Let’s Get Naked: How to Amplify Student Voices in Vulnerable Conversations about Identity

Colice Sanders, Advising Specialist, University of Northern Iowa
Jade Horning, Student Success Coordinator, University Northern of Iowa
BE SURE TO GIVE AN OUT FOR THE ACTIVITY – IF YOU’RE UNCOMFORTABLE, YOU CAN CHOOSE TO NOT PARTICIPATE.

I want you to shake the hand of as many people as you can and introduce yourself.
Model
I want to hug or greet everyone around you like you are seeing a long lost relative or friend. Model 40 seconds.

Did you hear what beyonce is saying in her lyrics “So many people I know that they just trying to touch you
Kiss up and rub up and feel up
Kiss up and rub up and feel up on ya
This that Jump Start session where we do this EMOTIONALLY!
Who is ready who is ready to stretch who is ready to grow.
Session Outcome

Attendees will leave with a model for facilitating conversations about identity, self-awareness, and affinity group building
1. About Underrepresented at UNI
2. Key idea 1: Model vulnerability and bravery
3. Key idea 2: Centralize student stories and experiences
4. Key idea 3: Tailor theory and practice to environment and moment
About Underrepresented at UNI

Jump Start purpose/mission

- College as an institution is designed to function for white, middle class students: language, customs, social and cultural norms of college are white, middle/upper class norms.
- Students from non-dominant groups (based on race, ethnicity, ability, first-gen status) face particular obstacles and barriers in gaining access to and navigating an institution that has not been designed to serve their needs and even have space for them. “Good school” vs. “bad school” preparing you for the college environment.
- Mandate from the Board of Regents in 1997 required UNI to address their terrible recruitment and retention of black and Hispanic students in particular.
- In 2008, Jump Start transitioned to being an institutionally supported program and expanded that purpose to serve “underrepresented” students and TRIO students.
- By underrepresented or minoritized, we mean those backgrounds and narratives that have not been represented in the college story.
- We see underrepresented as indicative of a flaw/deficiency in the institution, not in individual students.
- We are also most of the time talking specifically about racial and ethnic minorities.
- We focus on these identities because they are visible and often the targets of microaggressions, exclusion, stereotypes, and discrimination.
- Jump Start is meant to address systemic inequalities of groups, not individual grievances.
About Underrepresented at UNI

Session structure

- Lecture
- Identity exploration activity
- Storytelling
- Affinity groups
- Feel-Think-Respond practice

Backgrounds & narratives not represented in the college story
About Underrepresented at UNI

Session goals

● Explore and identify the multiple identity groups to which we belong
● Make connections with others within and across identity groups
● Understand why it’s important to talk about race & ethnicity
● Learn skills to navigate difficult conversations and experiences
● Pinpoint resources for responding to bias-related issues and concerns
Lecture and scenario-based session

August 2014

Expanding affinity groups

August 2016

Powering up intersectionality with class/SES

August 2018

Difference education intervention model

August 2015

News flash: Not everyone digs it.

August 2017
Think-Pair-Share

Discuss your why in wanting to do diversity work.
Key Idea 1

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Model vulnerability and bravery
Think-Pair-Share

- Discuss a time when you facilitated a diversity workshop or conversation and it went well.
- Discuss a time when you facilitated a diversity workshop or conversation and it didn’t go well.
Key Idea 2

Centralize student stories and experiences
Key Idea 3

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Tailor theory and practice to the people, environment, and moment
Make an Action Plan

- What’s a program you lead that might benefit from one of the concepts from today’s session?
- How will you incorporate that concept?
Sources


