



ACPA
COMMISSION FOR
Social Justice
Educators

News from the Commission for Social Justice Educators

December 2006

Message from the Chair

Greetings Social Justice Educators!

As the academic year rolls on, I find it easy to get caught up in the day to day minutiae and lose site of the big picture. I wanted to take this time to update you on what the Commission for Social Justice Educators has been doing on a national level and invite you to get more involved.

Tools for Social Justice Conference

I just returned from the Tools for Social Justice Conference that CSJE and ACPA co-sponsored with the University of Kansas and Paper-Clip communications. It was great to re-connect with colleagues and meet new folks all committed to doing social justice education on college campuses. This was a great conference with an excellent array of keynote speakers and events. I was honored to introduce CSJE to a larger audience and look forward to future collaborations.

Developing Social Justice Ally Institute

Robert Reason, Ellen Broido, Tracy Davis, and Nancy Evans have agreed to be the core faculty for an institute on developing social justice allies to take place next summer. As authors of the excellent book, *Developing*

Social Justice Allies, these folks are developing an institute grounded in social justice content and pedagogy that will focus on how student affairs professionals can develop students as social justice allies and how we can be more effective as aspiring allies ourselves.

Sustainability

Just a few weeks ago I was in Syracuse, NY where ACPA President, Jeanne Steffes, hosted the Presidential Task Force on Sustainability. This is a group of very smart and committed group of folks who are not only leading ACPA's efforts on sustainable development but also playing a primary role in the efforts of the entire higher education communities efforts on advancing the triple bottom line of sustainable development – environmentalism, social justice, and economic growth. The Task Force took this time to focus particularly on the social justice aspects of sustainable development and advancing ACPA's efforts to the next level.

Get Involved

As you can see the Commission Directorate Body has been very active. Soon you will see a call for nominations for Directorate

Body positions. I encourage you to seriously consider nominating yourself or a colleague for this national leadership opportunity on social justice education. It is a wonderful group of folks to work with, learn from, and be inspired by. I hope you will join us.

Joint Meeting

I look forward to seeing all of you at the Joint Meeting in Orlando. Our Program Coordinator, Dani Comey has worked with excellent reviewers to select an exciting group of programs to sponsor. We will also be hosting a social at the Joint Meeting to gather folks from across student affairs functional areas who view social justice education as the core of their work and to recognize our award winners. I look forward to seeing you there.

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

IN THIS ISSUE

- Message from the Chair
- Seder to be held at 2007 Joint Meeting
- Diverse Recruiting
- Turning Toward Action
- Resource Database Project
- Liaison Update
- Sponsorship Opportunities
- Call for CSJE DB Nominations
- Call for Award Nominations

SOCIAL JUSTICE SEDER TO BE HELD AT 2007 JOINT MEETING

After the all too late realization that ACPA and NASPA had scheduled the Joint Meeting over several important religious observances including Passover and Palm Sunday the Special Events Committee went to work planning ways to address this inexcusable mistake. Included in these will be the hosting of a **Social Justice Seder** to be held on **Monday, April 2nd** from 7:00 – 9:30 PM in the Gaylord Palms Hotel. The Seder will be planned and lead by a team of Undergraduate and Graduate Students

from around the Country and will be open to both Jewish and non-Jewish colleagues. Dave Belman (CSJE) has taken on the role of coordinating this program and working with the student team. This will be an exciting way to participate in and/or learn about this cultural and religious tradition in an inclusive setting that will connect to larger social justice themes. Advance sign-ups for this event will be available in the Spring. If you have questions about this event, please contact Dave at dbelman@berkeley.edu.





DIVERSE RECRUITING

By: Harry Payne

The world of diverse recruitment within academic institutions continues to evolve as the demographics of the workforce change, thus creating a need for a changed paradigm to address the complexities of diversely recruiting faculty and staff. A person reacts when they hear the term “diversely recruiting” and depending on their understanding of the term, some people are encouraged, while others are angered. The definition of “diverse recruiting” has also moved from a term emphasizing race and gender or some other impermissible factor to a term that is broadly defined by the institution; the new definition is often based on the needs of the department in conjunction with the mission of the organization. The challenge for hiring officials is to recognize these changes and adjust their strategies to the extent that they are able to create an outcome of an inclusive and competitive workforce. This goal of creating a representative workforce also means there is a possibility of positively accentuating the differences each person brings to the workplace, rather than creating isolation for a person as a result of that difference. Given today’s legal landscape, a perception of fear can cause persons to be reluctant to say they are seeking the benefits of a diversified workforce or to openly embrace the diversity each person brings to the workforce. This climate is also perpetuated by a paranoia concerning a fear of “what will people think” if they assume someone or some group is getting a privilege that is unearned. Institutions can create barriers to diversity, which manifest themselves in recruitment efforts because some may assume that the balance of benefits versus what one deserves is not equal.

Some institutions create self-fulfilling barriers to their own diversity efforts by creating excuses explaining why their institutions lack diversity recruitment efforts. The institutional excuses include their salaries are too low or their geographic location is a barrier, they can’t compete with larger institutions who offer better packages, the person hired won’t be able to adjust to the culture of the department or the person would be too isolated because they would be a first... in that department. A way to circumvent this cycle of paralysis via analysis is to change the paradigm; beginning with an examination of

the role that diversity plays within the recruitment process and subsequently, the institution as a whole. One of the first steps to recruiting diversely is to know and understand the degree to which the inclusion of differences exists within an institution and its’ respective departments. The goal of diverse recruiting is to create an inclusive work environment that is based on respect and collegiality as a result of the differences each individual brings rather than in spite of them. Often times, institutional leaders think the answer to their perception of a negative climate is that the problem will fix itself, once new faculty or staff members join the workplace. The reality is that new persons tend to either assimilate into the positive or negative culture of the environment or leave in frustration or voice their objections about the environment when they feel it is “safe” to do so.

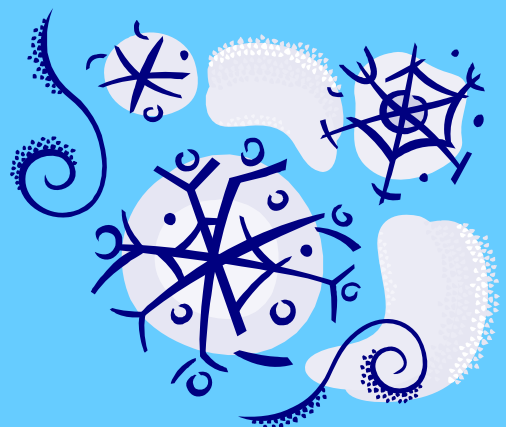
In order to retain diverse hires, a hiring official’s first responsibility is to acknowledge and communicate the perceived climate of the institution and develop a vision for the future of the department to address the issues communicated. Within the search process a committee needs to communicate the anticipated expectations of a candidate as well as what the candidate can expect from the institution and department. Many potential recruitment efforts can be short lived because committee members attempt to second guess the “fit” of a candidate. The opposite of this scenario is that a committee assumes the probability of a person being the right “fit” only to watch the person leave after frustrating interactions because they did not “fit” into the culture.

A second step to creating a diverse workforce is to take an honest assessment of the environment. Once an institution begins this interactive process, they can begin to take strategic steps to address areas of concern. After this process is completed, then institutions can recruit diversely to change the environment. Diversely recruiting includes taking steps to market their institutions and departments via internet community discussion boards, professional online linkage groups and list serves. Competitive institutions are also cultivating relationships with professionals in between the

formal recruitment process. An example of this for a research position is to expand their recruiting efforts to include hiring whole research teams, rather than just the principal investigator, or collaborating with private industry to cost sharing start-up cost of research facilities in conjunction with their recruitment efforts or developing recruitment efforts as a cluster hire to create an immediate critical mass of diversity in order to minimize the possibility of feeling isolated.

The impact of a changed paradigm through diverse recruitment is to build off the experiences and history of the current workforce; are there groups that seem marginalized or is there a continual trend of movement out of or into a department and what impact will comments from transient employees have on the institution’s recruitment efforts? Utilize the benefits of diverse recruiting to ensure that each individual feels that they are treated as respected members of the campus community in a manner that celebrates their differences and diversity through the creation of inclusive environments to embrace the changing demographics of tomorrow’s applicant pools.

Harry Payne is Director of Affirmative Action Pluralism, Diversity / Compliance Office; Queensborough Community College



Turning Towards Action: A Review of Steps We Can Take to Interrogate white Racial Privilege

By: Jeffrey Cullen

As I conducted the literature review for my dissertation which focuses on white racial privilege, I noticed what I perceived were some trends in anti-racist work and the literature which supported the movement. During the main push for Civil Rights in the 1960's and through the early 1970's, there was an emphasis on *direct action*. Perhaps influenced by the theoretical tilt of second-wave feminism, there was a sociological turn that took place in the late 1970's that continued for almost thirty years and emphasized the *theorizing of oppression*: the articulation of models of social identity development and the documentation of discrimination and its effects on members of both privileged and subordinated groups. This period of theory-building was important because it helped make interconnections between the various forms and manifestations of oppression, validated the importance of alliances for social justice, and identified appropriate targets and methodologies for future direct action efforts. Within the past five or ten years, it seems to me like there has been a *(re)turn towards action*, coupled with reflection and theorizing. I am optimistic that we are entering a new age of anti-racist praxis, where our most insightful research and writing will inform our actions and our most successful actions will be the catalyst for further research and writing.

Focusing on white racial privilege specifically, Peggy McIntosh authored her landmark essays (1988, 1989) documenting the unearned benefits of whiteness. What followed in the literature were two decades of largely theoretical scholarly work examining the history of white racial formation, the social construction of whiteness, an ongoing debate between proponents of white identity development theory versus proponents of white consciousness, and continuing efforts to identify institutional manifestations of white privilege. As an individual aspiring white anti-racist I felt like something was missing, however. I have been on

a journey through the literature continually asking the question, "Now what?" Now that I am aware of white privilege, what do I need to do next? Where do I start? What is the most valuable contribution I can make right now? Two books published within the past year have provided me with tentative answers. In the paragraphs that follow, I will summarize Tim Wise's *White Like Me: Reflections on Race from a Privileged Son* (2005) and Frances Kendall's *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race* (2006).

If you're like me and you have a difficult time reading articles from beginning to end, I'll front load the answer to the "Now what?" question. Undertake a searching and fearless inventory of yourself and attempt to discern how privilege and access to institutional power have benefited you throughout your life into the present day (see Kendall, pp. 111-114). Be humbly honest about the mistakes you've made on your journey towards social justice and accept that the learning, self-diagnosis, critical reflection, correcting errors in your thoughts and actions, and efforts to be accountable never end. *White Like Me* and *Understanding White Privilege* model the way by documenting the authors' painstaking personal excavation of white privilege and awareness of the ways their respective careers have benefited from their race.

For those not familiar with Kendall or Wise's portfolio of accomplishments, Tim Wise is a Nashville-based commentator. He got his start as an anti-apartheid activist and Youth Coordinator in the movement to discredit David Duke, a former Grand Wizard in the Knights of the Ku Klux Klan who ran for a seat in the U. S. Senate and for the governorship of Louisiana. He later hit the college lecture circuit, sometimes speaking alone and other times debating conservatives like Dinesh D'Souza and David Horowitz on the merits of affirmative action, and it was in this capacity that I first became familiar with his work. Frances Kendall is a human relations and organizational development trainer whose credentials as an anti-racist activist were burished in the YWCA during the time period in the mid-1960's when that organiza-

tion adopted the elimination of racism as one of its central planks.

While both *White Like Me* and *Understanding White Privilege* cover similar ground, the writing style of Wise and Kendall is quite different. Frances Kendall's writing is soulful—I felt like my spirit was nourished after reading her book. Tim Wise writes like he speaks, in an uncompromising, provocative tone, sprinkled with F-bombs. Style issues aside, the substance of what both Kendall and Wise have to say about white privilege complements and reinforces the view of the other.

These are some of the take-home points I identified from my reading of *White Like Me* and *Understanding White Privilege*:

- Even courageous, nationally known white anti-racist activists have screwed up, even stood silently by when they observed direct and obvious racism. The important part is that they learned from their mistakes and they are still "doing the work" today, albeit differently from before. It wasn't necessarily stark acts of



UPCOMING EVENTS

- December 6-10—
SJTI Institute
- April 18—21
White Privilege Conference
- March 31—April 4—
ACPA/NASPA Joint Meeting

Cullen, Turning Toward Action (continued)

○ moral courage that got Wise or Kendall started on their anti-racist trajectory, but rather the authentic relationships they held with People of Color in their midst that ultimately led to positions of responsibility in significant national anti-racist movements.

○ Even if our efforts at addressing racism seem to have little or no effect, it is most important that we continue to do the work. “Resistance is not valuable only when it changes the one you are resisting. It is valuable ...in and of itself: a lesson to the one doing it, and those watching, who can learn from the experience and gain a strength, a confidence they otherwise lack.” (Wise, 2005, p. 88)

○ White privilege is the extract of white supremacy, a system that our white ancestors built up over time. It benefits us and allows whites to maintain their power and dominance in this country.

○ There are a number of “barriers to clarity” (Kendall, 2006, p. 79): we keep our thoughts and feelings compartmentalized (e.g., we can determine when we want to be a part of the white group and when we want to distinguish ourselves from it), we assume the race problem is essentially an interpersonal one and ignore the institutional and cultural levels, we persist in buying into the myth of meritocracy as it applies to us individually, and we have blinders on that prevent us from taking in information that provokes cognitive dissonance

○ Naming or owning our collaboration/collusion with systems of oppression frees us up from the guilt that keeps us stuck and allows us to move towards principled action.

○ We (meaning people who hold privilege in some form) have a moral obligation to do social justice work, whether we get appreciated/affirmed for it, or not.

○ When talking about diversity issues, we often set as a ground rule “having a safe emotional space,” however we must acknowledge that really making progress on issues of race means we need to be willing to risk having a dangerous dialogue.

○ In student affairs at predominantly white institutions, we often talk about the unique needs of students of color, without

acknowledging that the reasons students of color have different needs than white students is their experience of being treated as Other by the institution. There is a delicate balance between addressing the needs of students of color and also needing to heighten awareness of racism and white privilege among whites without also moving our white selves to the center of the discussion.

We need to recognize that if we are someone’s ally, that person calls the shots. Part of white privilege is recognizing that we don’t always know best what people of color need and want (the golden rule). Instead, we should observe the platinum rule and “do unto others as they would like for us to do” and be more willing to take direction and leadership in our anti-racism work from people of color.

There were some anecdotes in *White Like Me* that I found particularly compelling. For example, reference Wise’s anecdote on liberal attitudes towards childrearing and corporal punishment (pp. 19-23), his account of white supremacist responses to the events of September 11 (pp. 48-52), his example of being a race traitor (pp. 91-94), how the Wise family has been part of the problem as well as part of the solution (pp.102-105), and an account of the deeply embedded nature of racism (pp.127-134). The narrative that Wise relates in chapter three, with regard to how his mother role-modeled resistance to racism, is also a hopeful, inspirational read and is contrasted by a remarkable account on pp. 123-126. ■



I found that both *White Like Me* and *Understanding White Privilege* provided thorough coverage of the topic of white privilege awareness. I commend both to your reading and wish you strength for your journey.

References:

Kendall, F. E. (2006). *Understanding white privilege: Creating pathways to authentic relationships across race*. New York: Routledge.

McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Wellesley, MA: Wellesley College, Center for Research on Women.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack, *Peace and Freedom* (pp. 10-12).

Wise, T. (2005). *White like me: Reflections on race from a privileged son*. Brooklyn, NY: Soft Skull Press.



ACPA—Commission on Social Justice Education ACTIVITIES RESOURCE DATABASE PROJECT



Social justice education is taking place on many campuses across the US.

The members of ACPA's Commission on Social Justice Education recognize that when implemented with care and competence, social justice education can have a positive impact on student development and learning; conversely, poorly planned or implemented programs can at best have no impact and at worst actually have detrimental learning outcomes contrary to our goals.

CSJE is in the process of developing a database of activities, programs, and initiatives that have been demonstrated to have a positive impact on students' knowledge, attitudes, behaviors and competencies as it relates to living, working, serving and leading in an increasingly multicultural global community. Generally, programs that fall into this category:

- Have clearly defined and documented pedagogical and theoretical framework for their development;
- Are purposeful and meaningful in their implementation, with clearly

defined learning goals for participants;

- Are implemented by trained, experienced facilitators;
- Include genuine opportunities for student-facilitator engagement, self-reflection, and skill development and application; and
- Have a rigorous outcomes assessment component that measures student learning and development.

We are interested in knowing if you have implemented, or are aware of, social justice education activities, programs and/or initiatives that meet these criteria. If so, we would appreciate hearing more about your social justice education efforts, and would like to ask that you email [Luoluo Hong](mailto:Luoluo.Hong@asu.edu) [luoluo.hong@asu.edu](mailto:Luoluo.Hong@asu.edu) for a copy of the form. The form will also be available on the CSJE web site shortly.

A task group comprised of members from the CSJE will review all submissions and compile a database that will be posted on the website and available for an anticipated distribution hopefully no later than April 15, 2007. We are also interested in receiving referrals to individuals who may be

successfully implementing these kinds of educational programs. Thank in advance for your assistance and support for this project.

Sincerely,

Anna Beale, *Assistant Director*
Center for Leadership & Service
University of Georgia

Luoluo Hong, *Dean*
Division of Student Affairs at the West
campus
Arizona State University

CSJE Program Committee,
2006-07 Resource Co-Coordinators

**ACTIVITIES RESOURCE
DATABASE PROJECT
SUBMISSION FORM
AVAILABLE
ON CSJE WEB SITE**

Liaison Update— By: briana R. Sevigny



NASPA Region-I

NASPA Region-I is a vibrant community made up of the Canadian Maritimes, Quebec, Maine, Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont and Europe. Members of NASPA R-I strive to improve the experiences of college students in the region by becoming better educators and enhancing and developing the programs offered to our students. Attending the NASPA R-I Annual provides me with a network of professionals in Higher Education that inspire me to be a better person, professional and leader. Part of being a quality educator in our field is understanding the role of social justice and multiculturalism in many senses; it is within this understanding that motivates the support of the NASPA knowledge communities (which include KC's devoted to gender, multiculturalism, ability and LGBT issues) and consistent programmatic efforts to discuss and work with improving programs and services about, to and for the whole student population.

NEACUHO

NEACUHO (NorthEast Association of College and University Housing Officers) is an affiliate of ACUHO-I representing the six New England states, New York and the Canadian provinces of New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island and Quebec. NEACUHO connects professionals in this region to other Housing & Residential Life colleagues who are striving to make the on-campus (and often beyond!) college student experience safe, supportive, happy and filled with holistic growth and learning. The people in this organization act as an extended family and offer as much support to each other in terms of professional development as is possible, especially through the committees. Through my work with the Social Issues Committees and the Women's Winter Renewal Retreat, I have met educators who are passionate, committed and dedicated to improving not only their students, but themselves and the world we all live in.



ACPA
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CSJE Sponsorships NOW AVAILABLE

Mission

To provide a collaborative home for college student educators working in the areas of diversity and social justice education.

Goals

Provide a place to network
Share knowledge, tools, and resources
Collaborate across institutions and identities
Provide support to college student educators

Contact Matt Matera

mmatera@pima.edu
(520) 206-5026

Awards and Social Reception Sponsor

Amount: \$1,000 - \$1,500

Benefits:

- ✦ Advertise to over 250 professionals and graduate students from thousands of colleges and universities
- ✦ Guest speaker at event
- ✦ Your company's or organization's name on a sign in the reception area

Ally Development Workshop Sponsor

Amount: \$1,000

Benefits:

- ✦ Advertise to over 100 professionals from numerous colleges and universities
- ✦ Your company's or organization's name on a sign at the event
- ✦ Table to provide information about company or organization

E-Learning Series on Social Justice Competencies Sponsor

Amount: \$500 - \$1,000

Benefits: Your company's or organization's name on E-Learning Series website

Research Grants for Graduate Students

Amount: \$250 - \$2,000

Benefits: Your company's or organization's name on a sign in the reception area of the event that recognizes grant recipients

Sponsor Graduate Students to Attend National Convention

Amount: \$250 - \$2,000

Benefits: Your company's or organization's name on a sign in the reception area of the event that recognizes grant recipients

NOMINATIONS FOR DIRECTORATE BODY & CHAIR

By: briana Sevigny



Our Mission:

The Commission for Social Justice Educators' mission is to provide a collaborative home for college student educators working in the areas of diversity and social justice education. ACPA has demonstrated a long-standing commitment to multiculturalism and social justice by actively supporting a diversity of ideas and identities within its membership and member institutions. This commission reinforces and focuses that commitment by providing a place for college student educators committed to a broad range of social justice issues to network; share knowledge, tools, and resources; collaborate across institutions and identities; and provide support. This Commission supports those working towards social justice and diversity issues across the wide spectrum of student affairs positions. The Commission also provides scholarship and other resources for college student educators working in multicultural and other diversity centers and offices on campus. The Commission for Social Justice Educators complements the functional and identity support work being done in other Commissions and Standing Committees, while providing a unique opportunity for creating partnerships across institutions and identities.

We are Social Justice Educators.

In order to do that, we must be advocates for human beings, ourselves, our colleagues and especially our students. Being successful in this task is not always easy. Sometimes our actions are large while others are small. Sometimes we act through inaction, or speak through silence. Other times, we are loud, vibrant, purposeful and intentional. Each day we must decide: "What will I do today?"

When you consider that question today, the Commission for Social Justice Educators has an opportunity for you to think about. We are looking for motivated CSJE members to get active in the Commission by becoming **Directorate members.**

Why not take action and be a part of something inspiring, unifying and influential? Nominate yourself or a colleague for the Directorate board!

CSJE Directorate Body Responsibilities

Responsibilities

- Involvement with Lister discussions
- Conversations about our work as social justice educators
- Compiling information for institutions and ACPA
- Making connections with organizations and colleagues around the nation
- Directorate members serve for a three year term and are required to attend CSJE Directorate meetings annually at the national convention.

Requirements

- Must currently be an ACPA member (Both Graduate Students and Professionals are welcomed).
- Must currently be a CSJE member (check your status on your account page at www.myacpa.org).
- Must attend all Directorate sessions scheduled for ACPA National Conventions, beginning with the Joint ACPA/NASPA Conference in 2007. This expectation stands even if institutional funding support is not available.
- Must assume a leadership role at least once during the three-year appointment. This could be through chairing a Commission task force, developing a program for the Commission at a Convention or heading a Commission meeting. Directorate membership requires your active leadership in the work of the CSJE.
- Must NOT serve on any other ACPA Directorate bodies during the three-year term.

Deadline for nominations is Friday, December 8th, 2006 by 5pm.

Are you ready for the challenge? Then nominate yourself or a colleague for this important national leadership opportunity today! Please fill out the following information and email it to briana Sevigny, CSJE Elections Coordinator, sevignyb@easternct.edu.

Directorate Nomination Information:

Name:

Title:

Institution:

Address:

Email:

Phone/Fax:

Looking for More?

The CSJE would like to formally announce our open request for nominations for our **Chair.**

Application Process:

Nominations must be made by completing a nomination form available from the Elections Coordinator. All submissions must be type-written and sent via email or fax. Each nominee must have a separate cover sheet.

Deadline for complete applications is Friday, December 8, 2006 at 5pm.

Elections Coordinator Contact:

briana Sevigny, Eastern Connecticut State University, sevignyb@easternct.edu, 860.465.0502 (t), 860.465.0649 (f)

CSJE Chair Responsibilities include:

-Provide leadership and vision for CSJE specifically and ACPA generally.

-Serve as a member of the ACPA Assembly as a representative of the CSJE and its members

-Act as a liaison with other Commissions and Standing Committees within ACPA

-Solicit involvement and develop leadership in both the Directorate and the general CSJE

-Assist the Directorate in ensuring the future of the Commission within ACPA

-Coordinate task forces and other leadership entities within CSJE to assure that the Commission is serving its members and demonstrates a presence within ACPA

-Serve, not only as the leader, but also a member of the CSJE Directorate

Eligibility:

Any CSJE member in good standing with the Commission and ACPA. Must be a current or former Directorate Body member.

Term:

The CSJE Chair is appointed for a two year term of office beginning on July 1, 2007.

NOMINATE YOUR COLLEAGUES TODAY!

Believe it or not, it is that time of year again- nomination season!
Below are the awards that we present, but we need your nominations!

Go to <http://www.surveymonkey.com/s.asp?u=607092749107> .

Submissions are due no later than December 1, 2006 at 5pm.

Please read the following descriptions carefully to ensure that you are nominating in the best category.

Annual Awards



Commitment to Social Justice Education:

This award honors a department, campus, ACPA committee or commission that has shown a commitment to social justice education and development, training, or programming.

Innovative Response, Social Justice:

This award recognizes innovative educational, developmental or social action response taken to an issue of social justice on campus, in the community or globally. This award is intended to recognize recent events which have been implemented within the 12 months prior to convention (usually April-March).

Outstanding Social Justice Collaboration:

This award recognizes outstanding collaborative efforts between campus groups/offices/organizations, campus and community groups or committees/commissions of ACPA and/or other national associations. This award recognizes creative initiative taking in a collaborative partnership that addresses an issue of social justice on their campus or in their community, in a progressive and positive manner.

Outstanding Social Justice Teacher, Trainer, or Mentor:

This award recognizes an individual who is personally committed to social justice education and/or activism and is an outstanding teacher, trainer or mentor to other professionals or students in the area of social activism. This award is different than the Voices of Inclusion Medallion which is given by the larger umbrella of ACPA and recognizes folks who have shown leadership over five years on broader initiatives of diversity and multiculturalism on their campuses.

Bi-annual Award



Contributions to the Commission:

This award would recognize an individual who has worked with excellence, commitment and dedication to fulfill the responsibilities of their volunteer position to advance the work of the commission.

**Please contact Kristi Lonardo at kristi.lonardo@nyu.edu with any questions!
Nominate right now, while you are thinking about it!**

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.

Details about content and formatting can be directed to the Newsletter Editor, Jen Frost at jenfrost@rutgers.edu