

**Spring 2021**  
**EDPD 699: WISE Stories and Empowerment**  
Shepherd University  
Office for Diversity and Equity

**Zoom:**

<https://us02web.zoom.us/j/85903243376>

**Workshops:**

Wednesday 4/7	5:30-7:00pm	Images Inspire Empowerment
Thursday 4/8	5:30-7:00pm	Healing through Connecting Bodies, Worth, & Empowerment
Monday 4/12	6:00-7:30 pm (EST)	Theatrical Empowerment and Social Transformation
Tuesday 4/13	5:30-7:00pm	Wisdom and Revolution through Poetry (At Home with Poetry Series)

**Leadership Training:**

Thursday 4/15	5:30-8:00pm	Authentic Empowerment and Fierce Leadership Training
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**Course Description:** *WISE (Wisdom Inspires Student Excellence) Stories and Empowerment* offers a series of diversity, equity, and inclusivity (DEI) workshops and a leadership training to inspire inclusivity. These diverse and powerful lessons will promote gender justice, economic justice, racial justice, and/or equitable access to services and resources. Participants are invited to share their stories during unique events that include personal nonfiction, poetry, mindfulness, theater, artwork, or photography as interdisciplinary strategies to evoke and amplify the voices that support individuals who have been historically silenced or ignored.

**Facilitator, Presenter, and Keynote Speaker:**

[Dr. Chiquita Howard-Bostic](#)

Associate Vice President for Diversity, Equity, and Inclusivity  
Chair, Department of Sociology, Criminology, and Criminal Justice  
Associate Professor of Sociology  
123 Gardiner Hall  
[chowardb@shepherd.edu](mailto:chowardb@shepherd.edu)  
304-876-5056

The Office for Diversity and Equity  
Shepherd University  
P.O. Box 5000  
Shepherdstown, WV 25443-5000

**Core Competencies:** Participants of this workshop will learn how to engage inclusivity leadership via presentations that apply the following eight core diversity, equity, and inclusivity competencies:

- **Positive social change**
- **Consciousness of self**
- **Consciousness of citizenship**
- **Common purpose**
- **Contend with civility**
- **Commitment**
- **Congruence**
- **Collaboration**

**Learning Objectives:** This workshop applies central concepts (core competencies) to engage learning objectives for implementing inclusivity leaderships. The stimulating topics, competencies of inclusivity leadership, and unique strategies empower educators as transformational leaders in their learning environments:

1. Participants will learn to create **positive social change** by serving, addressing, and improving addressing community and global problems (Abu-Rabia-Queder, 2008; Coburn & Gormally, 2017).
2. Participants will understand how **consciousness of self** is an exploration of values, emotions, attitudes, and beliefs that cause an individual to take action.
3. Participants will engage **consciousness of citizenship** as responsible individuals who experience connectedness to the interdependence of all involved in the leadership effort through effective democracy.
4. Participants will understand their **common purpose** by working to achieve mutually agreed upon and collective objectives and visions.
5. Participants will learn to **contend with civility** by recognizing and valuing inevitable differences in viewpoints and to allow such differences to be expressed openly and with civility.
6. Participants will exercise **commitment** by demonstrating their involvement and investment in activities, service, and collective efforts.
7. Participants will gain understanding of **congruence** as importance of thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others.
8. Participants will understand how **collaboration** is engaged through creative solutions to problems and goal achievement while trusting in and utilizing diverse talents and perspectives of their teams.

## Registration for 3 Continuing Education Credits:

- **Register for the EDPD Option:** Submit the [REGISTRATION FORM](#) to Karen Rice, Director of Continuing Education and Lifelong Learning in the Graduate Studies office at [krice@shepherd.edu](mailto:krice@shepherd.edu). The cost for EDPD at Shepherd University is \$177 for 3 credits.
- **Access workshop link:** Contact Dr. Chiquita Howard-Bostic at [chowardb@shepherd.edu](mailto:chowardb@shepherd.edu) to gain access to the Zoom link.
- **Access your Shepherd SAKAI Account:** Your course registration will be processed by Graduate Studies and a Shepherd Student Account will be set up for you. This account will be associated with a Shepherd ID, Email Account, User Name, and Password. You will need this information in order to access the course management system (Sakai), see final grades, and order a transcript. Directions for accessing the learning management system can be found at <http://www.shepherd.edu/sakai/sakai-login-information>.
- **Course Completion:** Attend 1 of 4 of the “**WISE Stories and Empowerment Workshops**” (see schedule) and the leadership training in Zoom on **Thursday, April 15 from 5:30-8:30pm**, which includes four topic presentations, a keynote lecture, and a Q & A panel. Complete the required assessment in SAKAI by **Tuesday, May 15, 2021**. Instructions for Downloading Zoom can be found at <https://www.youtube.com/watch?v=fVu9BILRkww>.

## DEI Inclusivity Workshops and Leadership Training:

### Workshop 1: Images Inspire Empowerment

**Presenter:** Dr. Kate Hoof, Instructional Designer, Center for Teaching and Learning, Shepherd University. Dr. Chiquita D. Howard-Bostic is the Associate Vice President of Diversity, Equity, and Inclusivity and department chair of Sociology, Criminology, and Criminal Justice at Shepherd University (SU) in Shepherdstown, West Virginia, US.

**Date:** Wednesday, April 7<sup>th</sup>

**Description:** Pictures help us tell the stories of our lives and experiences. Every photograph is filled with topics and messages that tell a story. The times, locations, and subjects of our stories can inspire others, evoke strong emotions, and show relationships. Images can also draw viewer's attention into a scene or insight *positive social change*. Images of Empowerment can uplift individuals in our communities. Participants will learn two types of technology for storytelling. Participants will learn tips and tricks to make Zoom presentations look professional and sophisticated. Second, we will learn the basics of Canva, a free app that turns every user into a skilled graphic designer. Canva will be used to create aesthetically pleasing photo collages for our storytelling projects (Duffy, 2011; Pauwels, 2015).

**Competency:** Creating *positive social change* by serving, addressing, and improving addressing community and global problems.

**Presenter Backgrounds:** Dr. Kate Hoof is focused on ways to support faculty members and instructional staff as they work to build inclusive online learning communities and teach virtually in innovative and effective ways. She currently serves as an instructional designer and trainer at Shepherd University. Prior to her work at Shepherd University, Hoof was the founding director of the Center for Mass Communications at Manchester High School in Richmond, Virginia. She developed an inclusive program centered on hands on learning to improve communication skills in both speech and in writing. Students in the program created multimedia marketing and branding content for non-profits in Richmond, Virginia. In addition to over 25 years in education, Hoof is a freelance videographer. This work has taken her to six different countries, shooting video non-profits focused on international education and exchange programs.

Dr. Chiquita D. Howard-Bostic is the Associate Vice President of Diversity, Equity, and Inclusivity and department chair of Sociology, Criminology, and Criminal Justice at Shepherd University (SU) in Shepherdstown, West Virginia, US. As well, she is a certified life coach, girl scout and 4-H leader, and founder of a program called “Help Bridge,” providing leadership and social justice education in the community. Howard-Bostic who educates the community about anti-human trafficking, multicultural justice, dating violence prevention, and financial/environmental sustainability.

## **Workshop 2: Healing through Connecting Bodies, Worth, & Empowerment**

**Presenter:** Wendy Baracka, MSW, LICSW, Director of Counseling Services at Shepherd University

**Date:** Thursday, April 8<sup>th</sup>

**Description:** As a result of societal conditioning, cumulative stress, and patterns of personal and political oppression, many of us struggle feeling at home in our bodies and deeply connecting to the truth of our worth and our value. Through mindful movement, yoga, breathing practices and reflection, participants will be offered the opportunity to enhance *consciousness of self*. Using stories, guided visualization, and moment to moment awareness we will practice the art of nourishing and tending our true home within our mind, body and spirit (Koch, 2015; Nussbaum, 2015).

**Competency:** *Consciousness of self* is an exploration of values, emotions, attitudes, and beliefs that cause an individual to take action.

**Presenter Background:** Wendy Baracka is the Director of Counseling Services at Shepherd University in Shepherdstown, West Virginia. She recently completed her 200-hour Yoga Teacher Training through Jala Yoga and is in the process of completing her requirements for certification through Yoga Alliance. Wendy is a Certified Trainer in the Nurtured Heart Approach, a social-emotional methodology for transforming difficult intensity in children and adults to develop inner wealth and promote school, social, familial and community growth and

success. Wendy received her Master's in Social Work through West Virginia University and her Bachelor's of Science in Sociology through Shepherd College. Her specialty areas of focus include trauma informed care, mindfulness-based stress reduction and increasing bodily awareness and integrity through yoga and breathing practices.

### **Workshop 3: Theatrical Empowerment and Social Transformation**

**Presenter:** Professor Opal Palmer Adisa is the University Director of The Institute for Gender and Development Studies at The University of the West Indies, Mona. Professor Adisa has a doctorate from the University of California, Berkeley in Ethic Studies and Comparative Literature; and hold two MA degrees in Creative writing and Theatre: Directing, respectively.

**Date:** Monday, April 12, 2021, 6-730 pm (EST)

**Description:** Theatre performance and storytelling have long been used as vehicles of therapeutic healing and social transformation. In these modules students will be guided in basic role-playing, tapping into emotions, and exploring “otherness” to gain greater insights into ideas and perspective that might be different from theirs. They will also be guided into basic techniques that allow them to use their bodies and use physical gestures via mime to convey emotions and create a setting; they will explore *consciousness of citizenship* and understand the importance and impact of voice --sound, pacing and intonation. As a result of these exercises, students will gain confidence and be empowered to write and perform stories that speak to complex and challenging issues that seek to transform society (Jocson, 2008; Mills, 2009).

**Competency:** *Consciousness of citizenship* is responsible individual connectedness to the interdependence of all involved in the leadership effort through effective democracy.

**Presenter Background:** Professor Opal Palmer Adisa is the University Director of The Institute for Gender and Development Studies at The University of the West Indies, Mona. She is professor emerita of California College of the Arts, Oakland, California where she headed the Diversity Studies Program for nine years and is co-founder of the MFA in Creative Writing program at that institution. For over 10 years, at both the graduate and undergraduate level, at CCA. Professor Adisa designed and taught “Writing for Performance” a course in which students were taught basic theatre techniques and were required to perform four stories they wrote that reflected diversity in terms of ethnicity, age, class, and political views. Professor Adisa has a doctorate from the University of California, Berkeley in Ethic Studies and Comparative Literature; and hold two MA degrees in Creative writing and Theatre: Directing, respectively. She has written and directed many plays in California, St. Croix.

### **Workshop 4: Wisdom and Revolution through Poetry**

**Presenter:** Sadie Shorr-Parks is a poet and the director for the Society of Creative Writing in the English and Modern Languages department at Shepherd University, where she teaches first-year and creative writing courses.

**Date:** Tuesday, April 13 5:30-7:00pm (At Home with Poetry)

**Description:** Poetry not only illuminates the world as it is but helps the reader imagine a brighter future. This workshop will explore the ways we can use poetry to identify a *common purpose* and to inspire social change. The workshop will begin with a poetry reading from Sadie Shorr-Parks, along with an international guest poet. After the reading, students will be led in guided poetry writing activities where they will generate their own poems. Students will leave with additional poetry prompts to help them continue to tell their story (Burr, 2017; Ciardiello, 2010).

**Competency:** *Common purpose* is the aim and value to achieve mutually agreed upon and collective objectives and visions.

**Presenter Background:** Sadie Shorr-Parks is a poet and the director for the Society of Creative Writing in the English and Modern Languages department at Shepherd University, where she teaches first-year and creative writing courses. She also works as a director for New City Community Press, currently housed at University of Virginia. Her writing has been featured in *Aquifer: The Florida Review*, *Blueline*, *Cimarron Review*, *Painted Bride Quarterly*, and *Witness*, among several others.

### **Leadership Training: Authentic Empowerment and Fierce Leadership Training**

This DEI training will address DEI leadership success strategies about civility principles, managing change, emotional capital, and self-assessment and reflection.

**Date:** Thursday, April 15 5:30-8:00pm

<b>Presentation</b>	<b>Presenter</b>	<b>Competency</b>	<b>Description</b>	<b>Presenter Background</b>
<b>Fierce Leadership</b>	Dr. Chiquita Howard-Bostic, Associate Vice President of Diversity, Equity and Inclusivity, Shepherd University	<i>Consciousness of citizenship</i> is responsible individual connectedness to the interdependence of all involved in the leadership effort through effective democracy.	This presentation will explore potential to encourage individual actions, progress, and growth potential beyond the norm. using adaptive change models. Likewise, the outlook related to conversations across political divides and <i>consciousness of citizenship</i> will be	Dr. Chiquita D. Howard-Bostic is the Associate Vice President of Diversity, Equity, and Inclusivity and department chair of Sociology, Criminology, and Criminal Justice at Shepherd University (SU) in Shepherdstown, West Virginia, US. As well, she is a certified life coach, girl scout leader, and founder of a program called “Help Bridge,” providing leadership and social justice education in the community. Howard-

			<p>elevated as leaders learn to balance their strengths and vulnerabilities. Participants will also be encouraged to identify accountability partners who encourage action, best behavior, positive relations, and sound, well-versed reactions (Bendell &amp; Little, 2015; Davidson, Schwartz, &amp; Noam, 2008).</p>	<p>Bostic who educates the community about anti-human trafficking, multicultural justice, dating violence prevention, and financial/environmental sustainability.</p>
<p><b>Civility and Authenticity in Leadership</b></p>	<p>Emily Cole, MPA, Chief Development Officer of Lifting as We Climb, LLC and Shepherd University Alum ('12)</p>	<p><i>Contend with civility</i> is an ability to recognize and value inevitable differences in viewpoints and to allow such differences to be expressed openly and with civility.</p>	<p>This presentation will explore the importance of leading with authenticity and vulnerability, utilizing civility principles to engage intentionally, respectfully, and meaningfully with others. Participants will build capacity to engage courageously, <i>contend with civility</i>, lead with accountability, and connect with all populations of people with authenticity and respect.</p>	<p>Emily Cole, MPA, is the Chief Development Officer for Lifting As We Climb, LLC. Through her work, Emily develops strategies for engaging educators across communities to advance equity and dismantle systems of oppression and white supremacy. Emily develops content providing a critical analysis of current events for the LAWC company blog, framing discussions from the perspective of disrupting unjust norms and dismantling inequitable institutions, policies, and procedures. Emily works with the LAWC team to connect with professional</p>

				organizations, institutions, and schools grappling with injustice and white supremacy, supporting their journey towards being anti-racist educators, community members, and leaders.
<b>Flaw Management and Acknowledging Blind Spots to Success</b>	Jamil Muhammad, Facilitator with Lifting as We Climb, LLC	<i>Commitment</i> demonstrates involvement and investment in activities, service, and collective efforts.	This presentation will explore potential blind spots in leadership that could collapse the foundation of success, providing tools for flaw management. Participants will be able to identify their own potential leadership and <i>commitment</i> to engaging blind spots and leave with strategies to manage those flaws and capitalize on strengths to succeed (Zahra & Chaples, 1993; Walter et al., 2017).	As one of today's most insightful observers of the realities of urban life and modern trends, Jamil serves as a Facilitator for Lifting As We Climb, LLC. Born and reared in Cincinnati, Mr. Muhammad has been present for or involved in most of the watershed historic events of the last 30 years. Mr. Muhammad also appeared on CNN's "Black in America 2" in his role of Program Director of the Wedded Bliss Foundation, a Washington, DC based, non-profit missioned to promote Black marriages and healthy families in at-risk communities from coast to coast. Mr. Muhammad is a lead Facilitator for LAWC, coaching educators and professional organizations as they work towards equity and build a culture of Anti-Bias, Anti-Racism within their institutions.



<p><b>Everyday Empathy from an Intersectional Perspective</b></p>	<p>Hakeem Leonard, Higher Ed Professional, IDI Administrator, Music Therapy Scholar, Consultant</p>	<p><i>Congruence</i> is importance of thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others.</p>	<p>Key foundations of a community of care, of radical self-love, and of anti-racism are empathy and <i>congruence</i>. This presentation will provide a grounded understanding of empathy from a Black intersectional perspective, with an emphasis of learning for all persons. The evidence of Black lived experience as well as the reference of intercultural scholarship will both be used to reinforce empathy as both an action for everyday living and transformative pedagogy. Empathy actively leads to the decentering of dominant experience, to taking up space in every area where one has been made to shrink and incorporates boundaries and an ethic of resistance over resilience for meaningful inclusion</p>	<p>Hakeem Leonard, Ph.D., MT-BC, is Associate Professor of Music Therapy and Assistant Provost for Inclusion, Diversity, and Equity at Shenandoah University in Winchester, Virginia. As a music therapy educator and thinker, Hakeem integrates the understanding of music engagement with developmental approaches, aesthetic meaning-making, and co-created relationships. This experience, as well as being a student of history, allows him to approach conversations about justice, equity, anti-racism and anti-oppression from a unique lens. He is a qualified administrator of the Intercultural Developmental Inventory (IDI) and has experience connecting ideas of Critical Race Theory, Intersectionality, and culturally sustaining pedagogies to curricula, group processes, and everyday living.</p>
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			(Calloway-Thomas, 2018; Wallin-Ruschman et al., 2020).	
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<b>Cultural Responsiveness</b>	Nadirah Z. Mayweather, M.A.T., Director, Cultural Center, Georgia College	<i>Collaboration</i> is interdependence through creative solutions to problems and goal achievement while trusting in and utilizing diverse talents and perspectives of their teams.	This presentation will explore the power of <i>collaboration</i> by incorporating the 3L's (language choice, listening and love) into the spoken and written word as a framework for building a more inclusive community. Participants will engage in self-reflection of their own word usage and be challenged to rethink the ways in which they communicate.	Nadirah Mayweather, MAT is the Director of the Cultural Center at Georgia College & State University. In this role, Nadirah works to increase cultural competency within the campus and local communities, provide support to historically marginalized and underrepresented student populations, expand access to resources, and encourage all to celebrate the rich diversity within and around them. Her higher ed experience is multifaceted including areas such as diversity, academic advising, and student affairs Nadirah is also a certified English language arts teacher that is passionate about spreading love and light, and helping others become the best version of themselves.
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**Workshop Schedule:** Each participant will be assigned to either the group A or group B breakout session.

Segment	Workshop Zoom Links	Time	Topic	Inclusivity Leader
1	<a href="#">[Link 1]</a> All participants  <a href="https://us02web.zoom.us/j/">https://us02web.zoom.us/j/</a>	5:30-5:40pm	Welcome & Intro.	Dr. Chiquita Howard-Bostic

	<a href="#">/85903243376</a>			
<b>2</b>	<b>[Link 2] Group A</b> Breakout Session  <a href="https://us02web.zoom.us/j/87357000281">https://us02web.zoom.us/j/87357000281</a>	5:45-6:50pm	Civility and Authenticity in Leadership  Flaw Management and Acknowledging Blind Spots to Success	Emily Cole  Jamil Muhammad
		6:50-8:00pm	Everyday Empathy from an Intersectional Perspective  Cultural Responsiveness	Hakeem Leonard  Nadirah Z. Mayweather
<b>2</b>	<b>[Link 3] Group B</b> Breakout Session  <a href="https://us02web.zoom.us/j/84888090773?pwd=TFR EbzJpL21lcWVuSW9qL2JWN3hNZz09">https://us02web.zoom.us/j/84888090773?pwd=TFR EbzJpL21lcWVuSW9qL2JWN3hNZz09</a>	6:00-6:50pm	Everyday Empathy from an Intersectional Perspective  Cultural Responsiveness	Hakeem Leonard  Nadirah Z. Mayweather
		6:50-8:00pm	Civility and Authenticity in Leadership  Flaw Management and Acknowledging Blind Spots to Success	Emily Cole  Jamil Muhammad
<b>3</b>	<b>[Link 1] Panel</b>  <a href="https://us02web.zoom.us/j/85903243376">https://us02web.zoom.us/j/85903243376</a>	7:30-8:00pm	Keynote Address Fearless leadership	Dr. Chiquita Howard-Bostic
		8:00-8:30pm	Q & A Panel	Inclusivity Team

The Shepherd University Education Department TARPS framework (Teacher as a Reflective Problem Solver) will be used as the operating framework to encourage teacher leadership in the quest for better literacy learning for students.

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students.

**EDPD 699 is a graduate level professional development option. Consequently, written assignments should be well organized, present information clearly using correct professional language, and be free from all mechanical errors.**

**Assignment (Due in Sakai by May 15, 2021):**

Apply information learned during the conference and share the content with another individual whom you feel will benefit from the learning experience. This report includes five parts: (1) presentation overviews (15%), (2) contextual evaluation (15%), (3) new practice description and implementation plan (30%), (4) reflections (20%), and (5) sharing report (20%).

**1. Presentation Overviews from Leadership Conference (15%)**

**[3-4 sentence content overview for five leadership presentations]**

- a. Civility and authenticity in leadership
- b. Flaw management and acknowledging blind spots to success
- c. Everyday empathy from an intersectional perspective
- d. Cultural responsiveness
- e. Fearless leadership

**[3-4 sentence content overview for one workshop]**

- a. Images Inspire Empowerment
- b. Healing through Connecting Bodies, Worth, & Empowerment
- c. Theatrical Empowerment and Social Transformation
- d. Wisdom and Revolution through Poetry (At Home with Poetry Series)

**2. Contextual Evaluation (15%)**

**[1-2 pages single spaced]**

- Describe your current position in relationship using one of the inclusivity leadership strategies (intentional connections, cognitive awareness, inclusivity leadership, effective culturally inclusive communication, relationship building, and sense of identity). Who and what do you have influence over? What personal characteristics do you have that will help you implement new ideas in your classroom and share them with others? What potential hurdles might you face in trying new ideas before sharing them?
- Describe a related inclusivity practices that you currently engage within your circle of influence. What elements of current practice result in positive student growth (support

with evidence)? What elements of the current practice could be improved (support with evidence) in order to cultivate an inclusive learning environment?

### **3. New Practice Description and Implementation Plan (30%)**

[1-2 page, single spaced]

- From your workshop notes, identify an inclusivity strategy that you believe would have a positive impact on inclusivity in your classroom and develop a lesson plan that incorporates the described strategy into your instruction. The lesson plan can be designed with the whole class, a small group or with an individual student in mind.
- The lesson plan should include the following components:
  - a. A brief descriptive information about the learning and teaching environment (how many students, what age group and/or academic abilities).
  - b. The strategies(s) addressed by the lesson.
  - c. Objective(s): Indicate specific learning outcomes achieved from the lesson.
  - d. Assessment: Describe how you will collect evidence that students have met the specified objectives and the learning criteria.
  - e. Procedures: Write the procedures in sequential steps from the perspective of what the teacher will do instructionally to teach the content.

### **4. Reflection (20%)**

[1-2 pages single-spaced]

- After implementing the lesson with your students, reflect on how it went. The following questions should guide but not limit your reflection.
  - a. Given the lesson objective, how well did the inclusivity strategy work? Be sure to reference the evidence of learning collected from the assessment.
  - b. What were the advantages and disadvantages of the selected inclusivity strategy?
  - c. Are there other modifications you would make to increase the effectiveness of the strategy?

### **5. Sharing Report (20%)**

[1-2 pages single-spaced]

- Now that you have used the new method and are well-versed in its use, share the strategy with another educator who you believe will benefit from this knowledge.
- Reflect on the process of being an Inclusivity Leader as you shared a new idea with a peer educator. Report back on the following:
  - a. Describe what you shared about the inclusivity strategy.
  - b. Explain what you have to consider when preparing to share a new idea so that your peer educator would want to try it.

- c. Explain the kind of support you have to provide in order to help the educator be successful with the new method.
- d. Explain the hurdles or challenges faces in sharing the strategy successfully.
- e. Describe your future goals as an inclusivity leader in your current situation?

NOTE: Please include your name, email, and phone number at the top of the file. Save the assessment file as your “name\_Empowerment.docx.” (i.e. MarieJoseph\_Empowerment.docx). It is important that you include your name both within the file and in the file name in order to minimize the potential for mix ups. Once you have saved the file as your name sharing.docx. Submit as an attachment to the Assignments tool in Sakai. Feedback will be provided through the assignments tool in SAKAI. Include any other files necessary such as a PowerPoint or handouts for learners if you have these items included in the lesson plan.

\* If you choose to work with another individual who is completing the EDPD Credit Option, please be sure to clarify who you work with along with their contact information at the top of the assignment (in addition to your own contact information). Team planning and implementation is acceptable as long as the contextual evaluation and new method sharing clearly describe the role each inclusivity leader plays, and the procedures clearly reflect the tasks that each inclusivity leader will take during implementation. After implementation, each inclusivity leader is responsible for independently writing up and submitting their own implementation report with an emphasis on their respective roles. Each team leader should include a short section “discussing the pros and cons of working as an inclusivity team” rather than as an individual inclusivity leader.

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