



ACPA
COMMISSION FOR
Social Justice
Educators

ACPA College Student Educators International

News from the Commission for Social Justice Educators

Message from the Chair

August 2006

Greetings Social Justice Educators!

This summer has been a busy and exciting time for the Commission for Social Justice Educators. I just returned from the ACPA Summer Leadership Meeting and wanted to take this opportunity to update you on the professional development projects CSJE is working on as well as several other major ACPA initiatives related to CSJE.

Professional Development

We have been actively pursuing a professional development agenda beyond the annual convention. We are co-sponsoring the *Tools for Social Justice Conference* with the University of Kansas and PaperClip Communications. The conference will be taking place November 9-11, 2006 in Kansas City, MO. INPUT BLURB OR WEBSITE

We are also working to co-sponsor, with ACPAs Standing Committees, a three to four day Institute on Developing Social Justice Allies in the coming year. We are also planning to sponsor an E-Learning Series on Social Justice Educator Competencies. If you are interested in learning more or getting involved in the planning of any of these initiatives please contact CSJE's Coordinator for Professional Development, Brian Arao at barao@ucsc.edu

ACPA/NASPA 2007 Joint Meeting - Orlando, FL - March 31- April 4, 2006

The Joint Meeting is an exciting gathering for the entire profession and a wonderful time for colleagues from ACPA and NASPA to come together and help the profession grow, which ultimately benefits students. Such a large gathering of over 7,000 brings with it excitement as well as some difficult logistics that are being managed very well by the Planning Team. A few items to make note of:

- Program proposals are due September 8, 2006
- Attendees can register beginning October 30, 2006

- Conference attendees will need to register for the conference BEFORE they will be able to reserve a hotel room at either the Gaylord or Marriott.
- For more details see the conference website: <http://www.2007jointmeeting.org/>

Unfortunately, ACPA and NASPA realized too late, when no other options were available, that the conference was scheduled over several important religious observances including Passover and Palm Sunday. This is an inexcusable mistake. The 2007 Joint Meeting Committee is formulating plans to address this programmatically and will marshal the creativity and sensitivity of the Joint Committee do so. CSJE will be working with Jonathan Poullard and others to try and make the joint meeting as inclusive as possible, considering that for some the conference will conflict with important family traditions that cannot be replicated. Suggestions are welcome. If you are interested in learning more about these efforts or have ideas to share and contribute please contact Dave Belman who is representing CSJE in these efforts at dbelman@berkeley.edu.

Bylaws Changes Approved

ACPA membership approved the new Bylaws, with 80% supporting the change. The new organizational structure will be less confusing and is intended to help ACPA balance its core values of inclusiveness and transparency while still being a nimble and responsive association. An Implementation Team has been appointed to put a plan in place to implement the new plan which takes effect July 1, 2007. If you have any questions please feel free to contact me directly at edwardsk@umd.edu and I would be happy to answer any questions.

ACPA's Sustainable Development Initiative

ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations

Decade of Education for Sustainable Development. Sustainable development works towards the vision of simultaneous and synergistic creation of economic growth and equity, conservation of natural resources and the natural environment, and worldwide social development and social justice. I have been asked to serve on the ACPA Presidential Task Force on Education for a Sustainable Future, which will plan, catalyze, facilitate, and assess the infusion of awareness and education for a sustainable future into all aspects of the association's activities. Currently ACPA is:

- Managing investments with a socially responsible ethic;
- Leading the higher education community on sustainable development;
- Developing a sustainable development road show for state and international division conferences;
- Developing learning outcomes to guide undergraduate student learning and integration into graduate preparation programs;
- Developing an E-Learning series on sustainable development;
- Assessing organizational practices with sustainability in mind;
- Creating a toolkit for colleges and universities to infuse sustainability into all aspects of the curriculum and co-curriculum.

As the summer comes to a close and the excitement of a new academic year begins, I hope you will take advantage of all that ACPA and the Commission for Social Justice Educators has to offer. If you are interested in getting involved or have questions or concerns, please don't hesitate to contact me. A vision for social justice involves all of us. ■

Keith E. Edwards
Chair, Commission for Social Justice Educators

**RE-
REGISTER
NOW**

YOU MUST RE-REGISTER FOR THE CSJE LIST-SERVE

Those of you on the CSJE listserv may have noticed some troubles with the CSJE Listserv. This is a result of some technical issues with servers in the ACPA International Office which lead to an unrecoverable crash. ACPA already had a new system in place and was in the process of migrating folks. In order to continue to provide quality service to you through the CSJE listserv, ACPA has upgraded the listserv system. This update involves the movement of this list to a new server and a change in the listserv email address.

The new address is now csje-l@lyris.acpa.nche.edu (not csje-l@lists.acpa.nche.edu) effective immediately. Please note the LYRIS in the address, not LISTS.

Since the old listserv is no longer, you will need to register yourself to be included. If you do not want to be included on the CSJE listserv, simply do nothing and you will only receive major announcements through the email list - such as this. In order to complete this transition, we must ask that you sign-up on the new listserv. Please follow the below instructions:

1. Visit <https://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/person/Listserv.html> and log in with your myACPA username and password.
2. Find the line for CSJE, verify your email address, and select an option from the drop-down menu.

Please note that failure to perform this step will prevent you from receiving future mail on the CSJE listserv.

We apologize for any inconvenience this may cause you, and appreciate your assistance.

If you have any questions regards this process, please contact ACPA's International Office at 202.835.2272 or info@acpa.nche.edu.

Sincerely,

ACPA Commission for Social Justice Educators

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Social Justice Training Institute: Making Meaning

By: Alissa R. King

This narrative is the story of a journey that I took in June of 2006. The journey was both a physical separation from Iowa, but also an emotional voyage for which I was not prepared. I have divided my experiences into five sections, unlabeled, but arranged in the following order: my preparation for the launch to Springfield, Massachusetts, a short reflection on my five days of intensive work on race and ethnicity, my re-entry as I left Springfield and traveled back to Iowa, my re-entry as I began to process my experiences and interact with the rest of the “real world,” and my overall reflection on the experience.

When I learned about the Social Justice Training Institute, hereafter referred to as SJTI, it was through Dr. Nancy Evans, my mentor, major professor, and friend. I was intrigued by the idea of a 5-day intensive training on race and ethnicity and so I set about saving the necessary funds and sorting out the logistics to make the trip a reality.

Prior to my departure for SJTI, my excitement barely bubbled. I knew I was going there more for the content and to learn about myself than for a social opportunity. At the time of the trip, I was coming to grips with the fact that I am light-skinned, that I do not know my racial background (I am adopted), and that I have benefited from white privilege because my family is white. I was open and ready for what SJTI would bring.

I was not prepared for what happened to me at SJTI. I feel foolish for having believed it would be nothing more than touchy-feely, but grateful that I did not go into it with any more expectations than that. It gave me room to explore what I apparently did not realize I had within me. I did a lot of journaling, mainly because one of my tasks upon returning was to write a reflection for an independent study (which turned into 53-pages of reflection), but also because it helped me process my experiences.

From the very beginning, I felt out of place. I had just transferred into Higher Education from Sociology with aspirations of teaching at a community college. I had never been to NASPA or ACPA nor did I work in student affairs. The very last day came too soon and I did not want to go home. I did not want to leave that place where I felt safe. I did not want to leave what, in five days, had become my family.

After I left the convention center, I had plenty of time to sit in the airport and think. I felt disoriented and edgy. I wondered if people could see what I had gone through, if they could see how damaged I was. I felt ill-prepared to be out there. I wanted support and guidance. I wrote *a lot* during the twelve hours it took me, between layovers and air time, to get home. I wrote down my feelings and most importantly, I wrote a very long letter to my parents. It was cathartic to write, to put pen to paper and spill the ugliness out of me. I had to do something to cleanse myself.

It sounded like an excellent opportunity to connect...

One thing I had to do was to stop tracking, a skill I already had developed as a sociologist, but sharpened even more while at SJTI, because it was tiring and painful and I needed a break. I needed to sit in my experience and not pay attention to the world around me because I felt like if I focused too much, I might shatter.

The first week back was not particularly difficult since I did not have an office to return to. I emailed SJTI people often and I sent several long and heart-felt words to a few participants. I felt the detachment happening already. We were certain people in that

pressure-cooker, and now we were all unwrinkling back to the forms we were when we began. In a way, it made me sad.

Several people have written on the SJTI listserv about their re-entry since our return to the “real world.” Some have struggled more than others. My struggles are still very internal. What I felt so much of was that I was walking in a haze. I was like I had gone through this experience, been thrown into a vortex and kicked out, and I was disoriented. People asked me how it was and I had no words for it. I only wanted to talk to former SJTI participants because I knew they would understand. It was our own little secret society. Once I got home, I forgot how to feel. I began to wonder if all my emotions would cram down on themselves again like they obviously had before. I think they will because I have no one with whom to process what I felt and what I learned. I also got tired of using the “language”: permission, validation, trigger, affect, process, impact, intention.... I got tired of having to sound a certain way and notice certain things and not being allowed to feel tired, stressed, drained, or exhausted. I found myself returning to isolation where I am so obviously comfortable.

I felt myself peeling away from the world again - going to a place where I do not feel or think or write or process. I sat in the muck and simmered. I have always felt as if I am not enough and no matter how many times I tell myself that I am, no matter how big the signs are on my walls that say I am, will the world see me as enough? Probably not, and that is my reality.

I am glad that I went. I see the usefulness of it. I see it as a strong educating tool. I just wonder how “real” everyone is. How many were guarded? How many were hoping for resources? How genuine was everyone? Everything in life is a learning experience. It is cliché but I believe it to be true. I learn from situations, from people, from places, and from events. I would not and cannot change the things that have happened to me, but I can learn from them (*continued on next page*)

Making Meaning, King (continued)

and take that knowledge with me into the next adventure I encounter. I do believe that things happen for a reason, whether that is fate or spiritual or just a guiding principle. I may need the information that I got from SJTI, or the people that I met, to help me gain strength when faced with adversity. I may need those connections or at the least, a reminder that deep within me are emotions, strong emotions that I have carefully tucked away, that show themselves as anger which is really masked sadness. I have to continually remind myself that I am only really isolated if I choose to be. It is my job to be fully aware, to be fully there, and to plug in when I need to. People cannot help me if they do not know that I need help. I found myself talking about invisibility, silence, not feeling like I was enough, feeling marginal, feeling invalidated, and feeling unintelligent.

These are themes in my life over and through issues of race, gender, ability, education, and sexual orientation. These are themes that highlight starting points on my own personal journey to healing, and my own self-work. It took this experience to really see how I have internalized these feelings and how debilitating they are. It is my job to break free of their bonds and stretch myself.

At the opening of this paper, I stated: *It sounded like an excellent opportunity to connect...* I was right. SJTI was an amazing opportunity for growth and connection. I connected with others, but most importantly, I connected with myself. I am enough. ■



UPCOMING EVENTS

- **September 8**—Program Proposals due for ACPA/NASPA 2007 Joint Meeting
- **September 15**—Social Justice Training Institute Application Deadline
- **December 6-10**—Next SJTI Institute
- **October 30**—ACPA/NASPA Joint Meeting Registration Begins
- **November 9-11**—Tools for Social Justice Conference
- **October 29-31**—2006 National Conference on Sexual Assault in Our Schools (www.safesocietyzone.com/)
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ACPA—Education for Sustainable Development

By: ACPA President's Task Force on Sustainability

The United Nations declared a Decade of Education for Sustainable Development (2005-2014) to promote the local and global acceptance of principles of "sustainable development." ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations Decade of Education for Sustainable Development. This document provides the background on education for sustainable development; the role of U.S. higher education; and what individuals, institutions, and ACPA can do to work towards a sustainable environment, an equitable society, and a strong economy.

What is sustainable development?

From the 1987 Brundtland Commission, the most common definition of sustainable development is "*meeting the needs of the present without compromising the ability of future generations to meet their own needs.*" In 2003, Dr. Rolf Jucker further illuminated the idea: "*Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations.*"

(Rolf Jucker, 2003, UNESCO Teaching and Learning for a Sustainable Future: A Critical Evaluation, Trumpeter, Vol. 19 No. 2)

The Role of U.S. Higher Education

There is enormous potential within U.S. Higher Education

4,096 colleges and universities

14.8 million students

\$277 billion annual expenditures; 2.8% of the U. S. GDP

U.S. higher education expenditures are greater than the GDP of all but 25 countries in the world

Higher education can change operational, curricular, and policy norms so all students can learn and practice how to be; environmentally responsible, socially responsible, economically responsible, and active citizens in a global economy. The goal is to engage students as effective change agents in our sustainability challenges. Students need to know that their daily decisions affect the quality of life of people around the globe.

What is ACPA doing?

ACPA, including each Commission, Standing Committee, and State and International Division, has a unique contribution to make to higher education's engagement in education for a sustainable future. The ACPA Presidential Task Force on Education for a Sustainable Future will plan, catalyze, facilitate, and assess the infusion of awareness and education for a sustainable future into all aspects of the association's activities. ACPA is also:

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- Managing investments with a socially and environmentally responsible ethic;
- Leading the higher education community on sustainable development;
- Developing sustainable development road show for state and international division conferences;
- Developing learning outcomes to guide undergraduate student learning and integration into graduate preparation programs;
- Developing an E-Learning series on sustainable development; and
- Assessing organizational practices with sustainability in mind.
- Creating a toolkit for colleges and universities to infuse sustainability into all aspects of the curriculum and co-curriculum (e.g. first year experience, orientation, student life activities, sustainability pledges and sustainability living campaigns).

How can your Commission, Standing Committee, State or International Division contribute?

Implement a serious program to encourage colleges and universities to infuse sustainability principles and practices into the subjects addressed by your entity;
Include sustainability as a focus of your next conference, meeting, or workshop. Conference/Workshop shells are available designed around the four domains of campus sustainability; teaching/ learning, research, outreach, and stewardship Resources provided include template PowerPoint, educational displays, speaker list, bibliography, case studies, and best practices;

- Collect examples of education for sustainable development already occurring in your area by sending out requests for examples and summarizing these examples into templates;
- Contribute examples and templates to the toolkit described above;
- Design and implement a variety of projects to encourage utilization of the materials in education for sustainable development and to produce more implementation of education for sustainable development on campuses nationally.

What can I do as an individual?

- Become literate in sustainable development. You don't have to be an expert just start the conversations and model life long learning;
- Consume less by using durable goods versus disposables or throwaways such as coffee mugs

- Conserve water by using water efficient products, repairing leaks, and consuming less
- Save energy by turning off lights and computer, and setting heating and cooling temperatures correctly, walk and bike more, don't stand in front of an open refrigerator, clean the coils, etc.
- Change to energy efficient light bulbs and caulk your house; and
- Stay healthy by exercising more and eating fresh vegetables and organic foods
- Help the local economy by buying locally and regionally manufactured goods and services
- Save resources by using reusable materials such as 100% recycled paper
- Reduce waste through campus and community recycling programs
- Reduce pollution and save fuel by car pooling and using public transportation
- Assess your own habits and make a commitment to become a consumer advocate for sustainable (green and fair trade) goods and services. Go to www.coopamerica.org and join their boycotts and campaigns;
- Catalyze fair trade, social justice, and environmental groups on campus;
- Ask many store managers to contact their corporate office with a request for fair trade & green products.

What can I encourage my institution to do?

Make sustainability an integral part of planning, operations, facility design, purchasing, investments, and student life, and tie all of these efforts to the formal and informal curriculum; Implement a serious recycling and sustainable consumption program; Purchase duplex printers that use both sides of paper; Increase energy efficiency and use of renewable resources; Avoid air pollution and hazardous materials; Build green buildings and renovations; Develop sustainable living programs for students and staff; Insist on fair trade goods being sold in campus food service and bookstores; Engage students and community in creating the solutions; Be socially and environmentally responsible in purchasing and investments; and Support local businesses to limit waste in transportation costs.■

How Can I Get More Information?

For background information, visit the following sites:

- ACPA Sustainability Initiatives - <http://www.myacpa.org/task-force/sustainability/>
- Association for the Advancement of Sustainability in Higher Education – <http://www.aashe.org>
- United States Partnership for the Decade of Education for Sustainable Development – <http://www.uspartnership.org> (click on Partner Resources – Higher Ed)
- We Can Afford to Solve the World's Problems - The World Game Institute - 18 strategies for confronting the major systemic problems confronting humanity - http://www.unesco.org/education/tlsf/TLSF/theme_a/mod02/www.worldgame.org/wwwproject/index.shtml
- Campus Climate Challenge - <http://www.energyaction.net>
- Campus Ecology – <http://www.nwf.org/campusecology/>
- U.S. Fair Trade – <http://www.transfairusa.org>
- Global Exchange – <http://www.globalexchange.org/>

Report on National Conference on Race and Ethnicity in American Higher Education (NCORE)

By: Jason Chan, Liaison to NCORE

In the weeks leading up to this year's National Conference on Race and Ethnicity in American Higher Education (NCORE), more than one colleague remarked to me that NCORE was one of their favorite conferences to attend, and that their experiences there have always been highly positive. Being a first-time attendee, my expectations were thus high as the conference kicked off. I'm happy to report that NCORE not only met but exceeded my expectations – it was definitely one of the highlights of my year thus far!

What is NCORE?

Sponsored by the Southwest Center for Human Relations Studies at the University of Oklahoma, NCORE is an annual conference that congregates experts, scholars, and professionals for a week-long national forum on issues surrounding race and ethnicity within higher education. The programs at the conference, whether they are institutes and workshops, roundtable discussions and film screenings, or keynote speakers and caucus meetings, are all focused on exploring and better understanding the experiences of racial and ethnic populations on college campuses. Participants leave the conference with greater knowledge of, different perspectives on, and deeper insight into such topics as multicultural education, diversity and inclusion, identity development and politics, advocacy and activism, support and services, and social justice. NCORE also provides opportunities for social/professional networking, sharing best practices, and forging collaborative partnerships among peers from across the country.

20th Annual Conference

May 29 – June 2, 2007

San Francisco, CA

<http://www.ncore.ou.edu>

Why should one attend NCORE?

Attending a conference like NCORE is a valuable opportunity for anyone who works in higher education, especially those who interact closely with students. As many student affairs professionals are aware, the student population is becoming increasingly diverse racially and ethnically. In order to effectively and successfully serve the needs of all students on campus, awareness and understanding of the experiences unique needs of specific populations is

much needed. Having a dedicated space in which to explore, learn, ask questions, be challenged, and dialogue with interested peers can be a transformative and rewarding experience. There are also opportunities to assume leadership positions within NCORE, either on the National Advisory Committee or in the numerous identity-based caucuses, to help shape and develop future conferences. As a graduate student in a college student personnel program, I found NCORE to be tremendously educational and inspiring. Many of the workshop sessions I attended were excellent, the keynote speakers were thought-provoking, and the people I met were dynamic and engaging. I also received valuable information and useful strategies that will greatly inform my work within multicultural affairs in the upcoming year.

How is NCORE connected to social justice?

The concept of social justice is woven throughout the program elements of NCORE. Workshop topics this year encompassed issues relating to college access and financial aid, retention and promotion of faculty of color, student resistance to social justice education, institutional commitments to diversity, and the impact of socioeconomic status and class on higher education. The keynote speakers all addressed various facets of social justice, from racial profiling and immigration, to cultural exploitation and identity politics. As mentioned on its website, NCORE strives to facilitate the “creat[ion of] inclusive higher education environments, programs, and curriculum . . . [and] expan[sion of] opportunities for educational access and success by culturally diverse, traditionally underrepresented populations”¹. Social justice is thus a core component of NCORE – those interested in such related issues will not be disappointed with the conference!■

¹“About NCORE”, Retrieved June 15, 2006 from <http://www.ncore.ou.edu/about.html>

UPDATES

The CSJE Resource Coordinators are working on developing a Social Justice Activities Resource Database and we will need your help! We will be looking for activities that truly promote social justice knowledge and action and that have an assessment component that can document the activity's impact and effectiveness. Look out for a call for programs in the next month or so! If you have any questions before then, please contact the Resource Coordinators, Anna Beale at acbeale@uga.edu or Luoluo Hong at luoluo.hong@asu.edu.

Submit an Article

Submit an article to be published in the quarterly newsletter published by the Commission for Social Justice Educators. We are happy to publish articles that address issues of diversity and social justice both in and outside of higher education.

Submissions for the August 2006 edition are due by July 15th. Details about content and formatting can be directed to the Newsletter Editor, Jen Frost and jenfrost@rutgers.edu



How will you be a seed of change?

Think about running or nominating someone for an elected CSJE position.

More information to come.

Questions?

Contact Briana Sevigny, Elections Coordinator, at sevignyb@easternct.edu