

NEWS FROM THE COMMISSION FOR SOCIAL JUSTICE EDUCATORS

March 2007



Our Power and Responsibility to Shape EDUCATION



tions as well. At our Directorate Body meeting we will be voting on whether or not to officially endorse, as a Commission, a letter to both associations about the impact of this oversight, regardless of the intent or regret that has been expressed. If you have any comments or suggestions on this issue, please pass them on to me directly at edwardsk@umd.edu. For those of us attending, I encourage you to attend the Social Justice Seder which will be held Gaylord Palms Hotel on Monday, April 2 from 7:00

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Message from the Chair

Greetings Social Justice Educators!

Growing up in Wisconsin and Minnesota, the spring weather always brought me much needed renewal and energy. This is also the case this spring as CSJE is renewed thanks to this year's newly elected class of Directorate Body members and chair-elect, Dr. Luoluo Hong. With more than 10,000 attendees, this year's Joint Meeting is sure to be full of energy. You can learn more about the newest group of CSJE leaders later in this newslet-

ter, but I wanted to briefly highlight the Commissions involvement at the Joint Meeting as well as activities and initiatives CSJE offers the other 51 weeks of the year.

At the Joint Meeting

I look forward to seeing many of you at the Joint Meeting, but I also want to recognize the many colleagues who will not be attending because of the oversight by both associations allowing the Joint Meeting to be scheduled over Passover, one of the most important holidays in the Jewish religion and a time of meaning for other faith tradi-

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ACPA Commission for Social Justice Educators Directorate Body Meeting

Date: 4/1/07

Start Time: 10:00 AM

End Time: 5:00 PM

Location: Denver - Marriott

Information: This is a meeting of the Leadership of the Commission



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to 9:30 PM.

Also be sure to join us for the CSJE Social and Awards Reception on Monday night at 9:30pm in the Gaylord, Osceola. This will be a great event with lots of good food thanks to the sponsorship of Diverse Issues in Higher Education. This will be a great opportunity to connect with colleagues committed to social justice in higher education.

Also, be sure to check out the many programs at the Joint Meeting related to social justice education including the three CSJE sponsored programs:

Living the American dream: Undocumented Students in Higher Education

Presenters: Amjad Abdo, Purchase College & Sandra Garcia, SUNY Purchase

Aspiring Ally Identity Development: Selfish, Altruistic, or Social Justice?

Presenter: Keith E. Edwards, University of Maryland - College Park

Toward Social Justice: A Study of Facilitators & Barriers to Multicultural Practice in Higher Education

Presenter: Lisa Landreman, University of Wisconsin-Madison

Beyond the Joint Meeting

As always the Commission is involved in much more than just the convention or Joint Meeting. We are also working on several professional development initiatives. We have scheduled the Developing Social

Justice Ally Institute for June 25-27, 2008 in Des Moines, IA. Robert Reason, Ellen Broido, Tracy Davis, and Nancy Evans, authors of the excellent book, *Developing Social Justice Allies*, have agreed to be the core faculty for 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. Look for more details in the coming year!

We are also continuing to pursue the issue of social justice educator competencies. This is a complex but important topic considering the implications of critical consciousness and pedagogical competencies such as content knowledge, managing resistance, facilitation, and design of social justice education. A group of folks have come together and are currently working on an article raising this issue in higher education. But much more work needs to be done to potentially identify competencies, determine how those competencies can be assessed, and how to build those competencies so that more of us can be more effective in social justice education. If you are interested in exploring and formulating a professional development and scholarly agenda on this topic, please email me directly at edwardsk@umd.edu so that we can arrange a time to meet at the Joint Meeting.

We are continuing to work directly with ACPAs President's Task Force on Sustainable Development. This task force is leading ACPA's efforts to lead many other higher education associations in fostering environmental health, social justice, and economic growth. Be sure to check out major speakers Al Gore and Jonathan Ko-

zol at the Joint Meeting as they address these issues.

We also be co-sponsoring the Tools for Social Justice Conference, which will again be in Kansas City. A call for programs will be coming out shortly and I encourage all CSJE members to consider submitting a quality proposal on tools and techniques for social justice education.

I look forward to seeing many of you at the Joint Meeting and am committed to making sure those who are not able to attend as a result of both associations error are not forgotten. 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

ANNOUNCING

April 2nd @
9:30pm

Celebrate the great work
of your colleagues in
social justice!

The following awards will be announced and presented:

- Outstanding Social Justice Collaboration
- Commitment to Social Justice Education
- Outstanding Social Justice Teacher, Trainer, or Mentor
- Contributions to the Commission

Please stop by the social in the Gaylord Hotel to share in our accomplishments for the past year!



COMMISSION FOR SOCIAL JUSTICE EDUCATORS

2007 Directorate Body Election Results

By: briana Sevigny

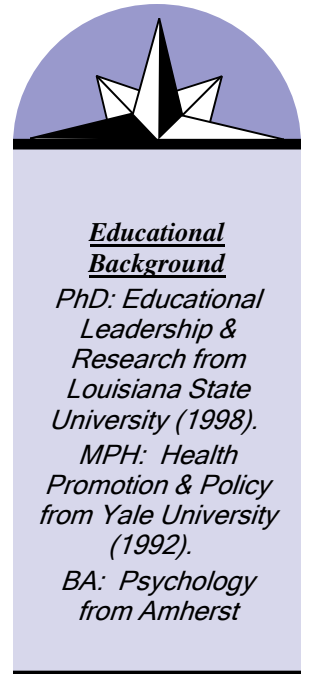
Chair

Please welcome and extend your congratulations to Luoluo Hong, voted in as our incoming Chair for the CSJE. A committed activist, educator and leader, Dr. Hong brings a wealth of knowledge, resources and experience to our Commission. Please say hello at the Joint Convention!

The eldest daughter of Chinese immigrants, Luoluo Hong has served as Dean of Student Affairs at the West campus of Arizona State University since August 2005 and is a Clinical Associate Professor in the School of Criminal Justice & Criminology at ASU. Prior to that, Hong served as Dean of Students at the University of Wisconsin-Madison (2002-2005), Assistant Vice President for Student Affairs & Dean of Students at Shepherd University (2000-2002), and in numerous

roles including Director of Wellness Education & Outreach at Louisiana State University (1992-2000). Since her undergraduate years, she has been an outspoken activist and passionate educator in the area of social justice, and her scholarship emphasizes the role of sexism and racism in particular as root causes of violence. Hong has worked extensively with men and allies in deconstructing hegemonic masculinity as a pathway to reducing interpersonal violence on col-

lege campuses. In addition, she has delivered over 1,900 keynote programs and training workshops to professional and student audiences at regional/national conferences and institutions of higher education across the country. Her hobbies include reading fantasy and mystery/suspense novels, PC gaming (she is a level 62 human warlock in World of Warcraft), cooking and dancing. She currently resides in Phoenix, AZ, with her partner, a cocker spaniel, and four cats.



Directorate Body

A big welcome to the following eight members of the Directorate Body of the CSJE! These were their statements for the recent elections. Take time to get to know a little about your new representatives and, if you are going to Orlando, introduce yourself to them at the Convention!

Dani Comey, University of Vermont

In my 20 years in student affairs I have always been concerned about social justice. But in these past few I have become increasingly motivated by the power we have as student affairs professionals to work for institutional social change. I see my participation in the Directorate of CSJE as an important opportunity to take what I am learning and practicing at my own campus to a national level.

Jordan England, University of Maryland-College Park

I am passionate about issues of social justice and continually work to infuse the lessons I learn into my personal and professional life. I hope to have the opportunity to work collaboratively with a community of practitioners, contributing to and learning from others engaged in this work.

Ryan Holmes, LaSalle University

I, Ryan C. Holmes, would like to be selected to the Directorate Body so that I may aid the group to continue to be a voice on behalf of those who feel that they have none, to be a participant in the quest to acknowledge those who may remain unseen, and to empower us all by showing strength in togetherness. If given the chance, I will do my part to give life to the previously stated philosophy.

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2007 Directorate Body Election Results

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Lisa Landreman, University of Wisconsin

Over the past 20 years I have been engaged in social justice education praxis as a classroom instructor, workshop facilitator, researcher, and administrator. I want to offer my time, thinking, and experiences in national conversations that provide resource, support, recognition, and leadership for social justice work on campuses. I am committed to work that supports student affairs educators becoming reflective scholar-practitioners toward gaining critical consciousness that leads to critical multicultural practice.

Zakia Reaves, University of Delaware

As an undergraduate student at the University of Delaware, I found my passion in the area of social justice and student advocacy while working for the Office of Residence Life. I began to move my passion to action, by serving on the Professional Diversity Committee, participating as a facilitator for our second annual Multicultural Leadership Retreat, attending two NCORE conferences, and facilitating diversity training sessions for high school programs. I do believe that as I continue to work in this field, I will NEVER stop learning about and exploring social justice issues. I look forward to continuing this journey by working for the commission.

Anat Levtov, University of Michigan

Hi everyone, I'm honored to have been nominated to serve on the CSJE Directorate Body and hope to join the great crew already on board. I'm currently a first doctoral student in Michigan, and have extensive experience teaching, presenting and training around diversity and social justice issues. I look forward to active involvement with the issues on a national level.

Samanta Lopez, University of Delaware

As a life-long learner and educator, I believe that social justice is not simply a concept for democracy but an essential element in creating a sustainable society. The development of competent individuals that are effective at facing the challenges and embracing the benefits of an increasingly diverse society is paramount.

briana Sevigny, Eastern Connecticut State University

Throughout my experiences as a student, activist and leader at the University of New Hampshire and Central Connecticut State University and now as a professional at Eastern Connecticut State University, I have been blessed with the ability to transform my own struggles and journey into my work with students, peers and colleagues. Throughout my work with a variety of professional organizations, both regional and national, I feel very at home with and motivated by the CSJE and would welcome the opportunity to serve the membership as a Directorate Board Member.

Thank you to all the CSJE members who took the time to vote and make their voices heard in the Commission. I appreciate your time and efforts as Social Justice Educators, Leaders and Activists.



COMMISSION FOR SOCIAL JUSTICE EDUCATORS

The Privilege of Apathy: Listening in on a Conversation on Race, Class, Gender and Power

By: Ryan Barone

This essay is a reflection on a personal experience at a professional student affairs conference where I had the privilege to be an apathetic bystander in the face of harmful stereotyping and the uncritical presentation of a complex situation.

At a recent presentation at a professional Student Affairs conference with which I have no organizational affiliation, I attended a session discussing the recent gang rape case at Duke University. As identities are political, facilitator demographics as judged visually and not challenged verbally consisted of four white people.

During the session a dialog took place which discussed appropriate campus responses to such an atrocity. I will examine the socio-political dynamics at play in the session.

As a relatively straight, middle class white male working to become an ally, I frequently listen to others with similar identities say that being an ally is com-

plex, confusing and difficult. I also hear people of color with the hope and patience to be diversity educators say that one needs to turn in their "ally-badge" at the end of each day (ally-badge referrers to the concept that one's status as an ally is temporary). In an ironic juxtaposition, my experience has been that in fact it is quite easy to be an ally. Frankly the bar has been set so low, unless one is intentionally ignorant of their privilege being an ally is met with much praise and encouragement by agent and target groups alike.

Racism

When discussing the recent Duke rape case, it is an inexcusable error to not examine the racial dynamics of the situation. Ethnicity is a primary factor as white men specifically requested and hired African American sex workers to attend their keg party. In the conference session, race was merely mentioned as one of many elements of the situation without any further analysis. In a society where white people

with privilege often perpetuate a color-blind melting pot discourse of race relations, racism is perpetuated by intentionally ignoring the radicalized dynamics of violence and systemic oppression.

Classism

During the presentation, the facilitators mentioned that the charged men came from a place of class privilege. When discussing the identities of the survivors of the violence classism played out rhetorically in the discourse. The audience was instructed to brainstorm responses to the situation as if one was an administrator at the university where the incident took place. An audience member recommended seeking out information about the survivors, investigating their potential educational enrollment status, and helping to empower the survivors by offering services. The response from the facilitators was that the survivors were not enrolled at the institution, and the line of inquiry was quickly shut down. The fact that the survivor's were

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WE NEED YOU!

Who likes to talk? Who likes to smile? Who is passionate about Social Justice?

If you can say ME for any of the above questions then we need YOU!

Volunteers are needed for the Convention Showcase.

For what you say? Help set up the CSJE booth, greet people at the booth, sign people up to be in the CSJE.

Date: Monday, April 2, 2007

Time: 6-8 p.m.

Location: Crystal and Grand Ballroom, Marriot

If you are interested please email me at

bvanosdale@bakeru.edu



ACPA Commission for Social Justice Educators Social

Date: 4/2/07

Time: 9:30 PM–11:00 PM

Location: Osceola Ballroom 5 - Gaylord

Information: This event is open to all members and friends of the Commission. Whether you are involved in CSJE or want to learn more, or just want to meet some great people, come on by!

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affiliated with the public, historically Black Community College just ten miles from Duke, a private division one, top-twenty predominantly white institution, was not discussed. This omission inferred institutional and community resources were unknown, irrelevant and inconsequential to the discussion on university administrative response. Also notably classist was the use of “strippers” without examination of the class motivations of sex work for individuals such as non-traditional college students who are parents, as is the situation in this case.

Sexism

The facilitators used the judgmental term, “alleged victim,” when discussing the scenario implying disbelief. The reality is that in this case the city District Attorney advanced the criminal charges, not the survivors. Moreover, the use of the term “alleged” highlights the victim-blaming discourse used uniquely in sexual assault

cases (when someone is robbed, we do not say “alleged victim of burglary”). Additionally, members of the audience frequently offered further victim doubting discourse such as, “maybe it was made up,” and “if the allegations are true,” ignoring the reality that very few reported sexual assault reports are false, and most survivors never report sexual assault to the police. The discourse perpetuated sentiments of sympathy for the assailants and demonstrated an unchallenged motive of controlling and influencing the media coverage in order to make the university look as favorable as possible.

As an ally in training, I hold myself to high expectations for behavior. In this situation, particularly as a young unaffiliated audience member, I possessed little cred-

itability or social agency. This lack of agency is rare for me, and admittedly the dissonance proved unexpectedly paralyzing. My attempts at verbal participation were first quickly dismissed, and my later passive attempts at participation were thwarted by other audience members’ aggressive verbal engagement and what felt like facilitators intentionally ignoring my outstretched right arm.

“I frequently listen to others... say that being an ally is complex, confusing and difficult.”

As an ally who attempts to be aware of privilege at all times, my overcompensation for privilege, motivated largely by guilt, was mani-

festated by passivity in this situation. When one studies, engages in and challenges others on issues of social justice, an internalized responsibility for politi-

cal action must be demonstrated consistently. This essay is a small part of my individual reconciliation for my inaction and poor allyship. As I strive to push away desires for internal and external justification and validation for my inaction, I will continue to make commitments to myself primarily and then to others in order to earn and retain my ally badge each day. Maybe being a true ally becomes more cumbersome as one authentically chooses the path of most resistance. While on its face easily achieved, the more I learn and internalize about being an authentic and non-patronizing ally, the more challenging and exciting the path becomes. ■



Social Justice Seder—Monday, April 2, 7:00 p.m.- 9:30 p.m., Location TBA

Have you ever gone to a Seder? What is the significance of a Passover Seder? A team of students from around the country will lead this event in order to bring together Jewish and non-Jewish attendants in celebration and reflection on the social justice issues of inclusion, struggle, and freedom found in the Passover story. This is a unique opportunity for Jewish attendants to share their traditions and stories with their peers and for everyone to have conversations about the themes of Passover and how they apply in today’s world. All attendants are welcome at this event, regardless of religious or spiritual orientation.

If you would like to attend the event, please RSVP by March 11th at <http://www.surveymonkey.com/s.asp?u=709883315447>. Please note that requests for a Strict-Kosher-for-Passover meal will not be accommodated after this deadline. Questions regarding this event can be sent to socialjusticeseder@gmail.com.

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Liaison Updates

Liaison for Lesbian, Gay, Bisexual, and Transgender Awareness:

By: Christopher MacDonald-Dennis

Want to get involved in the SCLGBTA? Here is how!

Last summer, the Directorate body for the SCLGBTA agreed that one of their major goals for this year is to involve more of the membership in the work of the standing committee and increase involvement opportunities in every area.

Dawn Dolley will be organizing the volunteer program and getting each volunteer connected to an area of interest. There are many opportunities available. The SCLGBTA is structured into three functional areas: administration, networking and advancement. All volunteer opportunities will work within one of these func-

tional areas or with our Equity Officer. Please review the list of volunteer opportunities at : <http://www.myacpa.org/sc/sclgbta/getinvolved.cfm>

If you are interested in one of these opportunities, please contact: Dawn Dooley, Phone 907-751-7449, ndpd@uaa.alaska.edu



Liaison for Graduate Students and New Professionals

By: Joshua Beeson

Can you believe that Joint Meeting is less than three weeks away?!? We thought this would be a great opportunity to share with you some of the exciting programs we have lined up for Orlando!

Convention Colleagues

A great opportunity for first time conference attendees to learn how to navigate the Joint Meeting, this signature program will be called the "Joint Meeting Orientation" and will be similar to Convention Colleagues of year's past. Look for time and location in the Joint Meeting schedule!

Roommate Network Services

Looking for a roommate for Joint Meeting? We can help! The Joint Meeting website has information on Roommate Network Services under hotel accommodations. Most of the hotels are overbooked, so if you're still looking for a place to stay, check it out! With just a few clicks, you'll be able to connect with other individuals looking for a roommate and be on your way to Orlando in no time!

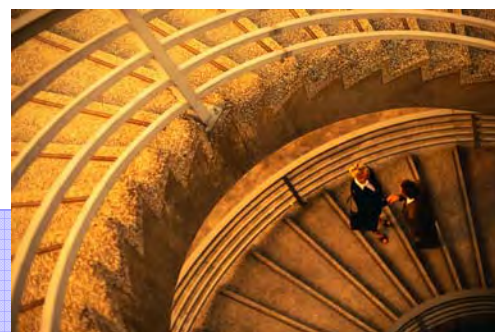
Open Meeting

Interested in becoming more involved with the SCGSNP? Join us for our Open Meeting! Monday, April 2, 5:30pm -

6:30pm; Location: Gainesville ½ - Gaylord.

SCGSNP Social

Please join us for our Joint Meeting social! This is a great way to network with other graduate students and new professionals in a fun and relaxed environment and we would love to see you there! Saturday, March 31, 9:00pm; Meet in the Main Lobby - Marriott.



COMMISSION FOR SOCIAL JUSTICE EDUCATORS

Connecting the dots: Social Justice as developing concept to a way of learning

By: Michael Dunk & Jessica Pettitt

While working as the Coordinator of Social Justice Programs at the University of Arizona, something phenomenal - rare - unexplained happened. I can't remember if I was coming from yet another student journalist interview when I was asked what I actually did or if it was from a training of upper level administrators on why "color blind" isn't a socially just solution to racism, but I do remember uncovering something that had been missing in my work - ignored. After checking voice mail, getting caught up on emails while away from my desk, and prepping for my next workshop or meeting - something wonderful happened. I found myself actually having an open dialogue with a recent graduate that has been hired on as part time staff in the office. Fresh out of undergrad and fiercely looking towards Higher Education for a Masters, this "student," Mike Dunk, taught me something about Social Justice.

Mike and I had an AIM (AOL Instant Messenger) conversation that illumi-

nates not only the technological gap, but the generational gap, and possible new directions for social justice. This conversation allowed me the space to really hear about Mike's experiences with Social Justice in education and gave me permission to really think about how language and access to experiences have changed over the past decade.

dunkman195 Hey Jess: I have a quick question for you
ua4justice
dunkman195 As I have been thinking about graduate programs, most of them seem to have an emphasis on Social Justice, but, they all appear to vary in their 'specialization' of that term. I was wondering, what has changed in the concept of Social Justice since your time as an educator and since grad school?

ua4justice Great question... I can say in my experience (be that limited by growing up in the south, or being out of graduate school and working full-time for the past 8 years, social justice is a new concept.

ua4justice When I was in school (yes I walked

up hill both ways) diversity was the cutting edge term and tolerance and multiculturalism where the norm.

ua4justice Diversity meant acceptance as compared with tolerance.

ua4justice There was no mention of social justice in my undergraduate sociology courses or in my higher education program. In fact, I remember taking multicultural education and counseling courses and this was the closest thing to social justice

ua4justice i find now doing social justice work as my job people are frequently asking what I do and I struggle to tell them what it is I do as the concept of social justice is so broad compared to race based diversity initiatives.

dunkman195 Well, as an undergrad, I was heavily involved in various extracurricular leadership programs. For example, I was involved in the Arizona Blue Chip Program, LeaderShape, and a social justice centered retreat called Leadership UofA.

dunkman195 I took many courses in political theory centered on Bureaucracy and realizing there were

many structures around us that cause us and others to stay oppressed, we are just blind to them.

dunkman195 I took Sociology courses, that just hammered home these points to me and hopefully to my classmates.

ua4justice : I don't recall having any opportunity to talk about these issues as an undergrad and I went to a small liberal art college

dunkman195 I don't think that this is necessarily the case at a large state institution, because I think you have to be willing to seek them out.

ua4justice : so these experiences weren't main stream but something or qualities you found

dunkman195 That's what I did when I was an undergrad, I looked for these experiences and was presented with learning opportunities

dunkman195 If you look at various definitions of Diversity from the 'regular college student' I am quite positive that they will have a wide range of definitions

dunkman195 because there is not some grandiose expectation or definition of diversity that we are

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taught in the classroom because it just isn't taught. You have to have various experiences that help you define this word for you personally.

ua4justice actually i taught a class this past semester, Social Justice Leadership, and my students polled people on the mall

ua4justice : the students found a range of responses when concerning what is social justice, identity, diversity, diversity programming, etc.

ua4justice the students in my class were disappointed by some of the responses

dunkman195 Such as?

ua4justice some seemed to detail difference while other responses where more about inclusion

ua4justice I think this is interesting particularly as I see both of these kinds of responses as positive and a movement towards social justice

dunkman195 Can you explain the 'difference' as being a step towards social justice?

ua4justice meaning, people didn't respond - it is a black/white thing only,

or question the question, not understanding the term

ua4justice how i have come to understand social justice is a movement away from being "color blind" or tolerant/accepting. Social Justice is REALLY seeing yourself and others as whole complex persons with similarities and differ-

ences. Not assimilationist, or worse (in my opinion) using my privilege to find what makes you different from me and "deleting or blinding" myself from those "features" so that I see you just like me.

dunkman195 in essence, redefining the system.

ua4justice exactly

ua4justice The students found responses that seem much more rooted in "my experience is different than yours"

ua4justice it isn't about me letting you or your kind in, but realizing we are all present and I am leaving folks out based on my assumptions, stereotypes, and learnings

dunkman195 If exclusive language versus inclusive

language is making strides towards recognizing differences, can these been seen as making strides towards a more equal society, or is it just reinforcing this 'me vs. them' mentality?

dunkman195 I feel that it may be reinforcing this mentality due to the inherent materialistic society that we are living in due to the emphasis on possessions rather than character.

dunkman195 that is why I am so heavily motivated to go to grad school, so that I will have the chance to change this mentality because I do not think it is necessarily being done; and it's intrinsically flawed

ua4justice here here for capitalism and its support of institutionalized oppression

ua4justice : my "story" impacts my thoughts, words, feelings, and behaviors

dunkman195 Okay, so once we can realize that all experiences are different, how then, can I relate to someone who has been out of grad school for 8+ years and then be expected to read their book about a subject that is constantly evolving?

ua4justice and this limits my experiences with others

dunkman195 Are there any experts?

ua4justice is it possible to

read old articles or books and get new meanings from them that inspire new writings or practices?

dunkman195 Yes. I suppose. And since when is answering a question with a question polite?

dunkman195 I am constantly reading political theory and redefining my personal ideas and theories

dunkman195 But those things haven't changed significantly since back in the day, though, or am I being naive?

ua4justice ahha... what if it is the generational gap and/or agism within the field that limits this kind of learning from one another

ua4justice leadership models, identity development models, theories, they ultimately are up for interpretation and re-evaluation

ua4justice perhaps it is my role as a seasoned (can I say that?) professional (if I can say that I prefer Cajun seasoning) to look to you young



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pups for leadership, new lenses, and lessons

ua4justice I know from my



own trainings that I learn from my participants more now that I make time to read current literature

dunkman195 Well, is it what the teacher teaches, or what the student learns?

dunkman195 Therefore, you can learn from me as much as I can learn from you.

ua4justice or the teacher learns and the student teaches

dunkman195 True true.

ua4justice exactly

ua4justice so here we are, using a technology that didn't exist when I was in graduate school talking about a philosophy that was evolving or maybe re-evolving at the time

dunkman195 Is still evolving.

ua4justice Can Social Justice of today learn from the past, teach from the past to inform the present? future?

dunkman195 Look at the term

tolerance.

ua4justice ick now but used to be the HUGE hot topic buzz word

dunkman195 Tolerance is like acknowledgement of those different, but that is it... what was next?

ua4justice (stopping to think)

ua4justice I remember Multiculturalism, cross-cultural communication, minority groups, being an ally, and diversity

dunkman195 what about now?

ua4justice I feel that empowerment is a big one.

ua4justice We (privileged folks) empower youth, people, of color, undocumented immigrants, homeless by "creating" and/or "fostering" and environment where "these groups" have voice.

ua4justice To be truly socially just, I think it is important to state that marginalized groups have a voice - it is the privileged groups that don't stop and listen. We are empowering "them" with the space for "us" to listen or to be heard.

ua4justice Isn't it privilege that I get to design the space, write the policies and procedures, as well as determine when other groups will be heard

ua4justice (with that I am concerned that it is selective hearing of a few tokens from

a given group of focus)

ua4justice Maybe a move towards open dialog. Being uncomfortable, self reflection, recognition of one's actual assumption, thoughts, actions, triggers, maybe this is where Social Justice is headed...

ua4justice Additionally, Ally has become Advocate as there is a higher expectation of action and individual responsibility

dunkman195 Minority has become Marginalized which deals with Privilege, Power, Oppression

ua4justice Looking at your experiences, I think it is safe to say Social Justice language, experiences, and access to those experiences is more connected to the individual doing something about their own life than throwing a party, organizing a march, and reading a book. Like activism + self education = a purposeful way of living my own life.

dunkman195 And mine. Okies my dear, I have to get back to work. Meetings, meetings, meetings. Thanks again.

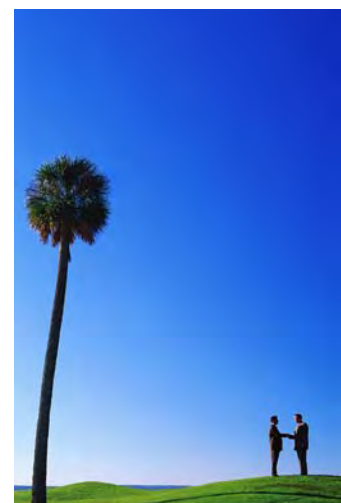
ua4justice smooches

New Directions

Words and language are constantly evolving; that implies that the concepts that words are associated with are evolving as well. It is evident, now, to me, that concepts related to the field of higher education, student affairs, and social justice are being revised. The

brickwork was laid by the current generation of educators who have defined these concepts and my generation is lucky enough to exist in a time that has these concepts to guide us. As such, I am also lucky enough to be entering a time that I can help these concepts evolve since I have lived and practiced them on a day to day basis.

My generation is receiving the torch from the generation that is currently breaking ground amid the social justice community. It is my generation's responsibility to take the concepts that we have been taught and implement them while also questioning them, thereby strengthening them. Concepts such as these are generational and upon redefining these concepts and passing them to the next generation, strides will be made towards a more socially just society. ■



COMMISSION FOR SOCIAL JUSTICE EDUCATORS



Commission Sponsored Program to Check Out

Living the American dream: Undocumented Students in Higher Education

Presenters:
Amjad Abdo, Purchase College & Sandra Garcia, SUNY Purchase

Monday, April 2
1:45 PM - 3:00 PM
Gainesville 1/2 - Gaylord

In this past year, 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 and/or allow them to receive the in-state tuition rates. This presentation will highlight the key issues and challenges facing these students and our institutions of higher education across our country.

Aspiring Ally Identity Development: Selfish, Altruistic, or Social Justice?

Presenter:
Keith E. Edwards, University of Maryland - College Park

Wednesday, April 4
9:30 AM - 10:45 AM
Tallahassee 1/2 - Gaylord

Aspiring allies are not always effective in their anti-oppressive efforts. Some who genuinely aspire to act as social justice allies are harmful, ultimately, despite their best intentions, perpetuating the system of oppression they seek to change. Different underlying motivations of those who aspire to be allies can lead to differences in effectiveness, consistency, outcome, and sustainability. This program offers a conceptual model of aspiring ally identity development as a tool for self-reflection and developing students as allies for social justice.

Toward Social Justice: A Study of Facilitators & Barriers to Multicultural Practice in Higher Education

Presenter:
Lisa Landreman, University of Wisconsin-Madison

Tuesday, April 3
10:15 AM - 11:30 AM
Miami 2 - Gaylord

Most literature on critical education is limited to K-12 education, classroom pedagogy, teacher education, and liberatory practices focused primarily on race. This session presents research that explored practice at one university that occurred outside the classroom and the ways educators attempted to move away from single-identity models of multicultural education to creating experiences that explored the intersections of race, class, gender, and sexual orientation. Facilitators and barriers to social justice education will be highlighted.

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 May 2007 edition are due by April 15th. Details about content and formatting can be directed to the Newsletter Editor, Jen Frost and jenfrost@rutgers.edu

Results for the ACPA Commission for Social Justice Educators 2006 Needs Assessment

Not to long ago, the ACPA commission for Social Justice Educators administered a survey to find out where commission members are working, delivery methods of professional development you prefer, and the top five areas of social justice education in which you are interested in furthering your knowledge. We want to thank those of you who completed the survey as it will guide our work as a commission in the coming year. Here is a brief snapshot of what we learned.

Demographics:

Most of the members who completed the survey are working in public four-year institutions (56.1%), followed by private four-year institutions (33.3%). The rest of us are working in two-year (3%), Hispanic serving (1.5%), women's (1.5%), religiously affiliated (1.5%), and other institutions (3%).

Delivery Methods for Social Justice Education:

Electronic resource packet (e.g. cd, pdf)	61% (37)
Weekend Conference:	50%
Full-day institute before the joint meeting	44% (27)
E-Learning Series:	44%
Printed resource packet	41% (25)

There were also some other great ideas such as having online discussions, one-day regional workshops, and teleconferences for affinity groups on particular topics.

Top Five Learning Issues in Rank Order

1. Social Justice Educator Competencies (78%)
2. Intersecting Identities (75%)
3. Privilege (70%)
4. Race and Ethnicity (61%)
5. Ally Development (55%)