



2021 VIRTUAL CASE STUDY COMPETITION



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Breakout Rooms



Reactions

End

INTRODUCTION OF COMMITTEE



Darlene

Hometown: Bronx, NY
Fun Fact: She has been stung by a jellyfish.



Cassandra

Hometown: Lakewood, NJ
Fun Fact: She has dual Citizenship in the U.S. and Mexico.



Dominique

Hometown: Bronx, NY
Fun Fact: She has rode a tiger.



Olivia

Hometown: Huntington Beach, CA
Fun Fact: She has lived in every state that starts with a C.



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OUR “UNIVERSITY” INTRODUCTION

Our Beliefs

JEAL University believes that students are essential partners in their learning, development, and growth. We believe that students are capable of questioning, critically analyzing, and dismantling systems of oppression to create and foster a more equitable environment.



Our Mission

The mission of JEAL University is to transform our students to develop knowledge through scholarship and experiential learning to become civically engaged and lifelong learner focused on fostering a socially just and equitable world



Our Vision

JEAL University strives to develop community leaders who will engage in critically thinking, purposeful behaviors, and intentional actions that promote a socially just and equitable world.



Our Values

JEAL University values social justice, community learning, advocacy, and equity and empowering students to work in anti-racist ways.



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WHAT IS SOCIAL INTERACTION AND WHY IS IT IMPORTANT?



Why do students need social interaction?

- College students frequently report loneliness, homesickness, conflict, and distress in interpersonal relationships (Conley et al., 2013) which meaningful social interaction has helped conquer these issues.
- King et al. (2020) found that college students' subject well-being was higher when students were with family and/or friends, which is what we hope to accomplish with our engaging institute.



What are the implications for social interaction in Higher Education?

- Social interaction is crucial for first-year students as they start to make connections and set the foundation for their higher education experience (Astin, 1993).
- Hurst et al. (2013) found that student interactions helps them learn from others, makes learning fun, gets students interested and engaged in learning and provides a chance to speak publicly in the classroom.



How can Student Affairs professionals promote social interaction?

- Institutional programs and practices must be of high quality, customized to meet the needs of students they are intended to reach, and firmly rooted in a student success-oriented campus culture (Kuh et al., 2008)
- Sotiris Hji-Avgoustis, chair of the Department of Management at Ball State University suggest educators “to consider ways to encourage students to take active-leisure credit-earning courses, either as free electives or as part of a common core curriculum” (Ball State University, 2020)



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IMPACTS OF COVID-19 ON STUDENT SOCIAL INTERACTION AND LEARNING



"I'm tired of COVID"

COVID Impact on College Students

- The cancellation of in-person classes and the abrupt transition to remote learning (Weis et al., 2021)
- Health concerns, social isolation, and financial insecurity (Weis et al., 2021)
- Three quarters of undergraduate students report moderate to high levels of stress (American College Health Assessment [ACHA], 2020)
 - Technology fatigue



Who is affected?

Researchers from Arizona State University (Aucejo et al., 2020) found:

- Non-white students were 70% more likely to change their majors due to the pandemic compared to their white peers.
- First-generation students were 50% more likely to delay graduation than students who have college-educated parents.

Implications for First-Years

40% of undergraduates say stress negatively impacts their school performance (ACHA, 2020)

- First-year students were affected by COVID, with increases in "externalizing problems" (Copeland, 2021)
 - Problems with attention
 - Aggression or conduct issues
- Persistent impact on mood and wellness behaviors of first-year university students (Copeland, 2021)



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IMPACT OF PROGRAM CURRICULUM ON FIRST YEAR STUDENTS

Our Themes

- Our program curriculum focuses on four themes: identity and privilege, leadership on campus, self-advocacy, and anti-racism work.
- Each theme represents meaningful and engaging activities to create an engaged and involved student on and off campus.
- Our themes will not only help with student development, but it will promote social interaction through peer to peer learning and guest speakers.



First Year Students

- Research shows that sense of belonging is significantly related to second-year retention (Morrow & Ackermann, 2012) which is why we are only accepting first-year students in our institute.
- Further research done by Kuh and scholars (2008) found that student engagement in educationally purposeful activities is positively related to academic outcomes in first year student grades and persistence. Upper-class year students may serve as mentors if they are interested in participating.



Educationally Influential Environments

The seven key influences to educational environments (Patton et al, 2016) provide the background on our program model. *Institutional Objectives* is reflected in our learning outcomes, *Institutional Size* is reflected in us only having it available to 15 students at a time, *Student-Faculty relationships* comes into play with faculty members leading the learning, and *Curriculum* is shown with our four major themes.



Educationally Influential Environments Continued

Teaching is shown through the actively learning, *Friendships and Student Communities* is available all the time because we have set up the program so that students are in community and learning from each other and *Student Development Programs and Services* checked off because the “university” and us as student affairs professionals have created this space.



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OUTLINE FOR THE OVERALL PROGRAM



Frequency and length of meetings

- JEAL Institute will be a six-week workshop that will take place bi-weekly during the semester. On their “off weeks” we will encourage students to participate in other events or opportunities happening on campus or virtually over zoom or webex.
- Each workshop will only be an hour and a half in order to maintain engagement on the virtual environment and prevent zoom fatigue.



Cohort Model

- The goal of JEAL institute is to create social interaction via a virtual platform which is why JEAL Institute will embrace a cohort model design - with a total number of 15 first-year students.
- Mundzak et al. (2005) states that cohorts provide students with an opportunity to belong to a supportive community of like-minded people, as well as generates social capital and emotional support during academic or personal stress.



Components of the Program

- Each workshop will consist of:
 - Learning Outcomes
 - Interactive Activities
 - Key Information about the topic
 - Guest Speaker (if applicable)
 - How research applies and supports this topic



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MARKETING EFFORTS

We will partner with the following offices/departments to market our institute:

- Office of New Student Orientation
- Campus Activities Board
- College of Liberal Arts & Sciences
- College of STEM
- Parent's Association
- Alumni Relations
- Housing & Residence Life



Incentives

- JEAL Institute will be free for all eligible students.
- Students will receive an optional 2-credit hours on their transcript and receive a pass/fail at the end of the semester.
- Students will receive a starting and ending care package (t-shirt, notebook, pens), and will receive a voucher to buy dinner for the closing ceremony.



Other Forms of Marketing

- Official JEAL University Instagram, Facebook, and Twitter account
- Daily Newspaper
- Faculty and Staff daily digest emails
- Student daily digest emails
- Emailing our office/department partners
- Attend First Year Student courses



Marketing Timeline


- Marketing Begins & Application opens (*one week before classes start*).
- Marketing Ends & Applications close (*two weeks after classes starts*).
- Send acceptance emails to students (*a few days after application closes*).
 - Students who were not accepted should be sent resources on campus involvement.
- Jeal Institute Starts: *3rd week of classes*.



End

RECRUITMENT MATERIALS

 HAVE YOU HEARD OF JEAL INSTITUTE?



ARE YOU READY FOR JEAL?

JEAL Institute is a six-week, 2-credit course, filled with socially engaging workshops on identity, privilege, intersectionality, leadership, self/group advocacy, and anti-racism/student activism.

[LEARN MORE](#)

JEAL IS READY FOR YOU!



Sign up at
jify.edu!



SCAN QR CODE



JEAL INSTITUTE

JEAL Institute seeks to use education as a tool for **empowerment** to encourage first-years in the JEAL community to be civically engaged and lifelong learners.

JEAL Institute is a six-week, 2-credit course, filled with **meaningful** and **socially engaging** workshops that meet bi-weekly throughout the semester.

Workshop themes and focus:

- Identity/Privilege/Intersectionality
- Leadership within the campus community
- Self-advocacy
- Anti-racism and student activism



For questions or specific accommodations, please email jify@jeal.edu.

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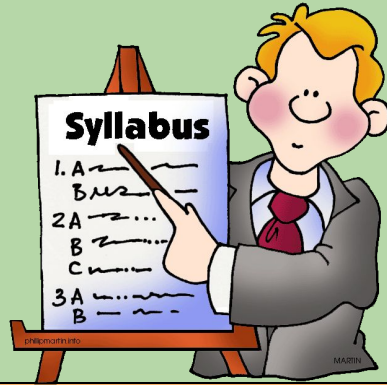
Breakout Rooms



Reactions

JEAL INSTITUTE - WEEK 1

TOPIC: INTRODUCTION TO COURSE AND COHORT



Learning Outcomes

- Students will be able to identify and describe the purpose and mission of Jeal Institute.
- Students will build upon their knowledge towards being a socially just and equity-minded individual.
- Students will be able to understand and define the value of mentorship.

Setting the Tone

Students will be asked to write out their expectations for the program and community rules for the group to follow. We will come back together as a larger group to discuss and decide on community rules and shared expectations.

Team Building Activity

Students will participate in a virtual escape room to foster community amongst each other and create shared experiences. This will help students understand the value of teamwork and working with others who hold different identities. The virtual escape room will be made on google forms and consist of multiple riddles. Students will be broken up into groups of 3-4 for meaningful interactions to place.



End



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Breakout Rooms



Reactions

JEAL INSTITUTE - WEEK 1 (CONTINUED)

TOPIC: INTRODUCTION TO COURSE AND COHORT



Mentors

First-year students will be paired with an upper-class year student based on shared interests, majors/minors, or social/racial identities. Each mentor will have about 2-3 mentees. We will move mentors and mentees into breakout rooms for about 20 minutes for them to get to know each other. Mentors were provided with a tip sheet with potential talking points and icebreakers.



Pre-Assessment

Students will fill out an informal pre-assessment form measuring their confidence and knowledge of each topic (identity/privilege/intersectionality, leadership, self and group advocacy, and anti-racism/student activism). Students will also be asked to describe what they hope to get out of JEAL Institute.



Supporting Literature

Haber (2011) stresses the importance of the role of peers in the integral success of programs. First-year students have an opportunity to build meaningful relationships with upper-class year students that is mutually beneficial to both. Upper-class year students can gain valuable mentoring skills while mentees gain a new connection.



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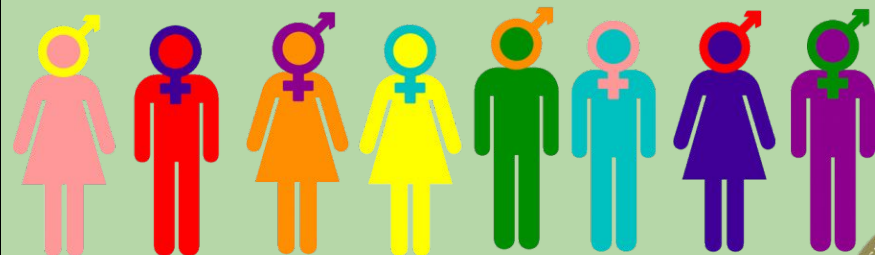
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Breakout Rooms

Reactions

JEAL INSTITUTE - WEEK 2

TOPIC: IDENTITY/ PRIVILEGE/ INTERSECTIONALITY



Learning Outcomes

- Students will be able to describe their social identities and unpack the privileges that come with those identities.
- Students will learn about intersectionality and understand the different realities of those with intersecting marginalized identities.
- Students will identify institutional structures and describe how they perpetuate oppression and racist ideals/behaviors/practices.



Opening Activity: Free-write Activity

Students will be given about 15 minutes to write and describe each of their identities. Students will be prompted to think about their race/ethnicity, gender, sexuality, socioeconomic status, citizenship status, marital status, religious beliefs (or lack of), political views, and level of education. Students can be as creative as they want in their delivery (pictures, poems, lists, etc.) This reflection will serve as an artifact for the closing activity.



Engaged Learning

Key Words

Privilege

Oppression

Intersectionality (Crenshaw, 2013)

- How would you define these concepts?
- How have these concepts shaped society?



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 2 (CONTINUED)

TOPIC: IDENTITY/ PRIVILEGE/ INTERSECTIONALITY



Breakout Activity

Students will be put in breakout groups of 3-4 peers. Each breakout group will be given an institution within our society (a catholic church, a public elementary school, a private college).

Students in their group will answer:

- Who benefits from these institutions? How do they benefit from the institution's practices?



Community Building/Share Out

Concluding Group Questions:

- What were the similarities and differences between institutions?
- Which identities do you see having the most and least privilege?
- How does JEAL perpetuate inequitable structures of power?



Supporting Literature

- Intergroup contact appeared to be beneficial, because discussing these issues with students from diverse backgrounds allows the exchange of personal stories and experiences (Boatright-Horowitz, 2012)
- Interculturalism emphasizes that higher education has a responsibility to cultivate an exploration of various social identities and how these subjectivities are (dis)associated with power in society (Espino & Lee, 2011).



End

JEAL INSTITUTE - WEEK 3

TOPIC: LEADERSHIP ON CAMPUS



Learning Outcomes

- Students will be able to define the qualities of an engaging and effective leader.
- Student will learn about the importance of leadership on campus.
- Students will identify at least one club or organization, they would like to learn more about and join.

Opening Activity

Students will identify a person who exemplifies or embodies leadership and list 12 characteristics, attributes, or strengths that make this person extraordinary to them (e.g., discipline, dynamic, faithful). Students will then narrow the list to the four most important ones and for each one, determine whether it is based on: Attitude (intentional choice or decision to act in a particular way), Skill (a habit they developed over time), or Gift (a trait they were born).

A discussion will follow after this.

Activity adapted from [LeadershipTrainer.org](https://www.leadershiptrainer.org/)

Main Activity

In small breakout rooms, students will identify (2) clubs/organizations from each of the following categories: academic, activism & advocacy, club sports, creating & crafting, culture & community, performing arts, environmental, honors, and service. They will add their choices to a jamboard and provide meeting times, contact information (including social media accounts), and a short description of the organization. Students will be asked to present their findings.



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 3 (CONTINUED)

TOPIC: LEADERSHIP ON CAMPUS



Guest Speaker Panel

Campus student leaders will join the session this week to discuss their leadership positions on campus.

Guiding Questions

- What online and in-person opportunities have you taken advantage of on campus?
 - How has this contributed to your personal and professional development?
- What is something you wish you had done as a first-year student?



Closing Activity (SMART Goals)

Students will write out three goals for the semester, using the SMART goal method. At least one of these goals must be to either join a specific student club/organization or apply for a leadership position. Students will share out their goals to the rest of the cohort.



Supporting Literature

Using the Social Change Model (SCM) as a framework, Dugan and Komives (2007) found that students who reported any level of involvement in campus clubs and organizations demonstrated significantly higher scores across all of the SCM values. Specifically, involvement had a moderate effect on Collaboration, Common Purpose, and Citizenship.



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Participants



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 4

TOPIC: ADVOCACY AMONGST SELF AND OTHERS



Learning Outcomes

- Students will learn to identify and state their values and beliefs.
- Students will learn to describe and define advocacy and what it means to them.
- Students will learn effective strategies to advocate for themselves and others.



Opening Activity

- Students will be given 15 minutes to reflect on and write out their values and beliefs regarding specific topics.

Guiding Questions

- Where do my beliefs come from? Are those beliefs my own?
- What do I value in relationships? What do I value in myself?
- How would others describe me? How would I describe myself to others?

Guest Speaker: Alexandria Ocasio-Cortez

Congresswoman Ocasio-Cortez will speak for 30 minutes on her experiences advocating for social and racial justice and the importance of advocating for oneself.

Congresswoman Ocasio-Cortez is a third-generation Bronxite serving the 14th district of New York in the Bronx and Queens (Ocasio-Cortez House, n.d.).



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Participants



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 4 (CONTINUED)

TOPIC:

ADVOCACY AMONGST SELF AND OTHERS



Engaged Learning

- Self-advocacy
- Group-advocacy
- Reflection
- Empowerment
- Social Identity

Closing Activity

Students will be given 7 minutes to write out their definition of self-advocacy and reflect on an experience where they enacted this skill. Students will then be put into breakout rooms with 3-4 peers for 20 minutes to share out their responses and come up with a shared definition of group advocacy. Groups will also be asked to create and act out a scenario showcasing an example of either effective self-advocacy or group advocacy.

Supporting Literature

- Reflective thinking - we need to challenge students to construct their own knowledge (King & Kitchener, 1994)
- Anderson & Bigby (2017) found that the identity of a self-advocate encompassed not only speaking up for oneself but also helping, acting in ways that supported and enabled peers to understand their rights.



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Participants



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 5

TOPIC: ANTI-RACISM & STUDENT ACTIVISM



Learning Outcomes

- Students will be able to identify the systems of privilege and oppression they operate in daily and how to use them for good.
- Students will be able to identify ways to put anti-racist practices into effect in their everyday lives.
- Students will hear from two leaders in the Black community on what they can contribute to the upliftment of their local communities.



Breakout Room Discussions

For the first 10 minutes, in groups of 3, students will discuss microaggressions and how they have engaged with them and recent acts of racism in the U.S. and on campus.

*Groups will be chosen based on student affinities so that learning is not based on student trauma.



Guest Speakers

Trevor Noah, a comedic television host that focuses on political commentary, and Angela Davis, a socio-political activist and scholar, will host a Q&A session with the students. The panel will be focused on student activism and how to get involved with anti-racist efforts in your community. Both Noah and Davis have loud efforts in fighting for social justice.



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Participants



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 5 (CONTINUED)

TOPIC: ANTI-RACISM & STUDENT ACTIVISM

Closing Activity

Students will use the last 20 minutes to either create a music playlist or write a spoken word poem on their thoughts about activism, racism in the U.S. and abroad, and anti-racism efforts on campus. This will be the final component of their culminating portfolio.

Engaged Learning

- Q&A panel with Trevor Noah and Angela Davis on different forms of activism.
- [Video](#) (2019) on Ally, Accomplice, and Co-Conspirators.
- Students will be given a copy of *How to Be an Antiracist* by Ibram X. Kendi.

Supporting Literature

- Accomplice v Ally: Although being an ally is a start, there is a need for more accomplices. Marginalized communities need people to be willing to take direct action for them (Admin, 2014).
- You have to learn the historical and socio-political context of race and racism within the U.S. to eventually take on personal responsibility and interrupt structures of bias and racism in your communities (Osta and Vasquez, n.d.).



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Breakout Rooms



Reactions

End

JEAL INSTITUTE - WEEK 6

Portfolios Share Out

Identity/Privilege/Intersectionality

Journal entry describing and reflecting on their identities

Leadership Within the Campus Community

SMART Goals, list of potential clubs/organizations, and selection of club they intend to join

Advocacy amongst Self and Others

Writing activity defining what self and group advocacy means to the student

Anti-Racism & Student Activism

Spoken word/music playlist focusing on anti-racism and student activism

Dinner



Song Performance

Andra Day's popular *Rise Up* song will be performed live via zoom. The goal of the program is to assist in the creation of leaders who will help their communities and stay connected with one another. We hope this performance goes beyond popularity and serves as a call-to-action.

Assessment

Students will fill out an informal post-assessment form measuring their confidence and knowledge of each topic (identity/privilege/intersectionality, leadership, self and group advocacy, and anti-racism/student activism). Students will also have a space to provide feedback and recommendations for next years JEAL Institute.



End

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Breakout Rooms

Reactions

JEAL INSTITUTE - WEEK 6 (CONTINUED)



CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY THAT

AMAZING STUDENT

has completed the Jeal Institute Program
provided by Jeal University.

STUART BROWN

Jeal University President

UConn HESA FOUR

Jeal Institute Leaders

JEAL UNIVERSITY

JEAL INSTITUTE

Inaugural Cohort

Closing Ceremony

INTRODUCTION SPEECH

DISTRIBUTING CERTIFICATES

PORTFOLIOS SHARE OUT

DINNER & CHAT

ANDRA DAY SONG PERFORMANCE

CLOSING REFLECTION



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Reactions

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THANK YOU FOR YOUR CONSIDERATION AND TIME TO ENGAGE WITH OUR VIRTUAL CASE STUDY!

 Cassandra Gonzalez, Dominique Moore, Darlene Rodriguez, and Olivia Hankins



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Reactions

