

Concurrent Sessions for Carroll University's Annual DEI Summit

10:45-12 PM

Session Title and Presenter(s): Hurt People Hurt People by Pardeep Singh Kaleka

Location: Ballroom

Focus of Development: Awareness

Audience: Everyone

Format: In Person

Session Description: We will start in a whole group session and then break off into dyads. This pair will include a listener and speaker, who will get a chance to experience both roles. Both participants will reflect and share the last time that they felt like they hurt someone or were hurt by someone. The dyads are to be as randomized as possible. The exercise will end with the dyads returning to the whole group to share only their own feelings around the exercise, and not the information shared. Takeaway will depend on each person, but will engage the participants in listening with empathy and speaking with vulnerability.

Session Purpose and Call to Action: The purpose of this session is to get out of our personal lens and meet the speakers where they are. To ultimately reserve judgement long enough for the other to share their story or to be heard ourselves. The participants do not necessarily need to affirm nor condone the speaker and what they are expressing, but to simply listen and attempt to understand the pain. Listeners are also welcomed to explore their own biases and experience by being mindful during the conversation itself.

Session Title and Presenter(s): Enacting Social Change by Reverend Mark Fraley and Reverend Christopher Boston

Location: Chapel

Focus of Development: Application

Audience: Students

Format: In Person

Convocation Point: Yes

Session Description: This session will introduce students to fundamental concepts and practices to create social change where they live in tangible ways to make life better for themselves, their family and friends and the communities where they live.

Session Purpose and Call to Action: This session will teach skills and concepts which they will be able to employ immediately and provide an introduction leading them to want to learn more in the future.

Session Title and Presenter(s): Safe Spaces at Carroll University by John Morrissey and Billy Trahan

Location: Oak Room

Focus of Development: Awareness

Audience: Faculty/Staff

Format: In Person

Session Description: This training was put together using resources from The Trevor Project. The Trevor Project is the world's largest suicide prevention and crisis intervention organization for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) young people. The goal of the training is to provide you with resources and knowledge to make your office/department/classroom a "safer space" for students in the LGBTQ+ community.

Session Purpose and Call to Action: As a result of attending this session, participants will be called to be active, supportive, and visible people who support the LGBTQIA+ community. Actions may include posing pride signs, including pronouns in signatures, and executing our campus suicide prevention protocol when necessary.

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12:30-1:45 PM

Session Title and Presenter(s): Using a Race/EDIB Lens in Decision-Making and to Analyze & Revise Policies, Practices, Programs, and Services by Dr. Kathy Obear

Location: Ballroom

Focus of Development: Application

Audience: Everyone

Format: In Person

Session Description: A predictable trap for campus change agents is to only focus on interrupting interpersonal microaggressions while ignoring the pervasive systemic barriers to equity and inclusion embedded in policies, practices, programs, norms, and services. However well-intentioned, inclusion efforts can fall devastatingly short and allow structural obstacles, unproductive dynamics, and uninclusive dominant culture norms to continue to manifest. In this engaging session, students, staff, and faculty will experience and review practical resources to implement in their daily activities to use an Equity Lens to both analyze and revise existing policies, programs, practices, norms, and services as well as to keep equity and inclusion centered in all planning and decision-making processes.

Session Purpose and Call to Action: Participants will practice tools to use an Equity Lens in their daily activities in three key areas: Planning and decision-making, analyzing current policies, programs, practices, services, and norms, and revising these to create greater equity and inclusion for a fuller breadth of campus community members.

Session Title & Presenter(s): Old Ways of Looking at Autism and Neurodiversity vs. New Ways of Looking at Autism and Neurodiversity

Location: Hastad 140

Focus of Development: Awareness

Audience: Students

Format: In Person and Virtual

Convocation Point: Yes

Session Description: Very akin to a journey, “The New Look . . .” examines the many ways we look at the entire autism spectrum, neurodiversity, behavioral differences in general, and guides us through the confusing mixed messages we receive today. With a very humanist roadmap, Author, School Consultant, past-Executive Director and current Facilitator of NYU’s Connections Program for Global Students with Autism, Michael John Carley, discusses obstacles faced by adolescents and adults—college students in particular—the myths surrounding their capabilities, and briefly goes over the sociological history of why we react the way we do to words like “Autism” or “Neurodiversity.”

Session Purpose and Call to Action: Don’t be a behavioral bigot.

Session Title and Presenter(s): Responding to Microaggressions in Classrooms, Trainings, and Meetings by Dr. Patrick Grayshaw

Location: Oak Room

Focus of Development: Application

Audience: Faculty/Staff

Format: In Person

Convocation Point: Yes

Session Description: This session will explore ways in which faculty and staff can respond to microaggressions that take place in the classroom, meetings, or trainings on campus. Microaggressions are slight, subtle, and often unintentional offenses that cause harm (Pierce, 1970). They create spaces that are not conducive to learning and engagement. As faculty and staff, we can struggle to properly address these microaggressions in a way that supports our students and holds each other accountable for our words. This session will draw upon helping skills, deliberative conversations, and the ACTION framework to help participants feel comfortable in addressing microaggressions that take place. Using the ACTION framework (Souza, 2018),

participants will explore ways that they feel comfortable addressing microaggressions rather than “feeling frozen.” These ways will be couched in the ways we can have deliberative group conversations. This session will include examples of microaggressions in multiple settings on campus and an interactive discussion on the ways we can address each situation.

Session Purpose and Call to Action: This session will prepare faculty and staff to address microaggressions in their work. Each participant will be called upon to engage in deliberative conversations around microaggressions when they occur in their classroom, trainings, or meetings.