

THE VOICE



Message from the Chair

by *Kristi Lonardo Clemens*

Greeting CSJE Members!

I hope this letter finds you well! If your campus is anything like mine, you are knee deep in midterm exams, roommate conflicts, mental health issues, and anxiety about finding a job after graduation! If you're not experiencing these issues...well, are you hiring? ☺

I want to take this opportunity to publicly welcome our newest directorate body members! Thanks to all who participated in the election. You can read more about our new leadership in this newsletter. As this election was off of our normal timeline, we will actually elect ten more directorate members later this semester, shortly following convention.

Keep your eyes peeled for information on how to run, and also how you can vote!

Speaking of the convention, I hope that many of you are able to join us in Metro DC for this year's annual ACPA Convention. Considering our current economic climate, we recognize that many of you have had your professional development budgets reduced or eliminated entirely, making the journey cost prohibitive. Please watch for our newsletter following the convention for all of the latest developments. For those of you who will attend, we have a plethora of sponsored programs and meetings for you to participate in!

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Commission for Social Justice Educators Meetings at the ACPA Convention

Open Business Meeting

Tuesday, March 31st, 4:15 pm - 5:15 pm
Maryland Ballroom D

Social and Awards Presentations

Tuesday, March 31st, 7:30 pm - 9:00 pm
National Harbor 8

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Finally, I would like to acknowledge that several of our directorate members will complete their three-year term at this year's convention- Anthony Bettendorf, Brian Arao, Luoluo Hong, and Nurredina Workman. These folks comprise the first ever directorate class of the CSJE, and have been here since the beginning. As I am also a part of this class, I can say how honored I have been to help build our commission from its early days. That being said, it is now time for us to assess the work we have done in our first five years, and decide how we will define ourselves for the next five. Along with the Vice-

Chairs, I have some ideas on a new structure and priorities for our commission moving forward. We will discuss this at our open business meeting on Tuesday, March 31 from 4:15-5:15 pm, but I would also love to hear from any of you that have ideas for the commission. Please email or call me (contact information below), or please come to our meeting to help us shape our future. For a group of social justice advocates, this group has been strangely quiet! I look forward to hearing more voices as we learn and grow together. All the best to you all, and I look forward to connecting with you

in Metro DC in just a few weeks!

Best,
Kristi
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CSJE Sponsored Programs

Undocumented Students in Higher Education: What Happens Now?

Presenters: Amjad O. Abdo (Coordinator), Sandra Garcia

In the past two years, an estimated 65,000 undocumented students graduated from American high schools according to The National Immigration Law Center. Meanwhile, the debate continues nationally as to whether we should grant admission to these students to colleges and universities and/or allow them to receive the in-state tuition rates. This discussion will highlight the key issues and challenges facing these students and our institutions of higher education across our country.

Roundtable:

Tuesday, March 31, 2009

7:30 AM - 8:30 AM

Gaylord National, Potomac 1

Continuum of Action: Social Justice Education from Service to Activism

Presenters: Susan Iverson (Coordinator), Tara Napoleone-Clifford, Susan Rankin, Robert Watson, Vernon A. Wall

This session will convene educators who work with student groups that have social action as part of their mission. The goal of this moderated panel is to facilitate dialogue about the challenges and rewards social justice educators face in advising, supporting, and mentoring students from charitable efforts to change-oriented activism, and to identify mechanisms by which to move students along a continuum of action.

Monday, March 30, 2009

8:45 AM - 10:00 AM

Gaylord National, Chesapeake G, H & I

Forming, Storming, Performing: Group Dynamics and Social Justice Education

Presenters: Susan Iverson (Coordinator), Helen Atorre, Heather Shea Gasser, Lawrence Mrozek, David E. Jones, Larissa L. LaCour

The purpose of this session is twofold: 1) to convene practitioners who work with social justice groups to discuss their challenges, approaches, successes; and 2) to learn how these student groups navigate (inter)group dynamics. Informed by group development theory, we discuss some of the unique challenges as well as certain benefits social justice groups reap as they establish group norms, employ effective modes of communication, successfully address conflict, and cohere around a shared identity.

Monday, March 30, 2009

2:45 PM - 4:00 PM

Gaylord National, Chesapeake G, H & I

Genderism: Transgender Students, Binary Systems, and Higher Education

Presenters: Brent L. Bilodeau (Coordinator), T.J. Jourian

Based on the forthcoming book, *Genderism: Transgender Students, Binary Systems, and Higher Education*, this session explores a two year, dual campus study which resulted in positing a definition and characteristics of genderism. This systemic, binary oppression system permeated campus life and is examined in depth through the experiences of ten transgender students. Session includes a research-driven framework for understanding genderism, examination of its primary impact areas on campus, and implications for practitioners and scholars.

Tuesday, March 31, 2009

8:45 AM - 10:00 AM

Gaylord National, Chesapeake G, H & I

The 10 Myths of Social Justice

Presenter: Vernon A. Wall

The term "social justice" is being used (and misused) on college and university campus more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? In this program, the 10 myths of social justice will be shared as well as an assessment that can be used to measure your campus, division, or department's commitment to inclusion, equity, and social justice.

Tuesday, March 31, 2009

1:15 PM - 2:30 PM

Gaylord National, Chesapeake G, H & I

Where Does "Challenge and Support" Get Us In Diversity Education?

Presenters: Kathy Cook (Coordinator), Stephanie Moreira

Nevitt Sanford's concept of challenge and support is seminal in the field of student affairs. However, when it comes to diversity education for white Millennial students, how much should we challenge and how much should we support? This session will examine this question in addition to whether or not our deeply held student affairs concepts and models support the dominant paradigm around race to the detriment of truly combating racism on our campuses.

Wednesday, April 1, 2009

8:00 AM - 9:15 AM

Gaylord National, Chesapeake E

* **Note: Schedules subject to change. All times and locations are accurate as of February 3, 2009. Please check your online schedule (<http://convention.myacpa.org/program>) for up-to-date information.**

Welcome the Newly Elected Members of the CSJE Directorate Body!!

Stephanie Bondi, Iowa State University

Ernest Daily, Colgate University

Melissa A. Giles Martin, California State University, Northridge

Melissa Korduner, Louisiana State University

Anthony Kraft, San Diego State University

Cherjanét Lenzy, Allegheny College

Larry Mrozek, Wright State University

Sami Nassim, University of Delaware

Joshua M. Walehwa, Washington University in St. Louis

Heather Wilhelm, University of Connecticut

Social Justice Educators need reflection time too

by Ben Falter

Amongst our busy schedules a group of people working in higher education in Minnesota has recently gathered for themselves. Yes, there was no agenda of planning some staff retreat or student program. Housing & Residential Life at the University of Minnesota-Twin Cities hosted this, the second meeting of interested persons who work directly or indirectly with issues of diversity and social justice. The goals of

the meetings are to connect educators engaging and struggling with social justice issues and education efforts on area campuses with one another by creating a space for relationship building, information sharing, and dialogue. The informal meetings have focused on personal reflection; asking questions like *How do you incorporate D/SJ into your daily work life? and How is it different in your personal vs professional life?* The group has also been discussing current items at their institutions, in their cities, and online. While we don't provide answers or a list of must-dos we have provided comfort in those times that we get frustrated, that

although your partner at home or the person in the next office might not "get it" that we are allies for each other and can provide some hints, best practices, or just a space to vent.

Persons interested in these gatherings should contact the person who is hosting/facilitating the next meeting. The next will be at St. Cloud State University with Jessica Lauritsen (jslauritsen@stcloudstate.edu) being the contact.

Ben R. Falter
(falte011@umn.edu) works in Housing & Residential Life at the University of Minnesota-Twin Cities.

Member Statements

Stephanie Bondi, Graduate Research Assistant, Iowa State University:

I am in the social justice concentration of the higher education program at Iowa State. It is my commitment to this journey of examining oppressive systems, interrogating my own role, and building coalitions that I offer to the CJSE.

Ernest Daily, Assistant Director of Opportunity Programs, Colgate University:

I've been in higher education, professionally, since 2004 and being involved in social justice work has given me a passion in my life and work and I want to make sure that I hold myself accountable to the same standards I hold others to.

Melissa A. Giles Martin, Associate Director for Residential Life, California State University, Northridge:

I have been doing social justice and oppression reduction education work professionally for 17 years and it is my personal and professional passions. I am deeply honored to serve and work hard for the Commission and the Association in this capacity.

Melissa Korduner, Assistant Director-Office of First Year Experience, Louisiana State University:

I am interested in educating others as well as myself on issues of social justice and am excited about the opportunity to develop various projects and activities for the Commission.

Anthony Kraft, Residence Hall Coordinator, San Diego State University:

I am an educator in mind and at heart, and I chose this path of student affairs to help give voice to those whose voices have been silenced or ignored. I hope I can bring "me" and my experiences in graduate school, professional work, and life to the Commission Directorate body and continue helping to advance the causes that unite us all.

Cherjanét Lenzy, Director of Diversity Affairs, Allegheny College:

I am interested in CSJE because it will allow me the opportunity to network and connect with others who are committed to diversity and social justice. I believe CSJE is a great fit, and wonderful introduction into an active role in ACPA.

Larry Mrozek, Assistant Professor, Wright State University:

Educating students on social justice issues is something very close to my heart, and I have been involved in social justice training for over 20 years. I also feel if we are going to improve conditions for all students, we need to start by educating administrators on the issues.

Sami Nassim, Complex Coordinator, University of Delaware:

Over the past seven years, I have put my passion for social justice education into practice. I focused on creating and implementing programming that increases my student diversity awareness through residential education.

Joshua M. Walehwa, Associate Director of Residence Life, Washington University in St. Louis:

I am a person dedicated to higher education and it's potential to transform every person connected to it. I would like to continue to be a support to professionals in our field who support and continue to learn how to make this world more just and right.

Heather Wilhelm, Graduate Assistant: Office of Community Outreach, University of Connecticut:

Creating an optimum environment to further social justice requires a commitment to supportive personal interactions that meet students and colleagues "where they are" with structurally equitable programming. I feel my ability to communicate cross-departmentally and cross-institutionally will assist the ACPA Social Justice Educators Directorate Board in accomplishing its objectives.

Using a Common Read to Explore Economic Justice in a Global Society

by Todd Masman

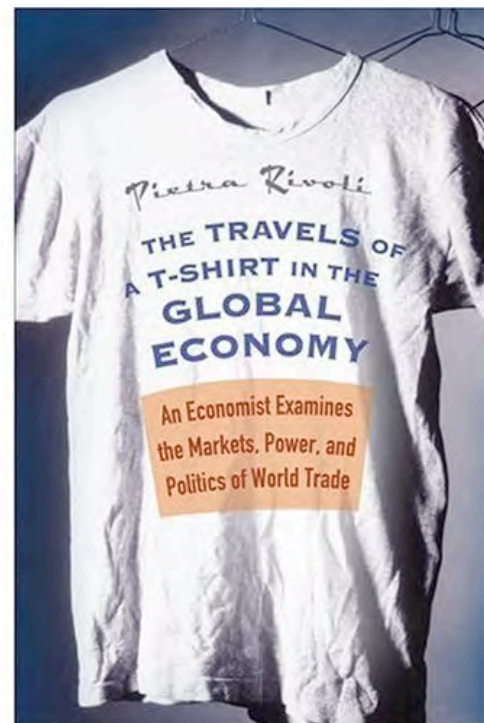
In similar fashion to many colleges and universities, Carleton College (MN) utilizes a Common Reading as part of its New Student Week program. Designed as an opportunity for incoming students to engage with faculty and staff in an academic conversation, the selection for the fall of 2008 was Pietra Rivoli's *The Travels of a T-shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. This book was chosen because of its “expression of multiple unique viewpoints on the global economy and worker conditions. As developed nations increase their demands for goods, it is essential to remember the origins of those items and to actively consider how much one would be willing to spend on a T-shirt made by workers in better conditions.”¹

As one of the facilitators of this year's reading, I was captivated by the book and the ease with which I was quickly absorbed into the web of globalization. The book itself is a fairly short read (215 pages) and makes use of a variety of storylines to give the reader insight into the complexities of free trade and protectionism. As an economist Rivoli, a member of the faculty at Georgetown University's McDonough School of Business specializing in business, finance and social issues in business, takes a complex historical and political issue and shares some behind the scenes looks at the individuals involved in moving a product, in this case a t-shirt, across the continents.

Motivated by a Georgetown student anti-sweatshop protest in 1999 and questions students were posing to her, Rivoli sets off on a five year journey that takes her from the cotton fields of Texas to the textile mills in China to the open markets of Africa. Along the way, she learns a great deal about the realities of life for workers in each component of the textile and apparel industry. Utilizing a case study approach, we learn about the farmer in Lubbock Texas, the assembly line worker in Shanghai, the retailer in Tanzania and the lobbyist in Washington, DC

A large amount of time is spent putting the current day reality into a historical context, ranging from the 17th century to present times. We learn about the early trade markets in Asia, the desire of Europeans for fine cloth, the truth of manufacturing in early American life and the role of government in agricultural subsidies. Along the way we also are confronted with the past and current exploitation of workers; of the disparity in wealth between owners/corporations and slave labor/employees; of deplorable working conditions and the efforts to improve life for those who toil to keep costs down.

We also become knowledgeable about the ugliness of supply and demand and the “race to the bottom”. After all, the author is an economist at heart. She takes us through the eras of history in which we see questionable practices abolished (slavery, child labor), advances in manufacturing (think cotton gin) and technology. Research into weather conditions and government controls (subsidies, tariffs) are cited as additional factors in moving a t-shirt through the system.



Cultural factors are also woven throughout the book. The reader is confronted with the realities of what is acceptable in one country for working and living conditions and how that plays out in the choice of work, home and family. The opportunity to leave the known



for something new, exciting and more prosperous often comes with some cost, financial and otherwise. Being able to sort that out and make a judgment call might best be a topic for conversation on economic justice.

A 2005 New York Times article highlighted on the back cover calls the book “An engaging and illuminating saga...Rivoli follows her T-shirt along its route, but this is like saying that Melville follows his whale...her nuanced and fair-minded approach is all the more powerful for eschewing the preens of ideological absolutism, and her telescopic look through a single industry has all the making of an economics classic” 2

As I came to the end of the book, one of the important points for me was a comment in the prologue. The author wonders how the woman at the microphone during that 1999 protest knew the questions to ask and why the author, a faculty member,

didn't. For me, that exemplifies the inquisitive, developmental passion that our students have to question the status quo and to challenge the injustices of society. It's why we do what we do in Student Development as Social Justice Educators!

In order to encourage advance preparation for the Common Reading small groups, students were provided with a set of questions to consider as they read the book. I share those below as a helpful tool to others who may opt to use this text for learning and enlightenment.

Footnotes:

1. Carleton College website. Retrieved February 13, 2009, <http://apps.carleton.edu/student/nsw/reading/>
2. Lowenstein, R. (2005) Travels With My Florida Parrot T-Shirt Retrieved February 16, 2009 from the New York Times Official Web Site <http://www.nytimes.com/2005/08/21/business/yourmoney/21shelf.html?ei=5088&en=c67a9b6f553eec47&ex=1282276800&partner=rssnyt&emc=rss&pagewanted=print>

1. The title of this year's common reading references the “global economy.” What do you think “globalization” means? How, if at all, does it affect you? Has your understanding of globalization changed at all by reading this account?
2. Check the labels on some of your t-shirts and see where they were made. Would you be willing to spend more on your t-shirts if you knew that workers who produced it were working under better conditions? If so, how much more? Are there *any* ways in which your shopping habits will be affected by reading *Travels of a T-Shirt in the Global Economy*?
3. *Travels of a T-Shirt* talks a lot about free trade and protection, as have candidates for the US presidency. What for you are the most compelling arguments for protecting a domestic industry from foreign competition? What about for free trade? Who are the winners and losers when an industry in a wealthy, developed country is protected? What about industry in a poorer country?
4. In the chapter, “Sisters in Time,” Rivoli compares the women who worked in American textile mills around the turn of the 20th Century with those who

work in the Shanghai textile mills today. She argues that these women were “liberated by life in a sweatshop.” Moreover, working in an urban textile factory seems preferable to working on a farm – by a long shot! Were you surprised? Persuaded? Not impressed? Think about your own family history. How many generations removed from farm or factory work are you?

5. Pietra Rivoli states that “It is not the cruelty of market forces that has doomed millions of African farmers and Asian sweatshop workers. It is instead exclusion from opportunities found in market competition, political participation, or both.” What do you think she means by this? Do you agree or not? If you were the leader of a developing country, what policies would you put in place regarding sweatshops in your country?
6. In the conclusion to *Travels of a T-Shirt in the Global Economy*, Rivoli asks, “what do I say to the young woman on the steps at Georgetown University who was so concerned about the evils of the race to the bottom, so concerned about where and how her T-shirt was produced?” What would *you* say to that young woman?

Encouraging Action and Understanding: Bridging the Cultural Gap at Cal

by Nurredina Workman and Shazia Virji

As a leadership educator, I am often exploring the role of self-awareness and social awareness has on individuals and groups. Currently, I run the Blueprint Leadership Program at UC-Berkeley, a year-long leadership program that focuses on helping emerging student leaders explore the leader within and how to make a positive impact in the world. This involves helping students effectively engage across difference. Some of the goals for student engagement across difference include, helping students appreciate multiple perspectives, value human and cultural diversity, and make informed choices (Nelson Laird, Engberg, & Hurtado, 2005).

In an effort to actualize these goals, students form small cohorts that create a social justice project, which allows them to explore the intersections of identity, one's leadership practice, and ways to strive for social justice. According to Hu & Kuh (2003), interactional diversity experiences have the largest effects on diversity competence. Broido's (2000) model of a social justice ally development also indicates that interactional diversity experiences are vital in becoming a social justice ally.

It is my belief that we can become better at practicing the art of leadership for social change through developing authentic relationships with those that are different from us. Without those relationships, we are unlikely to learn what we need to learn through a small experience during our college years. Rather, we need a web of connections with those that are different from us and a life long desire that encourage us to see where we shine and what we are missing in our everyday lived experience. For some of us,

It is my belief that we can become better at practicing the art of leadership for social change through developing authentic relationships ...we need a web of connections with those who are different from us and a life long desire that encourages us to see where we shine and what we are missing in our everyday lived experience.

connecting across difference is scary, we are worried what others will think of the cultural mistakes that we make and the conclusions they will draw as a result of our conscious and unconscious behavior. This year, one of the cohorts called, "Bridging the Cultural Gap at Cal," decided to deepen their understanding of cultural difference. Here is what they had to say about it:

**Bridging the Cultural Gap @ Cal* by Shazia Virji.*

Through the UC Berkeley Blueprint Leadership Program, we have engaged in a social justice project to explore cultural diversity and the role it plays in our everyday lives. Our mission is to promote a greater

respect and multicultural understanding within our campus community. We will define and help bridge the cultural gap by fostering individual growth through the exchange of ideas and intellectual dialogue.

UC Berkeley is known to have a very diverse campus. We are an eclectic mix of various interests, beliefs, ethnicities, sexualities, and backgrounds that create one student body. There is no doubt that every single person at Cal is unique; there is always something to be learned from others experiences. However, when we take a closer look at

students' lives, they cling to their comfort zones, opening up to those that they perceive to be culturally similar. There are misunderstandings and hostile attitudes across these cultural gaps induced by fear and lack of awareness. By staying within these cultural boundaries, we only breed these misconceptions and fears. If we can take a step and candidly share ourselves with others, our awareness of the humanity within cultural groups will broaden and fear will dissipate.

As our diverse group of six Cal students gets to know each other on a deeper level, we will become more aware of the humanity in each other. As we record our impressions and reflect on our broadened understanding of each other, we come to see the person behind the labels, which we had initially feared. In

order to explore the cultural gap, we created and developed an internet blog which is accessible to all UC Berkeley students (cal-zone.blogspot.com). Featured on the blog are cultural articles, photos, music, and videos. Members of our group write about different cultural events we attended or post music, which is part of their cultural identity. The blog is a way to express our cultural individuality and freedom. We allow for discussion and feedback by the greater student body so they can share their ideas and views on poignant questions and issues. By sharing our own cultural identities, we hope that more people will share their unique cultural experiences, which is a start to fostering understanding. The blog will allow us to track the internal progression of growth in our cohort. We will be able to clearly see the impact certain shared experiences yield across members and also see the progress within each member, before and after each experience. Our efforts within our small group will hopefully impact the

If we can take a step and candidly share ourselves with others, our awareness of the humanity within cultural groups will broaden and fear will dissipate.

larger Cal society and inspire others to reach out and fight fears. Please support our cause by visiting our Bridging the Cultural Gap Blog at cal-zone.blogspot.com.

Team Members: Jinyoung Choe, Jordan Coffey, Dorothy Edwards, Yoonji Kim, Julia Lin, & Shazia Virji

References:

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Nelson Laird, T. F., Engberg, M. E., Hurtado, S. (2005). Modeling accentuation effects: Enrolling in a diversity course and the importance of social action engagement. *The Journal of Higher Education* 76(4), 448-476.

Nurredina Workman is The Leadership Development Program Coordinator at UC Berkeley and can be reached at nurredinaworkman@berkeley.edu and Shazia Virji is a first year student at UC Berkeley and can be reached at svirji@berkeley.edu

Addressing the Structure of Power and Privilege: Implications for diversity efforts at

PWIs by *Amanda C. Taylor & Susan V. Iverson*

Higher education institutions in the United States have yet to successfully achieve diversity as measured by student enrollments and campus climate (Smith & Wolf-Wendel, 2005). While predominantly White

institutions (PWIs) continue to plan and implement campus diversity efforts, they largely fail to provide a more inclusive campus for racial minorities (Hu-DeHart, 2000). Due to a lack of limited interaction across racial lines, minority students at PWIs continue to lag in their rates of access, retention, and completion, yielding an increase in stress and underrepresentation. However, African American students enrolled at historically Black colleges and universities (HBCUs) report greater comfort levels on campus, as well as greater incidence of academic

achievement and degree completion (Hall & Closson, 2005; Hurtado et al., 1998; Nelson Laird, Bridges, Morelon-Quainoo, Williams, & Holmes, 2007; Sibulkin & Butler, 2005).

In this article, we argue that continued attention to the areas of access, representation, and support services alone remain insufficient when addressing the problem of diversifying our colleges and universities. Instead, we suggest that attending to the ways in which power and privilege operate in an institution holds greater potential to realizing equity and inclusion on our campuses. We

also suggest that part of the answer may be visible in the organizational and campus culture of HBCUs.

Literature Review

HBCUs perform an essential role in the higher education system by providing educational environments that facilitate positive social, psychological, and developmental outcomes for their students (Dwyer, 2006; Hall & Closson, 2005; Kim & Conrad, 2006; Nelson Laird et al., 2007; Sibulkin & Butler, 2005). Contrary to the success of African American students at HBCUs, African American students at PWIs continue to face seemingly intractable problems (Dwyer, 2006; Hurtado et al., 1998). Scholars also observe that HBCUs better prepare White students than PWIs prepare African American students (Hall & Closson, 2005; Sibulkin & Butler, 2005). In addition, HBCUs institute diversity efforts and dialogue more successfully than PWIs by acknowledging its mainstream importance (Hurtado et al., 1998). Unlike PWIs, HBCUs address the historical context behind discrimination and the legacy of exclusion, understanding and supporting the voices of African American students and encouraging a sense of pride and community (Dwyer, 2006; Hall & Closson; Outcalt & Skewes-Cox, 2002). PWIs, too often in their diversity efforts, fall short in acknowledging or addressing contextual factors that contribute to historical and present-day discrimination.

Discrimination, visible in established structures of power and privilege, has produced an unequal distribution of jobs, wealth, income, and access (Johnson, 2006). Denial of structural power, operating to advantage certain groups while further entrenching others into oppressed roles, supports a climate of victim-blaming, reinforces stereotypes, camouflages discriminatory practices, and undermines the prospect for true diversity in higher education institutions (Johnson, 2006). For the most part, those who hold membership in privileged categories (i.e. Whites, males) operate under what Johnson (2006) refers to as the "luxury of obliviousness," which keeps individuals from seeing their role in structural oppression. This further reinforces a discriminatory framework and results in inequities in education and advancement in society. PWIs need to address and challenge structures of power and privilege for systemic

change to occur, without which diversity efforts will continue to fall short (Bensimon, 2004; Hu-DeHart, 2000).

Call for Systemic Change

While historical vestiges continue to affect campus climates across the country, acknowledging the past history of exclusion make institutions part of the process toward a solution (Hurtado et al., 1998). Recognizing and assessing the structure of privilege and raising racial and cultural awareness on college campuses is critical to facilitating and realizing change (Hurtado et al., 1998). This involves individual and organizational multicultural awareness, gaining knowledge of and amplifying the voices of difference within the organization, and cultivating the skills to facilitate organizational and systemic change (Iverson, 2007). Students in environments that inhabit structural and curricular diversity develop more complex critical thinking skills and greater overall achievement in class (Marin, 2000; Smith & Schonfeld, 2000). Further, students who experience diverse groups in college are more likely to live in less segregated communities after they graduate (Smith & Schonfeld, 2000). When students feel they are valued and represented and that faculty and administrators are devoted to their development, they are less likely to report racial tension on campus (Hurtado et al., 1998).

According to Maher and Tetreault (2009), educators need to understand how privilege works before we can make diversity work. Therefore, the problems facing racial minority students need to be addressed through attention to the historical legacy of discrimination and continuation of racial stereotyping. This involves delineating the structure of privilege that alienates society and filters onto college campuses; in conjunction with defining diversity and then redefining how diversity is assessed. In particular, universities need to perform regular campus climate surveys of the entire campus population, including faculty and staff, with assessment as part of the process. In

...educators need to understand how privilege works before we can make diversity work. (Maher & Tetreault, 2009).

addition, producing a visible representation of faculty will encourage minority student satisfaction (Hurtado et al., 1998). Diversification of administration is imperative as well, especially when calling attention to multicultural offices on campuses. These offices generally rank extremely low when considering access and resources, including professional staff.

PWIs can learn from HBCUs about enhancing their environments to insure the success of minority students (Hurtado et al., 1998). Moving diversity from the periphery to the core involves revisions to institutional vision to give due attention to administrative commitment, ethnic studies programs, multicultural competence, diversification of faculty and staff, funding, accountability and assessment measures, and a resistance to complacency (Smith & Wolf-Wendel, 2005). Through expectation of multicultural competence, institutions will find that representing the needs of their communities comes quite easily. Students should not have to go to the multicultural office to learn about the campus diversity plan; it should be a central focus of the daily workings of that institution, similar to the missions in place at HBCUs around the country.

Overall, incorporating diversity requires daily commitment to systemic and cultural change, which means challenging the current practices within higher education. Administrators and faculty need to assess the individual and group biases and assumptions on their campuses, and be willing to confront these stereotypes head on (Johnson, 2006). Paths of least resistance have no place in higher education or the promotion of diversity (Johnson, 2006). Further, administrators need to become more intentional about fostering cooperation and exchange of ideas between PWIs and HBCUs. Using these colleges to their advantage, PWIs can get a different perspective on diversity and hopefully change the main misconceptions concerning the difficulty in creating a more inclusive environment on their campuses.

Conclusion

The presence of diversity on campuses has the potential to challenge many of the underlying assumptions of institutions in ways that can improve quality and effectiveness of higher

education practices (Smith & Schonfeld, 2000). Higher education should create comfortable, diverse environments for learning and socializing that facilitate the intellectual and social development of all students (Hurtado et al., 1998). Making commitments to diversity is especially imperative for PWIs where the majority of college students attend (Hurtado et al., 1998; Outcalt & Skewes-Cox, 2002). HBCUs foster the cultural and academic development of their students and their communities and promote student, faculty, and administrative diversity and supportive, inclusive environments that have yet to be emulated at PWIs (Hurtado et al., 1998; Nelson Laird et al., 2007; Outcalt & Skewes-Cox, 2002; Smith & Wolf-Wendel, 2005). In addition, HBCUs supply historical context and a legacy of racial pride that, at the moment, PWIs fail to foster.

The next frontier in this journey, according to Maher and Tetreault (2009), is “to uncover and elaborate on ongoing operations of privilege – that is, the unquestioned, below-the surface identification of excellence with whiteness, maleness, heterosexuality, and social class advantage” (p. 19). Higher education professionals, through the development of multicultural competence-- the *awareness* (of self and the impact it has on others), *knowledge* (of diverse cultures and groups), and *skills* (ability to openly discuss differences) of diverse populations on our campuses--can cultivate a campus environment where people from different life experiences can come together (Pope, Reynolds, & Mueller, 2004). By “excavating privilege”-- challenging the underlying values, policies, and structures of social systems-- universities can construct a representative and welcoming community (Maher & Tetreault, 2009). As higher education professionals we need to understand the issues of all students and how campus perceptions and behaviors affect those we serve and hope to guide (Pope, 2004). Administration and faculty must commit themselves and become proactive rather than reactive to discriminatory practices. By assessing the framework of power and privilege universities and colleges can create institutional values and a culture committed to the life-long promotion of diversity.

References continued on page 12

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