

Faculty and Staff Diversity Mini-Grant Final Report

Project title: BRIDGING CULTURES AND FAITHS

Grant Recipients: Dr. Adnan Dakkuri

Date Project Started: Fall 2014. Two visits: September 26, 2014 and October 2, 2015

Amount of Money Funded by the Mini-Grant: \$2250

1. How was the grant used to address a diversity or inclusion related goal?

The events directly addressed section 4 of the Diversity Plan: [to] create environments for student learning that are inclusive of and sensitive to a diverse student population.” A total of 75 students and 5 faculty/staff members were bused to the Tawheed Mosque on East Paris Street in Grand Rapids and to the ICC Behar Bosnian Mosque located within the same block. The group left at 10 am and returned at 4 pm to campus.

At the mosque the Ferris group had an open dialogue with Muslim professionals. I was particularly impressed with the quality of questions asked by the students; they did not shy away from being inquisitive in an effort to understand Islam.

Since the visit occurred on Friday (around noon of that day worshipers gather for prayer and sermon), students gathered in the sanctuary where they observed the rituals freely. I explained to them the reasons or the different movements during the prayer. The students were extremely attentive and fascinated with that experience. Worshipers greeted our students and welcomed them.

Following the Friday prayer, we had a Middle Eastern lunch and baklava which were enjoyed by the group. The cuisine was explained to those present. Muslim professionals joined the guests for lunch where great interaction occurred.

2. Describe the audience that was impacted by the grant's implementation. Provide quantitative data, if available.

The audience consisted essentially of students from different courses, eg, communication, religion, social work, history, pharmacy, and criminal justice. The police academy students (a total of 13) in the criminal justice program were especially enthused about the visit. Probably because law enforcement and social work professionals are more likely to interact with a diverse population, they showed particular interest.

I am truly indebted to all instructors who allowed me to address their students as I moved around campus recruiting students for the event (flyer attached). Many of them actually encouraged the students to participate; some even promised extra credit.

On the way to Grand Rapids, the students were asked to complete a questionnaire (attached) about their knowledge of Islam. The answers reflected a very limited background about the religion.

Another questionnaire was handed out on our way back to Big Rapids (attached). It included a lone question, ie, Reflect for few minutes on today's event and then write five things that you learned. The answers were right on target reflecting appreciation of the knowledge leaned during the visit.

3. Grant recipients are required to provide a short narrative that details the specific efforts each of the collaborators made to the implementation of the grant.

Emily Pietrowicz, who was in the employment of the International Education Office in the fall of 2014, kindly helped with keeping the list of those who expressed interest in participation up to date. Unfortunately, a few students cancelled in the very last minute or never showed up in both visits.

Also, I wish to acknowledge the help of my wife Ena who stayed with the female participants during the prayer (a partition separates males from females). She helped them with wearing the special scarfs (hijab) that are required in the sanctuary and answered questions.

4. What is your overall assessment of the project's impact on the Ferris community? How did this impact compare to what you expected?

The impact exceeded my expectations. This is based on the interest displayed in learning about Islam during the visit and on the bus. Several of the participants were surprised that Muslims believe in the prophets of the Bible and the Torah. They also appreciated why traditions in Islam are what they are, such as the hijab. A major point that attracted their attention is that not all Arabs are Muslims and not all Muslims are Arabs, considering that the most populous Muslim nation is Indonesia.

In our increasingly interconnected world, understanding other faiths and cultures can only be a broadening experience for our students and staff. This is highly desirable especially when we consider that there are currently 1.6 billion Muslims.

5. Present a final budget including all funds received and spent related to the project, with special focus on the funds received via the Diversity Mini-grant.

September 2014: Bus 489.10 + Lunch 449.99

October 2015: Bus 496.70 + Lunch 421.99

Total: \$1857.78

Primary Grant Recipient's Signature: Adnan Dakkuri

Date: January 29, 2016

BRIDGING CULTURES AND FAITHS

October 2, 2015

1. What is the name of the Muslim God? _____.
2. When Muslims pray, they should turn towards a specific location no matter in which area of the world they are praying. What is the name of that location?
_____.
3. No matter what language does a Muslims use in their daily life, they must pray in one language only. Which language?
_____.
4. Which country has the largest Muslim population? Encircle one.
Egypt Saudi Arabia Indonesia Nigeria Turkey
5. Name two of the five tenets (pillars) of Islam.

6. How many times a day do devout Muslims pray? Encircle one choice.
One Two Three Four Five Six Seven Eight Nine Ten
7. What time of the year does Ramadan (fasting month) occur?
_____.
8. What is the name of the prophet of Islam? _____.
9. Muslims do not recognize Abraham, Jesus, Moses, Jonas and other prophets.
True False
10. The duration of the daily fasting during Ramadan (the fasting month) is the same from year to year.
True False

BRIDGING CULTURES AND FAITHS

October 1, 2015

Post-Event Survey

How did hear about this even?

If in class, which class? _____ Instructor _____

Reflect for few minutes on today's event and write five new things that you learned.

1.

2.

3.

4.

5.



BRIDGING CULTURES AND FAITHS

Visit Two Mosques in Grand Rapids

Attend an exciting free cultural event to visit two mosques adjacent to each other in Grand Rapids: a Middle Easterner mosque and a Bosnian mosque.

Listen to short presentations on Islam, interact with professional Muslims, and observe parishioners at the Friday prayer.

Experience tasty Middle East cuisine.

Friday, September 26, 2014.

Bus will leave campus at 10 am and return to campus at 4 pm.

If you would like to attend, please provide your name and phone number to

Katie Davidson in the Office of International Education at

katiedavidson@ferris.edu or ext. 2474 by noon Tuesday, September 23

For further information, contact: Katie or

Dr. Adnan Dakkuri at dakkuria@ferris.edu or ext. 2240.

Support for this event is provided by a grant from the Diversity and Inclusion Office at FSU.



BRIDGING CULTURES AND FAITHS

Visit Two Mosques in Grand Rapids and Enjoy a Middle Eastern Meal

Attend an exciting free cultural event and visit two mosques adjacent to each other in Grand Rapids: a Middle Eastern mosque and a Bosnian mosque.

Listen to short presentations on Islam, interact with Muslim professionals and observe parishioners at the Friday prayer.

Experience the tasty Middle East cuisine

Friday, October 2, 2015.

Bus will leave campus at 10 am and return by 4 pm.

If you would like to attend or need further information, please email Dr. Adnan Dakkuri, include your phone number, at dakkuria@ferris.edu or call him at ext. 2240 by

Wednesday, September 30



Support for this event is provided by a grant from the Diversity and Inclusion Office at FSU.



Anyone with a disability that needs special accommodations to attend this event should contact (231) 591-2240 at least 72 hours in advance.