Training Peer Advocates for Social Justice to Enhance Your Living – Learning Program(s)

Inclusion
Marginalization Support
adjustment practice
identities Oppression
spirituality Justice informal difference
Residence disability application other
Social faculty training culture LGBTQ
Privilege Equality theory Faith Rights
Hall triggers welcome Peer
Equity development Race
research classroom dynamics Challenge staff
initiative dialogue Diversity
limits Awareness Ethnicity
Mentorship Advocacy Mattering
program assessment power
Session Outcomes

- Understand the positive impact of social justice education on any living-learning program or community.

- Understand core components of Social Justice Peer Education Training/Development Program for undergraduate student staff.

- Create action plan that can be implemented on the needs of department and campus culture.
Getting on the Same Page

Departmental & Campus Needs
- What is the Climate on Your Campus, in your halls, and in your operation?
- What is the future Direction of your operation with regard to Diversity/Multiculturalism/Social Justice?
- What politics might be involved with a decision like this?

Terminology
- Diversity
- Multiculturalism
- Social Justice
Why This Matters

- Mattering and Marginalization (Schlossberg, 1989)
  - Inherent need to feel valued, understood, and a sense of belonging
- ~70% of College Population Identifies as White (NCES, 2012)
- ~57% of College Population Identifies as Women (NCES, 2012)
  - What does this mean for underrepresented populations?
Why This Matters

- Students coming with a plethora of identities – identities that have had consequences in their lives
  - Students don’t sit idly by with their identities
- Students uniquely situated in the residential environment
  - Can’t get away from the identity of others that may conflict or parallel their own.
  - Staff with advocacy, social capital, and cultural capital to enhance exploration and engage resources
- Students are more savvy now than ever
Some Basic Assumptions

- Most successful method of successful social movement is taking lead from within the community (Freire)
- Reframe the conversation – Welcome straight, white, men back to the conversation (Pettit)
- There is a place for Conservative Voices in Social Justice (Wall)
- Students Do Care about Issues of Social Justice and Diversity (HERI & CIRP)
- Learning Community formal or informal
- Peer Educator can be RA, Peer Mentor, and/or Graduate Staff.
CORE Components of Training

- Campus Culture, Dynamics and Politics
  - Diversity vs Multiculturalism vs Social Justice
  - Opinions/Thoughts of Leadership
  - Who are the stakeholders
  - Relationship with the Office of Diversity/Inclusion
- Buy-In of your Peer Educators
  - Use campus information to make it relatable
  - Identity Mapping and Exploration
  - Telling their story
  - Dialogues around tough personal situations & stories
CORE Components of Training

- Basic Social Justice Education For Peer Educators
  - Depth of Knowledge more than breadth
  - Understanding of core concepts
    - Privilege, Oppression, Identity Groups, Social Power Dynamics, Social & Cultural Capital
- Role of Advocacy in Peer Educator Roles
- Ongoing development sessions (e.g. in-services, mid-year trainings, professional development discussions, etc.)
- Common Readings & Lecture Series
- What does effective SoJo Programming Look like?
CORE Training - Programming

- Programs that Work for Social Justice Work
  - Low, Medium, High Risk – timing appropriately
  - Interactive – balance of personal, group work
- Critical Components of SoJo Programs
  - Dialogue, De-Briefing, Story Telling, Ground Rules, Identity Sharing, Real World Application
- Facilitator Choice
  - Peer Educator or Graduate Staff or Professional Staff
  - Understanding the Role of Facilitation for Success
- Programs that can work against Social Justice Education
  - Simulation Programs, Poorly Facilitated, Poor Prep
CORE Training – Dialogue

- Purpose – sharing and common understanding of goals
- Reframe from Win/Lose to Win/Win
- Ground Rules
- Sharing Personal Stories – focusing on self instead of an entire group or others
- Perspective taking
- Challenging Current Thoughts
- Following up after the dialogue
- Formal or Informal
Implementing in the Halls

- Needs to have buy-in from all levels of the department
- Needs a faculty component
- Strong Collaborative Ties with your campus Diversity/Social Justice Office
- Assessment – Pre & Post
Implementing in the Halls

- Setting Clear Expectations of the Staff and Residents in the Community
  - Physical Space
  - Psychological/Emotional Space
  - Inclusive Language
  - Inclusive Programming and Publicity
- Create a Residential Curriculum focused on SoJo
  - Avoiding Burnout on Topics
  - Utilize Assessment Data for Program Planning
  - Curriculum Components should extend beyond residents and RLE Staff
Ongoing Staff Education

- Critical to Success
- Ongoing at regular increments
- Recognize time limits of student staff
- Recognize cognitive development of student staff

Examples:
- Bi-Weekly Social Justice Newsletter
- Staff Pro-Devo Sessions/In-Services
- Common Article or Book Reading over the semester
- Webinars
- Collection of Resources on a staff e-learning platform
- Developing Campus Programs (Tunnel of Oppression)
- On-going collaboration with Multicultural/Diversity/SOJO Office
- Mentorship Program/Matching
- Staff Meeting Conversations
- Student Groups
Taking Action

Your Campus

- What are the SOJO Issues on your campus right now?
- Who’s Advantaged? Who’s Marginalized?
- What identities are given power?
- How does your campus define Diversity and/or Social Justice?
- How can you gather this information?

Taking Action on Your Campus

- What’s the “Why” behind having PEs?
- What is your Role in affecting education and change in your community?
- What is currently covered in your student staff training on Diversity or Social Justice?
- Are you looking to have informal Peer Educators or Formal Peer Educators?
- What barriers (e.g. human, physical, financial, etc.) can inhibit action from occurring?
- Who are the stakeholders who have to approve this?
- How will you measure success of the program after year one?
- What will the supervision structure resemble for the educators?

University of Florida
Housing & Residence Education
References & Resources

- Pedagogy of the Oppressed by Vernon Wall
- Multiculturalism on Campus by Diane Cooper
- Student Development in College by Nancy Evans
- “10 Myths of Social Justice” by Vernon Wall
- IamSocialJustice.com – Jessica Pettit
- Readings for Diversity & Social Justice by Warren Blumefield
- Teachings for Diversity & Social Justice by Lee Ann Bell