

# Activism By *Fire!*

Socially  
Just  
Supervision  
101

Brianna N. Jenkins  
SWACUHO 2018  
February 19, 2018  
San Marcos, TX

# Break the Ice!

3 minutes

# Questions to Assess

- Where does activism come from?
- What is Activism's place on college campuses?
- How does activism shape student leadership in residential communities?
- How can professionals supervise these student leaders in a socially just manner?
- What is the Student Affairs professional's role in advocacy for identities of their staffs?

# Positions

- Activism is oftentimes a result of a formed identity, values base, and skill set
- Increased competence can assist with discussing student activism
- Identity is everywhere...even moreso now.
- Campus Climate affects retention of staff MORE than interventions
- Socially Just supervision increases mattering and meaning for student leadership for all identities
- Socially Just Supervision has relevance on today's college campus

# What is Activism?

- Activism (noun): The policy or action of using vigorous campaigning to bring about political or social change.



An RA I supervised at the time 😊

# What are we seeing?

- Social Activism (n): is an intentional action with the goal of bringing about social change.
- Internet activism (n) (also known as online activism, digital campaigning, digital activism, online organizing, electronic advocacy, cyberactivism, e-campaigning, and e-activism) : is the use of electronic communication technologies such as social media, especially Twitter, Facebook, YouTube, e-mail, and podcasts for various forms of activism to enable faster communication by citizen movements and the delivery of local information to a large audience.



# Activism on College Campuses



# Where does Activism Come from?

Social  
Activist  
Model

- Incident



Active or Passive  
Resistance from  
Students/Staff



Addressed Issue  
Or **Socially Just  
Supervision**



Activism



Active or Passive  
Resistance from  
Students/Staff



Lack of “fair”  
resolution  
Or socially just  
supervision



Dissonance



Activism  
with  
conflict



# Dissonance- Theory to Practice

- “Trainees from racial/ ethnic minority groups in supervision with Caucasian Supervisors anticipated receiving less empathy, respect, and congruence than their Caucasian peers.” (Vander Kolk, 1974)
- Guardedness- a cautiousness in relation to their supervisor
  - i.e.: Code-Switching; hiding one’s authentic self
  - Student Staff WANT to discuss who they are with us. (Duan and Roehlke, 2001)
  - Trust formation is challenged

# Supervision and Advocacy: Our Activism

- Supervisors have a duty to address cognitive dissonance and equity issues with their students (Wong and Wong, 2000)
- Supporting, Appreciating, and Recognizing Student Identities Ensures Mattering and Meaning for student leadership
- Socially Just Supervision is a goal

What systems, barriers, and challenges do you think you may face implementing a more socially just supervision model on your campus?

# Socially Just Supervision- Action Items

- Utilize a Culturally-sensitive approach to discussion, one on ones, and mentorship
- Introduce a socio-cultural framework and acknowledge oppressive work tasks for their impact
- Explore one's own assumptions, stereotypes, and isms...step into the mess.
- Explore the cultural dynamics of student staff relationships

Use Social Justice as a looking glass.

# Question to Consider

What systems, barriers, and challenges do you think you may face implementing a more socially just supervision model on your campus?

# Exercise

- Please take a handout.
- Answer each question thoughtfully and with honesty
- We are all still learners. This is a safe space.

# Case Studies

- Courtney is a 3<sup>rd</sup> year Latina student involved in the “DREAM” student organization at Jenkins College in North Texas. She moved there from a small town in rural Texas where her family has lived all of her life, but she never goes home on the weekends even though her hometown is within driving distance. Courtney is an average performing RA at Jenkins College, who does just enough to get by. As Courtney’s supervisor, you notice that she is getting more aggravated every time an “other duty as assigned” comes up on her floor. She often says that she can’t stand her residents who are unappreciative of how much she does for them. It is your first one on one with Courtney after school begins, what is your plan to address her frustration and how do you plan to gather that information?

# Case Studies

- Brian is a third semester, African American student at Bannister College in Texarkana, TX. He is excited to finally work in the housing office as a student assistant because he has applied twice but was not offered the position. Every shift he shows up early, leaves late, and leaves his work area clean. Brian has lived on campus since starting at Bannister, but does not want to be an RA because it's "not for him". Brian always greets others; he never gets a haircut because he doesn't want to "waste the money", his hair is longer than most and he listens to his music as he walks through campus on speakerphone. One day, you overhear Kasey, a Caucasian student telling Brian that he "wont work here for long if he keeps acting like he does." You've never had any real issues with Brian's or Kasey's interactions before, what do you do?

# Thoughts? Insights? Questions?

Briyanna N. Jenkins  
Residence Director  
Texas State University  
[bnj30@txstate.edu](mailto:bnj30@txstate.edu)