



The **POWER of COMMUNITY**: Uniting to Amplify Voices and Foster Well-Being

CALL FOR PROPOSALS

Deadline for submissions: September 7, 2023

>> Virtual Information/Q&A Sessions:

- Tuesday, July 11, 11am-12pm – sign up [here!](#)
- Thursday, August 24, 2-3pm – sign up [here!](#)

>> Submit your proposal online: https://bit.ly/2023DEISummit_ProposalSubmission

If you have questions, please contact the DEI Summit co-chairs Christa Cobb (ccobb@passhe.edu) and Emily Howe (ehowe@passhe.edu)

The Office of Diversity, Equity, and Inclusion is pleased to announce the 2023 PASSHE DEI Summit will be held **November 8-10, 2023**. For the first time, the DEI Summit will be a **hybrid** conference. In-person sessions will be held at **Shippensburg University** and virtual/hybrid sessions will be on Zoom.

The DEI Summit supports the State System's five mission-driven DEI priorities, which were affirmed by the Board of Governors in April 2021: (1) Faculty, Staff, and Student Diversity; (2) Equitable Student Outcomes; (3) Inclusive Communities; (4) Curriculum Diversity; and (5) Enabling Infrastructure. This annual Summit reflects the State System's commitment to building and maintaining a diverse, equitable, and inclusive space for faculty, staff, and students to thrive.

We invite you to submit a proposal to share your research, best practices, or lead an interactive workshop that is related to learning and implementing DEI practices, activating organizational changes, and measuring the impact of this work on your campus or in your community.

"We live by each other and for each other. Alone we can do so little. Together we can do so much. Only love can break down the walls that stand between us and our happiness." --Helen Keller

This year's theme is "***The Power of Community: Uniting to Amplify Voices and Foster Well-Being.***"

In centering the power of community, the 2023 PASSHE DEI Summit aims to highlight the necessity and importance of uniting and working collectively to improve campus experiences and promote well-being for all. Working in community requires valuing both individuals and collectives; celebrating both our similarities and our differences; and fostering both reflection and action. We believe it takes a village for everyone to thrive.

We are all a part of a variety of communities: the university community, specific groups on campus, professional organizations, cultural communities, the PASSHE community, and our local town or neighborhood communities, to name a few. These many communities highlight that the **meaning and purpose of a community** is complex and multi-layered. Community can be "both a feeling and a set of relationships among people." Within communities, people can "form and maintain communities to meet common needs," and can develop "a sense of trust, belonging, safety, and caring for each other."¹ Both community leaders and members have important roles to play in building and sustaining communities.

Along with the need to build trust and provide belonging, safety, and care, another important feature of well-functioning communities is the ability to **amplify voices**. By this we mean the ability to promote and

learn from others' perspectives, whether these ideas are spoken, signed, written, or expressed in art or by other means. Being part of a community where you are able to share your experiences and build meaningful relationships allows us to feel seen, heard, and valued. This is particularly important for individuals and groups who may feel overlooked or invisible within the dominant culture, whether that be due to disability, race, ethnicity, national origin, gender, sexual orientation, religion, politics, social class, military experience and/or other life experiences and identities. Communities provide a space for individuals to not only tell their story, but to listen and learn from the experiences and perspectives of others. Communities also provide opportunities to work towards common goals and promote changes that would not be possible when working alone.

The ability to be seen, heard, and valued within a community also **fosters well-being**. We imagine well-being as including multiple life domains—such as academics, relationships, finances, health—which are all important for a flourishing life. In this way, well-being is holistic and allows people to bring their authentic selves to the table. In addition, well-being “involves not merely “feeling good” but “doing good,”” or engaging in positive action.² Being a part of an inclusive community can promote well-being by improving workplace morale as well as promoting learning, self-esteem, self-worth, and physical health, and mental health.

“I spent an entire year on this porch in Mississippi watching a family of geese. They get to give. Over and over. They get to give. Their style of getting and giving are particular to each bird. But they give every single day. They share and accept sharing with grace and so much style. I’m working on this every day of my life.” --Kiese Laymon

The DEI Summit aims to serve as a platform for **dialogue, reflection, learning, and community building**. We invite students, faculty, staff, administrators, Board members, trustees, and other State System stakeholders to think together about how to cultivate environments that promote community, belonging and well-being for all, both on and beyond campus. We seek to work towards a culture of openness where we recognize and value the contributions and participation of all. **We welcome proposals that address the theme from a wide range of perspectives, life experiences, and academic disciplines.**

Proposal topics can include but are not limited to:

- Effective practices for storytelling, sharing perspectives, building empathy and community.
- Policies and practices that foster inclusive communities for all faculty, staff, and students and attend to a variety of life experiences such as disability, race, ethnicity, national origin, gender, sexual orientation, religion, politics, social class, and/or military experience.
- Policies, practices, and leadership approaches that improve student outcomes, including academic, professional, social, and/or health and wellness outcomes
- Curriculum diversity and inclusive instructional methods, including those that facilitate dialogue, promote community building, and/or support students in developing these skills for their future careers (e.g., healthcare, education, business).
- Community-based approaches to creating and sustaining inclusive learning and working environments that promote well-being for all.

“Empathy is choosing to see ourselves in another despite our differences. It's recognizing that the same humanity - the same desire for meaning, fulfillment and security - exists in each of us, even if it's expressed uniquely.” --Dr, Vivek Murthy

¹ Chavis, D.M & Lee, K. (2015, May 12). What Is Community Anyway? *Stanford Social Innovation Review*. https://ssir.org/articles/entry/what_is_community_anyway

² Tay, L. (2021). Building Community Well-Being in Higher Education: An Introduction to the Special Issue. *International Journal of Community Well-Being*, 4(4), 461-466. <https://doi.org/10.1007/s42413-021-00144-4>

The Planning Committee is excited to receive your proposals and convene a conference that highlights and supports the important and innovative work happening across PASSHE every day!

Proposal Guidelines

Session Types: There are five session categories to which you can submit a proposal. Prior to submitting a proposal, review the descriptions to determine which session category best suits your work. In the submission, you must select the session category for which you are submitting a proposal.

1. **Best Practices Session** (*1 hour time slot; maximum of 3 presenters*): Best Practices Sessions should highlight practical insights and knowledge from an inquiry project on a problem of practice. Proposals should provide a thoughtful engagement with the context, history, and motivations for the project to help attendees understand the ways this project and its insights are relevant and applicable to other contexts. Presenters should plan to allot at least 10 minutes for a discussion with the audience.
2. **Research Talk** (*1 hour time slot; maximum of 3 presenters*): Research Talks should focus on a particular empirical or conceptual research project, describing its context, questions, methodology, results, and practical implications. Research studies do not have to be complete but should be far enough along to present preliminary results. Presenters should plan to allot at least 10 minutes for a discussion with the audience.
3. **Panel Discussion** (*1.5 hour time slot; maximum of 5 presenters and 1 facilitator*): Panel Discussions should be a themed session that includes multiple presenters (but no more than 5) discussing relevant research, theory, and/or practice related to that theme. We recommend identifying a facilitator to guide the discussion. Presenters should allot at least 15 minutes for discussion with the audience.
4. **Interactive Workshop** (*1.5 hour time slot; maximum of 5 presenters*): Workshops should create a structured and interactive space for attendees to engage with specific ideas and practices. They can also be structured discussions. These proposals will be assessed on workshop topic/content and the ways in which the workshop instructors plan to engage attendees.
5. **Poster & Multimedia Session:** Posters, videos, or other multimedia projects should highlight initiatives that are furthering diversity, equity, and inclusion goals. Each poster or multimedia project should visually highlight a particular project, its process, and its outcomes. Posters and multimedia projects can also highlight work of student organizations and/or community-based projects.

Submission Procedure

Proposals will be submitted using an [online Qualtrics form](#). After reading the submission procedure, please submit your proposal through the hyperlinked form. Applications must be completed and submitted by **September 7, 2023** in order to be reviewed.

Each proposal requires:

- Selecting a **session type**
- **Title** (20 words or less)
- **Proposal Abstract** (150 words or less)
- **Proposal description** (1,000 words or less) that includes:
 - Topic and purpose of proposal
 - Intended audience(s)
 - Overview of content to be presented (should align with the session type you choose)
 - How your proposal's purpose advances diversity, equity, and inclusion in higher education (and beyond)
 - How do you plan to engage the audience in your session?

- Name, title, institution/organization, email address for all presenters in the proposal
- Biography and photo for each presenter in the proposal (100-word limit per biography)

If you are proposing a session with multiple presenters, one person should be designated as the coordinator who will submit the application and serve as the contact person for the Summit Planning Committee. The coordinator will also be responsible for communicating with the other presenters.

If you have additional authors/collaborators on this project that go beyond the presenters allowed for your type of session, you can provide their names to be included on the conference website and program, but they will not be able to be present.

Review & Selection Process

- Each proposal will be reviewed by multiple members of the Summit Planning Committee and scored using a rubric based on the above requirements.
- Unfortunately, session space is limited, and we will likely not have space for all high-quality proposals.
- Decisions will be communicated to all applicants by the first week of October.

Planning Committee for PASSHE 2023 Diversity, Equity, and Inclusion Summit

- [Nichole Book](#), Commonwealth University - Mansfield, DEI Coordinator and Title IX Deputy
- [Christa Cobb](#) (co-chair), Office of the Chancellor, Assistant Vice Chancellor for Diversity, Equity, and Inclusion
- [Tedd Cogar](#), Indiana University, Senior Assessment Coordinator and LGBTQIA Support
- [Joseph Croskey](#), PennWest Clarion and Office of the Chancellor, Associate Professor & Executive Director of the Frederick Douglass Institute
- [Tess Fosse](#), Commonwealth University - Bloomsburg, Director of Disability Services and ADA Director
- [Thomas Hasbrouck](#), PennWest California, Assistant Director of Campus Recreation
- [emily howe](#) (co-chair), Office of the Chancellor, Manager of Special Projects, Research, and Reporting
- [Xiaoxuan \(Shelly\) Ji](#), Commonwealth University – Mansfield, Assistant Professor of Business and Director of Center for Teaching & Learning
- [Anthony Jones](#), Slippery Rock University, Chief Diversity Officer
- [Laura Kieselbach](#), East Stroudsburg University, Assistant Professor of English
- [Kelsey Madas](#), Millersville University, Social Media Editor
- [Angelica Mishra](#), Kutztown University, Office Manager for Multicultural Center and Assistant to the Chief Diversity Officer
- [John Omole-Matthew](#), West Chester University and Office of the Chancellor, Graduate Student & Graduate Research Assistant
- [Shraddha Prabhu](#), PennWest Edinboro, Assistant Professor of Social Work
- [Tracey Robinson](#), West Chester University, Vice President & Chief Diversity and Inclusion Officer
- [Richard Riccardi](#), Office of the Chancellor, Assistant Vice Chancellor for Academic Affairs
- [Manuel Ruiz](#), Shippensburg University, Assistant Vice President for Inclusion and Belonging/Director of Social Equity
- [Dominique Smiley](#), Cheyney University, Communications Manager
- [Sandra Trejos](#), PennWest Clarion, Professor of Economics