DEPAUL UNIVERSITY
DIVISION OF STUDENT AFFAIRS

Annual Assessment Report Template: Learning
Academic Year: 2016-2017

Date of Report Submission: 6/22/17
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Part I: Follow-Up on Last Year's Assessment Report Recommendations

The Center conducted a thorough needs assessment last year to better understand the LGBTQA community at DePaul. After receiving over 250 responses from faculty, staff, students, and alumni, we reviewed the data and developed themes to focus on. After reviewing themes, we made the recommendations below. We've also listed what took place to implement these recommendations this past year.

Provide more programming, advocacy, and support to students marginalized *within* the umbrella LGBTQA community, i.e. bisexual, pansexual, transgender, and non-binary students. As indicated in the survey results, students with these and other marginalized identities perceived DePaul as less welcoming than those in more dominant identity groups (i.e. lesbian and gay).

- We were successful in making sure that our programming was more encompassing of the diversity of identities within the LGBTQA community. We had artists and performers such as Mya Taylor and Lorenzo Triburgo who spoke about their experiences navigating their trans identities in their fields.

Continue to expand outreach beyond Lincoln Park campus and expand the advertising campaigns for events and other activities and opportunities. In particular, it may be useful to advertise to community members not already involved with LGBTQA Student Services or the Center.

- This is an area we still need to build upon. We had a larger EDGE student body and many of them have classes in the Loop and they were able to spread information about upcoming programs. We also hosted a program in the Loop with the Coleman Center for Entrepreneurship which had a solid showing and could provide other opportunities for programming the Loop campus.

Continue to explore the intersections of sexuality and gender identity and other identities. Based on the results of this survey, there is particular interest in understanding how sexuality intersects with other identities.

- The Center hosted several programs that aligned with this desired learning. Among these programs were two Speak Out programs hosted by the Center's SoJAs (Social Justice

Advocates). One Speak Out focused on the intersections of queer, faith, and Latinx identities. Another focused on the intersection of colonialism and transphobia.

Consider providing more opportunities for people with privileged identities to engage with LGBTQA Student Services programs. There does not appear to be a perception that LGBTQA Student Services is for LGBTQA+ people only, however students from dominant identity groups (i.e. heterosexual and cisgender) expressed an interest in learning how to get more involved in and/or educated about various activities.

- A major opportunity that the Center provided in this area this year was the Ignite Retreat. The retreat offered participants to spend time reflecting both on their dominant (privileged) and subordinate identities. While in dominant identity groups, participants had an opportunity to think about how they've marginalized others in the past and how they can advocate for equity in the areas they can influence.

Focus more efforts on faculty and staff insofar as their education and advocacy can help students. LGBTQA Student Services focuses on students, however, faculty and staff do not appear to be well-educated on what services the center provides for students, and many are providing direct services to LGBTQA students. Additionally, some students felt that faculty and staff should be required to take Safe Zone (or a similar) training so that they can better interact with students in the classroom and more prominent role models among faculty and staff. It may be helpful for LGBTQA Student Services to explore the ways that faculty and staff might be willing to get involved, as well as expanding educational opportunities for this group.

- Safezone Trainings are part of the Build program through OIDE and is often requested by departments. This past year, another development workshop called Trans in the Classroom was implemented. Many faculty and staff attended the two trainings that were offered and many brought students.

Ensure students' emotional and relational needs are met. Students who face rejection and discrimination based on their sexual orientation and/or gender identity appear to face emotional and relational rejection and discrimination most often. It would be beneficial for LGBTQA Student Services to explore how it can help students meet these needs. Some suggestions from students have revolved around mental health, as well as dealing with difficult situations (e.g. coming out in a non-supportive family).

- With being fully staffed for most of the last academic year, the LGBTQA+ Student Services Coordinator attempted to be more mindful of these needs through individual student meetings.

Part II: Report on This Year's Assessment Project

I.Abstract

This year, the Center decided to focus on its Identity Conscious Leadership area within the Center to get a sense of the learning that occurred in three different student staff groups. We wanted to know to what extent do identity-conscious leaders understand how social identities within systems of power, privilege and oppression impact their interpersonal and intrapersonal relationships. We conducted semi-structured interviews 15 student leaders and analyzed their performance in 8 dimensions of social justice using a rubric. Findings reveals all 15 students demonstrated competence in at least 6

dimensions of social justice. These findings will be shared with the new staff of the Centers as part of the restructuring of selected activities under the Office of Multicultural Student Success.

II.   Assessment Question
To what extent do identity-conscious leaders understand how social identities within systems of power, privilege and oppression impact their interpersonal and intrapersonal relationships?

III.   Introduction & Context
Project Overview
Social Justice Advocates (SoJAs), LGBTQA student services program assistants, and EDGE Coordinators are tasked with facilitating educational opportunities regarding social justice for other students via on-campus programming, and aiding in providing a welcoming space for persons of all identities. The training these socially conscious leaders receive includes the ability to identify complex elements of social justice, which is an essential skill for performing their duties. Semi-structured interviews were conducted with 15 of these student leaders. An a-priori quantitative rubric was used to assess students' performance in 8 dimensions of social justice analysis to learn more about the potential strengths and weaknesses of their trainings.

Learning Outcomes Assessed
Program Level- Students who participate in identity conscious leadership programs will demonstrate how social identities within systems of power, privilege and oppression impact their interpersonal and intrapersonal relationships.

Department Level- Students who join in the Center's leadership initiatives will investigate and reconstruct communication skills and strategies for authentic engagement across difference.

Context for This Year's Report
We hope this assessment project will help inform how to better support our student leaders as well as how to best expand the program in the future. This includes the structure of the training and the salary grade for the position itself. In addition, we are thinking about what professional development looks like for the program.

Goal 4 of Vision 2018 is to Foster Diversity and Inclusion, including Objective 4a which states: Provide programs and support services to ensure that all students, faculty and staff feel welcome and are able to succeed. Identity-Conscious Leaders support this work by challenging the community to investigate systems of power and privilege that exist at both a macro level as well as micro level at DePaul.

Further, Goal 5 of Vision 2018 is to Ensure a Business Model that Builds the University's Continued Strength and Educational Excellence, including Objective 5b which states: Invest in our staff. This sub-goal includes: Recruiting], developing], and promoting] a highly qualified staff committed to our institutional values of cooperation and exceptional

service, and effectively fund[ing] support functions throughout the university to ensure a high level of service to students and academic units. Identity-Conscious Leaders provide services including educational opportunities and a welcoming space students of all identities, and the development of these student-staff members dictate the efficacy and quality of their provision of these services.

In the Model of Intercultural Maturity, King and Baxter Magolda (2005) attempt to address the need for application and propose a three dimensional integrative developmental process of intercultural maturity that allows for application of gained knowledge, skills, and awareness. The authors note that "intercultural competence is a complex, multifaceted construct, and that educating for this outcome requires a broader, more comprehensive approach than that suggested by training for knowledge or skills alone" (2005 p. 572).

The first dimension focuses on an individual's cognitive development focuses on how one's worldview is created, shaped, and reinforced. The Intrapersonal dimension focuses on how one develops a sense of self and encourages personal reflection and critical analysis. It is important to note that within this dimension, social identity development is central to movement from an initial level to an intermediate and/or mature level. While there are a number of identity development models, from those focusing on racial/ethnic identity development (e.g., x. Cross, 1991; Helms, 1995; Torres 2003, Wijeyesinghe & Jackson 2001, 2012) to more broad models (ex. Josselson 1987; Chickering & Reisser, 1993); King and Baxter Magolda note that there are some similarities in how the models describe development in terms of movement from "lack of awareness of one's particular identity, through a period of confusion and exploration, to a complex, internally defined perspective on how one's race, ethnicity, gender, or sexual orientation are integrated into one's worldview" (2005, p. 578). It can be inferred then that identity development is an absolutely crucial component of intercultural maturity and that any programs seeking to support students' intercultural maturity development must remain committed to students' identity development as well. Lastly, the Interpersonal dimension focuses on an individual's relationships with others, or more specifically the "capacity to construct and engage in relationships with others in ways that show respect for and understanding of the other's perspectives and experiences, but that are also true to one's own beliefs and values" (King & Baxter Magolda, 2005, p. 579).

IV. **Data Collection & Methodology**
    Population and Sample
    SoJAs, LGBTQA student services program assistants, and EDGE Coordinators represent a diverse group across gender, race, sexual orientation, socioeconomic class, and class year. Their roles differ considerably in terms of the projects they oversee but they all work towards the Center mission of building a more inclusive community since peer to peer education is extremely important in this work. Supporting the learning of student leaders gives agency to students in the Center to be able to challenge peers to think more broadly.

There were 16 students invited to participate and 15 students participated; 11 SoJAs, 2 LGBTQA student services program assistants, and 2 EDGE Coordinators. These participants best represented the broader category of identity-conscious leaders on campus, and were most accessible for interviews due to program timing.

Data Collection
Semi-structured interviews taking an average of 45 minutes were conducted to assess the degree to which each participant satisfied elements associated with the program level learning outcome. These elements included: Understanding concepts, relating of concepts to social identities; and analysis of concepts and social identities as they relate to: intrapersonal relationship opportunities, intrapersonal relationship barriers, interpersonal relationship opportunities, interpersonal relationship barriers, building community in their facilitation role, and the ways in which concepts and social identities influence one's facilitation role.

Data Analysis
These interviews were assessed with a three-tiered, quantitative rubric. This procedure was designed for this assessment project, and the tools were created largely by Suresh Mudragada and Jasmith Joseph, with the help of Jordan Reed and the great support of Scott Tharp.
Analyses were conducted by Jasmith Joseph and Jordan Reed. Students who received a score of "meets" or "exceeds" expectations on the rubrics in 6 of 8 domains was considered a successful demonstration of learning.

Participant Consent
Participants filled out a consent form (Appendix 1) before the interview took place so they knew how the data would be used and that it was a confidential process.

V. **Data & Findings**
Response Rate and Demographics
A total of 15 students participated in the assessment out of 16 students who were invited, yielding a 94% response rate.

Key Findings
Tables summarizing analyses and results can be found in the appendix. Table 1 is the rubric, which defines each criterion that was assessed, and how "Does Not Meet", "Meets", and "Exceeds Expectations" are distinguished for each criterion. Table 2 summarizes how many students fall into each category for each criterion, differentiated between SoJAs and LGBTQA student service program assistants.

Understanding of Privilege, Oppression and Social Justice
Of the 11 SoJAs interviewed, 11 exceeded expectations with regard to the understanding of privilege, oppression and social justice. Of the 2 LGBTQA student service program assistants interviewed, 1 exceeded expectations and 1 met expectations with regard to the understanding of privilege, oppression and social justice. Of the 2 EDGE Coordinators

interviewed, 1 exceeded expectations and 1 met expectations with regard to the understanding of privilege, oppression and social justice.

One participant articulated their understanding of privilege as, "…about being able to take up space." Another said that oppression, "doesn't allow you to be you….the best way to put it is stifling.". Finally, a participant explained that social justice as, "…doing "the work" to dismantle multiple sides of oppression and paying attention to intersectionality, all while paying attention to our own positionality to the work."

Analysis of How Dominant and Subordinate Identity Concepts Relate to Social Identities.
Of the 11 SoJAs interviewed, 11 exceeded expectations with regard to the analysis of how dominant and subordinate identity concepts relate to social identities. Of the 2 LGBTQA student service program assistants interviewed, 2 exceeded expectations with regard to the analysis of how dominant and subordinate identity concepts relate to social identities. Of the 2 EDGE Coordinators interviewed, 2 exceeded expectations with regard to the analysis of how dominant and subordinate identity concepts relate to social identities.

One participant presented an example of how their subordinate identity related to their social identity: "The opportunity to love myself for me is something that I am working on. Becoming more comfortable with discomfort...not getting defensive with i make a mistake."

Intrapersonal Relationship Opportunities
Of the 11 SoJAs interviewed, 10 exceeded expectations and 1 met expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship opportunities. Of the 2 LGBTQA student service program assistants interviewed, 2 exceeded expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship opportunities. Of the EDGE Coordinators interviewed, 1 exceeded expectations and 1 meet expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship opportunities.

One participant explains how they feel intrapersonally valid because of their privileged identity: "I constantly see white people in congress, in positions of power, in higher ups of education, in photos and magazines and things like that. My skin color has been deemed smart, my skin color has been deemed beautiful. You know, all these kinds of validation that I can see represented. My skin color represents these traits, so I have internally never questioned based on my skin color my validation in terms of those categories like beauty, success, and intellect and things like that."

Intrapersonal Relationship Barriers
Of the 11 SoJAs interviewed, 9 exceeded expectations and 2 met expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship barriers. Of the 2 LGBTQA student service program assistants interviewed, 2 exceeded

expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship barriers. Of the EDGE Coordinators interviewed, 1 exceeded expectations and 1 meet expectations with regard to the analysis of concepts, social identities, and intrapersonal relationship barriers.

One participant explained the intrapersonal barrier that they experience based on internalized interpersonal experience: "Black folks tormenting me and my sister and my brother for speaking how we did or going to the schools we went to and how that created anti-blackness within me or internalized oppression within me."

Interpersonal Relationship Opportunities
Of the 11 SoJAs interviewed, 10 exceeded expectations and 1 met expectations with regard to the analysis of concepts, social identities, and interpersonal relationship opportunities. Of the 2 LGBTQA student service program assistants interviewed, 2 exceeded expectations with regard to the analysis of concepts, social identities, and interpersonal relationship opportunities. Of the 2 EDGE Coordinators interviewed, 2 exceeded expectations with regard to the analysis of concepts, social identities, and interpersonal relationship opportunities.

One participant outlined the ways that their privilege leads to advantages when interacting with others and settings around them: "I have able-bodied privilege: I can walk upstairs, I have access to many parts of the city or many parts of buildings and infrastructure that many people do not have access to. Or that access isn't built in- so if different CTA stops don't have elevators, I'm not aware of that. So that's privilege in in if it self [...] not needing to be aware of things because all my needs are met because of what "the norm" is set up for."

Interpersonal Relationship Barriers
Of the 11 SoJAs interviewed, 9 exceeded expectations and 2 met expectations with regard to the analysis of concepts, social identities, and interpersonal relationship barriers. Of the 2 LGBTQA student service program assistants interviewed, 2 exceeded expectations with regard to the analysis of concepts, social identities, and interpersonal relationship barriers. Of the 2 Coordinators interviewed, 2 exceeded expectations with regard to the analysis of concepts, social identities, and interpersonal relationship barriers.

One participant shared how their day-to-day interpersonal experiences are affected by their racial identity: "I censor myself a lot when I'm in spaces where there are no black or brown people...there are certain things that can't be understood about me."

Analysis of Concepts and Social Identities when Building Community in Facilitation Role
Of the 11 SoJAs interviewed, 11 exceeded expectations with regard to the analysis of concepts and social identities when building community in facilitation role. Of the 2 LGBTQA student service program assistants interviewed, 1 exceeded expectations and 1 met expectations with regard to the analysis of concepts and social identities when

building community in facilitation role. Of the 2 EDGE Coordinators interviewed, 1 exceeded expectations and 1 met expectations with regard to the analysis of concepts and social identities when building community in facilitation role.

One participant noted that because of their identity status(es), "Sometimes people don't want to be in community with you."

Analysis of Concepts and Social Identities as Influencing One's Facilitation Role
Of the 11 SoJAs interviewed, 11 exceeded expectations with regard to the analysis of concepts and social identities as influencing one's facilitation role. Of the 2 LGBTQA student service program assistants interviewed, 1 exceeded expectations and 1 met expectations with regard to the analysis of concepts and social identities as influencing one's facilitation role. Of the 2 EDGE Coordinators, 1 exceeded expectations and 1 met expectations with regard to the analysis of concepts and social identities as influencing one's facilitation role.

"So looking at my whiteness, that's something that people can visibly notice whenever I am facilitating with someone. So being aware of that, and naming that and not being hesitant to name race because it is important to name- and so whenever we are doing a facilitation, I think of common hour, and I think of doing the identity wheels that we do, like including discussion on my end of my identity wheel of my whiteness, and how it influences my positionality to the world, and my positionality to everything. So like inviting others into the discussion of race by me leading by example in naming mine."

Program Level Learning Outcome	Department Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who participate in identity conscious leadership programs will demonstrate how social identities within systems of power, privilege and oppression impact their interpersonal and intrapersonal relationships.	Students who join in the Center's leadership initiatives will investigate and reconstruct communication skills and strategies for authentic engagement across difference	15	15

Students who received a score of "meets" or "exceeds" expectations on the rubrics in 6 of 8 domains was considered to be demonstrating successful demonstration of learning.

VI. **Discussion & Interpretation of Findings**
- **Student's analytic proficiency is impacted by their identities**- students were skilled at describing barriers within target identities, and struggled with finding

opportunities with target and agent identities. White students struggled more with naming barriers.

- **Academic-personal definition of main concepts**- Every student has completely grasped the ideas and themes concerning social justice, privilege and oppression. They are able to apply the ideas and concepts to a variety of scenarios both internally and externally. Their training they receive is evident in ~~the~~ the manner in which the students elected to define the term; there is uniformity in their responses which suggests their foundation of knowledge is strong and has guided their individual frameworks.
- **Novel Analyses & Attention to Intersection**- The students showed exceptional knowledge of how social identities affect people's lives and the delineation between certain identities the weight they bear in society. The discussion of dominant and subordinate identities and how they are interconnected shows their mastery of the topic. The level at which the students discuss intersectionality is profound and speaks highly to their experiences and world views.
- **Community Formation and Delineation is Multidimensional**- Every student was able to identify a number of ways to foster and build community. Many focused on the different levels of community among shared and differing identities alike. The students made note of the barriers to building community and understood that community is choice for all members.
- **Student Credits Training for Facilitation Approach**- Training proved to be the single most important factor in the students' facilitation ability and style. Every student names their training as the foundation set for them to be able to facilitate effectively when necessary. The most commonly mentioned aspect of training was the ability to facilitate among their peers in a safe space.

The student-leader participant responses evidenced the salience of their training on the understandings they hold and approaches they take to their duties of facilitating educational opportunities regarding social justice for other students via on-campus programming, and to aiding in providing a welcoming space for persons of all identities. Participant definitions of social justice, privilege, and oppression exhibit uniformity and are congruent with the definitions they are taught. Students specifically credited their training when talking about their ability to effectively facilitate learning and creating a welcoming space.

Students exhibited a high level of sophistication with respect to analyses of identity and barriers/opportunities and community formation. This ability to tolerate complexity and to perceive situations contextually and from more than one point of view is essential in their negotiating difficult interactions and their facilitating relevant educational opportunities, so this is especially beneficial.

Findings
We discovered that with respect to identifying strengths and barriers from their own identities, students' analytical depth mapped onto their likely personal experiences. That is, training did not add compensatory understanding for less salient aspects of respondent identities to the degree that students gave equally elaborate responses for all dimensions

of their identities within the strength/barrier framework. However, it is possible that equality of elaborateness is not an appropriate standard; responses could be more reflective of the differences frequency and magnitude of barriers and strengths as they naturally occur for persons with the identities they hold and reference, and thus their areas of most reflection could be appropriately focused for utility in relating to the real-world experiences that other students seek services and learning around.

Limitations
As there were more SoJA participants than LGBTQA student services program assistant participants or EDGE Coordinators, these findings are more relevant to the former group. Caution should be used when generalizing qualitative findings as a rule, and it is important in this case to recognize that the pool of possible LGBTQA student participants is around 3 each year and 2 for EDGE Coordinators.

Trainings for SoJAs, LGBTQA student services program assistants, and EDGE Coordinators, while sharing objectives around learning opportunities and welcoming spaces, differ in approaches and scope. With this methodology, no comparison between training types could be conducted.

To increase methodological rigor, consensual coding was achieved between two co-coders who differ in almost every salient identity, indicating that the rubric application and themes cut across one perception of student responses.

VII.   **Recommendations and Plans for Action**
        Recommendations
        Since we currently do not know the future of the Center and what our programs will look like, we've compiled a brief list of what can be done in the future:
        - Continue effort to streamline the training received by different student groups within the Center.
        - Have more internal programming and dialogue between student staffs
        - Increase conversation related opportunities and barriers in both their target (subordinate) and agent (dominant) identities.

        Action Plan
        We've already begun to streamline shared Center staff training opportunities so that there are more times that students from different Center student staffs will interact with each other.
        - September 25, 2017- Orientation and Kick Off to provide a foundation for all students around content and expectations from the Center.
        - October 27, 2017- Bias Bystander Training will provide an opportunity to learn how to be an active bystander and recognize how their identities are at place in given scenarios.
        - January 22, 2018- Campus Action Project provides students an opportunity to learn context and skill building around building more inclusive communities through activism.

- Throughout the year: Safe Zone, Trans in the Classroom, Responsible Employee Training (based on when hired), and Vinny Vow are all important trainings that provide important content information on marginalized identities and how to respond to bias.

Sharing the results
The results will be shared internally within the department first. The final report will be shared and then the findings will be discussed during a staff meeting in July. The information will be shared within the Division of Student Affairs and students that were involved with the assessment. We'll discuss the best ways to disseminate the information more broadly if needed as the Center is going through restructuring.

Appendices

Document 1: Consent Form

Center for Identity, Inclusion and Social Change
Consent Form for Center Interview
Division of Student Affairs
2016-2017 Assessment Project

I, _____ give consent to Center staff to interview me for the 2017 assessment project for the Division of Student Affairs. This interview will be confidential and none of the information will be made public with your name attached to it. I also give consent to Center staff to use quotes from my interview for the sole purpose of highlighting themes in the project. No name will be attached to these quotes. I also give consent to Center staff to record the session for the purpose of representing the student voce as accurately as possible. Recordings will be deleted once the project is complete.
Each student will be paid for their time as student employees.

Signature_____Date_____

Thank you for your participation in the Center assessment project, we greatly appreciate your time and energy.

Document 2: Interview Questions and Case Study

Interview Questions

Fundamental Concepts & Themes
In your own words, define and describe privilege, oppression, and social justice?

How do these concepts relate to social identities? Please provide a specific examples from a dominant and subordinate identity you hold to make your point.

What are some dominant and subordinate social identities that are most salient to you and why?

When thinking about your most salient <u>subordinate</u> social identity, what interpersonal opportunities and barriers might you face within systems of power, privilege and oppression?

… what intrapersonal opportunities and barriers might you face within systems of power, privilege and oppression?

When thinking about your most salient <u>dominant</u> social identity, what interpersonal opportunities and barriers might you face within systems of power, privilege and oppression?

… what intrapersonal opportunities and barriers might you face within systems of power, privilege and oppression?

Community Building
Question 1: How would you define community building?

Given your role as a _____, how do you provide and build community in ways that are mindful of how social identities are influenced within systems of power, privilege and oppression?
Facilitation Skills
As you know social identities are influenced within systems of power, privilege and oppression, how do your social identities influence your facilitation style as a _____?

What aspects of your training experience or other experiences best helped prepare you to facilitate?

Case Study
Character Profiles
These just show some of the characters most salient social identities

Adrienne
Cis gender, African American/Black woman

Cassandra
Gender non-conforming white woman with low socioeconomic status

Sasha
Bisexual, Latina, Non-US Citizen

Yourself

You and your three roommates (Sasha, Adrienne, and Cassandra) are going on a coed ski trip sponsored by a student organization on campus. Your roommates all have vastly different experiences. There were 16 students total on the trip and of the other 15 students, Sasha and Cassandra were the only students of color.

During large group activities, Sasha was very social and widely accepted by her peers. However, the same was not true for Cassandra and Adrienne. Adrienne was often ignored when she spoke and only partially accepted when she displayed exceptional knowledge of popular culture and matters of the sort. Cassandra was told to leave the women's restroom by another guest early into the trip.

While relaxing after a lunch together, the group of students avidly avoided serious topics such as politics and racial climate which made Adrienne thankful, but also severely unsettled. At the mere mention of the recent election, most students would either remain silent or drift away. There was a small minority who made simple remarks like "Trump is making freedom of

speech okay again. Everyone is so PC these days." Cassandra responded with "there's a difference between insulting people based on their identity and free speech. It's not okay to use it as a tool to dehumanize others." Another student flatly stated to Cassandra, "you're an educated white "woman", none of this really affects you or me." At which point Sasha spoke up and stated that agreed with Cassandra and as a fair-skinned South American born Latina adopted by a white family and the topic did affect *her* a great deal. She also mentioned that she's worried about the anti-LGBTQ cabinet members Trump is selecting. The two students rose their eyebrows in disbelief because they'd assumed she was just like them...a cis-gender, white, middle class, and herterosexual. A second student then asked, " Why do you care about his cabinet? You just said a lot about your race but nothing about being gay. Again these things don't affect you. You're also not from Mexico so who cares if he wants to build a wall. Let him do it." Sasha simply responded by saying "I'm Bisexual and totally against a wall that promotes division." The mood of the encounter shifted immediately as the other students appeared very unsettled and grew very silent. .

Before the conversation could progress, the larger group moved to a new location. At which point you connect with your roommates and reflect on the trip so far and grapple with ways the conversation could continue.

Questions:
- How are the concepts of privilege, oppression and social justice manifested in this scenario?
- For one of the roommates think about some of the intrapersonal thoughts going through their mind. Think both from a dominant identity and subordinate identity.
- When thinking about another you haven't discussed, think of how power, privilege and oppression are at play.
- How would you try facilitate the conversation with your friends? With the large group?

Center for Identity, Inclusion and Social Change

Table 1: Rubric

	Does not meet	Meets	Exceed Expectations
Understanding of concepts	Unable to accurately define privilege, oppression and social justice	Able to accurately define privilege, oppression and social justice	Able to accurately define privilege, oppression and social justice and provide specific examples of how terms manifest themselves in society.
Analysis of concepts to social identities	Unable to accurately describe how both dominant and subordinate identities are influenced by privilege / oppression and social justice	Able to accurately describe how both dominant and subordinate identities are influenced by privilege / oppression and social justice	Able to accurately describe how both dominant and subordinate identities are influenced by privilege / oppression and social justice and able to connect terms into their own lived experience.
Analysis of concepts, social identities, and intrapersonal relationship opportunities	Unable to accurately describe at least one intrapersonal opportunity relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe at least one intrapersonal opportunity relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe at multiple intrapersonal opportunities relative to their social identities as related to privilege / oppression and social justice
Analysis of concepts, social identities, and intrapersonal relationship barriers	Unable to accurately describe at least one intrapersonal barrier relative to their social identities as related to privilege /	Able to accurately describe at least one intrapersonal barrier relative to their social identities as related to privilege /	Able to accurately describe multiple intrapersonal barriers relative to their social identities as related to privilege / oppression and social justice

	oppression and social justice	oppression and social justice	
Analysis of concepts, social identities, and interpersonal relationship opportunities	Unable to accurately describe at least one interpersonal opportunity relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe at least one interpersonal opportunity relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe multiple interpersonal opportunities relative to their social identities as related to privilege / oppression and social justice
Analysis of concepts, social identities, and interpersonal relationship barriers	Unable to accurately describe at least one interpersonal barrier relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe at least one interpersonal barrier relative to their social identities as related to privilege / oppression and social justice	Able to accurately describe multiple interpersonal barriers relative to their social identities as related to privilege / oppression and social justice
Analysis of concepts and social identities when building community in facilitation role	Unable to analyze concepts of social identities when building community	Able to analyze concepts of social identities when building community by describing one social identity that they're apart of.	Able to analyze concepts of social identities when building community and provide clear examples of multiple intersecting identities.
Analysis of concepts and social identities as influencing one's facilitation role	Unable to analyze concepts of social identities in how they influence facilitation	Able to analyze concepts of social identities in how they influence facilitation one social identity that they're apart of.	Able to analyze concepts of social identities in how they influence facilitation and provide clear examples of multiple intersecting identities.

Table 2: Rubric Results

		Does not meet	Meets Expectations	Exceed Expectations
Understanding of concepts of concepts	SoJAs	0	0	11
	LGBTQA student service program assistants	0	1	1
	EDGE Coordinators	0	0	2
Analysis of concepts to social identities	SoJAs	0	0	11
	LGBTQA student service program assistants	0	0	2
	EDGE Coordinators	0	1	1
Analysis of concepts, social identities, and intrapersonal relationship opportunities	SoJAs	0	1	10
	LGBTQA student service program assistants	0	0	2
	EDGE Coordinators	0	0	2

Analysis of concepts, social identities, and intrapersonal relationship barriers	SoJAs	0	2	9
	LGBTQA student service program assistants	0	0	2
	EDGE Coordinators	0	1	1
Analysis of concepts, social identities, and interpersonal relationship opportunities	SoJAs	0	1	10
	LGBTQA student service program assistants	0	0	2
	EDGE Coordinators	0	0	2
Analysis of concepts, social identities, and interpersonal relationship barriers	SoJAs	0	2	9
	LGBTQA student service program assistants	0	0	2
	EDGE Coordinators	0	0	2

Analysis of concepts and social identities when building community in facilitation role	SoJAs	0	0	11
	LGBTQA student service program assistants	0	1	1
	EDGE Coordinators	0	1	1
Analysis of concepts and social identities as influencing one's facilitation role	SoJAs	0	0	11
	LGBTQA student service program assistants	0	1	1
	EDGE Coordinators	0	1	1