

W I N T E R 2 0 1 0

“Voices”

A publication of the Commission for Social Justice Educators

Happy New Year, CSJE!

I hope this newsletter finds you all well-rested from your winter break, and ready to tackle the new term or semester with renewed enthusiasm. In this quarter's newsletter, we will provide you with lots of information about upcoming events at this year's convention in Boston, more insights on facilitation skills, and ways to connect with your fellow commission members year-round!

I am happy to report that the Directorate and I have been working hard to plan an unforgettable experience in Boston just two months from now. Please see page 9 for times and locations of our sponsored programs, open business meeting, and social! We are excited to see those of you that can make it to Boston this year.

I'd also like to congratulate our newest directorate members, the class of 2013! These eight members will “take office” at convention. Please see page 1 for their names and institutions. With the addition of a new class, we have to bid farewell to those directorate members cycling off at the end of their three year term. Please join me in thanking Briana Sevigny, Samanta Lopez, Dani Comey, Lisa Landreman, and Ryan Holmes for all of their hard work with the Commission for Social Justice Educators. Many of these members have been with the Commission for many years, and have been integral to our success. We will miss your insights and true passion for social justice work.



“Congratulations to the newest Directorate Members, Class of 2013!”

In other Commission news, I would like to remind you that we will elect our next Chair February 2nd through February 9th. Please remember to vote! The Chair-Elect will serve one year alongside me, and will take over as the Chair at the 2011 Convention in Baltimore. Watch your email for the elections link through the ACPA International Office.

As I write this letter, it has been nearly one week since the devastating earthquake in Haiti. Even in the early stages of rescue and recovery, it is clear that this singular event is one that will affect the people of Haiti and their friends and family worldwide for a long time to come. I've been struck by the media's coverage of this story, juxtaposed with the other “pressing” stories of the past week, which have included Conan O'Brien's contract struggle with NBC, the antics of the cast members of “Jersey Shore”, and the aftermath of the Golden Globe awards. As a student of media I shouldn't be surprised, and frankly, neither should you. However, it does give us the opportunity to stop for a moment and put our problems and concerns in perspective. To quote former Dartmouth College President John Sloan Dickey, “The world's problems are our problems.” If the rapidly evolving situation for the people of Haiti is not a reminder of that, I'm not sure what is.

Hope all is well with you,
Kristi Clemens

Kristi is the Chair of the Commission for Social Justice Educators and is Associate Director of Residence Life at Dartmouth College in Hanover, NH.

The Millennial Pitfall

Kevin Guidry explains the dangers of generational stereotyping and its impact for student affairs practitioners.

Millennials: “The Digital Generation”

At professional conferences, I am drawn to many of the programs and conversations that focus on the current crop of traditional undergraduate students by making sweeping characterizations and applying familiar labels: Millennials, The Digital Generation, etc. I loathe those discussions but year after year, conference after conference, I sit in on them and cringe as we stereotype our students. As student affairs professionals, we undermine our credibility and moral authority by uncritically accepting and these stereotypes.

There are many aspects of these characterizations to which I object. I am greatly concerned by the commercial interests that have built, promoted, and sustained many of these characterizations. I am also concerned by the quality of some research underlying these characterizations and the contradictory conclusions reached in these different bodies of research. Eric Hoover explored both of these issues in an excellent article in the October 11, 2009, issue of the *Chronicle of Higher Education* so we do not have to do

so here.

More than anything, I am concerned about how easily student affairs professionals have bought into these characterizations. My concerns are driven only by my own experiences and observations; I know of no empirical research measuring how deeply these ideas have penetrated our speech and practices. But I am continually saddened by how quickly we – we who know the power and pitfalls of stereotyping – embrace these contradictory generalizations that purport to describe our diverse student bodies. Even discussions that remain relatively positive often ignore or downplay the different backgrounds,

Fact or Fiction?

experiences, and concerns of our students.

The challenge for us is to understand changes in our student bodies in the proper context. When someone makes generalizations about our students, we must test those claims against empirical and not anecdotal evidence. Are those claims based on adequate evidence? Who is making the claim and why? What assumptions underlie the claims? Are they consistent with other available evidence? Do they advance our understanding and practice or do they instead stereotype students with generalizations that could be applied to any group of

persons? Are they (social) science or pseudoscience more

Robert Putnam’s (2000) *Bowling Alone* is an excellent example of a set of claims concerning generational change based on carefully analyzed, sufficient, and well-described and contextualized evidence. In that book, Putnam describes the decline of civic participation in American society in the second half of the 20th century. He grounds his claims by rooting them in the sociological concepts of bridging and bonding social capital, ideas that have proved useful well beyond Putnam’s book and his specific claims. *Bowling Alone* lacks the breathlessness and marketing muscle of many other books that analyze generational change and perhaps those, too, might be indicators of its value as good research.

Future Directions

I do not claim the title of “social justice educator;” I am not even an active member of this Commission. But I recognize that the responsibility for understanding and embracing social justice is one we all share. And we can not take the easy road, even when that road is well-travelled and well-funded. Just as we teach our students, we can not and should not rely on stereotypes and caricatures. It is our responsibility to see past the labels imposed by broader society and view generalizations with healthy skepticism, especially when those labels are put forth by well-moneyed interests and embraced with fervor by others seeking easy answers.

References

Hoover, E. (2009, October 11). The millennial muddle: How stereotyping students became a thriving industry and a bundle of contradictions. *The Chronicle of Higher Education*. Retrieved from

[http://chronicle.com/article/The-Millennial-Muddle-How/48772/Putnam, R. D. \(2000\).](http://chronicle.com/article/The-Millennial-Muddle-How/48772/Putnam, R. D. (2000).)

Bowling alone: The collapse and revival of American community. New York, NY: Simon & Schuster Paperbacks.

Kevin Guidry is a PhD student in the Higher Education Student



“What’s Race Got to Do with It?”

What’s Race Got to Do with It? (Cheng, 2006) is the second training video released by California Newsreel about an intergroup dialogue group for college students, this one at the University of California, Berkeley. The dialogue group met for 16 weeks and consisted of an ethnically diverse group of students discussing their campus and societal experiences. In the DVD the participants also examined social justice issues related to power and privilege.

One of the benefits of this video is that it goes beyond Black/White issues and presents the stories of an ethnically diverse group. Many of the training videos currently available deal only with that racial dichotomy, which can be marginalizing for other student identities. What is presented here is a rich discussion of a variety of life experiences that is open and honest. Many SJ trainers have facilitated dialogues where there is hesitancy among the participants to get to the “real” issues. In *What’s Race Got to Do with It?* participants are not afraid to express their feelings and frustrations of having to face daily oppressions on campus and in the systemic culture. The participants from privileged backgrounds are also open about how they are dealing with this increased awareness as a result of the dialogue.

Although the group was diverse, the school had a very small

percentage of African American or Black and Latino/Latina students. This demographic characteristic is similar to that of African American

or Black and Latino/Latina students at Predominately White Institutions, which enhances the relevance for students at those institutions. On this issue, one African American woman describes her school experience in that, “Racism really crops up in our low numbers. There’s 94 Black freshmen this year. People don’t care about our low numbers.” (“What’s Race Got,” 2006, para. 2).

The DVD is only 47 minutes and is divided into scenes with distinct topics, which makes it very flexible for use in a variety of training situations. Although it may have been interesting to see even

more of the experience the content is sufficient to start a rich discussion among viewers. There is also a web site available at <http://www.whatsrace.org/> that includes transcripts from the film, a facilitator’s guide, a toolkit and other resources.

To order the DVD contact,

California Newsreel
 Order Department
 P.O. Box 2284
 South Burlington, VT 05407-2284
 phone: 877-811-7495
 fax: 802-846-1850
 e-mail: contact@newsreel.org

References

- Cheng, J. (Producer & Director). (2006). *What's race got to do with it?* [DVD]. USA: California Newsreel.
- What's race got to do with it? Film transcript. (2006). *What's race got to do with it? Social disparities and student success*. Retrieved from <http://www.whatsrace.org/pages/transcript-film.htm>

Lawrence J. Mrozek, is a faculty member at Wright State University in Dayton, OH and serves as publications coordinator for CSJE.

Tools for Trainers!

Q: What is Tools for Trainers?

How can it help me in my practice of social justice?

A: This section is an opportunity to present social justice training related materials such as games, videos, structured experiences, etc. Each edition of “Voices” we will present a review of one such tool for social justice education.

Education, Citizenship & Social Justice

Below is the first installment of **Beyond Student Affairs** and examines an article from SAGE publication’s *Education, Citizenship and Social Justice* (ECSJ). The journal has a global focus and touches on a multitude of current issues affecting communities throughout the world.

Citizenship Learning in Everyday Life

In “Understanding Young People’s Citizenship Learning in Everyday Life: The Role of Contexts, Relationships and Dispositions” (Biesta, Lawy, & Kelly, 2009), the authors address the possible influences of contexts and relationships, and personal dispositions on developing democratic citizens. They felt that previous policy development had been based on a philosophy that infusing citizenship training into the curriculum was the best solution to young people’s “political and social alienation” (p.6).

The critique of current philosophy is that citizenship and social justice initiatives are also developed in other contexts of young people’s lives beyond the classroom. School-based curriculum inherits “the assumption of citizenship as the outcome of an educational and developmental trajectory” (p. 7), as compared to a continuous fluid process. This structural outcome implies that “good” citizenship is only accomplished in “adulthood” and that youth and young adults are still in the developing stage. The article attempts to evaluate how young people define their citizenship, to what degree they feel they are a “contributor” to society, and how these two issues shape their personalities and approaches to democratic participation.

The study was an ethnographic study of 29 youth, ages 13 – 18+ years old, from the South West of England. Participants were recruited through a variety of sources at educational institutions, work, and numerous organizations and affiliations. In the article the stories of two exemplars were presented that authors felt best represented the participants as a whole.

Biesta et al. (2009) presented rich stories of the various contextual influences on their attitudes toward democratic citizenship. They authors stated: that their [the participants’] everyday citizenship is not one-dimensional but consist of a wide range of different experiences, which not only provide different opportunities for acting and being but, in relation to this, also provide a range of opportunities for citizenship learning. (p. 16-17)

Participants’ stories supported the idea that contexts and dispositions do impact attitudes toward democratic citizenship, and that family, organizations, activities, etc. can have a greater influence on citizenship attitudes than mere classroom experiences. Youth that “have a say” in society, are taken seriously and have the opportunity for influence will have a greater propensity to be democratic citizens who “do good” in society. Classroom experiences do not necessarily “guarantee that what is taught will be identical to is what is learned” (p. 7) and more is needed to supplement this development.

Beyond Student Affairs

Q: What is Beyond Student Affairs?
How can it help me in my practice of social justice?

A: This section is an opportunity to present research on social justice topics from sources outside of traditional student affairs publications. In each edition of “Voices” we intend to present current articles that may be of relevance to CSJE members and ACPA as a whole.

Overview and Implications for the Profession

Much focus on college campuses has been on service-learning classroom experiences to develop a social justice imperative in college students, and this has been an effective avenue in that development; however, we also need to create avenues for student to have a voice that can have a direct impact on social justice policy development.

In addition, there needs to be opportunities for discussion and interaction in social justice activities with clubs and organizations, which would involve all student affairs departments. As social justice educators we need to ask ourselves the following questions: “Are social justice philosophies embedded in the institutional discourse and mission statements?” “Do students have a significant role in substantive policy making committees and are not just relegated to advisory positions?” “Do we as educators reflect that role as citizens who do good and therefore open the opportunity for student/educator discussions on good citizenship?”



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Naming the Elephant in the Room: Intersections of Identity and Positionality in the Work Place

By: Brian Arao

This past summer student life professionals at the University of San Francisco invited seasoned facilitators to lead a student leadership retreat focused on issues of diversity and social justice. When asked to outline the goals of the retreat, our staff responded that we wanted our student leaders to have opportunities for deep and authentic dialogue about how identity, power, privilege, and oppression manifest in their lives, with the belief that such awareness is the foundation for inclusive and equitable leadership practice. While our facilitators agreed with this philosophy, they challenged us to consider that students may need to first learn skills to engage in conversations about social identity without harming themselves or others. As one facilitator observed, many remarkable student leaders can “tear each other apart” in such conversations. While the dialogue may have been authentic, it detracted from, rather than contributed to, the expressed goal of fostering an inclusive campus community.

Several months later, I had a series of individual conversations with colleagues about how we experience, interpret, and respond to work-related interactions through the lenses of our many social identities. These conversations illuminated ways in which various systems of oppression, compounded by the dynamics of positionality within our organizational structure, are apparent in our interactions as staff as well as in our work with students. These experiences were often sources of abiding pain and frustration, which impact not only our ability to be *effective* in our work, but to be in it *at all*. Indeed, they are amongst the reasons why pillars of our profession like Dr. Jamie Washington stress the importance of “clearing our instruments” through personal work, not simply to be better teachers, but to sustain ourselves and one another in the protracted and at times exhausting work of social justice. Without skills for naming negative impact and exploring strategies and opportunities for creating a more inclusive environment, we, like some of our best student leaders, may tear ourselves and others apart. We do so by destroying our confidence through endless second-guessing of our persistent emotional reactions; swallowing our anger and disappointment with the belief that our concerns cannot be voiced without inviting further repercussions; and lashing out directly and indirectly at those who have hurt us. These outcomes enervate critical relationships, damage morale, and may even lead to burnout and leaving the field entirely.

How, then, can we facilitate meaningful and authentic conversations with one another, across not only social identity groups but also positional lines of authority? As the readers of this newsletter are no doubt keenly aware, entering into any dialogue about oppression involves risk for any participant. Though the nature of these risks varies greatly by agent and target group membership, they all

ultimately require participants to face such conversations with bravery. Creating conditions that nurture bravery is a difficult task in and of itself (and hopefully the subject of a future article). Considering reporting lines alongside identity dynamics adds further complexity and raises the already substantial stakes.

For example, I understand (though not nearly as viscerally as I might if I were not a cisgender man in possession of the power and privilege that accompany this identity) that for a woman in student affairs to even think about naming an experience of sexism at her institution – especially within her division or department – is an exceptionally difficult consideration. How much more fraught is this consideration when the perpetrator holds a position of greater authority in the organization? In addition to potentially eliciting negative responses ranging from indifference to denial to hostility, as naming oppression often does, this student affairs professional may experience fears regarding the impact on her professional reputation and career prospects. What can I do to address these reasonable concerns and do my part to create space in which there is room for these stories? And how can I do this while also making and asking for room for other stories of marginalization, including my own, without downplaying the power conferred to me by my agent group identities and position in the hierarchy?

I do not have a tested, sure-fire solution to these thorny questions. I suspect that addressing them in a meaningful way will require the leadership of our various institutions, divisions, and departments – who hold much of the power and have the least to lose – to invest significant effort in opening the dialogue. Having done so, we must also demonstrate receptiveness to what is voiced by our colleagues, especially when it reveals difficult truths.

In my role I believe it is my responsibility to broach this subject with those I supervise by first explicitly acknowledging that both identity and positional dynamics are at play in our relationships. Further, I must state my belief that we all have roles to play in capitalizing on the strengths the dynamics of difference can contribute to our work, as well as confronting and navigating the pitfalls that might otherwise curtail us. I must also participate in the process of building the mutual trust needed for each member of my team to believe that there will be room for their vitally important voice and story.

We are engaged together in student development work and share responsibility for assuring this work is done in a socially just manner that affirms and honors the dignity and humanity of all persons – including one another. I look forward to learning more from you and others about how we can better promote this kind of honest exchange between colleagues at the CSJE-sponsored Dial-a-Dialogue, to be held from 12:00-1:00 pm EST on Wed., April 14, 2010.

Brian Arao is a staff member at the University of San Francisco and serves as the Vice Chair for Programming in CSJE.

Education, Citizenship and Social Justice

(Cont'd from page 4)

If we desire to instill the desire to do good, then we as student affairs practitioners and educators must examine a more comprehensive approach to that development beyond curricular experiences.

Other Recommended Articles from ECSJ

- “Sowing the Seeds of Citizenship and Social Justice” (Ransom, 2009)
- “A University Service-Learning Assignment: Delivering the FAIR Curriculum to K-12 Students to Promote Social Justice” (Zimmerman, Krafchick, & Aberle, 2009)
- “The Politics of Shame in Intercultural Education” (Zembylas, 2008)

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Dial-a-Dialogue

By: Robbie Routenberg

In the fall of 2009, the Commission for Social Justice Educators launched a new program, focusing on scholarship and exchange. ‘Dial a Dialogues’ offer the social justice educator community an opportunity to critically engage in a conversation sparked by an article from the Commission’s newsletter.

The first call (Oct 14th, 2009) focused on the article, “A framework for social justice education competencies”, with facilitation by author Lisa Landreman. With 24 callers on the line, the conversation was very fruitful. From both practical and philosophical frameworks, the discussion highlighted the importance of having some clear notions of what makes up effective social justice facilitation, as well as the limitations and concerns around framing these as competencies.

On January 13th, 2010, CSJE hosted the second ‘Dial a Dialogue’, focusing on Stephanie Bondi’s newsletter article “What are We Doing? Social Service or Social Change?”. Twelve callers unpacked this idea and applied these concepts to our work in student affairs. Many expressed there is a need for doing both social service and social change work simultaneously, and noted the specific challenges associated with doing social change work on our college and university campuses.

By hosting these Dial a Dialogue calls, the Commission hopes to spark cross-campus conversations that will challenge and move our field forward. By sharing and learning from each other, we will think more critically about the work we do, why we do it, how we do it, and how we can do it even better. Additionally, our hope is that as these conversations continue, colleagues will share their new insights through future newsletter submissions or other publications. By coming together as a community of social justice educators, we can further the scholarship of the field and enhance the impact of our work.

**We hope you join us for the next call!
It will be held on April 14th @ 12-1 EST,
and will focus on Brian Arao’s article
“Naming the Elephant in the Room: Intersections of
Identity and Positionality in the Work Place”.**



Robbie Routenberg, is a staff member at the University of Michigan- Ann Arbor and serves as the Institute Coordinator for CSJE.

Find us at Convention this spring!

The Commission for Social Justice Educators will be sponsoring the following events:

Growing Allies: Programming around Social Justice Ally Development and Community

Presenters: Robbie Routenberg (Coordinator), Rhian Waters, Jeff Kenney, and Linh Nguyen, University of Michigan

Recognizing that both student demographics and campus climates continue to evolve on campus, social justice education work is pushed to maintain innovation and critical thought. Growing Allies at the University of Michigan is a partnership program including academic and student affairs units that pushes the University community to expand the concepts of social justice allyhood. Participants will learn more about the program implementation and consider the ways in which social justice allyhood can be incorporated into their own campus community.

Race and Pro-Social Involvement as Dimensions of Spiritual Development

Presenters: Sean Gehrke (Coordinator), Whitman College

Utilizing findings from a national study of Spirituality in Higher Education, this session will explore the complexities of spiritual change during college. The results of a study utilizing the Higher Education Research Institute’s longitudinal dataset, which examined the impact of pro-social involvement on spiritual change for students from different racial/ethnic groups, will be presented as a framework for educators to better understand, as well as impact, spiritual growth in college students from different racial backgrounds.

Beyond Buzzwords: Developing Social Justice Education Initiatives from Revolutionary Ideas

Presenters: Caleb J. Keith (Coordinator) and Danny Glassman, University of Georgia

Social Justice. We have all heard this phrase used as a buzzword with the student affairs profession, but how do we engage our students to become social justice allies and advocates of change? This presentation will examine the process of creating and developing social justice education initiatives at two markedly different institutions, one a large, public state institution, the other a small, private institution.

Undocumented Students in Higher Education: How far have we come?

Presenters: Amjad Abdo, Rider College (Coordinator) and Sandra Garcia, Berkeley College

The DREAM Act was re-introduced in congress on March 26, 2009. Until this bill is signed into law, many institutions will continue to struggle with how to support their undocumented students as it relates to granting them admission and/or allowing them to receive in-state tuition rates. This discussion will highlight the most recent issues and challenges facing these students and America’s institutions of higher education.

Mark Your Calendars

New Directorate Member Orientation

Sunday, March 21st
9am-10am

Boston Marriott Copley Place, Dartmouth
Required for the new directorate members,
the class of 2013

Directorate Body Meeting

Sunday, March 21st
10am-5pm

Boston Marriott Copley Place, Dartmouth
Required for all directorate members

Open Business Meeting

Monday, March 22nd
3pm-4:30pm

Sheraton Boston, Dalton AB
Open to all current CSJE members, and
anyone who would like to learn more!

Social and Awards Presentation

Monday, March 22nd
7:30pm-9pm

Sheraton Boston, Liberty C
Open to all conference attendees.
Come celebrate with us!



Contribute to the “Voices” newsletter!

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.

The deadline for submission for our Spring 2010 edition of “Voices” is:

April 16, 2010

- All submissions to the “Voices” newsletter are subject to CSJE’s publication guidelines.
- For a complete listing of guidelines please visit our website:
<http://www.myacpa.org/comm/social/>
- Details about content and formatting can be directed to the Newsletter Editors, Heather Wilhelm at heather.wilhelm@uconn.edu or Dre Domingue at andread@educ.umass.edu

Interested in contributing and need inspiration?

Below is a brief listing of content ideas. Please note this list is not exhaustive and newsletter contributions are in no means restricted to the following:

- **Best practices for partnering with academic departments in creating social justice education**
- **Summaries from area conferences & meet ups concerning social justice content**
- **Working beyond the binary**
- **How to facilitate an effective reflection session**
- **Incorporating challenge & support in social justice education**
- **Book reviews concerning social justice related themes**
- **“Beyond Student Affairs” submissions, an opportunity to review journal articles outside the discipline**
- **“Tools for Trainers” submissions, exploring media and other resources to supplement your practice**

**In Celebration of ACPA
Commission for Social Justice Educators' 5th Anniversary
we are pleased to announce a
Call for Manuscripts**

We are soliciting chapters for a monograph that examines critical issues, perspectives, experiences and core competencies in social justice education facilitation. By social justice facilitation we are referring to efforts that lead participants to reflect upon their multiple identities, critically examine social practices, question the power that maintains the social order, and encourages actions that help create a world that is accessible and physically and psychological safe and secure for all people.

The desire is for chapters to be a collection of personal narratives from social justice facilitators and the sharing of their reflective journeys.

Manuscripts that offer practical strategies, research findings, or lessons learned such as the following are encouraged:

- Successes and challenges in facilitating critical dialogues among participants on social justice issues
- Examples and reflections upon the core competencies/skills that led to successful social justice facilitation
- Stories of "going off script" or adjusting a training based on something that arose in a session (e.g., how to prepare to "think on your feet", responding to resistance; creating an inclusive learning environment)
- In-depth analysis and reflection on how knowing oneself, knowing the learners, creating learning based curriculum/training goals, or partnering with learners led to transformative learning

Submission Information:

- Chapter submissions should be approximately 30-35 pages in APA format
- References, abstract, and cover page are not included in page count
- Proposal drafts and consultations prior to submissions are encouraged!
- Send all submissions electronically by June 15, to Lisa Landreman, llandrem@macalester.edu,

Find us at Convention this spring!

The Commission for Social Justice Educators will be sponsoring the following events:

Implementing Social Justice and Diversity Components into First-Year Orientation Programs

Presenters: Clifton D. Williams (Coordinator), Rebecca Caldwell, Sarah Clark and Greg Steele, UNCW

University first-year student orientation programs struggle with the quandary of who will get face time during orientation. Learn how the University of North Carolina Wilmington Student Affairs Diversity Committee has created a personalized social justice experience to share the university's diversity mission and assist students in gaining understanding of their role in fostering an inclusive community. This presentation offers a rundown of the UNCW diversity session and strategies utilized to make this session a successful component of UNCW's orientation program.

Learning about Arab and Muslim Students in Higher Education

Presenters: Abdul-Rahman Jaradat (Coordinator), and Hind Mari, University of Massachusetts – Amherst

The aftermath of Sept. 11th brought global attention of the media to the Muslims and Arabs. Presenters will give historical background on the immigration waves of Arabs and Muslims to the US, discuss facts and stereotypes, and show videotaped interviews with college students from these backgrounds. Participants will be able to comment on the interviews, discuss the issues presented and suggest how Higher Education professionals can better serve these students and include them in order to meet their needs.

The Hip Hop Movement: From Resistance to Social Justice

Presenters: Rashida Govan (Coordinator), University of New Orleans

From its inception, the cultural expressions of hip-hop have promoted resistance and social justice through its music, visual art, and dance forms. Since hip-hop culture is a youth culture, its use in engaging college students in social justice work can be highly effective. This workshop will educate student affairs practitioners on the origins of hip-hop culture and its evolution, and provides practical examples of how this culture can be used as a tool to promote social justice in higher education.

Why Objectivity Is Not Enough: Social Justice In Campus Conduct

Presenters: Keith E Edwards , Macalester College (Coordinator), Michael DeBowes, Old Dominion University; and Ryan Holmes, University of Texas – El Paso

Campus conduct practitioners are often encouraged to be as objective as possible in their traditional adjudication processes. This session will explore what can be missed and the potential harm that can be done, despite our best intentions, by ignoring the social justice perspectives for students and practitioners. The presenters will discuss using multipartiality instead as an approach to foster full and authentic engagement, learning, and resolution.

Many thanks to the following members who assisted with program review and selection:

Mary Bodine, Stephanie Bondi, Seth Christman ,Teanna Downs, Jennifer Forbes, Erica Geers, Kathleen Gillon, Sandi Hall, Nia Haydel, Susan Iverson, Caleb Keith, Kawanna Leggett, Jennifer Ludwig, Todd Masman, Lawrence Mrozek, Rosemary Perez, Felisha Perrodin, Jose Rodriguez, Jeffrey Ryan, sara sheikh, Rachel Wagner