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Exploring the Responsibilities of Student Affairs Educators to Student Activists

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Exploring the Responsibilities of Student Affairs Educators to Student Activists

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Dedication

I dedicate this work to my 17-year old self. Thank you for being you, even when you didn't know what that meant. Even when you didn't know how things would turn out and what would come of your life, you held strong anyway. You are not alone. You are heard. You are valid. The things you want are valid, the things you need are valid. Everything that you've ever needed is inside of you. Everything that is meant for you will be yours. You are safe on your life journey. I love you.

Abstract

This thesis addresses the need for student affairs professionals to effectively support student activists. More specifically, entry and mid-level professionals need to develop and cultivate skills that will allow sustainable and meaningful support for student activists of color. Using a critical action research framework I analyzed the ways in which hierarchy affects the ability of student affairs professionals to provide effective advocacy and support. I propose a student led summer professional development series that shifts power dynamics from the student affairs professional to the student activist. An effective leader of this intervention would be someone who is immersed in activism on and off campus, and I propose an evaluation that involves the completion of a survey for the student affairs professionals as well as the intervention leader. This is an important topic to consider student activism is a staple of higher education institutions, society at large, will continue to occur and be relevant, and largely affect future generations. Student affairs educators should feel more responsible than ever to support and develop student activists on their campuses.

Keywords: Activism, Black Lives Matter, Student Affairs Educators, Support

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Chapter 1

I have reflected on my educational experiences on many occasions. Upon each reflection, I find myself coming back to one consistent theme. The theme of uncertainty and not knowing. While it certainly has brought much anxiety and frustration into my life, it has also provided me with some sense of comfort. Knowing that I am not beholden to the dreams that I created when I was in elementary school, or the dreams that others have tried to create for me in other points of my life, brings me an open-ended sense of hope and faith in myself and my abilities. As I continue on into my late 20s and I look back on all of the younger versions of myself, I am reminded why I must continue to push myself even though the future still seems uncertain for myself and the students that I wish to cultivate. Beyond that uncertainty is unending faith in my abilities, their abilities, and the ability for higher education to make pathways of transformation in personal lives and society.

This chapter chronicles some of my life journey in connection to books that have stuck with me throughout the years. In full transparency, I have probably only read these books once, twice tops, but their plots and impact have always resonated with me. The chapter begins with *Stargirl*, a book that I read in elementary school courtesy of one of my favorite teachers to date. It follows the life of young girl who moves to a new town but does not really fit in with the other kids. She moves to the beat of her own drum and is not particularly concerned with the perceptions and expectations placed on her by society and other kids. *Esperanza Rising* is one of my favorite books from my late middle school/early high school days. It tells the story of Esperanza, who is a Mexican child who grew up on her family ranch with her mother, father and grandmother. After her father's death and other chaotic events, Esperanza and her mother are forced to leave her grandmother behind and flea to the United States. While there, Esperanza

struggles with her identity and having to make sacrifices for her family and the perceived greater good. Finally, *Catching Fire*; I zoomed through this book faster than most books that I've read. It tells the second part of the story of Katniss Everdeen. After a rebellion that she unknowingly sparks, Katniss must fight for her life once again alongside her one of her childhood friends. Katniss learns strength, passion and carrying a world of people on her back, even if that was never her intention. While these books might directly correlate to my life's happenings, they have floated in the backdrop of my life throughout each stage. They all tell the story of a girl who had to find strength and perseverance within themselves. Girls who, in hindsight, likely sparked my need to blaze my own trails throughout life. I owe a lot to these girls in these books and I will always hold them close to me because each of them reminds me of versions of myself are still part of the woman I am today and the woman I hope to be tomorrow and the days to come.

Stargirl

To understand part of who I was and often still am, I found it important to name this section Stargirl. Stargirl tells the story of a high school friendship between Leo and Stargirl. She was not the main character of the book, but she left such a mark on the rest of the story, and myself, that I often forget about everyone else in the book. Stargirl moved to a new town at the age of 16. If you have ever been to a high school, small or large, there is always someone who is a little different, in this school, it was Stargirl. She brought a guitar to school and sang happy birthday to people. She wore quirky outfits and cheered for both teams at sports games. She was received well by some, but not the popular crowd, and soon by almost all the school hates her. Eventually she gets tired of standing out and tries to fit in. She changes the way that she dresses, talks and behaves, only to find out that that still is not enough to make people like her. In the

end, Stargirl goes back to be the person that makes her happy. She brings back her whimsical outfits and friendly demeanor, she meets anger and dislike with love and kindness. Stargirl ends up moving out of state again, but her mark is left on the people who befriended her, and those who did not. I identified with Stargirl when I was young because I often felt like an outsider. Not because of the clothes that I wore, or even the things that I did, but mainly because I felt like a little behind. I did not know who I was, and in retrospect I was a kid among other kids, neither did they.

I attended a small, lottery elementary school about six blocks from my childhood home. From grades three through eight, I went to school with the same 20 or so students, only 32 of us in our graduating class. Some people might have described me as a teacher's pet or a goody two shoos, but I was really just trying to figure out where I fit in the world. I am the oldest of three daughters, my friends and I were among the smartest in the class, I rarely got in trouble, but I can remember being frustrated by the expectations these behaviors created. Adults would ask the class what we all wanted to be when we grew up and all of my friends would say "pediatrician!", "kindergarten teacher!". I would quietly watch on the sidelines because I had no idea until it got to my turn and I made something up. "A teacher", "a lawyer". Neither true, but usually my first answer depending on how I felt or what other answers floated around the classroom.

My favorite and most eye-opening year of elementary school was the sixth grade. By the time I got to the sixth grade, the teacher had heard of my good behavior and good grades. I heard that he was stern and scary; both accurate reputations for each of us. Our teacher this year took a particular interest in myself and some of the other girls in my friend group. He recommended we read books ahead of schedule, or books that were above our reading levels. He began teaching us algebra one year earlier than we would have normally learned. We spent much of our lunch days

hanging out in the classroom learning new material and discussing the work we did on the side. Doing this made me happy because I did not have to think about what my future looked like 15 years down the road. Until the day we were inducted into the National Junior Honor Society. I was happy but this presented another opportunity for more adults to ask what I wanted to be when I grew up. I would have to lie again and try to live up to the standards that had been set for me, or that I unknowingly set for myself. As always, I made up something with ease, smiled my way through it, and hoped that maybe one day I would believe what I was saying. Annoyed by this, I still shuffled my way through the year. In the late spring of the sixth grade, my teacher invited my friends, sisters and I to do a service project with the 7th and 8th graders. He invited us to cook for and feed the homeless at a shelter in downtown Philadelphia. When we got to the shelter, I was surprised to find out that we would be eating alongside the people that we were serving. While I was a little nervous, I was surprised by the conversations that came out of the night. One surprise was that many of the homeless people there had jobs that they went to everyday. I was still young and had little understanding of the myriad of causes of homeless and simply assumed homeless people simply did not have jobs. Another surprise was that many of these people wanted nothing more than to be treated and acknowledged as human beings. They shared stories of people ignoring them, making unfair assumptions about them, and saying mean things to them. It appears since they were homeless people assumed, they were no longer worthy of their humanity. I also did not know that this day would spark a fire for service to others in me.

Esperanza Rising

The identity issues of my youth traveled with me into high school and I kept reading books about other girls with identity issues. I could not directly relate to Esperanza Ortega's issues, but they still felt familiar and still brought comfort as I read her story. Esperanza was

raised in Mexico by parents who were wealthy landowners. After her father's murder and the betrayal of her uncle, Esperanza and her mother must escape Mexico and move to California. Esperanza goes from living a wealthy life in Mexico to taking care of babies and doing practical work in the United States. She quickly learns that she does not know how to do things such as sweeping the floor and washing clothes. When her mother is hospitalized, Esperanza has to work on the farm picking and packaging produce to save money for her mother's medical expenses; another job she did not have experience in. Somehow throughout all of these and other hardships, Esperanza still finds ways to separate herself from other immigrants that she works with. She still sees other people as poor and peasants, even though she is doing the same work. She carries this attitude until a family friend uses her money to bring her grandmother to California. Esperanza finally learns to be grateful for the family and friends that she has and have hope for the future. On the surface it might seem like Esperanza and I do not have anything in common, but I identified with her inner turmoil. Throughout her story, Esperanza lacked hope and faith that her life would turn around. She constantly struggled with letting her surroundings and situations define who she was. I had many of the same feelings throughout high school and, although less extreme, it took my life being shaken up some to get rid of those feelings.

    I thought that as I got older, I would find hobbies and subjects that would later become my passion. I hadn't realized that specific hope still hadn't come true until my senior year of high school. For the most part I coasted through high school, earning good grades and staying out of trouble. I found a love for Algebra, which allowed me to wrap up my core math classes during my sophomore year. I have never been particularly athletic, so I joined clubs that were more academically oriented. I dabbled in cheerleading, a little bit of journalism, and stayed drama-free, until senior year in AP Literature. The time had finally come to write college essays

and begin the application processes. One would think that I was prepared for this point in my life. Conversations about college happened all the time, we took practice SATs every year including as freshmen, I took AP classes, and even took a dual enrollment course at my local community college. I followed as many instructions as possible with the idea that all of it would pay off and I would be able to go to college. However, no matter how much I did, thinking about colleges and universities was still a nerve-racking experience.

I remember having very tense and awkward conversations with my mom, school counselors, family and friends. I was angry at myself and did not want to be bothered by the expectations of those around me. I began applying for colleges, but I always stopped at the personal statement portion. My mom noticed that I was struggling with the personal statement and decided to enroll me in programs that would help. I met with a student from Temple and she tried to help me write my personal statement for West Chester University. She asked what I liked to do for fun, where my interests lied, and what I was passionate about. Answers to those questions were foreign thoughts. By the end of the session, the only thing the student said to me was "I'm not sure how I can help you". I distinctly remember feeling humiliated and alone that day and everyday afterwards. I cried the whole way home after that session. I was insanely frustrated and felt lost and out of place. I could not wrap my mind around how I was going to apply for college, and I had no passion. Somehow there was still a tinge of hope left inside, and I charged myself with finding a passion in life, especially as I made my way through college applications.

I took that personal charge and whipped up an essay that would somehow let me afford admission into a nearby college. I was beyond grateful for the opportunity. Throughout my time as an undergrad, I reminded myself of the feeling I knew that I could never revisit again. During

my freshman year I met the assistant director of the multicultural center on campus. Unbeknownst to me she would become a large source of inspiration for me throughout my undergraduate career and beyond. She inspired and helped me pursue my interests in music and fashion journalism. One of the most important lessons I learned from her was that it was okay to be unsure of what I wanted to do, just as long as I was working my hardest to find out where my passions lied. Working with her at the office of multicultural affairs pushed me to do things that were outside of my comfort zone. I wrote articles for her website, applied for an internship that I was previously too afraid to apply for, joined the executive boards of organizations, including the organization that she was a member of. If it was not for her guidance and influence, I may not have gone down the path that I did during my junior and senior years. These years would shape the rest of my undergraduate career, life beyond it, and ultimately my critical action research thesis.

Catching Fire

Catching Fire is the second novel in a three-part series written by Suzanne Collins and published in the 2000s. In the previous book, the main character, Katniss Everdeen, volunteers to fight to the death in her nation's annual Hunger Games. Her victory and passionate nature spark a rebellion that forms in *Catching Fire*. Throughout the book, Katniss remains fiery and passionate despite efforts to keep her down. She forms alliances with other fighters, and unbeknownst to her, there is a network of people supporting her and working towards her success. Katniss can touch the hearts of people that she knows and even inspire people that she never met. Her fight pushes them to fight for themselves. For me, being an undergraduate student during the rise of the Black Lives Matter (BLM) movement always made me think of *Catching Fire*. A culmination of events and people pushed a nation of people to fight for justice and each

other. It pushed me as a student to stand in solidarity with other students across the country, and eventually to present demands for my own campus. It sparked a fire within me to use my voice and influence to advocate for a more just campus.

For some people, the art museum stairs might invoke memories and the spirit of the Rocky movies. However, for me, it is where I stood next to my best friend at the end of a march for victims of police brutality. It originally began as a rally at Philadelphia's City Hall. It was meant for people to rally together for something that we all believed in. Organizers spoke, people cried, and there were several moments of silence, but you could feel it in the air that that was not enough for the people there. I don't remember what happened when the rally changed, but at some point, we all ended up taking a three-mile march to the art museum steps. As we marched through Center City, we chanted "Hands up, don't shoot!", "I can't breathe! "No justice, no peace, no racist police!", and "I am Mike Brown/Trayvon Martin/Eric Garner!". I remember crying and feeling angry but also overwhelmed by the feelings of the community that were at the rally. I knew that those were feelings that I would want to hold onto as I got back to campus, I just was not sure how.

When I got back to campus, BLM protests were still in full swing on campuses and in cities across the country. Students were asking for institutional changes at their universities and police departments. All the while, folks at West Chester University were moving through every day as if these incidents were not happening and as if they were not affecting students. All of these personal feelings and my university neglecting to even mention that students could possibly be affected by these situations continued to brew into 2015. In the Spring of 2015, a group of friends and I got together to create the Black Friday Coalition. We met in the student union to plan a protest on campus. We planned the locations, the chants, and a time to meet up to

make posters and banners for the protest. One person in the group made flyers and we all sent them out to our personal spheres of influence and all over social media. During the week leading up to the protest, people tore down our posters, wrote racial slurs on our posters, and slandered our efforts on social media. It was even reported that students claimed to have urinated on one of the locations where we planned to conduct a die in. While all of this was happening, university officials were still silent.

On the day of the protest, we marched and chanted through campus. It lasted for several hours and drew the attention of supporters who hadn't known about it until they saw us on campus. I ended up having to leave the protest to attend class, but I was given permission to leave and go back. Once I got back, I found the protest back in the student union, but with public safety and borough's police waiting outside. I got there just in time to talk to campus safety about keeping everyone inside of the student union so as not to get in any trouble with the borough police. I was able to keep everyone inside and debrief with everyone and thank them for attending and helping to have our voices heard on campus.

After the protests, the President of the university contacted some of the staff of color to see if they knew which students were responsible for the protests on campus and what changes we wanted to see on campus. It wasn't until after all of this happened that we began to receive support from a few faculty members from the English and Peace and Conflict Studies departments. These faculty members met with the core group of organizers to help us write out our issues and create a plan for the university to meet with them. They also invited a peaceful protest organizer to help us work on our organizing skills.

At the time, I was proud of the experiences that I had during that time, and although I still am, I have become more critical of it. Critical of myself and the group because we did not really

know what we were doing and probably should have and could have been more intentional about what we were doing and what we wanted the outcome to be. We also should have done more work to make sure that the movement and plans that we created were more sustainable after we left campus. However, I truly believe that had we had more support from faculty and staff on campus prior to everything that happened, I would not have to ask myself those questions. My questions have since been directed to the university. Specifically, the relationships between faculty and staff who interact with students the most closely.

Thematic Concern

These experiences are what have led me to my thematic concern. I believe that student affairs professionals should receive robust and continued training on ways to support student activists, especially activists from marginalized groups. Students will always react to the societal changes happening around them, and many times, it will manifest in activism and advocacy. Activism has been part of the university framework and history since the beginnings of the American higher education system. As student affairs pushes for students to be more civically engaged, politically aware, and engaged with differing opinions, we must get to a place where we not only expect to see activism from our students, but we welcome it and are equipped to cultivate and support the students and their efforts. Student activism has shaped university systems and institutions many times in the past, and we cannot be in a place where we think that it will not happen again. As professionals who are in the business of supporting students and their personal, professional, and academic development, it is our duty to ensure that these students have a support system. It is our duty to make sure that the people in our offices who spend the most time with these students are prepared to deal with the challenges that these

students face. We need to be prepared to speak up for our students in spaces that they cannot. We must be prepared to bring students to the spaces that they are not.

Preview of Thesis

The remainder of this work is composed of four further chapters. In Chapter 2, I present a list of definitions that are relevant to my thematic concern and programmatic intervention, a justification for critical action research, and an overview of applicable ACPA/NASPA Professional competencies. In Chapter 3 of my thesis, I will provide a historical and philosophical foundation for the American university system, my personal education philosophies, student affairs and student activism. I will preview the ways in which my educational philosophy shapes the ways that I value the connections between student affairs and student activism. In Chapter 4, I present my programmatic intervention, an overview of recruitment and implementation, and theories relevant to the intervention. Finally, in Chapter 5, I will offer my perspectives on leadership in higher education and an introduction to evaluation methods of my programmatic intervention.

Chapter 2

The experiences from my undergraduate career have led me to pursue a passion for social justice initiatives as a student and someone supporting students. As a result, I believe that using a critical action research conceptual framework will best support the analysis of the ways in which student affairs professionals support student activists. As well as the creation of a professional development opportunity for student affairs professionals to learn more about activism and develop equitable practices of support. Critical action research (CAR), is a collective and collaborative research method that ensures that knowledge production is participatory and democratic (Brydon-Miller et al., 2003). The goal of the intervention, and some examples of student activism, is to create collective participation across disciplines, experiences, and education. It allows the student, who is typically being researched and taught, to teach and be part of the research itself.

Conceptual Framework

CAR involves reflection on the researcher's behalf, and the combination of theory and practice. I believe that this is an ideal method to explore the responsibilities of student affairs professionals because of the benefits that it can have in higher education as a whole, specifically how it can help student affairs professionals create more transformative and educative experiences for students. Bringing CAR into student affairs offers several benefits including amplifying learning and educational research, it keeps student affairs innovative, it makes critical research and thinking normal in higher education, it creates communities that are specifically geared towards critical thinking, it empowers students to take control of their educational experiences and changes the ideas of what higher education is truly here for.

Since two core tenets of CAR are that it bridges theory and practice and must be participatory, it is clear that it lends itself to keeping student affairs innovative and ensuring that there are reciprocal learning experiences between students and staff. Instead of simply researching and examining what students are doing and what their lives look like, it will directly involve them. This also contributes to the empowerment of students. It ensures that students feel empowered enough to speak up about their concerns with their campuses. It shows that students will know and understand that their voices and opinions are heard and valued. It will cause universities to come to expect more activism from students.

CAR also "rejects the notion of an objective, value-free approach to knowledge generation in favor of an explicitly political, socially engaged, and democratic practice" (Brydon-Miller et al., 2003, p. 13). By using CAR in student affairs, we are offered the opportunity to embrace student activism. By embracing student activism, we can move past the concept of "brave spaces" (Arao & Clemens, 2013, p.141) and into spaces for critical thinking and critical analysis. Students are not going to get there on their own, and it is necessary for both faculty and staff to ensure that they do. Faculty and staff must know that it is their job to make sure that they are given the chance to process their experiences inside and outside of the classroom in a critical manner. In order to do this, faculty and staff must deliberately work together.

For my CAR intervention, I will create a program for faculty and staff to come together to explore their knowledge of student activism. The program will call for faculty and staff to deliberately work together to evaluate the reasons that student activism is necessary on campus and why it should be welcomed. It will also call for faculty and staff to rethink the ways that their relationships impact students and their experiences. It will require faculty and staff to see

student activism as a form of leadership and require that programs around student leadership be

re-evaluated and recreated to better suit student needs. Faculty and staff engaging in this training

will also have to discuss ways that their identities impact the work that they do with students.

Most importantly, the program will clearly outline ways in which faculty and staff can and

should better support student activists.

Terms and Definitions

      Table 1 below lists key terms and their definitions that will be mentioned throughout this

thesis. These terms are either not commonly used or are so ubiquitous that their meanings are

often misconstrued, misused, or simply unknown. The definitions listed are most applicable to

the thematic concern, the intervention and to my personal preference.

Table 1

Terms and Definitions

Term	Definition
Activism	"Activism encompasses a variety of behaviors and efforts to address various social, economic, and political issues; it can be depicted as the strategic action individuals enact to contest injustice and provide alternative solutions, dialogues, and possible pathways to change (Hamrick, 1998; Kezar, 2010; Ropers-Huilman, Carwile, & Barnett, 2005)" (Jones, Redddick, 2017).
Advocacy	Publicly supporting a policy or particular cause. Involves gathering the support of other people.
Black Feminist Activism	By de-centering whiteness, Black feminist activism focuses on centering the struggles and empowerment of Black women, women of color and people with other marginalized personalities. It is important to note that where those matrices of power exist, there is also room for empowerment and resistance. This relationship between power and empowerment is "dialectical and generates possibilities for collective activism" (Perez, M.S., Williams, E., 2014, p.126).
Black Feminist Thought/Theory	"Black feminisms complicate and problematize institutional and social power constructs, and therefore foreground

	intersectionalities to destabilize modes of domination and create spaces from which historically subjugated knowledges are unveiled and legitimated (Collins, 2008; hooks, 2000b)." (Perez, M.S., Williams, E. 2014, p. 126). Often uses "oral her/stories, storied narratives, literary contributions, poetry, song, art and performance as means of expression and knowledge creation and sharing (Perez, M.S., Williams, E., 2014, p. 126).
Civic Identity Development	"a multifaceted and dynamic notion of the self as belonging to, and responsible for, a community or communities (Atkins & Hart, 2003; Kirshner, 2009; Rubin, 2007)". (Mitchell, 2015, p. 21). "Atkins and Hart (2003) asserted that civic identity develops 'as a result of (a) the experience of participation in one's community, (b) the acquisition of knowledge about the community, and (c) adoption of fundamental democratic principles' (p. 157)." (Mitchell, 2015, p. 21).
Intersectionality	Coined by Kimberle Crenshaw in 1991; "Intersectionality refers to particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation" (Collins, 2000, p. 18).
Social Justice	Adams, Bell and Griffin (1997) define social justice as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

ACPA/NASPA Professional Competencies

Along with the above definitions, it is important to note the ACPA/NASPA professional

competencies that are most directly related to student affairs educators supporting student

activists. Those competencies are social justice and inclusion, leadership, and personal and

ethical foundations. Table 2 below offers descriptions of each and their applications and

implications to my thematic concern and intervention.

Table 2

ACPA/NASPA Compentencies

Competency	Description	Application to Thematic Concern & Intervention
Personal and Ethical Foundations	"Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique and adherence to a holistic and comprehensive standard of ethics and commitment to one's own lived experiences… grow through a process of curiosity, reflection, and self-authorship" (NAPSA, 2015, p. 12)	The training series will call for student affairs educators to recognize and critique the ways in which their personal ethics are align, or do not, with institutional practices. Being trained by students will allow student affairs educators a chance to reflect on the ways in which they are incorporating holistic support and development into their everyday practices and policies.
Social Justice & Inclusion	"…a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege and power… involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context… may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities." (NASPA, 2015, p.14)	Focusing on student activists directly correlates with this competency. Having students train the student affairs educators allows for a redistribution of power. The training series will also call for student affairs educators to critique their practices, institution, and policies.
Leadership (LEAD)	"Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the role of	By engaging in a training program lead by students, student affairs educators are assisting in fostering the leadership development of students,

	a leader and the leadership process of individuals working together to envision, plan and affect change in organizations and respond to broad-based constituencies and issues." (NASPA, 2015, p. 13)	while also learning to change their own leadership practices. The training series will also allow student affairs educators a means of turning theory to practice.

Chapter 3

Activism has been a staple in higher education since at least the early 1800s (Sorey & Gregory, 2010). It continues to show up in a variety of ways but is always a manifestation of the symbiotic relationship between the university and the larger society around it. There is no better personification of the connection between society and the university than student activism. Student activism is a direct result of students feeling the need to redistribute power. It is their effort to take hold of their educational, social, and personal experiences. Activism is a way for students to make spaces safer for themselves, the students of the future, and the world around them. However, students cannot do this alone. Students have the power to enact change within their university, but there are other people who can (and often do) stop and/or redirect that power. Some people have the means to make sure activists are ignored or are only offered solutions with the purpose of appeasement, rather than solutions that could provide long term change. I believe that the people who can potentially be the most helpful to student activists are student affairs professionals. Student affairs professionals are in the business of student growth and development. They see a different side of the lives of students. Student affairs professionals can help support student activists by representing and bringing their voices to the proverbial and literal tables in the university. Throughout this chapter, I will present my philosophical positionality, as well as the histories of higher education, student affairs, and student activism. I will also discuss the insight and learning that I gained through my work experiences in this field.

Philosophical Positionality

My philosophy of higher education is based on the ideal that education must be transformative and liberating for everyone involved. I believe that education is a basic human practice, and thus a basic human right. My positionality is influenced by bell hooks (1994) and

John Dewey's (1916) philosophy that the goal of education is to transform. It is important for student affairs educators to consider and understand this goal because it allows to create room for the work of student activists. Students and educators alike will have the freedom to work and learn together instead of apart and at odds. This will help normalize critical thinking, acting, and planning within the university setting. This will help to normalize student activism.

Education is more than a pathway to success. It is more than children sitting in a classroom singing ABC's; more than adolescents solving quadratic equations; more than teenagers studying Othello. It is certainly more than younger and older adults sitting in classrooms on campuses, hoping to make themselves more marketable to a world that will only ask them to go back to those very classrooms to attain more credentials. Education is an experience. It is a gateway to intellectual, personal, and global exploration. Education is part of all lives, whether it is formal or informal in nature. In his work, Dewey (1916) describes education in similar ways. He defines education as being an essential aspect of the survival of social groups:

> Education, in its broadest sense, is the means of this social continuity of life. Every one of the constituent elements of a social group, in a modern city as in a savage tribe, is born immature, helpless, without language, ideas, or social standards. Each individual, each unit who is the carrier of the life-experience of his group, in time passes away. Yet the life of the group goes on. (p. 6)

Examining education through its relationship with communication, it is impossible not to consider and understand that education is a necessity of life. As a basic human practice, education is the backbone of communication. It provides an avenue for the inheritance and passing of traditions, rules, values and morals from members of our social groups. Education is

the driving force behind the progression of society and what keeps social groups thriving. Dewey (1916) points out that "living together educates. It enlarges and enlightens experience; it stimulates and enriches imagination…" (p. 10). It creates the communities that we need for innate growth.

In order to truly see the transformative and liberatory nature of education, we must consider its formal applications and implications. We typically see education formalized inside of the classrooms of schools. In many school systems, especially within systems of higher education we see similar methods of education. Methods that make schools look too similar to businesses. One main problem of the university operating in this manner is that it creates an environment of reproduction, stifling innovation and diversity of ideas and viewpoints. Institutions operating under the framework of a business cause education to slip into the "banking concept" (Freire, 2000, p. 72). In this framework, "education becomes an act of depositing, in which the students are the depositories and the teacher is the depositor," (Freire, 2000, p. 72).Teachers are not engaging students, instead teachers are just talking at students and students are simply memorizing information that is given to them. This creates a power structure between the teacher and students and makes it hard for students to think and learn freely in the environment. Students and teachers should be learning together. They should be engaging with one another, which would facilitate the formation of diverse solutions and ideals.

Reciprocal and engaging learning and teaching creates an educational practice and system that is both liberatory and transformational. It creates a system that cultivates critical and creative thought. It creates community instead of hierarchy, which would feel more natural than the banking systems of education because that is more akin to the natural practice of education. Forming this practice of freedom through education is not only left up to teachers inside of

classrooms, it also depends on the people outside of the classroom to promote these types of learning experiences. To achieve this, educators "must be actively involved and committed to the process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students," (hooks, 1994, p. 15). This demand of educators extends to student affairs professionals on college campuses. By committing to themselves, student affairs educators are committing to educate with care and respect. This commitment allows educators to work mindfully and intentionally when forming educational experiences. This will bring educators and students back to more innate approaches of exchanging and creating knowledge. It allows learning to feel more like a basic instinct than a chore. In doing all of this, it is also important to remember that education must have an end in view (Dewey, 1916). There must be something that the educational experience is working towards in order for it to be effective and in fact educational. As society changes and new people leave and enter society the end in view will change. This makes the educational process a journey, with the primary end goal coming back to transformation and freedom.

History of the University

In this section, I briefly review three historical trajectories of the development of Higher Education in the U.S.: the history of the university, the history of student affairs, and the history of student activism. It is important to consider these three histories because they provide the foundation from which student affairs educators can learn from in supporting student activists. These histories continue to interact with one another, each affecting and influencing one another. In this section, I will review the foundations of American higher education, and its transformation.

The development of American colleges and universities is rooted and intertwined with the genocide of Native American people, theft of land, religious feuds and the maintaining of whiteness (Wilder, 2013). In the inception of the American higher education system, colleges were created for wealthy white men (Wilder, 2013). Colonists were creating companies and using colleges to give stolen land more value (Wilder, 2013). There were some colonists who disagreed with the bloodshed of the Native American people that were on this newly valued land, but they did little to nothing to stop the bloodshed. Universities were used to convert Native American and enslaved African people to mainstream religions such as Christianity (Wilder, 2013). For these colonists, genocide served two purposes, 1) they were able to keep their land pure and white, and 2) they were able to acquire more land. Many of the colonists believed that it was the divine right of white men to acquire land across the colonies (Wilder, 2013) and the only way to satisfy that right was to get rid of the other people who were there. These colonists used education and educational institutions to perpetuate a Christian person who as close to whiteness as they were able to get them. All of this set the stage for more oppressive practices to enter higher education. As society progressed, the idea that only wealthy white men, and eventually white women, became commonplace. It also set the stage for American higher education to be influenced by a business-like model of education.

The oppressive nature of education, higher education, and American society in general caused people to pursue making the impossible possible. In other words, eventually the impossible notion that Black and Indigenous people could receive quality education and attend universities became possible. Universities would gradually become places where people discussed diversity and inclusion. In the quest to fight the good fight of creating inclusive educational experiences for herself and others, bell hooks asked herself "what values and habits

of being reflect my/our commitment to freedom" (hooks, 1994, p. 27). hooks worked to try to transform the university into a more hospitable place. She was met with both support and pushback, and as more pushback came in, more people began to pull away and fall back into the oppressive ways of the past.

Hooks (1994) wrote:

If we examine critically the traditional role of the university in the pursuit of truth and the sharing of knowledge and information, it its painfully clear that biases that uphold and maintain white supremacy, imperialism, sexism, and racism have distorted education so that it is no longer about the practice of freedom. The call for a recognition of cultural diversity, a rethinking of ways of knowing, a deconstruction of old epistemologies, and the concomitant demand that there be a transformation in our classrooms, in how we teach and what we teach, has been necessary revolution- one that seeks to restore lifer to a corrupt and dying academy. (p. 29-30).

hooks understood that these changes would not come over night but she also understood that the work would be hard, mistakes would be made, but if it was not hard and if mistakes were not made, then the academy would never change. The foundations that hooks and her colleagues made, set the stage for more diverse universities. Fast forward to today and universities all over the country have diversity listed as one of their championed principles. Institutions and their offices are promoting racial diversity, ethnic diversity, and gender diversity among other things. However, the shift in values that hooks speaks of is still and will likely always be relevant. Values of the institution need to shift as the values of the student body shifts, and as the values of society shifts. Students are still struggling to feel part of university communities across the country despite the shift to multiculturalism and increased student support. Students are coming

into universities and demanding more of administrations. It is the responsibility of administrators such as student affairs educators to hear these concerns and work towards fixing them.

History of Student Affairs

Previously I discussed a brief history of higher education. From the foundations of genocide and settler colonialism, to the creation of multicultural centers and work across the university, the American higher education system has seen many changes. Within that, student affairs has seen its fair share of changes as well. In this section, I will briefly discuss the history of student affairs, specifically focusing on *in loco parentis* and the Student Personnel Point of View (American Council of Education, 1949). It is important to offer context for these points in the history of student affairs because they provide some of the original framework for a holistic approach to student development and care.

Principles of *in loco parentis*, or acting in place of a parent, can be traced back to the founding of Harvard University (MacKinnon, 2004). Modeled after Cambridge University, in 1636, the higher education institution was responsible for the development of students' religious development (MacKinnon, 2004). As other institutions arose, the specific area of focus changed, but the idea of *in loco parentis* did not. Universities were still responsible and concerned about the development of a pupil who was prepared "for employment in the public state and the church," educated to "spread Christianity among the Indians," and provide formal education of Baptist Ministers (MacKinnon, 2004, p. 29).

In 1937, the Student Personnel Point of View was written at a two-day conference held by the American Council of Education. This document serves as a foundation for modern day student affairs. It was the impetus for formalizing the separation between personnel activities and

instructional functions of the university. Other reasons that this document continues to be important to student affairs today includes the following:

> "(2) because it stressed the importance of coordinating various types of personnel services; (3) because it pointed the way for future studies and special brochures; (4) because it led to the appointment by the Council of its Committees on Student Personnel Work, which has been responsible for the preparation of a number of important brochures," (American Council of Education, para. 2)

This document also marked the shift from viewing the purpose of higher education as a "…preservation, transmittal and enrichment of culture by means of instruction, scholarly work, and scientific research (American Council of Education, para. 4) to include more holistic practices and philosophies. It called members of higher education to view students as whole humans, to ensure their educational, emotional, social and intellectual growth. Focusing on anything less than those goals was deemed a waste by the student personnel point of view. The document acknowledges that the foundations of higher education as adopted from European countries also insist on the cultivation of the full student, however, by adopting the German research university model, American higher education began to focus more on developing the intellectual parts of students and abandoned other parts of a student's personality and life (American Council of Education, 1949).

In 1949, the Student Personnel Point of View was revised. It emphasized many of the same points, but it also aimed to expand upon those early goals and objectives. In these revisions, the writers emphasize the relationship between society and the individual student. The student affects society and society shapes the student. This relationship cannot be ignored by the university, but instead needs to be acknowledged and emulated.

History of Student Activism

In this section, I spend a brief moment touching on the history of student activism on U.S. campuses, beginning with the 1960s. It is significant to begin at this point because of the impact that various protests had on universities and society at large. There have been incidents of student activism throughout the history of higher education, however these actions marked a shift in the importance of the student voice. I will spend the majority of this section delving into the details of the more contemporary BLM movement. I have chosen to pay particular attention to this time period because of the personal impact that it had and continues to have on my life, but also because of the impact that it has and continues to have on campuses across the country.

Student Activism in the 1960s

Student activism has been part of the university experience, but it was the activist work in the 1960s that served as a catalyst for validating and understanding the power that student activists really have. Issues with race, identity and civil rights that were prevalent in the 1960s are still important issues to students today. The 1960s was a time full of transition within and outside of the university (Sorey & Gregory, 2010). Inside of the university, students were beginning to distrust adult figures in their lives. They were spending more time with and relying on one another instead. Students were beginning to see higher education as another system that they could not and would not trust. The national student organization, International Student Conference lifted its rules forbidding "debate and action on non-campus issues (Sorey & Gregory, 2010, p. 187). Students began staging non-violent protests, such as sit-ins and picketing, to fight issues concerning civil rights and free speech. Outside of the university, new technologies such as the radio, newspaper and television allowed more people to participate and weigh in on political activity (Sorey & Gregory, 2010). These changes in student attitudes and

technological advances created the perfect climate for student activists' efforts to reach outside of their universities.

Student organizations across the country created networks to support one another's efforts (Sorey & Gregory, 2010). Organizations such as the Student Non-Violent Coordinating Committee (SNCC) and Students for a Democratic Society (SDS) had members of differing racial backgrounds and ideals, but they still worked together to speak out against injustices in their communities and on campus. However, this began to change in 1964 after riots in Harlem, Rochester, and Watts, all responses to "unequal treatment, particularly by white police officers, as well as the failure of Dr. Martin Luther King, Jr., and the Southern Christian Leadership Conference to expand non-violent struggle for civil rights beyond the South (Sorey & Gregory, 2010, p. 188). Militant actions by organization leaders, such as Stokely Carmichael expelling all of the white students from SNCC, became more commonplace.

A student revolt at the University of California, Berkley campus, also marked a change in student activism. In 1964, the university's administration changed one policy and reinstated another. The changed policy said that a part of campus commonly used for political activities could no longer be used for that purpose. The administration also brought back an old policy that forbade "political groups from conducting political activity on campus property" (Sorey & Gregory, 2010, p. 194). Protests to these new/reinstated policies resulted in the suspension of eight students, and the wrongful arrest of another student who was not participating in student activism. As police attempted to remove the student who was wrongly arrested, 600 students began a sit-in that kept the police from moving. After a 32-hour sit-in, and a semester long conflict between students and administration, Berkeley administrators withdrew the policies and student rights to free speech and political action were restored on campus. Media coverage and

the involvement of state legislators, the governor and other public officials helped the revolt gain nationwide attention. It opened the public's eyes to the power that the student voice holds. It showed that with support from key stakeholders inside and outside of the university, liberatory change could be made.

These incidents of student activism proved that students have more power and say in the way that universities operate and the care and attention that they receive. They laid the foundation for other student movements that would happen as soon as 1970 and create more change and awareness across the country. They also laid the ground work and set an example for what future protests would look like. The next section outlines the impact that BLM had on campuses across the country.

Black Lives Matter & Modern Activism

BLM was created by three Black women in 2013 after the acquittal of George Zimmerman for the murder of Trayvon Martin. Alicia Garza, Patrisse Cullors, and Opal Tometi, three Black radicals, created the movement with the goal of centering and affirming Black lives. As a movement and organization, it is made of over 40 chapters nationwide ("Herstory," n.d.). The organization is an "ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise" ("Herstory," 2018, para. 3). The movement challenges the policies and actions that imply that Black lives do not matter. It acknowledges the roles that women, queer, and transgender folks play in the creation, leadership, and longevity of social movements ("Herstory, n.d.). As a way to discontinue and combat the ways in which these populations have been eliminated or pushed to the side of movements, the creators intentionally ensure that those people are centered and appear in leadership positions.

BLM continued to organize well after the death of Trayvon Martin. Patrisse Cullors organized a trip to Ferguson, Missouri after the death of Mike Brown ("Herstory", n.d.) in support of local protests. This trip prompted the creation of 18 BLM chapters in cities around the country. The influence of the BLM can be seen all throughout the country as it has sparked protests, actions, and conversations about a myriad of issues as it pertains to the value of Black life. Its arms stretch well into politics, social realms and education. Within the education system, in Philadelphia elementary, middle and high schools, there is a BLM Week of Action, that can also be found in other cities. In the higher education world, students held protests on their campuses in the name of BLM.

One of the largest and most recent protests on a college campus, that was inspired by BLM, took place on the campus of the University of Missouri. Students at the University of Missouri formed the group "Concerned Student 1950" in response to incidents of hate crimes. Students held a series of protests after university administrators failed to react to repeated occurrences of hate crimes on campus (Wheatle & Commodore, 2019, p. 17). The incidents included: two white students scattering cotton balls around the university's Gaines/Oldham Black Culture Center in 2010, and in September 2014, the university's student government president used Facebook to air his grievances with the campus's culture after being the victim of hate speech and other racially charged incidents on the campus. University administrator's responses to both incidents failed to ensure that the responsible parties and general campus population truly understand the issues at hand. More importantly, university administrators failed to make sure the students affected by these incidents were safe on the campus. The university's chancellor would later be called out again by students for his failure to acknowledge the work and actions of students as it pertains to diversity and calling out racism on campus, but it was the

incident with the University of Missouri System President that prompted students to formerly create "Concerned Student 1950".

While the history made at the University of Missouri is important and deserving of attention, for the purpose of this thesis I will focus on the support that "Concerned Student 1950" received. Reactions to university responses to the racist incidents on campus included a list of demands, presented by "Concerned Student 1950", that called for the resignation of the University of Missouri system President (Wheatle & Commodore, 2019, p. 18). This and other demands received various levels of support throughout the university. Support included a hunger strike lead by a graduate student, and Black football players vowing not to attend practice unless the demands were met. Both of these actions elicited the support of the Athletic Department, football coaches and the Missouri Student Association. With their support, the University of Missouri system President finally resigned.

Although the Concerned Student 1950 did a lot of work to push their demands and push for change on campus, it could be reasonable to say that it was the support of athletes and more importantly the support of the coaches that pushed the university system president to meet the demands of the students. The support of these campus stakeholders put more power and pressure behind the work of Concerned Student 1950. The students in Concerned Student 1950 and their supporters understood that in order to enact the change that they truly wanted to see at the university, it would mean taking power into their own hands. Creating a collective and having coalition with other key members of the campus community proved more beneficial for the group. The coalition provided by the football players and their coach was particularly powerful because they hold financial and social capital and power in the university. Their protest gave more media attention to the issues and the efforts of Concerned Student 1950. Support from

coaching staff proved that the issues were not just being felt by the students. It proved that university administrators understood and stood by their student body and also wanted to see change within the university. Their support also raises the question of what else could have happened if Concerned Student 1950 had support from other notable stakeholders on campus?

New Responsibilities for Student Affairs

Student affairs educators have different responsibilities than they once thought. The work of students in the 1960s created a change in the responsibilities of student affairs professionals. Instead of operating from an *in loco parentis* perspective, student affairs educators would now have to consider ways to support and develop students on campuses. Student affairs educators "began to see 'student development as their primary role within the institution and the profession and its supporting 'professional' organizations began to grow" (Sorey & Gregory, 2010, p. 204).

Students today are pushing administrations in similar ways. Just as there was a change in responsibility for student affairs professionals then, there is one happening now. Student affairs educators should feel more responsible than ever to support and develop student activists on their campuses. Explicitly supporting and standing by the needs and demands of students can prove to be critical to student growth, development, and "success." Student affairs professionals are often on committees, attending meetings, or have relationships with people who do have more written and explicit powers outside of the social realm. The power to influence stakeholders on campuses while still having their ears and feet to the ground with the students is what puts student affairs professionals in a unique position in universities. I explore this further in Chapter 4 where I detail a programmatic intervention focused on Student Affairs staff and their support of student activism.

Student Development Theories

The student development theories that inform my philosophical positionality and that are important to my thematic concern are civic identity development, Schlossberg's (1989) theory of mattering and marginality, and intersectionality. This section will provide definitions and examples for each and explore the ways that these theories work together.

Civic identity development "is a multifaceted and dynamic notion of the self as belonging to, and responsible for, a community or communities" (Mitchell, 2015, p. 21). Civic identity has four key characteristics: First, it is not an individual effort, it must involve community. Second, civic identity must be connected to complex intellectual and ethical development. Third, it is a holistic practice, combining critical thinking with empathy, and finally, "it becomes a deliberately chosen and repeatedly enacted aspect of the self" (Knefelkamp, 2008, para. 12). In order to effectively develop the civic identity of students, Student Affairs staff and programs should incorporate and focus on those characteristics. Civic identity development offers a framework similar to critical action research. It is a dialectic process, requiring reflection about personal actions and the ways they effect communities, and it also requires community involvement. Civic identity development is important to my thematic concern because student activists are inherently developing their civic identity on their own. However, it is the responsibility of student affairs educators to deliberately work with students to continue to cultivate this identity. The intervention that I propose in Chapter 4 will also provide an opportunity to cultivate the civic identities of student affairs educators as well. It will provide a space for student affairs educators and students to work together to develop a community that will effortlessly contribute to the development of their civic identities.

The next student development theory that is essential to this thematic concern and programmatic intervention is Schlossberg's (1989) theory of Mattering and Marginality. This theory describes mattering as "the belief or perception, right or wrong, that we matter to someone else" (p. 9). Marginality is defined as the feeling or perception that one does not fit in or belong; they are not significant to others and are not needed by others (Schlossberg, 1989). This theory is important to the thematic concern because student activists often battle with their sense of mattering to the university. It is also easily understood that student activists can feel marginalized in their universities if they are not given adequate and consistent institutional support. In a study conducted at a public predominately white institution in the U.S. south, student activists noted that university administrators made promises of funding and reform in response to their actions rather than offering solutions that would create systemic change (Jones & Reddick, 2017). This specific example can likely be found on campuses all over the country. Student activists do not want to be appeased; they want assistance and dedication to helping create sustainable change on their campuses. My programmatic intervention aims to provide time and space to student activists and student affairs educators to work together to work towards methods for creating sustainable change.

The final framework that is important to my thematic concern and programmatic intervention is intersectionality. Coined by Kimberlé Crenshaw in 1991, and as explained by noted scholar Patricia Hill Collins (2000), "intersectionality refers to particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation" (p. 18). As a framework, intersectionality is important to use throughout higher education. It is specifically important to consider when working with student activists because it helps elucidate the issues brought forth by students, determine more clearly who is affected by

those issues, and perhaps most importantly, it offers insight as to who these students are. Intersectionality is important to my thematic concern for several reasons. Firstly, because it is a framework that was created by a Black woman. The is significant for personal reasons, but also because the use of knowledge that is created by people of marginalized identities should be centered in order to create effective and sustainable change. It is also important to the programmatic intervention because it a framework that should be regularly used in the practice of student affairs educators.

Students are coming to universities having previously been engaged in their communities. They are coming to universities from different backgrounds and with different expectations of institutions. This is why it is particularly important to consider these three theories and frameworks when supporting student activists. They work seamlessly together by creating a foundation for understanding the need for student activism and a means for understanding nuance. Civic identity development and mattering and marginality are both influenced by and require community perception and involvement. In order to effectively develop civic identities, students must be able to be active participants in their communities. For this to happen, students must feel a sense that they matter within that community. Part of ensuring that students understand they matter means that student affairs educators must consider and use intersectionality as a practical framework in their work. Considering the backgrounds of students will not only prove that student affairs educators are truly approaching their work holistically, it will also show that they are committed to making campuses more hospitable places for students. It also shows that they value the student as more than people who can contribute to society's workforce, and the university's intellectual reputations. Valuing these theories and frameworks also provides a foundation for justifying a need for student activism.

Internship Experiences

Throughout this program, my internship experiences in two offices on campus provided impact experiences and considers for my thematic concern. The first internship with the Center for Women and Gender Equity (CWGE) offered insight into the different types of student activists on campuses. The second internship with the Promise Program provided a different perspective into what it means and looks like to support students.

Working with peer educators in the CWGE broadened my ideas of what student activism looks like. Because of my personal experience, I often thought of student activists leading marches and public protests on campus. However, I was neglecting the experiences and work of students who were working on campus advocating for changes in different ways. The peer educators that I worked with advocated for shifts in campus culture when discussing sexual health and assault, and relationships. Doing this meant that they had to consider the trends and needs of campus, find ways to organize themselves, and present information to their peers in ways that they would understand and value. They did protest different aspects of campus culture, not with marches, but by doing things in an equitable manner. Working with them also emphasized that fact that intersectionality should be considered in the daily practice of not only student affairs educators, but of the peer educators as well. When debriefing after a week of programming, a peer educator mentioned that certain groups of students were being afforded opportunities to receive information, but not other groups of students. This student also noted that the peer educators were directly contacting some groups and not other groups. In both instances, the students who were not receiving information or being contacted directly were students with marginalized identities. Had the peer educators had information about what it means to be intersectional in practice, these students would have gotten the information and been

contacted directly. I was not expecting to have these and many other insights during my internship, but it greatly contributed to my stance that student affairs educators have a direct responsibility to support and educate these students.

My experiences with the Promise Program opened a new area of student support. The program focuses on providing services to students who are homeless and/or unaccompanied foster youth. This particular population of students is especially vulnerable because of their lack of resources and support when transitioning into higher education. Prior to this experience, I primarily thought of student support from an academic standpoint. However, working in the Promise Program showed me that prior to providing academic support, other student needs should be considered. This meant checking in with them about their basic needs regularly. I frequently used Maslow's Hierarchy of Needs to determine the specific type of support I should provide to students.

Chapter 4

Student activists in higher education experience varying levels of support from officials throughout the university. While students have different reasons for different efforts, these students are not working alone in their universities. Articles about activism often mention faculty as pivotal change agents in student trajectories. However, this does not mean that they are the only people who can support students. I believe that student affairs professionals have a unique relationship to students and other key stakeholders of the university. Because of this unique position, student affairs educators have a responsibility and opportunity to support students as they plan and execute various actions.

This chapter will outline the proposal for my programmatic intervention, *Active Students, Active Educators.* This program will serve several purposes for students and staff. The first purpose is to aid in the elimination of misconceptions about student activism. In my experience, student activism has been seen as a nuisance or disruption to campus life since students are "…calling attention to institutional and societal power structures that reinforce inequity," (Jones; Reddick, 2017). In my opinion, acts of activism should be seen as normal and essential to campus life. Acts of activism should be a sign that students are thinking critically and working to create solutions to systemic issues on their campuses and in their communities.

The second purpose of this intervention is to create a space where student activists, faculty, and student affairs educators can collaborate to cultivate student success. In order for student affairs educators to truly incorporate holistic practices, they must work alongside students and faculty. The final purpose of this intervention is to create partnerships between student activists, faculty, and student affairs educators to work towards creating sustainable change throughout campus. Valuing student activism also means that educators are ensuring that

efforts have longevity, that efforts and initiatives continue until the problem is solved in a way that is appropriate for the students. In order to make sure that all three of these program goals are met, I propose an intervention that includes a series of student-led workshops. These workshops will center the student voice and promote collaborative work with mid-level student affairs educators to understand the importance of and to encourage more activism. In this chapter, I will outline the program, the role, and the training of the students, faculty, and student affairs educators.

Best Practices

There are a range of best practices that student affairs educators use to support students in different areas. To support student activists, this program will incorporate Astin and Astin's (1996) Social Change Model of Leadership Development (SCM). The SCM has two primary goals: "to enhance student learning and development and to facilitate positive social change at the institution or in the community" (Nickels et.al., 2011, p. 46). Similar to Critical Action Research (CAR), the SCM values connection with and service to others, as well as reflection. The values of the model are divided into three categories: individual, group and societal. Incorporating the SCM into the everyday practices of student affairs work, especially when working with student activists, is important and helpful because it centers community work and self-reflection. This model pushes students to think about the ways that they interact with and connect to their communities and the people within them. It also offers a practical and easily adaptable framework for cultivating change on campuses.

Evans and Lange (2019) present additional practices that they have found helpful when supporting and working with student activists. It should be acknowledged that these practices are not presented as the best practices. Student activism changes with society, and as student needs

and concerns change, so some practices might work well for some educators and not as well for others. The seven practices presented are:

Building relationships

This practice could be considered the foundation of the list. Evans and Lange (2019) emphasize the need to create bridges across the university that you work in, but also with organizations within the community and other institutions. An efficient way to help student activists is to create a network of liaisons in different places that students can go to for assistance.

Showing up for activists

Student affairs educators should show up for student activists at their events, programs, shows, etc. This helps to counter the narrative that student activists are trouble makers and shows students that administrations are listening.

Leveraging formal and informal sources of power

The responsibility to create change is not solely on the students. Student affairs educators also have a responsibility to leverage their connections and power and take student concerns to necessary places. Student affairs educators can join various committees throughout universities and always present the needs of students.

From the ground to the hills

Student affairs educators cannot ignore that they constantly disagree with institutional decisions on various levels. However, it is important to decide to take a stance based on one's values and morals. This will allow educators to make decisions with integrity.

Learning with others to tell the story

This goes back to relationship building. If you are uncomfortable or having a hard time trying to navigate supporting student activists, look to the people who are already doing so. Look for opportunities to partner with different people in your institution such as tenured faculty.

Making local and national connections

Find creative ways to make new partnerships. This could be as "simple" as working with other professionals via shared research and presenting at national organization conferences. Creating "external connections can help normalize some of our experiences as we engage with power, privilege, oppression and success. It creates solidarity and helps provide strategies to move in and through challenging environments" (Evans & Lange, 2019, p. 72).

Making ties to values

Supporting student activists aligns with most institutional missions, so it will be helpful for student activists to assist them with tying their concerns and demands to institutional progress. Although these best practices may look different across campuses, I believe that they make a solid foundation for supporting student activists. I use these in creating my programmatic intervention.

Critical Action Research

Critical Action Research (CAR) is a research method that ensures that research is collaborative and participatory. This means that both the researcher and participant are creating knowledge and learning experiences together. It easily facilitates a reciprocal experience for both parties involved. By doing this, CAR extends intellectual validity to the participant and not just the researcher. CAR is useful for producing spaces for critical thinking and civic engagement. These key components of CAR support the purpose, values and principles of my programmatic intervention. The purpose of this intervention is to create a space for student affairs educators,

faculty and students to work and learn together to foster relationships and create sustainable change on campuses. CAR also supports my program's principle that students' experiences and voices are valuable and valid.

Active Students, Active Educators Overview

Program Goals

Active Students, Active Educators will accomplish the following goals:

- To eliminate misconceptions about student activism;

- To provide a space for student activists *and* student affairs educators to collaborate to cultivate student success;

- To create partnerships between student activists, faculty, and student affairs educators that lead towards creating sustainable change throughout campus.

Program Objectives

In order to accomplish these goals, the following objectives will be met:

1. Student activists and student affairs educators will reflect on the ways they have enacted change in their communities;

2. Student activists will work with a faculty member to plan and facilitate full day workshop for student affairs educators;

3. Student activists, faculty and student affairs educators will create action plans to address campus issues.

Intervention Implementation:

Recruitment of Participants

Recruitment for the program will need to happen on several levels. The first wave of recruitment is to find the "ideal" faculty member. The "ideal" faculty member to co-facilitate this

program is one who is currently, or has in the past, studied and participated in activism. This faculty member would be someone who also works with student activists on-campus, and in spaces off-campus as well. Faculty members might be found in departments such as peace and conflict studies, political science, and women and gender studies. It is also important that this person be involved in a variety of areas throughout campus. Recruitment of this faculty member will need to be direct and personal. Methods should include personal letters and one-on-one meetings with potential faculty members.

Once a faculty member is chosen, the next stage of recruitment focuses on student activists. For the program, five student activists will be selected to co-facilitate the proposed workshop. This recruitment process would take place during the fall semester. Locations where student activists can be found throughout campus will vary. An ideal candidate may be found in identity centers working as peer educators, or they can be found in sustainability offices, or in organizations off-campus. Advertisements for the position will need to be marketed via social media platforms. Interested students would complete an application and be interviewed by the selected faculty facilitator and the senior level student affairs educator.

The final round of recruitment will look similar to the recruitment for the faculty member and student activists. The recruitment process for student affairs educators would take place during the spring semester of the academic year. As a pilot group, there should be ten mid-level student affairs educators. These student affairs educators can fall anywhere on the spectrum of experience with activism. As mid-level professionals, professional and personal development will be particularly important (Reynolds, 2011). Recruitment for this group should also be direct and personalized. Personal outreach methods would include personalized letters and referrals

from colleagues. The program should also be presented as an opportunity to feature in annual evaluations and supervision meetings, which might incentivize attendance for educators.

Student Training Workshops

Once recruitment for the student activists is complete, their training will begin during the spring semester. Training would take place over three days and will be a paid opportunity for the students who are participating. The workshops will be facilitated by the faculty member, and senior level student affairs professional (for training agendas, see appendix D).

The training sessions are outlined as follows:

Workshop I: Introductions and Teambuilding

Considering that there is potential that the selected students will be coming from different areas of experience and campus, it will be important to develop team relationships. In order to do this, students will participate in activities that will allow for self-reflection, sharing and group-reflection. This session will give students chances to unpack and share their own values, experiences and ways of making meaning. This session will be planned for 90 minutes.

Learning Outcome: Students will articulate and reflect on their personal values.

Workshop II: Introduction and Application of Intersectionality and Matrix of Domination

This workshop will offer students an overview of the matrix of domination and intersectionality. These frameworks will be used as the lenses through which students will analyze their activism. The matrix of domination offers a framework for students to organize their issues and identify the larger systems in which they lie. Intersectionality will be helpful for students to examine the ways that their respective issues have and potentially continue to affect people in different ways. This session will be planned for 90 minutes.

Learning Outcome: Students will organize campus issues according to the matrix of domination.

Workshop III: Program Planning & Facilitation Training

This workshop will be dedicated to facilitation training and practice, as well as program planning. By creating the program agenda as a group, student activists will be able to have an easier time facilitating. Outside of the workshop, students will continue to develop and enhance the workshops for SA educators. This session will be planned for 120 minutes.

Learning Outcome: Students will create goals for the student affairs educator training.

Student Affairs Educators Workshops

This workshop will take place during the summer months over three consecutive days. The three workshops will be co-facilitated by the five student activists, and it will mirror their training. The workshops are as follows:

Workshop I: Introductions and Teambuilding

Similar to the workshop for student activists, this session is focused on creating relationships between the students and student affairs professionals. This session will seem more casual than the sessions to follow. During this session, two student affairs professionals will pair with one of the student activists. In groups of three, student affairs educators and student activists will share stories of their experiences with activism, and/or community impact and change. Communities can include those at the university and those outside of the university. Students and student affairs educators will also engage in large group team building activities. This session will be 90 minutes.

Learning Outcome: Student affairs educators and student activists will develop mutual understanding of individual experiences.

Workshop II: Introduction of Matrix of Domination & Intersectionality

This session will focus on the applications of the matrix of domination and intersectionality. Students will present a list of issues relevant to the campus and surrounding communities. The student affairs educators will be tasked with organizing the issues based on the matrix of domination. In small groups of two, student affairs educators will be presented with campus policies that they will analyze using the matrix of domination and intersectionality. As a large group, student affairs educators and activists will discuss ways that students of varying identities are affected by campus policies and issues. This session will be 90 minutes.

Learning Outcome: Student affairs educators will demonstrate two ways to use intersectionality to evaluate their practices and programs

Workshop III: Action Planning

Using issues and/or policies from Session 2, everyone (student affairs educators, student activists, faculty and senior level student affairs educator) will create action plans. The plans must identify one issue/policy relevant to their campus, and one issue/policy relevant to the surrounding community. Once an issue/policy has been identified the group will create a sustainable and realistic plan for change. The plan may include creating a task force, compiling a list of stakeholders and affected populations, and methods of outreach. The group will also work to create a loose timeline for creating the change they wish to see. This session will be 120 minutes.

Learning Outcome: Student affairs educators will work with student activists and faculty to create two action plans for creating change on campus.

Program Sustainability

To ensure that the program is able to reach the communities appropriately and effectively, the full cohort will need to meet at least once per semester until their plan of action is

complete. The group will need to develop plans for student and employee transition in and out of the university. They may need to collaborate with other campus partners for support and bringing other students into the group. Subsequent cohorts will begin to meet in the following academic year to address other issues on campus. The senior-level student affairs co-facilitator and faculty facilitator will be identified by the initial employees to participate in and facilitate the program.

Funding

Part of ensuring that the student voice is valued means that they must be paid for the work that they do. An effective way to ensure that students are paid for their work is through Federal Work Study programs for students who qualify, and for those who do not, they can be paid directly from the division of student affairs budget. Students will be paid through a stipend throughout the academic year. They will need to meet with and track their hours and work with a graduate assistant. Food will be provided for workshops, trainings and monthly meetings with the students, faculty and staff involved. Additional funding can be sought by applying for grants, reaching out to local non-profit organizations and tapping other departments on campus.

Table 3

Program Budget

Item	Description	Cost
Student salaries	5 students @ 10 hours per week @ 12.00 per hour- to be paid biweekly as a stipend throughout the academic year	18,000 (3,600 per student)
Graduate assistant	1 Full time 20 hours per week, tuition, stipend;	20,000

	Provides support and organization to students and meeting scheduling	
Supplies	Chart paper, pens & markers, journals, t-shirts, laptop stickers	500
Food/Refreshments	Workshops & training, and monthly group meetings	1000
Total		39,500

Timeline

  The pilot program will begin during the fall semester with recruitment of the faculty member. This will be conducted by a senior level student affairs educator. As previously mentioned, recruitment would include personalized methods such as letters and phone calls. Advertisements for the program would be posted throughout campus in popular areas such as student unions and academic buildings (advertisements in Appendix A). Student activists will be required to complete an application for the program. This application will be available from December – Late January. The applications will be reviewed by the faculty member and senior level student affairs educator (application in Appendix B). They will also conduct interviews to choose the five student activists to participate in the training (interview questions in Appendix C). Upon selection, students will receive an outline of their responsibilities and expectations and a timeline for training. Training will be co-facilitated by the faculty member and senior level student affairs educator during Spring Break. Upon completion of the training students will meet

biweekly to plan workshops for the group of mid-level student affairs educators. Advertisements for student affairs educators will be sent out to departments and included in staff newsletters. The program will also be marketed as continuing education and professional development for staff.

Challenges

While it is important for student affairs educators to actively support student activists, it is also important to acknowledge that this support will come with varying levels of risk. Harrison (2010) presents the various challenges that student affairs educators face when supporting student activists. These challenges include experiencing fear and powerlessness when they feel compelled to challenge systems, unemployment, angering supervisors, feeling stressed in their workplace, and developing negative reputations (Harrison, 2010). These types of challenges may prevent student affairs educators from participating in the training with student activists. However, it is my hope that the participation of senior level student affairs educators and faculty will help to erase these concerns. Senior level student affairs educators and faculty often have a greater sense of job security and will offer a level of validity and commitment to the program that will hopefully provide comfort. Reframing activism as support will also help change the perceptions of what it means and looks like to speak out to right a wrong.

Another potential challenge for the program is that campuses may not be able to identify student activists on their campuses. As previously stated, student activists may show up on campuses in varying places, however there may be some campuses where students are not easily identifiable. Students may be afraid of the potential consequences of activist work and unwilling to identify themselves. Conducting a program such as this would help to normalize student activism and change perspectives of what activism looks like.

Chapter 5

Leadership is discussed in a myriad of ways and places throughout life. When I think about the leaders that I have worked with, observed or tried to emulate, they are people who lead with compassion, empathy, transparency, and sense of community. These have been people who value reflection and the opinions of the people that they work with. They do not approach their work in hierarchical ways, instead it is typically communal and collaborative. These are the traits of a leader who intends to enact change and bring people together. They acknowledge that different backgrounds and experiences hold value and deserve a chance to be heard. Leaders are not afraid to take accountability for their actions and are open to constructive criticism. More importantly, they incorporate both into their daily practices inside and outside of the workplace. Throughout the *Active Students, Active Professionals* Program students, faculty and staff should not only possess these characteristics, they should work towards ensuring that leaders throughout campus do as well. This chapter will discuss methods of evaluation and assessment for the program. I will also discuss the limitations of the program proposal and what student support looks like presently and going forward.

Leadership in *Active Students, Active Educators*

To offer perspective and understanding to the work that student activists do on their campuses, it is helpful to examine their work through the servant leadership (Greenleaf, 2003) framework. At its core, servant leadership describes "the idea that one's influence as a leader is connected to one's willingness to serve others and genuine motivation to help others," (Martin et al., 2018, p.11). As servant leaders, students are using and developing empathy, integrity and sacrifice as leadership skills to connect with their communities (Martin et al., 2018).

Empathy is important for all leaders to have but especially for servant leaders. Empathy allows

servant leaders to connect to those with whom they work and lead. It is also an important trait to

possess because "an activist who is practicing servant leadership is likely led by a moral compass

to be empathic to a cause and/or the individuals affected by the cause (Martin et al., 2018). As

activists practice empathy and incorporate it into their work, they should reach a level of

empathy where they can appreciate the emotions of others, known as wholeheartedness (Martin

et al., 2018). This is important for activists to achieve because it allows the activist's purpose to

be harmonious with their cause. It makes the need to address their issue more personal allowing

them to be more devoted to working towards change. Some students may naturally include a

great deal of empathy in their work, but it can also be "taught and learned through various

methods," (Martin et al., 2018, p. 12). By intentionally incorporating empathy into their work,

servant leaders are able to do a better job of creating community. As student affairs educators, it

is important to lead with empathy for the reasons presented above. It is also at the foundation of

creating support systems for student activists.

Another key value of servant leadership is that leaders must have "integrity to be morally

led as an authentic person," (Martin et al., 2018, p. 12). It is important for students to understand

the value of incorporating integrity into their practice because it helps to understand the impact

that their work has. Emphasizing the need to lead with integrity focuses on students' values and

morals. As educators, staff can "help students understand the potential leadership consequences

of working for social change when one's integrity is called into question," (Martin et al., 2018, p.

12). Leading with integrity can prompt others in communities to do the same, leading without it

could mean that activists are viewed as "inauthentic, scripted or lacking credibility" (Martin et

al., 2018, p. 12).

The final key value for servant leaders is sacrifice. Sacrifice is needed in servant leaders if student activists and educators intend to place their community before themselves. To practice sacrifice, leaders must be willing to be vulnerable within themselves and to the people with whom they are working. It is important for student affairs educators to consider this in their own practices, but also important to help students develop an understanding for what sacrifices they should make. Student affairs educators can also lead by example by being vulnerable with their students and campus communities.

Servant leadership and activism are two sides of the same coin. Both are concerned that creating change for the betterment of a community rather than an individual. They both emphasize a need to build community as change is created. It is the goal of *Active Students, Active Educators,* to create a foundation for university administrators to view activists as servant leaders. This will provide educators with a foundation of skills that they can help to develop, and more importantly, it will help prove that there is a high need for the work of student activists. It would also be apparent that these students are not acting selfishly, and that they are pushing to create changes that will benefit their current peers as well as though that will one day sit in their seats long after they leave. Understanding the service in activist work will also emphasize the need for support from student affairs educators and other key stakeholders within the university. I believe that understanding the core values of servant leadership will also illuminate the fact that student affairs educators are also servant leaders themselves. Student affairs educators and student activists can use this connection of service to bring meaningful work to their campuses.

In the implementation of *Active Students, Active Educators,* leadership is a shared experience between everyone who is participating. As a shared experience, this will aid in collective knowledge creation and equal investment from all participants. Each participant serves

in an important role because of their experiential knowledge and the impact that they have in their respective roles and communities. Senior level student affairs educators hold institutional power and have vast networks throughout universities. Faculty have academic and research experience and backgrounds to provide intellectual credibility to the concepts that are introduced and created. Student activists have a combination of institutional power, networks, and academic and experiential knowledge that will help connect the program to other students on the campus. All of them are key stakeholders to the university experience and are servant leaders in their own rights.

Evaluation & Assessment

     As mentioned in Chapter 2, a key component of critical action research (CAR) for the researcher to reflect on their practice and results. Throughout *Active Students, Active Educators*, reflection is a recurring theme. Student activists and student affairs professionals are asked to reflect on the impact that they have had with their communities, reflect on the impact that their communities have had on them, and reflect on the policies and culture of their campuses. Reflection is important to this program because it will create bridges between students, faculty and staff, and assist in creating community bonds between the group. Reflection in this program will also be provided using methods of evaluation and assessment.

     Evaluation and assessment are important for any program but especially for pilot programs because they help inform the impact of the program and what future iterations of the program may look like. Evaluation and assessment are also important because provide context for learning and satisfaction. These outcomes of evaluation and assessment are particularly important to activism and student leadership. Because activism often hold negative reputations, proving impact and learning will be necessary for the continuation of *Active Students, Active*

Educators, and other programs like it. It is also important because it bring meaning to the work that servant leaders and activists do. It will help to quantify the impact of leading with empathy, integrity, sacrifice and compassion.

While the program goals are all significant to the success of this program, to me it is most important that all participants leave having created meaningful relationships and have a concrete plan for creating change on their campus. These are the most important goals to me because they truly exemplify the work of an activist. Change cannot happen without the support of one's community and without a solid foundational plan. Following each set of workshops, participants will be asked to complete a survey (see Appendix E). The survey will assess the learning outcomes of each workshop, program goals, participation and satisfaction. Participants will also be asked to participate in an unscripted interview following the program. Conducting a survey and an unscripted interview will provide quantitative and qualitative data about the overall program. It will help to determine what the future of the program looks like and the ways that other campus stakeholders may be involved.

Limitations and Looking ahead

There are many factors that can affect the planning and implementation of *Active Students, Active Educators* such as campus culture and institutional size. One limitation of this program is that on some campuses, students may not self-identify as activists. Although I have identified students such as peer educators as activists, this may not be true across many campus cultures. This may be particularly true at small universities or religious universities. Another limitation that can be impacted by institutional type is the level of involvement. Some institutions may not have ten mid-level student affairs professionals who are willing and interested in working with student activists. Institutional type and culture could also affect the

perceptions of student activism. Participation would also be affected if student affairs educators and faculty do not have amicable working relationships. In the event that there are not ten student affairs educators, accommodations could be made based on the number of student activists who apply and are chosen to participate in the program. If there are not a lot of students who identify as activists, the narrative could be changed to see student leaders interested in being change agents on their campuses.

Student activism and student support are two areas that I have always been and will continue to be passionate about. I hope to carry this program with me in my career in higher education. As a student affairs educator, I will implement the principles of this series in the work that I do even if I do not have the chance to plan and implement this program. I would also be interested in presenting this program at a student affairs conference in the future. I believe that a program that connects students, faculty and staff with the goal of making change on campuses is easily adaptable and can be beneficial on a universal level.

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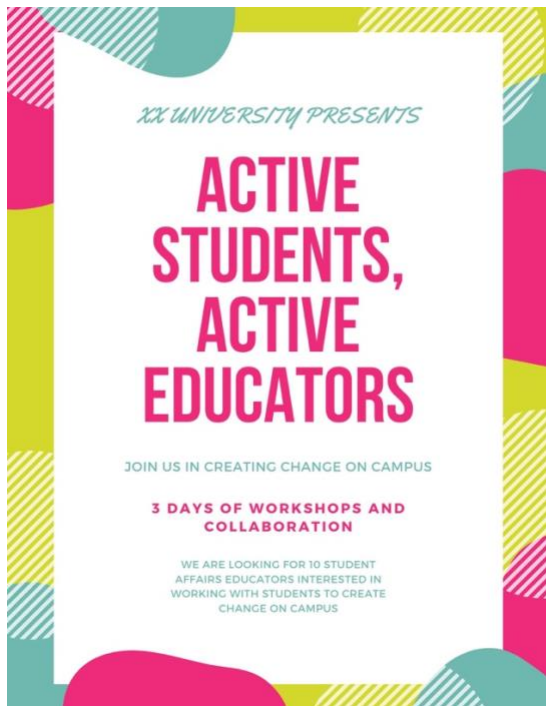*Directions for Student Services, 48,* 5–15.

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Appendix A - Advertisements
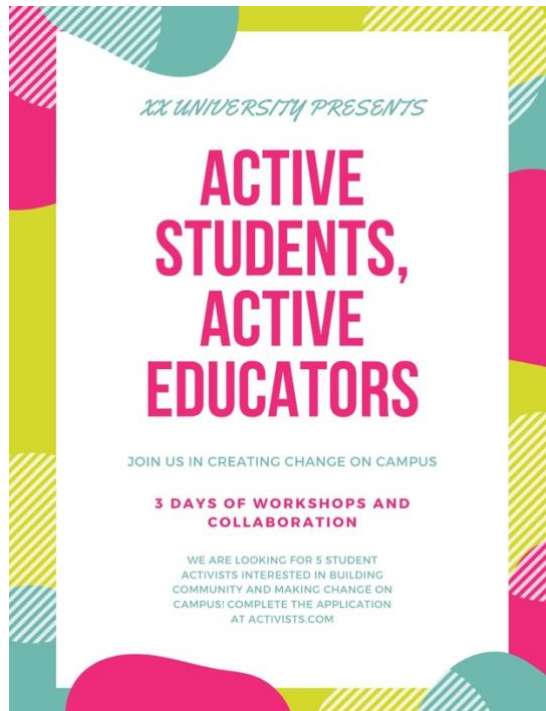
XX UNIVERSITY PRESENTS

ACTIVE STUDENTS, ACTIVE EDUCATORS

JOIN US IN CREATING CHANGE ON CAMPUS

3 DAYS OF WORKSHOPS AND COLLABORATION

WE ARE LOOKING FOR 10 STUDENT AFFAIRS EDUCATORS INTERESTED IN WORKING WITH STUDENTS TO CREATE CHANGE ON CAMPUS

XX UNIVERSITY PRESENTS

ACTIVE STUDENTS, ACTIVE EDUCATORS

JOIN US IN CREATING CHANGE ON CAMPUS

3 DAYS OF WORKSHOPS AND COLLABORATION

WE ARE LOOKING FOR 5 STUDENT ACTIVISTS INTERESTED IN BUILDING COMMUNITY AND MAKING CHANGE ON CAMPUS! COMPLETE THE APPLICATION AT ACTIVISTS.COM

Appendix B- Student Application

Students should submit resume & cover letter

Name:

Student ID:

Academic Year:

Organization(s) that you're involved in:

In 300 words or less answer the following questions:

1) Why are you interested in this program?

2) What changes do you want to bring to the university? This could include campus culture,

   policies, etc.

Appendix C – Student interview Questions

Interview Questions:

1) Tell us about yourself and your involvement on campus as an activist

2) What is your definition of social equity? How do you challenge oppression and promote

   on campus?

3) Tell us about a recent project that you were part of. What were your contributions? What

   were success and challenges?

4) Can you tell us about a time when you had to "sell" your ideas or work to someone? How

   did it go?

5) Can you tell us about a time when you worked outside of your comfort zone?

6) Could you give an example of a time in the past when you engaged with someone who
   did not agree with something you were saying or presenting, particularly, as it relates to
   social justice?

7) How does your identity impact your work?

8) When challenges have you faced as an activist on campus?

9) Do you have any experience working with staff and/or faculty in your work?

10) What issues are a priority to you?

11) Time for student to ask their own questions

Appendix D– Student Activists Training

Workshop I – Introductions and Teambuilding Sample Agenda

2:00-2:10pm – Introduce program and overview of training

2:10-2:30pm – Group Introductions (include faculty and student affairs professional)

- Where Your Name Comes From activity – Participants partner with someone that they have not met before. In pairs, each person will share the origin of their name. Where it comes from, what it means, why their parents chose it, etc. Each group shares the story of their partner's name. (Training for change website)

2:30-3:00 – Group discussion – Participants will answer the following questions:

(a) How has your community affected you?

(b) How have your actions affected your community?

(c) How do power and privilege influence the causes that you fight for?

(d) How do power and privilege affect the decisions that you make?

(e) What are your definitions for social justice? Social equity?

3:00-3:25 – Unfinished Story activity

- A facilitator will read and hand out a story that is incomplete, participants must work individually (in student activist training) or in groups (in student affairs educator workshop) to complete an ending to the story. This will help participants share their values and principles concerning activism. (adapted from The Thiagi Group)

Workshop II – Introduction and Application of Intersectionality and Matrix of Domination – Sample Agenda

2:00-2:10 – Recap of previous

2:10-2:40 - Identity activity –

- Before activity, introduce intersectionality and examples

- "students each receive a pair of clear plastic glasses and permanent markers. Then, as a class, we discuss primary and secondary characteristics commonly associated with identity. Students write their identifying characteristics directly onto the lens of the glasses. When students put on the glasses, they have a visual representation of how their identity influences the way they see the world. To further explore how this concept is relevant to the class, students break into small groups and discuss (a) personal power and privilege and (b) how identity influences decision making. As a large group, the class discusses implications of understanding how one's power and privilege and personal identity are relevant to the decision-making process. At this point in the exercise, it is critical to highlight whose voices are typically represented when setting policy agendas; pulling examples from current events may be helpful for students to better understand this concept, " (Nickels, et al., 2011, p. 48).

2:40-3:15 – Matrix of Domination

- Students will be introduced to Black Feminist Thought's Matrix of Domination to help to provide context for how intersecting oppressions are organized. Students will organize a list of social justice issues based on where they fall within the matrix of domination.

- Matrix of Domination
  - Structural Domain of Power – "encompasses how *social institutions* are organized to reproduce Black women's subordination over time" (Collins, YEAR, p. 277). (Other marginalized groups can be entered in the place "Black women"). Large-scale, interlocking social institutions. Oppression and exclusion in this domain occur largely on institutional levels and are systemwide issues.

- Disciplinary Domain of Power – "manages power relations. It relies on bureaucratic hierarchies and techniques of surveillance. (Collins, 2000, p. 280). Does not control social issues, instead controls the way organizations are run; see laws and policies that contribute to the policing and surveillance of people

- Hegemonic Domain of Power – "deals with ideology, culture and consciousness; Is important in addressing the need for African-American women to support systems that oppress them and other groups. By manipulating ideology and culture, the hegemonic domain acts as a link between social institutions (structural domain), their organizational practices (disciplinary domain), and the level of everyday social interaction (interpersonal domain)" (Collins, 2000, p. 283-284).

- Interpersonal Domain of Power – "functions through routinized, day-to-day practices of how people treat one another. Such practices are systematic, recurrent, and so familiar that they often go unnoticed," (Collins, 2000, p. 287).

3:15-3:30 – Debrief & prepare for next workshop

Workshop III – Program Planning & Facilitation

2:00-2:30 – Recap & Debrief of previous programs

2:30- 3:10 – Vision Board activity

- Students, faculty and senior level student affairs educator will create vision boards for how they hope the program will go

3:10-3:20 – Break

3:20-4:00 – Collective Goal setting

- Students, faculty and staff will share their vision boards with one another and draft 3-5 goals for the program, and begin drafting agendas

- Participants will also need to plan for the future by scheduling follow up meetings

Appendix E – End of workshop survey

Name:

Email:

Year at WCU (if applicable):

Major (if applicable):

Please rate your overall satisfaction with the program:

1 - not at all satisfied	2 – slightly satisfied	3 - neutral	4 - very satisfied	5 – extremely satisfied	N/A

Indicate how the training met the following learning objectives:

	1	2	3	4	5	N/A
Student activists and student affairs educators will reflect on the ways they have enacted change in their communities						
Student activists will work with a faculty member to plan and facilitate full day workshop for student affairs educators						
Student activists, faculty and student affairs educators will create action plans to address campus issues						