

VOICES, Winter 2011-2012

ACPA COMMISSION FOR SOCIAL JUSTICE EDUCATORS NEWSLETTER

Winter2011-2012

New Beginnings

Hello Commission Members,
I am overjoyed to introduce myself as the new Directorate Board Member who will be working with the newsletter for the Commission for Social Justice Educators (CSJE). Upon meeting the other directorate board members at ACPA this year in Baltimore, Maryland, I was greatly surprised at what remarkable professionals we have representing CSJE. Every one of them brings something unique and wonderful to the table and with such strong-minded people, I have nothing but absolute faith that our organization will contribute great things to ACPA and the future of Student Affairs!

A little about myself, my name is Elizabeth Martinez, I am a current graduate student at

University of Iowa studying Higher Education Student Affairs. I also work in Residence Life at Iowa as an Assistant Hall Coordinator at Parklawn Hall. Originally from the great state of Texas, I feel fortunate to have met some great people in this field in this part of the country and look forward to meeting many others in the near future.

I have decided to dedicate this edition of the CSJE VOICES newsletter to the future of Student Affairs as I chose two particular graduate students who were willing to share their insights with you. I encourage you to read their articles to gain some sense and perspective as to where the future of our field is heading.

Finally, I am excited to be

working with a great CSJE Directorate team as we continue to shape ACPA by encouraging others to celebrate and accept differences. CSJE wouldn't be where it is if it wasn't for the members of today and for those who have paved our way yesterday. I feel honored to be a part of this organization. Change is everywhere and for many colleges and universities, it is happening quite quickly. The words Social Justice just don't call us to be open to diversity and differences, they call us to be progressive, fluid, and most importantly, just.

Best,

Elizabeth Martinez

Get Involved!

Want to be involved with CSJE? We invite you to get involved in one of many ways. Most commonly, people are involved in one of the following ways:

- share questions and other inquiries, job opportunities, and interesting resources on the CSJE listserv

- read or contribute an article for our newsletter, Voices

- submit or review convention program proposals submitted for co-sponsorship by the commission

- apply to serve at the institute for social justice as a small group facilitator

- nominate yourself or someone else for a commission award or for service on the commission directorate board

For more information, please contact us at csje.acpa@gmail.com



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Facilitating Higher Education Opportunities for Undocumented Students

Elizabeth A. Jach

University of Iowa

Since the Plyer v. Doe decision in 1982, compulsory education has been required for students in grades K-12 in the U.S. regardless of their citizenship status (Shine & Galisky, 2009). Given that undocumented minors are often in the U.S. due to their caretaker's decision, the federal government took appropriate measures to ensure that our educational system prevents the creation of a lower class. Today, approximately 65,000 undocumented students graduate from high school each year with an unclear path for continuing into higher education and/or the workforce (Gonzales, 2009). As a college degree becomes an increasingly important commodity for competitive candidacy within the workforce, undocumented students face legal paradoxes in which they have complied with U.S. policy yet face significant limitations upon turning 18. As a practitioner in the field of student affairs, it is paramount to understand the complexities related to undocumented status.

Upon turning the age of 18 without legal status or a means of obtaining legal status, students who have graduated from high school face a series of closed doors when it comes to pursuing higher education and/or employment. The three main avenues for obtaining legal status for immigrants are: seeking asylum as a refugee, holding highly valuable skills and obtaining a work permit (common track for engineers, physicians, etc.), or seeking citizenship as an immediate family member of a current U.S. citizen. Typically, undocumented minors have already been in the U.S. too long to meet the timeline required for seeking asylum, do not have a uniquely employable skill set, or have any immediate relatives with citizenship status; consequently, they

risk deportation by ICE, Immigration and Customs Enforcement (Shine & Galisky, 2009). Without a social security number or other means of identification, many undocumented students lose the motivation to even graduate from high school. Of those who do graduate, many choose to enroll in a community college and/or seek employment for under-the-table pay (Shine & Galisky, 2009). Currently, only 5-10% of undocumented students attend college while the overall national average for college-bound high school graduates is 66% (Gildersleeve, 2010).

The enrollment of undocumented students into institutions of higher education varies greatly. Currently, approximately 54% of four-year institutions knowingly admit undocumented students and 70% of community colleges knowingly admit undocumented students (D. Finnerty, personal communication, March 3, 2011). In addition, twelve states currently have legislation permitting the enrollment of undocumented students, which in many cases also grants students the in-state tuition price rather than the out-of-state rate (Gonzales, 2009). These states include CA, IL, KS, MD, NE, NM, NY, OK, TX, UT, WA, and WI. Conversely, three states currently have legislation banning undocumented students from enrolling in state funded institutions of higher education, encompassing both four-year institutions and community colleges: AZ, GA, and CO.

Some professionals may be surprised to learn that undocumented students are prevalent throughout the country, not just in California. The Latino population within Iowa, for instance, has grown 63% in the past ten years, with a total of 134,402 Latinos living in the state of Iowa, totaling 4.5% of the state's population (State Data

Center of Iowa and Iowa Office of Latino Affairs, 2010). While the average family size in Iowa is 2.92, the average size of a Latino family is 3.45, so the Latino population is expected to increase further (State Data Center of Iowa and Iowa Office of Latino Affairs, 2010). Latinos comprise the largest minority population within the state of Iowa which makes them an important group to consider at our state's institutions of higher education. Furthermore, while 11.5% of people in the state of Iowa live in poverty, 21.5% of Latinos live in poverty (State Data Center of Iowa and Iowa Office of Latino Affairs, 2010). Thus the intersection of concerns relevant for immigrant families creates a complex set of issues which must be addressed by student affairs professionals.

Practitioners within the field of student affairs often work directly with students and have the unique opportunity to challenge the assumptions made by undergraduate, graduate, and professional students. The Southern Poverty Law Center (2011) calls for educators to "debunk the misinformation students bring to school- and help them think for themselves" (p. 27). Students often perpetuate myths surrounding immigration status, such as the idea that anyone who enters the country illegally is a criminal. As previously clarified, this belief is false since unlawful presence in the United States is a civil offense, not a crime (The Southern Poverty Law Center, 2011). Furthermore, admissions counselors at institutions of higher education need to better understand the pre-college contexts which comprise the undocumented student experience (Gildersleeve, 2010). Such contexts for undocumented students considering opportunities of higher education enrollment include the importance of family, labor, and previous schooling (Gildersleeve, 2010).

Opportunities for Undocumented Students cont.

Gildersleeve and Ranero (2010) challenge student affairs professionals to take the necessary steps to become a social justice advocate. One must consider the impact of racism, poverty stricken school districts, and labor trends. Furthermore, social justice advocates must work to overcome the systemic exclusion of undocumented students perpetuated by language barriers, discontinuity in education, and an overall unfamiliarity with the U.S. educational system (Gildersleeve & Ranero, 2010). The authors further posit that student affairs professionals in admissions and enrollment management should prioritize going to the students; examples include conducting summer outreach programs and designing relevant programming for family weekends. Finally, Gildersleeve and Ranero (2010) emphasize the importance of considering first-generation issues for undocumented students, such as financial limitations, proximity to home and family, and the ability to maintain an income while enrolled as a student at an institute of higher education.

Considering the number of undocumented students in our nation presently, the issue is a timely one for student affairs professionals. While the economic, political, and familial reasons for undocumented status are complex, student affairs professionals have a unique opportunity to serve students and their families by ameliorating their opportunities. Through multicultural competency, social justice advocacy, and accessing appropriate resources, student affairs professionals can lead the way in providing greater educational and employment opportunity to undocumented students and their families and raising awareness of the issue on their college campuses and within their local communities.

References

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"PRACTITIONERS WITHIN THE FIELD OF STUDENT AFFAIRS OFTEN WORK DIRECTLY WITH STUDENTS AND HAVE THE UNIQUE OPPORTUNITY TO CHALLENGE THE ASSUMPTIONS MADE BY UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS."



Using Advocacy in Health Promotion

Jude Paul Matias Dizon
University of Vermont

I am fresh out of my first year in grad school and can't believe I have survived to summer. Not only did I transition back to being a student and experiencing a real winter for the first time, I also spent this past year learning about health promotion work. I began a graduate assistantship in this functional area back in August without a clue as to what health promotion was about and without a background in any related work. Nine months later, I find myself with a passion for my work and look forward to furthering my contribution to student health promotion at the University of Vermont (UVM).

As I was considering whether to accept the offer of a health promotion assistantship back in March 2010, my then would-be supervisor wrote to me that this position would be a practice in integrating social justice into my work, rather than explicitly addressing and discussing social justice issues. I realized then that I hadn't actually taken the time to reflect and consider if my actions were congruent with my beliefs.

My first year of graduate school challenged me to self-reflect and examine myself as a social justice advocate. Working in Health Promotion Services at UVM has been an avenue to apply this training as I work to ensure that

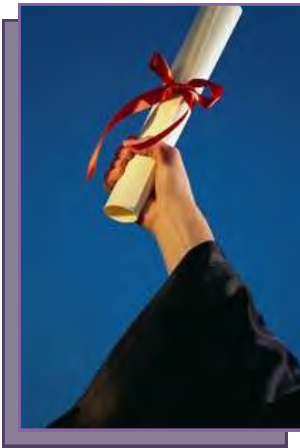
health resources are accessible to all students, inclusive of their various identities. This past year, I have learned how to validate someone's identity through acknowledging the connection of social dynamics to one's health and wellbeing. Rather than talk about identity issues regarding race or gender (among others) in the abstract, I was challenged to consider health promotion through a social justice lens.

Here's an example: this past year I was invited to write a health and wellness column for the campus newspaper. One week's column was focused on suicide and depression. I submitted a draft with "they"/"them" pronouns in order to be inclusive of all genders. When the paper was printed, I saw that edits had led to male-only pronouns in the final version. Over the course of a week, I engaged in dialogue over e-mail with the news editor and explained the urgent need for a health and wellness column to be not only accurate, but also accessible. Since my work is not focused on having direct conversations about sexism or genderism, how I market the university's health services has to employ inclusive language, including health educational pieces. While I received clarity on a newspaper's editing process, even if information is accurate, biased language may create an obstacle for people from accessing information they need. In the end,

the editor and I were able to reach a consensus to use "he/she" in the column.

The use of male pronouns is symptomatic of the pervasiveness of male privilege, which positions males over females and other gender identities. Raising awareness around suicide and depression is important information all students need. The manner of delivery deserves consideration because of the potential impact male-only pronouns may have on women and transgendered individuals. To yet again feel left out because of non-inclusive language may add to already existing barriers students face that prevent their access to important health resources.

Having this experience was significant for me in a few ways. First I was surprised with how urgently I responded to the edits. After six months of health promotion work, I was triggered to see that a resource I created had been presented in a non-gender inclusive format. I realized then how much I had changed during the year. This was a true "theory-to-practice" moment for me as I made a concrete effort to bring what I had learned in the classroom to my assistantship. This experience and others this past year have helped me to see that health promotion and advancing social justice are not two separate acts, but rather an intertwined mission.



"I REALIZED THEN THAT I HADN'T ACTUALLY TAKEN THE TIME TO REFLECT AND CONSIDER IF MY ACTIONS WERE CONGRUENT WITH MY BELIEFS. MY FIRST YEAR OF GRADUATE SCHOOL CHALLENGED ME TO SELF-REFLECT AND EXAMINE MYSELF AS A SOCIAL JUSTICE ADVOCATE."

ACPA CSJE 2012 Conference Information

If you will be attending this year's 2012 ACPA Conference in Louisville, KY, please come join/meet us!

Meeting Dates:

Meeting: Commission for Social Justice Educators Open Business Meeting

Building/Room: Gault House - Nunn

Date/Time: 3/26/12 2:30 PM - 4:00 PM

Convention Showcase

Building/Room: Kentucky International Convention Center - Hall 1AB, Showcase

Date/Time: 3/26/12 6:30 PM - 8:00 PM

Joint Social: Commission for Social Justice Educators and SJTI Alumni

Building/Room: Gault House - Wilkinson

Date/Time: 3/26/12 8:00 PM - 9:30 PM

You may also be interested to know that the CSJE is one of several ACPA entities co-sponsoring the Ability Exhibit.

The Ability Exhibit is a traveling exhibit designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.

Visit <http://www.slu.edu/x45782.xml> for more information.



2011 Iowa Social Justice Meet Up Update

Members of the Commission for Social Justice Educators along with friends at The University of Iowa held the local meet-up Social Justice Conference entitled **Promising Practice in Partnership 2011 Iowa Area Social Justice Meet Up** on Friday, July 15, 2011. The planning committee was Lindsay Jarratt-Diversity Resources Coordinator Office of Equal Opportunity and Diversity at The University of Iowa, Jarvis Purnell— University of Iowa Hall Coordinator, Brad Brunick, Psy.D.- Senior Staff Psychologist University Counseling Service at the University of Iowa, and Elizabeth Martinez— University of Iowa Assistant Hall Coordinator.

The keynote speaker was Professor and Program Coordinator of Counseling and Psychology William Liu, Ph.d. Dr. Liu's keynote address was "The Stigma and Consequences of

Being a First Generation College Student: Perspectives on Internalized Classism."

Several other interest and information sessions were delivered by local professionals from different areas of Student Affairs, Department of Psychology, and representatives from various student services offices.

The Iowa Area Social Justice Meet Up was created by several CSJE members as an attempt to provide an opportunity to come together and discuss trends, share learning, ask questions, and build partnerships across Iowa campuses. The conference sessions were created to promote ongoing learning and success by strengthening our knowledge in campus initiatives, intentional and effective programming and teaching, evaluating our environments, and continuing

to learn about multiple perspectives; as well as roundtable sessions where we can connect with one another, ask questions, examine trends and issues, and support each other in the work we are doing.

Iowa was proud to have Dr. Liu as our Keynote Speaker as well as the Support of University of Iowa Chief Diversity Officer, Georgina Dodge, and ISPA (Iowa Student Personnel Association.)

With a little more than 100 people in attendance, Congrats to the committee on a job well done!

Next Local Iowa Meet up will be at Drake University, Des Moines, IA, Friday, February 17, 2012.

REGISTRATION:

<http://drake.qualtrics.com/SE/?>

ADAMS, BELL AND GRIFFIN (2007), DEFINE SOCIAL

JUSTICE AS BOTH A PROCESS AND GOAL. "THE GOAL OF SOCIAL JUSTICE EDUCATION IS FULL AND EQUAL PARTICIPATION OF ALL GROUPS IN A SOCIETY THAT IS MUTUALLY SHAPED TO MEET THEIR NEEDS. SOCIAL JUSTICE INCLUDES A VISION OF SOCIETY THAT IS EQUITABLE AND ALL MEMBER ARE PHYSICALLY AND PSYCHOLOGICALLY SAFE AND SECURE."



Elizabeth Martinez
CSJE Newsletter Coordinator
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NEWSLETTER SUBMISSIONS!

Hi CSJE members! We need newsletter submissions! I will be accepting articles, advertisements, updates and more...So if you or know someone who is interested in submitting for the CSJE newsletter, please contact me at jahjuliet@gmail.com

I look forward to hearing from you!

CSJE Chair's Note for Winter 2011-2012

Greetings, members of the Commission for Social Justice Educators!

I hope this newsletter finds you well just past the midpoint of the academic year. Though we are still nearer to the beginning of the spring semester than the end of it, I suspect many of us are already quite focused on projects for delivery in the next academic year. I am often struck by how much of my time in February is spent thinking about and planning for the fall!

Given this pattern, the forward-looking theme selected for this edition of VOICES by our outstanding new newsletter coordinator is

especially appropriate. In these pages, you will hear from up-and-coming student affairs practitioners who encourage us to maintain ever-increasing mindfulness of changing college student demographics and the implications for student affairs practice that is equitable, inclusive, and just. Moreover, you will be challenged to think beyond the boundaries of what we traditionally think of as social justice education, and consider how principles of equity and inclusion can and should infuse all aspects of student affairs practice. We are grateful to our contributors for taking the time to share their important wisdom with us.

We hope you will consider making your own contribu-

tions regarding the important work of social justice education to a future edition of VOICES. In the meantime, we hope you'll join the conversation with us on [Facebook](#) and [Twitter](#), or via the Commission's listserv!

In solidarity,

Brian Arao

Chair, Commission for Social Justice Educators

