

The Slay Fund for Social Justice



The Slay Fund for Social Justice at Drake University

Report on Grants Awarded and Completed, Academic Year
2024/2025 Prepared by Jill Allen, September 2025

In academic year 2024/2025 the Slay Fund for Social Justice made grants to projects in three broad categories: pedagogy for social justice, including student research, internships, and travel; campus-wide events and speakers; and long-term programs with community partners. These funding categories coincide with the three strategic priorities of the Slay Fund, which allocate funding for: speakers and events related to social justice; capacity building and institutional support programming; student-proposed and student-focused initiatives.



9th Annual Greater Des Moines Conference for Young Men of Color (*Nate Reagan, in collaboration with Hip Hope Inc.*)

“Hip” is giving Youth a voice. “Hope” is optimism for the future. At Hip-Hope, we are dedicated to implementing evidence-based asset-based community development (ABCD) practices, leveraging the transformative power of arts and culture. Our approach recognizes the inherent strengths and potential within communities and utilizes creative expressions to drive positive change. By harnessing the arts as a catalyst for social impact, we engage underprivileged / over-challenged Youth in meaningful activities that promote self-expression, resilience, and community connection. Through collaborative efforts and evidence-based strategies, we empower Youth to become active participants in their own development and the revitalization of their communities. At Hip-Hope, we are committed to nurturing the talents and aspirations of young people, creating opportunities for growth, and building a brighter future together.

The Slay Fund for Social Justice



Decolonizing Mental Health: Feeling what the system tries to silence (Kayla Bell-Consolver, in collaboration with Broadlawns Drake Student Counseling Center).

The counseling center was awarded our second grant from the Slay Fund for Social Justice to maintain efforts toward equitable access to culturally and linguistically appropriate care for students from marginalized backgrounds. This grant supported the counseling center in hosting a “Decolonizing Mental Health: Feeling what the system tries to silence” virtual workshop, in collaboration with the office of Equity and Inclusion, which focused on addressing experiences from marginalized communities. The counseling center began the workshop focusing on ways to create safety within the virtual space and an introduction of the speaker, then Diversity, Equity, and Inclusion Associate Provost, Terrance Pendleton, discussed the importance of the event and Diversity, Equity, and Inclusion within the university.

The workshop was presented by Dr. Jennifer Mullan, author and founder of Decolonizing Therapy TM, and she focused on the concerns our students and larger community are experiencing, socially and culturally, and ways to access healing and emotional regulation. The presenter also coached the participants on mindfulness and tapping exercises throughout the workshop to provide practice and tangible tools to enhance their ability to cope and respond to their emotions. At the conclusion of the event, attendees entered into a raffle to receive 5 free copies of her book Decolonizing Therapy. In addition, 12 books were donated to the Crew Scholars program to be shared with current students with the hope of enhancing their ability to respond to social-political stress and overwhelm.

A survey was administered to our attendees, and the following data was collected:

96% agreed that the event was helpful in understanding the impact of historical and external systems on one’s mental health

- 91% agreed that they learned ways to respond to their inner rage and heal grief impacted by external systems
- 95% reported more confidence in their ability in their ability to discuss social justice concerns moving forward
- 95% expressed interest in attending future virtual counseling center events

The Slay Fund for Social Justice



The Comparison Project, with Professor Tim Knepper.

Thank you for your support of Comparison Project programming for the 2024-25 academic year, especially our 8th annual interfaith youth leadership camp in July 2024 and “Roads to Religion” in February 2025.

Funding for the camp went to our four Drake student counselors, each of whom led five campers for the duration of the 5-day/4-night camp. Last year’s counselors might have been the best we have ever seen, very proactive and deeply engaged in shepherding their campers through the sharing and production of personal faith stories (as digital stories), learning about and encountering the “religions of Des Moines” through site visits, growth in intercultural competency and interfaith leadership, and intimate evening discussions related to the camp and (inter)faith. Campers this year again increased by average of nearly 14 points on the Intercultural Development Inventory (a feat that I was told during my Qualified Administrator simply could not happen in such a short duration of time). Our own pre/post-camp survey also demonstrates how impactful the camp was not only with respect to learning about world religions (as practiced in Des Moines) but also developing positive attitudes toward those of cultures and religions different than one’s own.



Funding for “Roads to Religion” went for Sodexo catering, supplies, and musicians. This event features some 3-dozen religious communities (representing a dozen religious traditions), which table in Parents Hall as if on a map of the



metro area. Visitors receive a map to guide them on their journey of these communities over the two hours of the event. During this time, select communities also offered songs, prayers, and dances on a side stage; this included Bosnian folk songs and dances, Sikh kirtan (hymns), and the Java Jews. Attendance at the event again reached 300+, many of whom were students. Although my evidence is only anecdotal, I can’t begin to say how many people say how much they value this event. Where else do you have the opportunity to meet dozens of members of religions and religious communities in one setting?

The Slay Fund for Social Justice



Community Partnership with the Iowa Movement for Migrant Justice, with Assistant Professor Leanne Purdum.

The resources have offered me the chance to show that I am serious in my involvement with the Iowa Movement For Migrant Justice, to hire three wonderful research assistants, and to start developing a partnership with this organization that I hope will last a long time. This semester I hired 3 research assistants. They immediately took an 8 hour immigration advocacy course from the national immigration project, to get

up to speed on the latest in US immigration issues. Shortly after, we met with the IMMJ's Skadden Legal Fellow, Barbi Rodriguez, who is developing a legal representation program in Iowa's detention facilities. Working with Barbi, the students designed a system to help her monitor the rapidly changing policies of police partnership with ICE in Iowa. They've done records requests from Polk County, they monitor the jail websites in every county that has a partnership to hold detained migrants in the state, and they are running an extensive (and quite impressively organized!) review of national and local news. This project supports Barbi by giving her weekly updates on what we're calling "the landscape of immigration detention", keeping her apprised of what the students are seeing in the news so that she can focus on her day-to-day legal work for detained migrants. For example, the students are keeping an eye on the changes in contracts and notifying the attorneys if there will be a new jail capacity opening up soon.

We've also plugged in with Joceline Medina, the volunteer coordinator at the IMMJ. The students are volunteering as legal assistants at legal clinics, helping fill out various forms for the local immigrant community. The organization has complimented the team several times. And they asked Valerie to serve as a bilingual translator during our recent meeting. There is even conversation about developing an internship program with the organization in the future if this project continues to go as well as it is now. The resources from this grant have allowed me to spend time during the summer volunteering and getting more involved with the organization. Specifically, I have been asked to serve as the organizer of the legal team in the case of a large scale raid. I recently completed a draft of an all-inclusive intake form

The Slay Fund for Social Justice



that the IMMI's volunteers can use in the case of a raid. This intake process will screen for legal information as well as gather facts to figure out what kinds of direct support the family will need, screen for civil rights violations, and get detailed information on the arrests. I also secured an additional \$495 grant from the humanities center to pay for the Online Comprehensive Overview of Immigration Law Course (COIL), which is a prerequisite to become an accredited representative of immigration law with the Department of Justice. After this course ends in August I will be more informed on current immigration law, something that will make all of my involvement better. On top of all of this, I'm thinking about what questions need to be answered so that I can inform my next area of scholarship.



School of Education Curriculum Library, with Professor DeDe Small and Assistant Professor Casey Holmes.

Because of the grant, we have been able to specifically target adding materials to the Curriculum Library that further our commitment to social justice, which is one of our guiding principles. The Curriculum Library does not have a specific annual budget line, so this funding is significant for us. We were able to purchase over 60 new or recent fiction and nonfiction titles for children and young adults. This impacted our faculty and students by increasing access to materials that could be utilized in coursework and assignments.

This impact does not stop with members of the Drake community as the awareness, knowledge, and understanding developed through engagement with these materials will spread to others through communication, practicum placements, and attitudes. Topics included but were not limited to the lives and contributions of LGBTQIA+, people of color, women, and indigenous populations as well as topics like immigration, disability awareness, and Social Emotional Learning.

Beyond making them available to the Drake community through general circulation, we have also announced the additional materials in the SOE newsletter, showcased them in a display, and instructors and SOE students have made good use of them. A few examples of this are the books students highlight and analyze for each other in EDUC 124/224 (Children's Literature) and EDUC 151/251 (Adolescent Literature) and lessons exploring counter narratives in EDUC 128/228 (Elementary Social Studies Methods). This collection is a part of the culturally relevant pedagogy that we want our Education students to embrace, and also publicly signals to campus visitors and alumni that diversity, equity, inclusion, and social justice are valued at Drake. In our current political environment in Iowa, too many voices and stories are being silenced. Books like those we have been able to add are important resources in creating positive culture change.

The Slay Fund for Social Justice



Stories to Tell My Daughter (Teresa Zilk – Graduate Student, event held at Drake University)



[Stories to Tell My Daughter will make you laugh, cry, and think | Iowa Public Radio](#)

[Stories to Tell My Daughter | Drake University Event Recap \(from Drake Student, Sadie Jones\)](#)

S.A.F.E Center Speaker, with Lynne Cornelius (Prevention Programs).

Thanks to the generous funding provided, our campus had the profound opportunity to host a nationally recognized speaker on sexual assault survivor support and prevention. Her visit brought together students, faculty, and staff for a deeply moving and educational experience that will have lasting effects on how our university community responds to and prevents sexual violence.

Through the power of her personal story, the speaker gave voice to the experiences of countless survivors. She spoke with vulnerability, clarity, and strength, offering both hope and actionable best practices for how universities can support survivors with compassion and accountability. Attendees walked away not only more informed, but transformed in their understanding of the survivor experience and their role in creating a safer, more supportive campus culture.

This event was more than a moment, it was a catalyst. It sparked important dialogue, seeded new ideas for prevention programming, and strengthened cross-campus connections around survivor advocacy. The impact of this speaker's visit will continue to grow as we build on what we learned, deepen our commitments, and work toward a more responsive, survivor-centered campus. With continued support, we can expand this work further amplifying voices, reshaping systems, and ensuring that all students are met with the safety, dignity, and care they deserve.

In addition to bringing a powerful speaker to campus, the funding also made it possible for ten students to attend the first annual SAFE Center Teal Tie Gala, a landmark event supporting the development of Iowa's first standalone sexual assault response clinics. At the gala, students heard directly from

From Hurt to Healing: How Our Community Can Support Survivors of Sexual Violence



Thursday April 24, 2025

TIME: 12:30p - 1:30p

LOCATION: DRAKE LIBRARY: READING ROOM

REGISTER FOR LUNCH (OR BRING YOUR OWN)

WWW.SAFECENTERIOWA.COM



Drake
UNIVERSITY
Slay Fund for Justice

The Slay Fund for Social Justice



professionals working on the front lines of survivor support, including representatives from the Attorney General's Office, victim advocates, and sexual assault nurse examiners. These dedicated individuals shared the realities of their work and the urgent need for comprehensive, trauma-informed care for survivors. For our students, it was an eye-opening and inspiring experience that deepened their understanding of the systems in place and the gaps that still need to be filled. It was a rare and meaningful opportunity to connect classroom learning with real-world advocacy, and to witness how collaboration and compassion can drive systemic change.

Changemaker Scholars Program, with Director of Community Engaged Learning Mallery Allen and Associate Professor Inbal Mazar.

During the Spring 2025 semester, the Office of Community Engaged Learning engaged Professor Inbal Mazar to expand INTD 020: Changemaker Scholars Seminar—originally a small, project-based course for five scholarship recipients—into an elective open to all Drake students. INTD020, launched in 2022, introduces students to six pathways for creating social change: community-based research, direct service, activism and organizing, policy and governance, philanthropy, and social entrepreneurship. Each student partners with a community organization to apply one or more pathways in a collaborative project. Professor Mazar built on this framework to create SPAN 150: Spanish in Community Context, a new course in which Spanish-speaking and non-Spanish-speaking students worked together on service projects with local partners, including a food insecurity nonprofit, a student mental health group, and the university's Latinx staff affinity group. The Slay Fund supported Professor Mazar with a stipend for her leadership in designing and teaching this integrated course. Her work represents an important step toward making changemaking education accessible to all students at Drake. Based on this model, INTD 020 will be incorporated into the university's general education curriculum going forward.

Education as an Instrument for Social Justice (Elliot Nelson – Student Panel Event).

"This event was the next steps in what we learn in classes. By having people who have lived social justice, it gave so much more of a powerful perspective to their messages and lessons."

-Drake Student

"I love just hearing people speak about things of passion to them. [The speakers] were talking from their heart, and it was obvious how much they care and want to inspire others to continue fighting for social justice."

– Community Member



<https://www.instagram.com/reel/D1bnJITObY7/?igsh=aHR2ZjJud2s3bTF1>

The Slay Fund for Social Justice



Creating Socioscientific Social Justice Issue Instructional Modules, with Professor Jerrid Kruse.

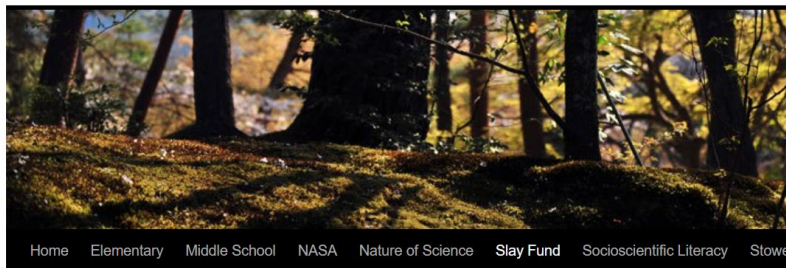
For this year, the project team set out to create instructional modules that support teachers in connecting social justice issues with science and technology in their classrooms. The team focused on three issues: (1) air pollution and socioeconomic status, (2) Urban Heat Islands and socioeconomic status, and (3) chemical hair relaxers and racial disparity.

The team, consisting of 3 graduate students and 4 undergraduate students, first researched the issues and the science and technology related to the issue. Then, they created instructional modules addressing each issue with distinct modules for middle school, high school, and college-level courses. These modules were then field tested in local middle school, high school, and college level classrooms. Thus, hundreds of local students have already been directly engaged in conversations exploring the intersection of science, technology, and social justice.

Yet, the project seeks to have an impact well beyond local classrooms. All modules are now available for free download online at k12science.wordpress.com/slay-fund/.

Additionally, three articles have been submitted for publication in peer-reviewed journals that outline the process for creating and implementing the modules. One article has been submitted to "Science Scope" detailing the approach used for developing the air pollution module and implementation in middle school classrooms. One article has been submitted to "The Science Teacher" sharing the development of the Urban Heat Island module and implementation in high school classrooms. The third article has been submitted to the "Journal of College Science Teaching" on the development of the hair relaxer module and use in college-level classrooms. Each of these journals is associated with the National Science Teachers Association and have circulations in the tens of thousands. Thus, the project ought to reach well beyond the local students already impacted.

K-12 Science Education



Slay Fund

The modules below are designed to engage students with science content, an element of broad scientific literacy, and a socially relevant issue. Each module has three versions with appropriate readings levels for middle school, high school, and college students. The modules were developed in collaboration with Drake University graduate and undergraduate students thanks to generous support and funding from the [Slay Fund at Drake University](#).

The Slay Fund for Social Justice



Walk My Bricks, with Associate Professor Dian Nostikasari.

Support from the Slay Fund for Social Justice has provided opportunities for the continued collaboration with Oakridge Neighborhood for the Walk My Bricks project (www.walkmybricks.org).

Since the first launch of the youth-led neighborhood walk, we continue to plan longer-term where the walk may be integrated into Oakridge's annual programming and gain some revenue to support youth leaders leading the neighborhood tours. In addition to establishing the website, we have established a social media presence using Instagram ([walkmybricksdsm](https://www.instagram.com/walkmybricksdsm)) to highlight personal stories of youth leaders in the community.

This year we are working on developing a digital storytelling pedagogy for inclusive informal education for youth age 14-24 years old where Drake students worked on delivering the curriculum and gaining experience in collaborating with young people in Des Moines. We are working with an intern hired by the Oakridge Neighborhood's summer employment program on the promotion and planning for Walk My Bricks' second launch in Fall 2025. This year's effort includes expanded collaborative network to include local artists and filmmakers to further solidify Oakridge's story as a living, breathing, historical artifact of Black and immigrants lived experiences in Center Street, Des Moines, Iowa.

The Role of Community-Informed Shared Meals in Social Justice: A Case Study at Drake University (Lauren Benson – Sociology Capstone Student).

This project offers a unique opportunity to engage with real-world social issues through the lens of food justice and community engagement. The shared meal event served as a catalyst to critically examine how food systems impact communities and intersect with identity. In the student's capstone, they actively participated in the planning, facilitation, and analysis of the event, gaining valuable insight into the relationships between race, class, and social change.

The Slay Fund for Social Justice



Community of Digital Excellence (CODE) Scholars, with Professor Timothy Urness and Assistant Professor Meredith Moore.

The generous support of the Slay Fund for Social Justice has made a profound impact on the Community of Digital Excellence (CODE) Scholars program at Drake University, formerly known as Inclusive Scholars for Digital Proficiency. This initiative supports students from historically underrepresented backgrounds who have an interest in computing, data, and digital technologies. Thanks to the Slay Fund, we've not only provided financial assistance that has made a Drake education possible for many of our scholars, but we've also cultivated a strong, supportive community grounded in belonging and empowerment.



Each week, CODE Scholars come together in shared space—our regular meetings serve as both technical learning opportunities and spaces of mutual support. Through guided discussions on stereotype threat, imposter syndrome, and the systemic barriers within tech and higher education, students have developed both resilience and voice. These sessions have been among the most meaningful parts of the program, where students report finally feeling seen, supported, and surrounded by peers who understand their experiences. Thanks to the Slay Fund, CODE Scholars is not just a scholarship— it is a growing, sustainable community of change-makers

who are reshaping what excellence in the digital space looks like. The lasting impact of this program is in the personal confidence and community bonds that will continue to carry these students forward long after graduation.

The Slay Fund for Social Justice



An Oral History Project of Drake Neighborhood, with Associate Professor Daria Trentini.

In the fall of 2024, students enrolled in the class *The Practice of Oral History* embarked on a collaborative research project provisionally titled *An Oral History Project of the Drake Neighborhood*. The project began with a critical examination of historical documents housed in the Drake archives. Dominant narratives in these documents often highlighted issues such as crime, the displacement of local populations due to highway construction, and the need to beautify the area. However, these accounts frequently overlooked the humanity, lived experiences, and stories of the Drake Neighborhood's residents.



Throughout the semester, each student worked with a resident—both long-term residents and newcomers—to uncover stories and experiences that had been overlooked or silenced in official histories. The project showcased the diversity of the neighborhood, explored the relationships between Drake and the neighborhood, and identified ways these relationships could be improved. While long-term residents often served as gatekeepers of oral histories, the project also incorporated the perspectives of recent migrants,

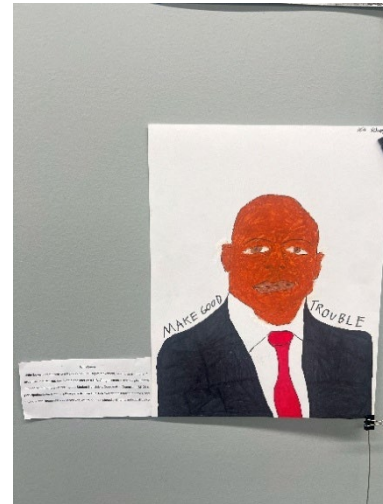
highlighting their contributions to shaping the neighborhood's identity and fostering a sense of belonging.

The Slay Fund for Social Justice



By engaging with the community and critically examining historical narratives, this project sought to provide a more comprehensive and inclusive understanding of the Drake Neighborhood's history. The course embraced oral history as a powerful tool for learning and promoting social justice. The primary goal of the project was to amplify the voices of individuals and groups excluded from dominant narratives, creating a diverse and inclusive depiction of the Drake Neighborhood's past and present. Through this work, students participated in firsthand community engagement, stepping outside the campus bubble to connect with individuals from various age groups, ethnicities, races, and social classes. The project encouraged students to develop a deeper understanding of the community's needs, potential, and possibilities. By actively listening to residents, students identified areas for improvement, enhanced collaboration, and fostered meaningful communication between the Drake Neighborhood and Drake University. Ultimately, the project sought to shift the narrative from being "Drake University-centric" to being more "community-centric."

The oral history project culminated in an exhibition held in Cowles Library's Collier Heritage Room from December 2024 to May 2025. In partnership with the University Archives and Special Collections, the exhibition featured archival materials on the history of the Drake Neighborhood and its relationship with the University, as well as profiles of each oral history participant. The class hosted an opening reception for the exhibition, which was open to both the campus and the broader community. At the reception, each student and interviewee had the opportunity to share their experiences and insights from the oral history interviews. Food from local businesses was served, further celebrating the neighborhood's culture and community.



Paula Kerman Artist Residency, with Professor Shelley Fairbairn.

During the spring semester, the Slay Fund for Social Justice supported an artist residency for local artist and former public school teacher Paula Kerman. Ms. Kerman visited the EDUC 113/213: Arts Integration

The Slay Fund for Social Justice



in Education class twice in April, modeling and guiding students through the process of creating mixed media representations of social justice figures. These pieces were patterned after Ms. Kerman's work in her book entitled "Hooligans, Rebels, and Rabble-Rousers," in which she shares her own artistic representations and descriptions of extraordinary women. Drake students' pieces were then exhibited in the School of Education Dean's Office area in an interactive display that provided the opportunity for viewers to share questions and thoughts using Post-It notes. Many students characterized this experience as the highlight of the semester and I, as the course instructor, have to agree that the work on these portraits was the best part of the course.

This project created an avenue for emphasizing social justice in a class that does not focus on this topic. The wide variety of subjects for the artistic representations allowed viewers of the display to learn about the work of many interesting social justice advocates. I very much appreciate the Slay Fund for Social Justice, as it offers faculty the opportunity to facilitate learning that would not otherwise be possible. For students to learn from a seasoned local artist is a bonus that sets this course apart from similar state-mandated teacher education courses at other institutions. I have accessed this funding stream for several events over the years and these have consistently been positive experiences for students and other stakeholders.

Movement, Music, and Spoken Word as Mechanisms for Learning and Change, with Professor Shelley Fairbairn.

The Slay Fund for Social Justice made possible a 3-part day of learning for Drake students, for students at Hiatt Middle School, and for the broader Drake community, led by [Iowa artist L.D. Kidd](#):

The class for Drake students allowed them to learn dance concepts and techniques from a talented and degreed artist of Color from Iowa. The middle school students engaged with this same artist during their workshop and the evening workshop allowed Drake students, staff, and community members to learn techniques for communicating effectively using spoken word and movement. Nearly all participants in the evening workshop won "Bulldogs Against Hate" t-shirts which were designed by the presenter. This day of learning sparked the idea for a multi-day workshop for Drake students, public school students, and community members for the fall 2025 semester.

Bringing an artist of Color to campus to lead learning in a class, at a local middle school, and at an on-campus evening event allowed a variety of stakeholders the opportunity to expand their knowledge, skills, and abilities. All three parts of the day included the theme of social justice, empowering participants to think more broadly through participation in hands-on learning.

This collaborative effort would not have been possible without the generous funding of Brent and Diane Slay.

The Slay Fund for Social Justice



TITLE IX & WOMEN'S SPORTS HISTORY

Public Lecture
Sunday, November 17th
11:00am in Meredith 101

LECTURE TOPIC:

In the 1970s, sports in America changed forever. As female athletes like Billie Jean King were busy advancing the cause of women's liberation in the sports arena, the movement scored a key political victory in 1972. In June of that year, President Nixon signed the Education Amendments of 1972, enshrining into federal law thirty-seven words we now know as Title IX. Banning discrimination on the basis of sex in any program or activity at all federally-funded educational institutions, Title IX opened up a new era of greater inclusion and equity for female participation in athletics. Whether for women in college or girls in middle school, the law's most widespread effect was to be felt in the realm of athletics. Comprising a true sports "revolution" in the 1970s, women's access to sports, rather than a privilege, was now a right. Come hear Bonnie Morris talk about the importance and lasting impact of Title IX on the history of women's sports.

EVENT OPEN TO CAMPUS, DIRECTED TO STUDENTS IN WOMEN'S & GENDER STUDIES, HISTORY, AND ATHLETICS

Event sponsored by Women's & Gender Studies and the Slay Fund

"Title IX and Women's Sports History": A public lecture by Dr. Bonnie Morris (Professor Deb Symonds and Visiting Professor Brett Russler).

Professor Deb Symonds and Professor Brett Russler have collaborated to bring Dr. Bonnie Morris to campus to deliver a lecture on "Title IX and Women's Sports History." This timely lecture, co-sponsored by Women's and Gender Studies and the Slay Fund for Social Justice, coincides with the celebration of 50 years of Drake Women's Basketball.

Case Studies in Comparative and Transnational Human Rights, with Professor Mary McCarthy.

For my course, Case Studies in Comparative and Transnational Human Rights in spring 2025, I received funding to compensate guest speakers on Zoom. I also invited the campus community, with specific invitations to Women & Gender Studies concentrators, and Human Rights minors.

The first speaker the Slay Fund supported was Barbara Mclaughlin, a tour guide for the Falls Road Political Mural Tour in Belfast, whom I met when I visited the city and took the tour in fall 2024. She was born in 1969 and lived through "the troubles" with personal experience of knowing those who died and were imprisoned as political prisoners. She even met President Clinton when he was there to try to broker peace; just at the local bakery where he clandestinely met with the IRA leaders. Then she was one of the 4 women selected from the two sides (Catholic and Protestant) to be trained in post-traumatic stress disorder to help with transitional justice. She is a Yellow Umbrella tour guide in Belfast but knowing her background they asked if she would do a political tour. The one I went on in October 2024 was one of the first she gave.

Her first-hand account was eye-opening to students, most of whom were own vaguely aware of "the troubles" in Northern Ireland. And to see how someone can suffer, forgive, and move on to provide support to others facing PTSD was illuminating. It was also a very positive experience for Barbara, who

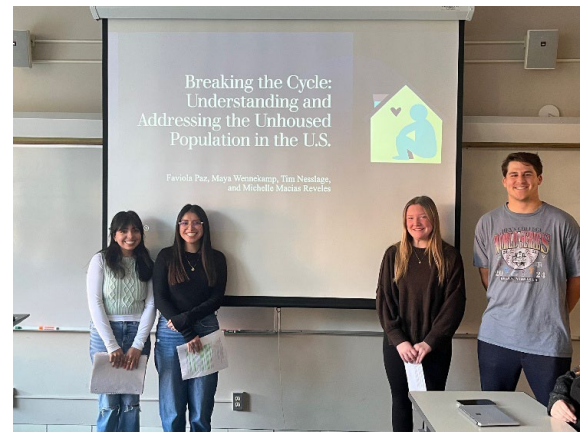
The Slay Fund for Social Justice



had never done a Zoom talk before. To learn how students an ocean away cared about her stories and her journey provided her with validation in the life choices she has made. The Slay Fund allowed me to pay her for her time, as this is her livelihood.

Mental Health and the Justice System (Professor Will Garritt).

Pedagogy development and research support was provided for the development of a timely project on mental health and the justice system, through the lens of Law, Politics, and Society. The course, taught in Fall 2024, hosted over 30 guest speakers (with panels) and student presentations rating from unhoused populations; youth, mental health, and the law; mental health in rural communities; substance use, mental health, and the justice system; and severe mental health and policy. The course description is provided below.



This course looks at the issue of mental health from an LPS perspective. It starts with an exploration of the concept of mental health itself: how it has been understood historically, what it means now, and how it can mean different things to different people. It then examines the laws, policies, and practices that impact it. There is a particular focus on the law and legal systems such as police, courts, and prisons. But there is also an emphasis on understanding interactions with other institutions such as schools, hospitals, and social services. By the end of the course, students will have a better understanding of the concept of mental health; the complex interaction between mental health and law; and the broader array of institutions, policies, and practices that shape mental health.



The Slay Fund for Social Justice



2024 Chrysalis Annual Luncheon (Jill Allen, in attendance with Drake Students).

Director of the Slay Fund for Social Justice, Jill Allen, attended the annual Chrysalis event with Drake Students to listen and learn from Alejandra Campoverdi's (Author, Women's Health Advocate, and former White House Advisor) presentation "First Gen: Our remarkable journey" on September 30, 2024 in West Des Moines, IA.



Summary

In AY 2024/2025, the Slay Fund awarded \$79,106 in new grants for social justice on Drake University's campus.

- 31% of funding – awarded for pedagogy, student internships, research, and travel
- 27% of funding – awarded for events and speakers
- 42% of funding – awarded for long-term and broader projects

In addition, the Slay Fund supports **Associate Professor Jill Allen** with a stipend each year, for her work to direct the fund.

Respectfully submitted,
Jill M. Allen, Ph.D.