Centering Healing in the Assessment Process

Dr. Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment

October 27, 2021
Use a word to describe how you are feeling right now.

Challenged, hungry, unsed, uncertainties, limitations, control, tired, exhausted, acutely, overextended, outside, seemingly, informed, grateful, aware, intrigued, outside, scattered, curious, hopeful, tired, overwhelmed, inspired, reflected, sad, challenged,guna.
National Institute for Learning Outcomes Assessment

A research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.

Research ↔ Practice

Technical Assistance ↔ Thought Leadership ↔ Scaling Up

Equity
Session Overview

• What is healing-centered?
• What is healing-centered in relationship to assessment?
• What are some ways to practice healing-centered assessment?
• Connections to 2021 Assessment Institute NILOA Track
How I come into this work

Indigenous and LGBTQ Students’ Mental Health Most Hurt by Pandemic

By Data Anderson // February 17, 2021

Indigenous students reported the highest rates of negative mental health related to the pandemic compared to students in all other racial and ethnic groups who visited their college counseling centers last year, according to new data released by the Center for Collegiate Mental Health. Black, Hispanic or Latino, and Indigenous students also reported the highest rates of grief and loss, a blog post about the data said.

Between 71 and 72 percent of American Indian, Alaska Native, Native Hawaiian or Pacific Islander students who started treatment through their college counseling center reported negative mental health impacts due to COVID-19, a higher rate than Black students (56 percent), Hispanic or Latino students (65 percent), Asian students (62 percent) and white students (68 percent), the COMH blog post said. LGBTQ students, especially nonbinary, transgender, queer and transgender male students, also experienced higher rates of negative mental health during the pandemic than their non-LGBTQ peers, the post said.

The blog post, which was posted Tuesday, is the third of five reports from the COMH, a research group

A New Decade for Assessment: Embedding Equity into Assessment Praxis

Erik Montagne & Natasha A. Jankowski

www.learningoutcomesassessment.org
And then...
Why the need to refocus?
Within Higher Education...
Share in chat: What has been your response to trauma over this past year?
“Nowhere has the assessment movement been more systematically tracked than in Change magazine, so I turned to its pages to identify the stages of grief we have gone through over the past 25 years on our way to an acceptance of the assessment imperative.” (Miller, 2012)

- What we need is healing.
- In order to understand healing-centered, we have to understand trauma.
What is trauma?

Identification of trauma

- **Trauma** is “an emotional response to a terrible event” (American Psychological Association, 2021)
- Additional Definitions:
  - any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person’s attitudes, behavior, and other aspects of functioning. Traumatic events include those caused by human behavior (e.g., rape, war, industrial accidents) as well as by nature (e.g., earthquakes) and often challenge an individual’s view of the world as a just, safe, and predictable place.
  - any serious physical injury, such as a widespread burn or a blow to the head. —**traumatic adj.**
What does it mean to be trauma-informed or trauma-centered? (Ginwright, 2018)

"highlights the specific needs for those who have been exposed to trauma"

While the term trauma informed care is important, it is incomplete.

Trauma-informed care: “you are the worst thing that ever happened to you”
What is healing-centered?

"What is needed is an approach that allows practitioners to approach trauma with a fresh lens that promotes a holistic view of healing from traumatic experiences and environments. One approach is called *healing-centered*, as opposed to *trauma-informed*. A healing centered approach is holistic involving culture, spirituality, civic action and collective healing. A healing-centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term *healing-centered engagement* expands how we think about responses to trauma and offers more holistic approach to fostering well-being."

(Ginwright, 2018)
Healing-centered engagement

- Has foundations in positive psychology and community psychology
- “Positive psychology is the scientific study of what makes life most worth living” (Peterson, 2008).
  - "a scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to "great" instead of focusing solely on moving those who are struggling up to 'normal'" (Peterson, 2008)
- Community Psychology
  - "goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels"
Healing & Assessment

• We can center healing in our assessment work.
• What can this look like?
  • Share your ideas in our Jamboard:
    https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMxK2benAi-bbhdZlfjq4I/edit?usp=sharing
"Coupled with trauma-informed and healing-centered pedagogy and assessment, faculty and staff can partner with students as producers of content, experts of their lived experience, and be active partners in solving the problem of demonstrating complex learning during a pandemic.

Examples:

- Using low-bandwidth assignments that encourage co-creation and peer review.
- Students built and improved wiki pages on key topics.
- Instead of completing an archival research project, they gathered materials to submit to the archive about their COVID-19 experience.
- They can examine their Internet speed and engage quantitative reasoning skills and oral communication while advocating for themselves to customer service (Taylor, 2014).
- They can gather oral histories of their family, document through photography the way they see the world, engage in reflection, and even disaster analysis (Penn, 2015)."
Assignment Ideas

Our reactions to any event will be affected by our roles and different parts of our identity. For example, opinions about school shootings and safety can be different for parents, students, teachers or first-responders.

When thinking about the current events, each of us may be in support of the protestors, the police, or be somewhere in between, and may change our opinion for different cases.

6. Think about how your roles shape your views on these current events. How do they and pieces of your history, culture or economic background influence your opinions?
7. What were HER reactions?

---

8. How have HER roles, characteristics and personal history shaped her opinions?

---

The magazine provided this description:

"In his new work, Analogous Colors, the artist Titus Kaphar depicts an African-American mother holding her child. On the cover, it is surrounded by the names of 35 men and women whose deaths, ... were the result of systemic racism and helped to fuel the rise of the Black Lives Matter movement."

---
Additional Resources

- Dr. Valentina Iturbe-LaGrave, University of Denver
- Responding to trauma in the classroom
  - Is faculty’s response to trauma to make their course more rigorous?
- Supporting Students:
  - Empower students
  - Check in with students
  - Prepare for significant anniversaries
  - Avoid romanticizing trauma narratives in subject content
- Inclusive Teaching Practices website
  - 3 E’s: empathise, educate, empower
- Jewell and Durand book on antiracist teaching
  - Lake exercise (deep reflection exercise)
Healing-centered assessment is…

• Caring for your students
• Formative assessment
• Start by building empathy
• Encourage young people to dream and imagine!
• Build critical reflection and take loving action
• "Healing through Policy"
  • DeBeaumont: SAMPLE POLICIES AND PRACTICES TO ADDRESS SYSTEMIC HEALTH AND RACIAL INEQUITIES
  ◦ Champaign Unit 4 Resolution declaring “Racism as a Public Health Crisis”:
    https://www.champainschools.org/cms/one.aspx?portalId=24115223&pageId=28134304
  • Truth, Racial Healing, & Transformation
Is healing-centered equity-minded OR is equity-minded healing centered?

Equity-minded assessment entails the following actions (Montenegro & Jankowski, 2020):

• Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
• Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
• Include student perspectives and take action based on perspectives.
• Increase transparency in assessment results and actions taken.
• Ensure collected data can be meaningfully disaggregated and interrogated.
• Make evidence-based changes that address issues of equity that are context-specific.
Jamboard

https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMsxK2benAi-bbhdZIfjq4I/viewer?f=0
Dr. Mays I mad’s webinars

• “when optimism meets exhaustion”
• “We long for a return of the familiar”

• Dr. Bayo Akomolofe: What if the ways we respond to the crisis is part of the crisis?
Healing and Assessment

Ginwright (2018) asks: “What blind spots do we have in our approaches to supporting young people who experience trauma? How might the concepts which are enshrined in our language limit rather than create opportunities for healing? What approaches might offer “disruptive” techniques that saturate young people with opportunities for healing and well-being?”

I ask: How could this apply to assessment?
Connections to 2021 NILOA Track (and Assessment Institute)

- Covid-19 and assessment changes
- Excellence in Assessment
- Student-Focused Assessment
- Learning Analytics & Assessment
- HBCU-CEEQA
- Assessment Scholarship
- Equity-Centered Assessment Practice
- Democracy & Assessment
- DQP 3.0!
- Incremental Credentials
- Evidence-Based Storytelling

Share in chat: What session(s) have you found healing at this year’s Institute?

www.learningoutcomesassessment.org
YOU ARE SEEN
YOU ARE CHOSEN
YOU ARE A MASTERPIECE
YOU ARE LOVED
YOU ARE BEAUTIFUL
YOU ARE BRAVE
YOU HAVE PURPOSE
YOU BELONG
What word best describes how you are feeling now?

Respond at pollev.com/niloaniloa538
Text NILOANILOA538 to 37607 once to join, then text your message

appreciation reminder past relief optimistic
inspired grounded appreciative pensive
traumas year caring hew invigorated
loved calm hopeful challenged
community
Questions

Email us: niloa@education.illinois.edu

National Institute for Learning Outcomes Assessment
University of Illinois at Urbana-Champaign
51 Gerty Drive, Suite 196 CRC, MC-672
Champaign, IL 61820

NILOA Website: www.learningoutcomesassessment.org
Join Our Email List: goo.gl/DDU56q

@NILOA_web @LearningOutcomesAssessment
Healing-centered assessment practices

- Giving voice to those whose voice might be overlooked
- Workshops on creating balance within the chaos
- Community cultural wealth as a framework for strengths-based assessment
- Elevating marginalized voices, always providing opportunities for people to speak for themselves
- I've been looking more into the indigenous yarning method and trying to apply that to my other assessment methods. It's centered around community conversations and relationships.
- Empathy with enhanced listening skills. But I also like the idea of bringing it to a holistic perspective and certainly utilizing positive psychology to focus and expand qualities to support areas of trauma.
- "What? Me too!" Faculty in different departments breaking down their struggles with students not doing homework or attending. The whole college community could use this--faculty are traumatized by the lack of engagement.
- Healing as a learning outcome--coming out of a course or program LESS traumatized or more able to cope with trauma
- Integrating wellbeing (check-ins) into the process
- Focusing on asset-minded assessment was an eye-opener for me!
- Seems well aligned with, and supportive of, culturally responsive and sustaining practices (pedagogy, assessment, etc.)
- Providing safe spaces to collaborate on adjusting assessment practice supporting vulnerability in this process.
- Being mindful of how we invite and ask others to engage in collaborative work in assessment (faculty, staff, students).
Link to slides: https://docs.google.com/presentation/d/1aLmSepdFn9lj9mj1XwT43gCTDouBt8tgD3H7FrIsaQ/edit#slide=id.gfb62afe8b8_0_34

Racial Trauma & Grief

https://www.gvsu.edu/counsel/black-student-support-318.htm


Trauma-informed or Trauma-centered: https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c

Positive Psychology: https://positivepsychology.com/what-is-positive-psychology-definition/

Community Psychology: https://www.communitypsychology.com/what-is-community-psychology/

Jamboard: https://jamboard.google.com/d/1AsN2LkOJ2vxXbydLbmyygJMxK2benAi-bbhδZIfjq4I/edit?usp=sharing

Good morning from Illinois!

Good morning from Gainesville, FL

Good morning from Terre Haute, IN, Indiana State University.

Good morning from San Diego California

Good morning from Mississippi State University

Good Morning from MN!

Good morning from central Wisconsin!

Good morning from Madison, WI!

Good morning from Texas :)

Good morning from Michigan!

Good morning from La Crosse, WI:

Good morning from the University of Hawaii at Manoa! :)

Good morning from Madison, WI!
10:03:33 From Neil Kromer to Everyone:
   Hello from the U.P. of Michigan
10:03:45 From Bridgett Taylor (she/her) to Everyone:
   Hello from Vermont!
10:03:47 From Writing Center to Everyone:
   Good morning from South Bend, Indiana!
10:03:50 From Amanda Henrichs to Everyone:
   Good morning from Western Massachusetts!!
10:03:54 From Kim McKeage to Everyone:
   Hello from Greenfield Community College in Massachusetts
10:04:16 From Kim McKeage to Everyone:
   Hi Amanda H!
10:04:24 From Jan Lubin to Everyone:
   Hello from Kaneohe, Hawaii
10:04:50 From Beth Hoag to Everyone:
   Hi all from University of Illinois
10:04:51 From Kiana Million to Everyone:
   Good morning from the University of Cincinnati in Ohio.
10:05:22 From Michele Dunbar (She/Her) to Everyone:
   Inspired
10:05:36 From Ashley Hewlett-Lemke Michigan State University to Everyone:
   inspired
10:05:40 From Kristen Lindsay to Everyone:
   Introspective
10:05:41 From Rachel Kahn to Everyone:
   Unsettled
10:05:41 From Tasha Jones to Everyone:
   Contemplative
10:05:44 From Polina Kaniuka to Everyone:
   Busy with work, but excited about the session.
10:05:45 From Elizabeth Jimenez Perez She/her/hers/Ella to Everyone:
   Ready
10:05:45 From Kim McKeage to Everyone:
   tired
10:05:48 From Dea Marx to Everyone:
   frustrated
10:05:53 From Neil Kromer to Everyone:
   isolated
10:05:55 From Patti Clayton to Everyone:
   curious
10:06:00 From Maria Leite (She, her, hers, ela) to Everyone:
   Hopeful
10:06:29 From Writing Center to Everyone:
   Pulled apart
10:11:09 From Kendra Miller to Everyone:
   Yes; hence curious! :)
10:11:31 From Cindy Cogswell to Everyone:
   We’ve talked about trauma informed practice for students and
   staff but healing-centered seems new to me.
10:12:27 From Jordan Trachtenberg (Dr/she/her) to Everyone:
   You are brave to be on a school board at this time. You have my support!
10:12:30 From Nuala Boyle (she/her) to Everyone:
   Congratulations and THANK YOU for doing this work on your school board!
10:13:15 From Patti Clayton to Everyone:
   Cindy, I agree - the distinction (if any) b/w “trauma-informed” and “healing centered” intrigues me.
10:13:30 From Jordan Trachtenberg (Dr/she/her) to Everyone:
   We are working really hard with our local school board to encourage restorative practice and affirming, comprehensive sex education. There is so much resistance here. It is so hard.
10:14:10 From Bridgett Taylor (she/her) to Everyone:
   Trauma-informed is ensuring you don't do harm; healing centered feels more like a proactive choice
10:14:21 From Cindy Cogswell to Everyone:
   @patti – yes!
10:15:20 From Gina Polychronopoulos (she/her) to Everyone:
   Sharing a link about trauma-informed and healing-centered:
   https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c
10:15:21 From Jodi Wolkerstorfer to Everyone:
   The terminology "healing centered" is new to me as well, but feels like when we shifted from "office of disability" to "office of accessibility" on our campus. A word shift can bring a mind-shift!
10:16:34 From Maria Leite (She, her, hers, ela) to Everyone:
   Mindfulness practices and art-based approaches to mindfulness
10:16:40 From Jordan Trachtenberg (Dr/she/her) to Everyone:
   I have been leaning in to others' trauma a lot this year. It has been emotionally draining, but I'm also very grateful for the personal connections. I have broken down, but they have helped me build back up.
10:16:50 From mdosterhouse to Everyone:
   The college has adopted a motto of "maximum compassion; maximum flexibility"
10:16:51 From Morgan Howe (she/her) to Everyone:
   Intense anxiety that led to a lot of self-growth in my understanding of others
10:17:07 From Neil Kromer to Everyone:
   Withdraw, wall up, and silence...
10:17:11 From Kayla Pineda to Everyone:
   I agree, Morgan, so much more anxiety but a lot of personal growth
10:17:13 From Ashley Hewlett–Lemke Michigan State University to Everyone:
   stepping back and reprioritizing what's important in life and what to let go
10:17:13 From Kiana Million to Everyone:
   I like that @mdosterhouse
Grateful list for each day at the end of every day, started during the pandemic.
Centering on what's most important (because it feels safe)
Vacillating between putting up the wall and staying in and wanting to go out and engage again.
resisting urge to disengage and withdraw
Despite the trauma there are also opportunities... I hold tight to the potential. And celebrate all the roses amongst the thorns.
introspection that has led to being more responsive and flexible
My rural area creates a razor edge of fear due to lack of jobs and viable income across the board
Absolutely, Neil
It should be called The Dissertations Cycle :)
Students not from our area are at an extremely high risk
And religious and political extremism in rural areas are exacerbating that fear.
One of the things I think is so important is to honor that different people have different responses to trauma and they are all legitimate
YES! – It seems to align well with the asset-based etc orientations of community-campus engagement understood as democratic engagement. Thank you for this.
High levels of stress impacts the brain's higher cognitive abilities to react and function in a learning-centered environment
fight, flight, or freeze become the ordering for thought processes.
I think healing-centered engagement offers more prospects for the future without dwelling too much on the past, yet without disregarding the traumatic past.
I really like the focus here on collective healing in this definition. Using the RARE Model and engaging strategies that draw upon positive psychology in my interactions at work has been essential for helping myself and others find meaning and develop a sense of trust in our work.

From Gina Polychronopoulos (she/her) to Everyone:

Jamboard: https://jamboard.google.com/d/1AsN2LK0J2xvXbydLbmyygJMxK2benAi-bbhdZIfjq4I/edit?usp=sharing

From Michele Dunbar (She/Her) to Everyone:
Will you also be sharing a link to your PPT today?

From Patti Clayton to Everyone:
FYI, this is msg I get when I try to access the jamboard:
There are currently too many people viewing this file. Please try again later.

From Jaqui Thomas (she/hers) to Everyone:
same

From Maria Leite (She, her, hers, ela) to Everyone:
Too many people in the Jam Board now

From Cindy Cogswell to Everyone:
I closed out 😊

From Kendra Miller to Everyone:
Thank you

From Renae E Barber to Everyone:
Gina do you mind listing in the chat which session you were talking about? I am also interested in viewing that once it's posted!

From Gina Polychronopoulos (she/her) to Everyone:
@Renae, here is the title of that session: 05K – How Learning Science Influences Assessment of Learning and Development

From Renae E Barber to Everyone:
Thank you!

From Maria Leite (She, her, hers, ela) to Everyone:
Photography and reflection are great strategies!

From Gina Polychronopoulos (she/her) to Everyone:
NILOA Assignment Library: https://www.learningoutcomesassessment.org/ourwork/assignment-library/

From Patti Clayton to Everyone:
Tension there: The same thing can be both trauma-reminding/inducing and healing (for the same person, for different people).

From Gina Polychronopoulos (she/her) to Everyone:

From Brighton (they/them) to Everyone:
Yes

From Jaqui Thomas (she/hers) to Everyone:
Yes

From Morgan Howe (she/her) to Everyone:
Yes!

From Aparna Biradar to Everyone:
Yes

From Patti Clayton to Everyone:
What session with what continuum? There is so much going on in this conference — it would be great to be able to check on the sessions you all deem related to this topic.

10:48:09 From Penelope Wong (she/her/hers) Berea College to Everyone:
For people for whom the "the familiar" pre-Covid was NOT working, they are not longing for a return to "normal" or "the familiar."

10:48:16 From Gina Polychronopoulos (she/her) to Everyone:
Session recently referenced: 11B – Becoming an Equity-Centered Practitioner: Recognizing, Disrupting, and Reframing

10:49:15 From Kendra Miller to Everyone:
I like the point about "no return to normal." People in my community are waiting for such a return, but I think that hinders well-being and growth.

10:49:20 From Elysia Lash (she/her) to Everyone:
incredible information, insight, sharing, and discussion happening here — thank you all

10:50:01 From Kendra Miller to Everyone:
@Penelope Wong: I agree

10:50:30 From Patti Clayton to Everyone:
“We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate, and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.” (Sonya Renee Taylor) —

10:50:32 From Jordan Trachtenberg (Dr/she/her) to Everyone:
I've been reading this book to try to apply to my assessment approaches. https://www.akpress.org/fumbling-towards-repair.html

10:51:21 From Bridgett Taylor (she/her) to Everyone:
Really great points about 'normal.' My college is undergoing huge change (in part in response to the pandemic, in part stuff that was probably overdue) and 'normal' is definitely not coming back

10:53:10 From Bridgett Taylor (she/her) to Everyone:
This one, to be honest

10:53:57 From Neil Kromer to Everyone:
a campus visit from Jen Fry was refreshing and healing

10:54:06 From Morgan Howe (she/her) to Everyone:
The “Asset-Minded Overview of Student Diversity” session yesterday! It was so refreshing to see the work they were doing

10:54:17 From Emilie Clucas Leaderman (STCC) to Everyone:
I appreciate the point about noticing our blind spots. I see a clear connection to disrupting higher education leadership approaches through reimagining what assessment can look like in the future

10:54:20 From Marcia Oliveira to Everyone:
Yes, great quote. I want a new, better, normal.

10:54:37 From Jordan Trachtenberg (Dr/she/her) to Everyone:
The Body is Not an Apology by Sonya Renee Taylor is an awesome, invigorating read.

10:54:47 From Craig Knight to Everyone:
The new normal can't replace one-directional hate with two-directional hate.

10:54:47 From Patti Clayton to Everyone:
Another quote (A. Roy, 2020): “Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

10:55:16 From Kristin K Youngblom to Everyone:
I liked the indigenous ways of knowing session on Monday – a lot of the collective knowledge and emphasis on sharing knowledge fit really well with the healing approach here

10:55:31 From Patti Clayton to Everyone:
1-way and 2-way hate – wow Craig

10:56:35 From Gina Polychronopoulos (she/her) to Everyone:
Wow!

10:57:25 From Anusha S Rao (she/her) to Everyone:
Is it possible to share an anonymized version of this fantastic chat? I am not able to copy these gems over.

10:57:27 From Kristin K Youngblom to Everyone:
a lot of these practices also fit really well with community building and retention goals and framing them that way can be helpful in getting admins on board

10:57:46 From Kim McKeage to Everyone:
Thanks! I have to run, but great discussion.

10:58:05 From Brighton (they/them) to Everyone:
hopeful

10:58:10 From Maria Leite (She, her, hers, ela) to Everyone:
hopeful

10:58:16 From Patti Clayton to Everyone:
grateful (for this conversation)

10:58:22 From Christina Harrison/she/her/hers to Everyone:
Supported

10:58:22 From Gina Polychronopoulos (she/her) to Everyone:
@Anusha, You can save the Chat by pressing the three little dots at the top/right of the chat box

10:58:40 From Anusha S Rao (she/her) to Everyone:
@Gina, I do not seem to have that option on my chat

10:58:41 From Gina Polychronopoulos (she/her) to Everyone:
pollev.com/niloaniloa538

10:58:43 From Stephanie M. to Everyone:
Thank you for a wonderful presentation. I look forward to being able to share with others.

10:59:00 From Anusha S Rao (she/her) to Everyone:
@Gina, all I have is the emoji button

10:59:01 From Dr. Natasha Jankowski (she/her/s) to Everyone:
Thank you for being so awesome, Gianina!!
10:59:02 From Nuala Boyle (she/her) to Everyone:
   @Gina – we don't have that option...
10:59:05 From Marjorie Leta to Host and Panelists:
   You are amazing, thank you!
10:59:19 From Christina Harrison/she/her/hers to Everyone:
   Thank you!
10:59:50 From Emilie Clucas Leaderman (STCC) to Everyone:
   This speaks to the sense of community that you all were able
to create in this session. Thank you!
10:59:56 From Nuala Boyle (she/her) to Everyone:
   Thank you so much, Dr. Baker!
   Thank you also, Gina, for your support.
11:00:00 From Rachel Kahn to Everyone:
   Thank you! :)
11:00:04 From Bridgett Taylor (she/her) to Everyone:
   thank you all, esp Gina and Dr. Baker!
11:00:07 From Jodi Wolkerstorfer to Everyone:
   Thank you so much!!!
11:00:10 From Kara DuQuette to Everyone:
   THANK YOU!
11:00:12 From Neil Kromer to Everyone:
   Thank you!
11:00:14 From Jill Beckwith to Everyone:
   Thank you for a wonderful session and your thoughtful work.
11:00:14 From Morgan Howe (she/her) to Everyone:
   Thank you for a great session!
11:00:17 From Maria Leite (She, her, hers, ela) to Everyone:
   Very inspiring! Thank you.
11:00:19 From Anusha S Rao (she/her) to Everyone:
   Thank you for this wonderful session!
11:00:23 From Kayla Pineda to Everyone:
   Thank you!
11:00:27 From Hannah Holbrook (she/her) to Everyone:
   thank you!!!
11:00:27 From Elysia Lash (she/her) to Everyone:
   Thank you, Dr. Baker!
Session Links/Additional Resources

- NILOA website: [www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)


- Jamboard: [https://jamboard.google.com/d/1AsN2LkJ2xvXbydLbmyygJMxK2benAi-bbhdZItj4I/edit?usp=sharing](https://jamboard.google.com/d/1AsN2LkJ2xvXbydLbmyygJMxK2benAi-bbhdZItj4I/edit?usp=sharing)

- NILOA Assignment Library: [https://www.learningoutcomesassessment.org/ourwork/assignment-library/](https://www.learningoutcomesassessment.org/ourwork/assignment-library/)

- Link to Dr. Valentina Iturbe-LaGrave, University of Denver, Responding to Trauma in the Classroom: [https://otl.du.edu/responding-to-trauma-in-the-classroom/](https://otl.du.edu/responding-to-trauma-in-the-classroom/)

- Healing through Policy links:
  - [https://debeaumont.org/healing-through-policy/](https://debeaumont.org/healing-through-policy/)
  - Champaign Unit 4 Board Resolution declaring Racism a public health crisis: [https://www.champaignschools.org/cms/one.aspx?portalId=24115223&pagId=28134304](https://www.champaignschools.org/cms/one.aspx?portalId=24115223&pagId=28134304)
  - The Truth, Racial Healing, & Transformation (TRHT) model


- Dr. Bayo Akomolafe website: [https://www.bayoakomolafe.net/offerings#chapter-2-1](https://www.bayoakomolafe.net/offerings#chapter-2-1)

I also attached the chat that was saved that contains additional resources from your colleagues!