



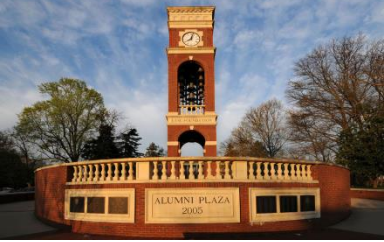
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Exploring the Civil Rights Movement: History and Modern Context

TBR Diversity Conference: September 29, 2016

Adrianna Guram, Assistant Director, Department of Housing & Residence Life



SERS Grant Goals

- **Off-setting the financial cost of participating in first-year experience/welcome initiatives at the University (specifically QUEST for Success and Preview) for students living in the Living-Learning Communities**
- **Creation of new programming initiatives with LLC faculty and staff to integrate learning in the residential environment**
- **Partnership with the Office of Community Service & Greek Life Programs to engage LLC residents in an immersive service-learning experience connected to the Civil Rights Movement**



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Essential Learning Outcomes

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ **Personal and Social Responsibility, including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

***Anchored** through active involvement with diverse communities and real-world challenges*

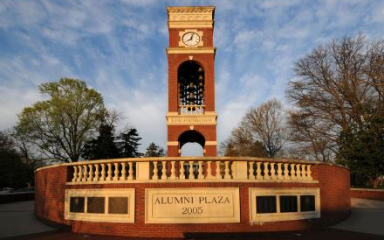
★ **Integrative and Applied Learning, including**

- Synthesis and advanced accomplishment across general and specialized studies

***Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems*



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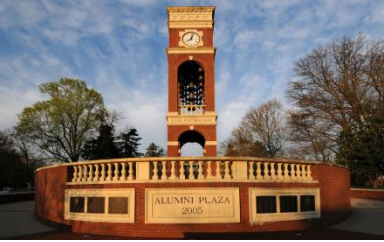
High-Impact Educational Practices

Teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds.

Kuh, G.D. (2008) . *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter.*



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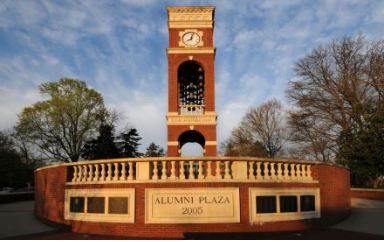


Diversity & Global Learning

Courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies – which may address U.S. diversity, world cultures, or both – often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.



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Service-Learning

“A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development”

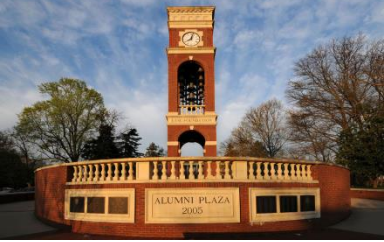
Jacoby, B. (1006). *Service-learning in higher education: concepts and practices.*

“Can be an ideal activity to pair with other high-impact activities to lead to even greater gains for students because it is a powerful integrative tool...it focuses students on “real” world (unscripted problems and issues, and broadens students’ thinking about what it means to be a part of a community beyond the campus.”

Brownell, J., & Swanger, L. (2009). *High-impact practices: Applying the learning outcomes literature to the development of successful campus programs.*



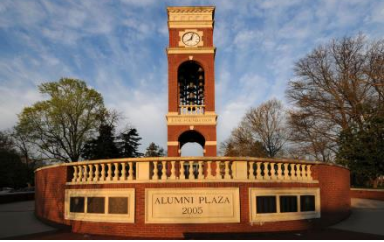
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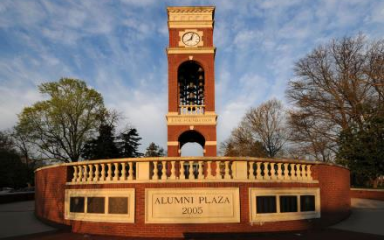
Post-Trip Application

Participants hosted a program during ETSU Civility Week to discuss next steps and reflect on five focus areas of learning:

- **Faith and Justice**
- **Educational Initiatives**
- **Partnerships at ETSU to Celebrate/Educate**
- **Exploring the concept of “Community” in Johnson City**
- **Civil Rights are Human Rights**



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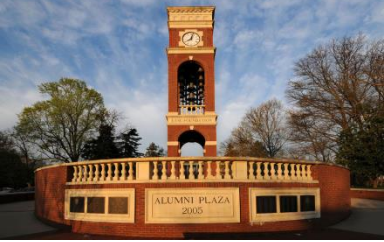
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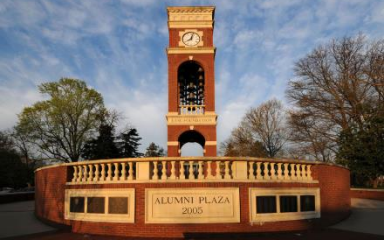


Post-Trip Application

- **Encouraging participation in Active Citizenship Boot Camp**
- **Student leadership**
- **Identifying partnerships for learning across organizations**



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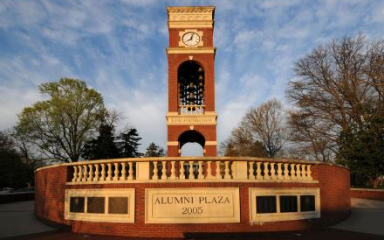


Return Trip for 2017

**Heading back for spring 2017;
will look to focus more
specifically on incarceration of
youth and community justice
with Common Ground
Montgomery**



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Those of us here

Students

BreAnda Conley
Jordan Hensley

Trip Facilitators

Joy Fulkerson
Carshonda Harris
Ian Steidle



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