Civic Engagement, Intersectionality & Well-Being in Higher Education:
The Vital Role of Social-Emotional Learning & Development

Bridging Theory to Practice (BTtoP) Conference
Wednesday, May 24, 2017 - 4:40-5:55 PM
Presentation Agenda

◉ **Welcome** - Brief Introductions / Overview *(10 minutes)*

◉ **Icebreaker Activity** - What drew you to this workshop? *(7 minutes)*

◉ **Tufts Overview** - Campus environment(s), Tisch research study *(5 minutes)*

◉ **Personal Experience** Panel *(30 minutes)*
  ◦ Mindy Nierenberg
  ◦ Ian Wong
  ◦ Anissa Waterhouse
  ◦ Break – Time for Pause / Mindful Moment *(3 minutes)*
  ◦ Ellen Pinderhughes
  ◦ Jukurious Davis
  ◦ Deborah Donahue Keegan

◉ **Closing** - Connect the dots… *(5 Mins)*

◉ **Discussion** - Q&A *(15 Mins)*
Panel of Presenters

- **Mindy Nierenberg**, Senior Director, Tisch Programs; Director, Leadership Studies minor
- **Ian Wong**, Director, Health Promotion & Prevention Tufts University, Department of Health Promotion & Prevention
- **Anissa Waterhouse**, Tufts A’17, Tisch Scholar, Honos Civicus Society
- **Ellen Pinderhughes**, Professor, Eliot-Pearson Dept. of Child Study and Human Development; Interim Co-Chief Diversity Officer
- **Jukurious Davis**, Student, Coordinator of the Students’ Quest for Unity in the African Diaspora (SQUAD) pre-orientation program, Peer Leader at the Africana Center, Tisch Scholar
- **Deborah Donahue-Keegan**, Associate Director, Tisch Social-Emotional Learning & Civic Engagement Initiative; Lecturer, Education Department
We will discuss the vital role of social-emotional learning (SEL) to well-being, resilience, and ethical civic engagement in higher education.

Social and emotional learning involves the process of developing skills needed to recognize and manage emotions, establish positive relationships guided by empathy, engage in perspective-taking, and approach conflict constructively.

Applied to teaching and learning in higher education, SEL can help students, faculty, and staff recognize and embrace the vital role that emotions play in learning.

We will describe recently launched Tufts Social-Emotional Learning & Civic Engagement Initiative at the university’s Jonathan M. Tisch College of Civic Life.

Personal Experience Panel
Quick Pair/Share Activity

What drew you to this workshop?

Invitation: share your thoughts/reflections with someone sitting near you; then, listen to that person’s thoughts/reflections. (3 minutes)
Social and Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) Competencies

**Self-Management**
- Demonstrates ability to bounce back from challenges
- Able to persevere in face of challenges
- Uses specific strategies to manage stress effectively
- Sets healthy boundaries between self and others
- Identifies and manages personal and professional goals
- Develops strategies to adapt to new situations

**Self-Awareness**
- Actions demonstrate awareness of relationship between feelings, thoughts, and behaviors
- Aware of own judgments/biases
- Aware of need for growth mindset
- Aware of cultural components that shape one’s world view

**Social Awareness**
- Able to put self in another’s place
- Values diversity
- Able to find and use resources to support all students
- Promotes and encourages multi-cultural viewpoints
- Uses strategies and content to promote social justice
- Involve all students in the learning process

**Relationship Skills**
- Uses strategies to build/maintain productive relationships
- Listens actively to others
- Able to question others constructively
- Exhibits discretion
- Uses skills/strategies to resolve conflicts productively
- Able to be open-minded when given feedback

**Responsible Decision-Making**
- Considers well-being of others
- Demonstrates integrity
- Willing to accept responsibility for outcomes
- Considers multiple options before making decision
- Recognized one’s ethical responsibility to treat others fairly and with respect
- Maintains high expectations for self and others
Tufts is enriched by the many experiences and perspectives each individual member brings to our community. We are committed to providing every student, faculty and staff member with the best possible experience, regardless of their:

- race
- color
- national or ethnic origin
- ancestry
- age
- religion or religious creed
- ability
- sex or gender
- gender identity and/or expression
- sexual orientation
- military or veteran status
- genetic information
38 colleges had more students from the top 1 percent than the bottom 60 percent

<table>
<thead>
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<th>STUDENTS FROM ...</th>
<th>THE TOP 1% ($630K+)</th>
<th>BOTTOM 60% (&lt;$65K)</th>
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<tbody>
<tr>
<td>1. Washington University in St. Louis</td>
<td>21.7%</td>
<td>6.1%</td>
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<tr>
<td>2. Colorado College</td>
<td>24.2</td>
<td>10.5</td>
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<tr>
<td>3. Washington and Lee University</td>
<td>19.1</td>
<td>8.4</td>
</tr>
<tr>
<td>4. Colby College</td>
<td>20.4</td>
<td>11.1</td>
</tr>
<tr>
<td>5. Trinity College (Conn.)</td>
<td>26.2</td>
<td>14.3</td>
</tr>
<tr>
<td>6. Bucknell University</td>
<td>20.4</td>
<td>12.2</td>
</tr>
<tr>
<td>7. Colgate University</td>
<td>22.6</td>
<td>13.6</td>
</tr>
<tr>
<td>8. Kenyon College</td>
<td>19.8</td>
<td>12.2</td>
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<tr>
<td>9. Middlebury College</td>
<td>22.8</td>
<td>14.2</td>
</tr>
<tr>
<td>10. Tufts University</td>
<td>18.6</td>
<td>11.8</td>
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These estimates are for the 1991 cohort (approximately the class of 2013). Rankings are shown for colleges with at least 200 students in this cohort, sorted here by the ratio between the two income groups.
Presently, first-generation, low-income, and historically underrepresented and otherwise marginalized students report experiencing disparities across a wide range of areas.

Student interactions with faculty members are one area in which disparities between the experiences of different groups of students are quite evident. These can include critical experiences such as microaggressions in the classroom.

Data gathered indicate that students from historically marginalized groups disproportionately experience marginalization in and outside of the classroom and also experience incidents of bias on our campus.

Undergraduate students have indicated that many faculty members and staff do not necessarily possess the skills needed to engage effectively with the issues of diversity and identity raised by the university’s current student body.
“Tufts University Title VI* discrimination cases have tripled in the last 6 months. We believe the national climate and election has had a lot to do with this volume increase.”

- Tufts Office of Equal Opportunity

* include race/color, national origin/ancestry, ethnicity/language & religion (non-sexual) cases of discrimination between students
The Jonathan M. Tisch College of Civic Life is a national leader in civic education, whose model and research are setting the standard for higher education’s role in civic engagement. Serving every student at Tufts University, Tisch College prepares young people to be lifelong active citizens and creates an enduring culture of active citizenship.

The Tisch College Model
Tisch College is a catalyst for active citizenship at Tufts and is the only university-wide program of its kind. By continuously developing and introducing new active citizenship programming in collaboration with Tufts schools, departments, and student groups, Tisch College builds a culture of active citizenship throughout the university…
Civic engagement combined with mindfulness provides an opportunity for students better understand themselves while connecting with the world in a meaningful way.

Angela Davis recently said, “Mindfulness can become a revolutionary force if embedded in social movements that target oppressive systems.”
New Tisch College Initiative on Social-Emotional Learning and Civic Engagement

Thursday, March 23rd, 2017 in Featured Story, Research

Tisch College is launching a new initiative in Social-Emotional Learning and Civic Engagement thanks to a generous gift from David T. Zussman, A53, J80P, and his family through the Zussman Fund for Social and Emotional Learning (SEL). The gift will support Tufts faculty’s integration of social-emotional learning into their teaching, and will promote related research and education across the University through frequent collaboration with the Center for the Enhancement of Learning and Teaching (CELT). A key aim is to encourage all Tufts students—undergraduate, graduate, and professional—to develop their social-emotional skills through civic experiences in and out of the classroom. The initiative will also generate new knowledge for the benefit of other institutions.
Tufts University - Personal Experience Panel

**Mindy Nierenberg**
Senior Director, Tisch Programs;
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**Ian Wong**
Director, Health Promotion & Prevention,
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**Anissa Waterhouse**
Tufts University A’17
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Health Promotion and Prevention
Collaboration with Tufts Student Accessibility Services

We strive to create accessible curricular and co-curricular environments for students with disabilities.

When barriers exist in the academic environment or program, we endeavor to create equal access through the provision and creation of reasonable individualized accommodations for all qualified students.

Through collaborative campus partnerships, we advocate for an inclusive and diverse Tufts community.
Time for Pause - Mindful Moment
HOW THE BREATH HELPS YOU CONTROL YOUR MIND

Neither in school, at work or at home have we been taught how to deal with strong emotions like anger, anxiety or fear.

We can try to “talk ourselves” out of these states but think about how successful you are at talking yourself out of a state of rage or nervousness. It’s hard!

Research shows that the breath, however, can help! Since it is so difficult “talk” our way out of our feelings, we can learn to "breathe" our way through them.

One study showed that different emotions are linked to different patterns of breath and that, conversely, changing the breath can change our emotions! In other words, breath is a secret to regulating and gaining control over our emotions! We can change how we feel using our breath.

RESEARCH SHOWS THAT BREATHING PRACTICES ARE POWERFUL

Decrease anxiety and depression
Increase happiness and optimism
Improve sleep

Strengthen our ability to regulate emotions
Improve trauma symptoms
Reduce impulsivity, cravings & addictions.

Why? The breath is linked to our autonomic nervous system. Daily breathing practices activate the parasympathetic nervous system, which is associated with resting and digesting i.e. a more peaceful mind and body.

B-R-E-A-T-H-E
Tufts University - Personal Experience Panel

Ellen Pinderhughes
Interim Co-Chief Diversity Officer;
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Ownership of Self as a Cultural-Being

- Systematic self-examination of beliefs, values, attitudes and experiences linked to different social identities

- Identification of those beliefs, values, attitudes that may be problematic for our work with others

- Conscious decision about whether to change or hold onto those beliefs...

- Action to own or change those beliefs...

Ellen Pinderhughes, BTtoP
Key Tufts Diversity Report Recommendation:

Increase the awareness and understanding of issues of diversity and inclusion in faculty through professional development programs and the creation of communities of practice and learning.

- [The university] should increase the awareness and understanding of issues of diversity and inclusion in faculty through professional development activities that instill an understanding in the faculty as to how inclusion and equity, or the lack thereof, impact the lives of students in terms of campus climate, the classroom dynamic, the curriculum, and co-curricular activities.
White Fragility:

“A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.”

- DiAngelo, 2011
To evolve beyond White Fragility state of defensiveness within a group, individual members each need to develop awareness and skills to better tolerate dissonance and constructively engage in difficult dialogues.

Cruz et al. (2014) identify five developmental stages (white) teachers/students tend to go through, to varying degrees, during the process of developing “diversity awareness” and a more evolved sense of their own identities:

1) naivete/pre-awareness;
2) bombardment;
3) dissonance and resistance;
4) adjustment and redefinition;
5) acceptance and internalization
Q&A / Discussion
Closing Remarks