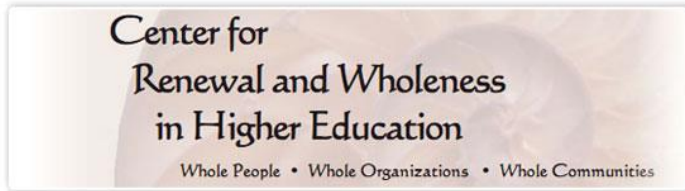
PJI Faculty Take Summer Courses



PJI Coordinator, Rachel Allen and PJI member and Professor of Peace, Conflict, and the Police, Dr. James McDonald took courses this summer at the [Center for Justice and Peacebuilding](#) at the [Eastern Mennonite University](#).



[The Center for Renewal and Wholeness in Higher Education \(CRWHE\)](#) prepares individuals to facilitate professional development programs in renewal and wholeness for faculty and staff in their college or university. Professor Elizabeth Solis attended the facilitation program this May.



Lee McCain, Professor of Business, Mollie McLaughlin, Professor of Communication and Bonnie Oliver, Professor of Economics will attend the week-long *Teaching Peace in the 21st Century Faculty Summer Institute* in June at Notre Dame University. At the [Kroc Institute for International Peace Studies](#), our faculty will focus on advancing Valencia's peace and justice studies curriculum and designing their own courses within the curriculum.



**SAVE THE DATES!
Fall 2014-Spring 2015 Calendar**

September 5th-6th

Peace and Justice Ambassador Retreat

September 12th

Film Screening and Panel Discussion of *Girl Rising*

September 15th-19th

Peace Week Celebrations, including Global Peace Film Festival screenings

October 10th

Valencia Night at the Islamic Society of Central Florida

October 16th-17th

Dr. George Lopez, Vice President of The Academy at the [United State Institute of Peace](#) visits

October 25th

Fall Festival service project at the Coalition for the Homeless

November 17th

The Peace Breakfast: An Interfaith Gathering, as part of International Education Week

December 4th

Potlatch Giveaway Celebration

January 26th-30th

Conversation on Justice

February 20th-21st

Faculty/Staff Retreat

February 27th-28th

Peace and Justice Ambassador Retreat

March 23rd

The Peace Breakfast: An Interfaith Gathering

March 28th

Spring Fling service project at the Coalition for the Homeless

April 3rd

Valencia Night at the Guang Ming Temple

Conversation on Justice
Awarded as Program of the Year

Thank you!

for your participation in the first annual *Conversation on Justice*.
We are proud to announce that the Peace and Justice Initiative won
Valencia's Student Activities *Program of the Year Award!*
We could not have done it without you!



Peace and Justice Ambassadors receiving recognition at the 2014 Student Development Awards Ceremony



Thank you to everyone who contributes to the success of the Peace and Justice Initiative.
We are happy to see the work grow at the college and within the community.

The Initiative would like to send a special thanks to the Valencia Foundation
and the private donors who support our work.



If you are interested in making a donation to the Peace and Justice Initiative,
please contact the Valencia Foundation at <http://www.valencia.org/>.