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ASHE2019 Webinar Episode 2 – Reimagining, Re-embodiment, and Re-politicizing Organizational Research for Justice with Dr. Tykeia Robinson, Dr. Cheryl Ching, Dr. Leslie D. Gonzales and Dr. Gary Rhoades. Hosted by Dr. Amanda Tachine (Diné).
Transcript

REIMAGINING, RE-EMBODYING, AND RE-POLITICIZING ORGANIZATIONAL RESEARCH FOR JUSTICE

In this webinar, we will foreground justice as we contemplate what it means to lead, (re)shape, and research organization and administrative spaces in and outside of the academy.

EPISODE TWO

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The webinar can be accessed at: <https://msu.zoom.us/j/487889848>
Or visit <https://www.ashe.ws/reimaginingwebinars> for alternative ways to access the webinar.

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Dr. Tachine

so welcome everybody to this second webinar our series, I'm just so excited and and just grateful to be in companion and collective talking with such amazing scholars, just really honored to, I have been reading and a lot of your scholarship over the last few days and just made, my brain has really been [NOISE] bursting with so much excitement for this conversation. I wanted to begin and ask Leslie to talk a little bit about the ASHE webinar series because she's been really the forefront in thinking about it so this year with her and Dr. Kristen Renn, so Leslie, Dr. Gonzales do you mind sharing?

Dr. Gonzales

Sure. Thank you everyone, thanks for joining us, those of you who are out in virtual world and Amanda thank you always for hosting and for bringing good energy. Yeah so I can share with you a little bit of the thinking behind the webinar series this year. We, meaning Kris and I, we wanted to build on the good work of Drs Lori Patton Davis, DL Stuart, Natasha Croom.

Who started the webinar series last last year, really as an attempt to extend the scholarly and intellectual engagement associated with ASHE outside of the conference and really to offer that opportunity for just ongoing engagement and learning throughout the year. And we really wanted and to keep that up. We've tried to thinking alongside with Amanda and Kris and even you know kind of pulling in ideas from the program committee this year, we've tried to think about when there are series as being reflective of, or sort of a complement to the program theme, which is The will to Reimagine the Study of Higher Education.

And I think, and I won't say too much but I'll just say inside that theme are a few really key words, so there's, we can start with a will. The will to really be reflexive and reflective in our work and that was really something that surfaced from a lot of our program committee's thinking as we ask them to think about what are the thing as as an association we need to really consider going into ASHE2019.

So being a willful in our commitment to justice, being willful in our willingness to learn, to be uncomfortable, um so on and so forth, um the reimagined part um is, something that I think all creative and critical peoples and scholars have been doing for really long time, so this isn't anything new but this is really just an idea of sort of pushing, pushing against the parameters that are often really bound our thinking, our understandings of what scholarship can look like particularly given this year's them. What it means to study higher education, really being willing to rethink that and then of course you sort of have that tail end of the them which is the study of higher education.

So a lot of the thinking this year and going into conference on the webinar series, it's about you know, what do we do as scholars and intellectuals or however you identify in terms going about

doing your work, scholars practitioner doing scholarly work in a policy space, really engaging. You know methodologies and methods yes, that will allow us to learn but doing so with a commitment to justice, with a commitment to equity.

And really thinking about what it means to serve and advance a more just higher education, and so I think those are the kind of the touchstones in the theme and we're tried to build those into each of the webinar episodes for this year. So I just want to say thank you Amanda for hosting and leading us and doing this work and all of my colleagues for joining us today.

I didn't even know I was going to be in the webinar series until Amanda asked so.

Dr. Tachine

We're so fortunate to have you and Dr. Renn really lead us in ASHE, thank you for allowing us to reimagine I think that's an important part of our lives we should often imagine possibilities and you all are providing that space for us. I want to also recognise the wonderful doctoral students who are helping us today and they have helped us in preparation for today.

Dana Kanhai has been tremendously supportive in our work, as well as Candace Hall has been the creative energy across all the flyers and the media that you see today and so we know that that takes a lot of time, the labor that you put into this and so we want to just, I want to express our gratitude to you for doing that stewardship for us.

We have a lot to discuss and I wanted to get to. All the juicy good stuff, so I had a few housekeeping so I'm going to whip through this really quickly, if you are right now on webinars, if you can turn off your mute or put on mute to your microphone if you haven't done so already, just think case there should could potentially be some audio feedback.

And also if you're on video, if you could turn that off as well, I think you may not have that option but if that does happen with glitches we ask that you do that, it just allows us to have the conversation with the panelists today. Also this will be recorded and available on the ASHE website and so you can go to the ASHE website currently and see the first webinar is available and you can kind of see what this how this format will also be available as well if you have questions throughout today's broadcast we will try to answer as many as we can but we probably may not be able to considering the time constraints but if you do you can you can respond to the chat box below which is located on the Zoom window, clicking on it will open a new window which you can type or question and and so that would be a great place for you to have conversations and so forth.

I may do my best to go to Twitter to see if these questions also rise in Twitter, I'm, maybe, I'll do my best to do that, so if you want to tweet about. ASHE 2019 we really really encourage that and we thank you all for coming to this discussion.

I'm going to have everybody introduce yourself but I recognize I didn't even introduce myself but I just got right started [speaks in Navajo]. [speaks in Navajo] My name is Amanda Tachine, I introduce you to the way I have always been taught to do so in my Navajo language, it situates myself as a Diné woman into this space and I may I share my kinship relationships to my family that's from a matrilineal.

Lineage and also acknowledge where I'm from which is [Navajo language] which stands for The Tall Reeds in Ganado, Arizona. Happy to be here, I currently work with the American Indian College Fund as a Research and Evaluation Associate which is in Denver on the lands of the Southern Ute Mountain, Arapaho and Cheyenne peoples.

But I currently live in Phoenix, Arizona on the lands of the Akimel O'odham and Pee Posh peoples, so if we have no further [INAUDIBLE] I'd like our panelists to introduce themselves and then we'll get started.

Dr. Gonzales

I'll go first, so I already talked a little bit, so hey everyone, my name is Leslie Gonzales and I am an professor, Associate Professor at Michigan State University.

And I am just really honored to be with all of you today and talk with you about org research, org work so thank you.

Dr. Ching

Well I think I'll just go next, so I'm Cheryl Chang I'm in a a very new Assistant Professor in higher education at the University of Massachusetts, Boston, this is my first year, very exciting stuff.

So I'm participating in this webinar from present day Cambridge on Massachusetts land, research wise I'm really really interested in how people and kind of organizations thought really broadly respond to equity and I put that in quotations, making no assumptions that there is a single definition of equity and so I'm very interested in how people define it, how they construct it, how they enact it and implement it in their practice.

Dr. Robinson

I can go next, hi everybody my name is Tykeia Robinson and I'm the Assistant Director of Research & Policy and also Undergraduate STEM Education at the Association of American Colleges and Universities and yes that fits on one business card, I am really excited to be here to talk about org work and org research, our office focuses on broader participation and STEM education reform.

helping institutions, building institutional capacities, doing leadership development work with faculty and leaders who have aspirations for affecting change in those spaces and as it relates to that work so I'm excited to be here and participate in the conversation and thanks for having me.

Dr. Rhoades

And I'm I'm Gary Rhodes I'm a Professor and Director of Higher Education at the University of Arizona, the Center for the Study of Higher Education. The University sits on the lands of the of the Tohono O'odham people's and sort of borders also with the Pascua Yaqui. And I'm delighted to be part of this group, welcome to the profession Cheryl.

I think one of the things I like about this group is we are as I think Cheryl mentioned uh thinking about organizations broadly defined, so I think it's great that we have representatives from institutional associations like Tykeia and also Amanda with the American Indian College Fund.

Dr. Tachine

Thank you all for joining and those of you tuning in, I want to say that some of the questions that I'm raising were co-constructed by the panelists together, so we wanted to really think through about what would be an engaging time that you all have and so I want to thank the panelists for helping to think about these questions, so hopefully stimulate and thinking with you all, so what we wanted to begin by starting by talking about the title right, the title of the session is Reimagining Re-embodying Re-politicising Organizational Research for Justice, so those are some really big terms and big thinking and so to help us begin this conversation I ask, I'm going to ask the panelists what does this title mean to you and could they also provide an example to ground the beginning of the discussion.

Dr. Rhoades

Well ah, anyone who knows me knows it's really hard for me to stay quiet so [LAUGH]. I would just say here's some examples, very briefly from my own work which looks at the restructuring

of academic institutions, academic labor and academic practices but also from the work of students and colleagues here at the center.

So Re-embodiment means we don't just think of the organization we speak of groups within the organization that are struggling to define what that organization is going to be about. And in my case I do a lot of work on academic labor and so this is the negotiation between whether it's graduate employees or postdoc employees or faculty.

Adjunct or Contingent faculty and Tenure stream, negotiating with management over the trajectory of the institution and the nature of their labor. And the conditions of their labor. But it can also mean re-politicizing in the sense of understanding that there are patterns in who's being served and who's not being served by higher education, I think maybe one of the clearest examples of that is someone who's going to be joining our faculty in the fall, Karina Salazar who was featured a few weeks ago Inside Higher Ed with her work with Ozan Jaquette focusing on where universities, public research universities are recruiting, what kind of high schools are they in, in terms of the ethnic make up of those high schools and the income profile of those high schools and basically she's analyzing the redlining of high schools by research universities in their recruitment practices, so it's not just a neutral practice, it is an embodied practice, some students, some schools, particularly lower income students but also students of color, even in upper income schools they're in, are overlooked and are not actively recruited so, that's a political issue, all policy issues are political issues.

So that's that's part of what it means to me.

Dr. Gonzales

I'll go ahead and build on that, so I think that one of the key words, for me that Gary raised is sort of this assumption around neutrality, so I think lots of times when folks start to think about org research or working with org theories, the assumption is that one has to start or that or that one is already starting from a place of neutrality, like that you're looking at just practices and policies around efficiency and labor resource or resource maximization and those all get framed as sort of these neutral undertakings right, to maximize resources right, who doesn't want to use resources well, However I like to, when I think about the title and why I think it's powerful because I think it forces us to be a little bit suspect and it reminds us that org work should be suspect.

So for example when I think about org, studying organizations I never start from a place of neutrality, or I never start from a place of even norms or normatives and I don't want to take for granted that something is normative just in a casual sense, I think things are normative in a very purposeful way and ways that are usually wrapped up in you know relations of power and so in my work when, which is focused around faculty careers pretty broadly, part, there's a particular slice of my work that's really focused on fact evaluation and the evaluation of knowledge, in my work I never start out just thinking how do the evaluation processes work well or what are the

outcomes, I'm really looking to understand how has this evaluation system, or this evaluation process been shaped by an organization that has, an institution that has a very long history that is raced, and classed and gendered in so many ways, so I never start my work with thinking this is just about kind of uncovering a better process or uncovering a more, a smarter, more efficient process, so this is what the title means to me and how I think about it through my work.

Dr. Robinson

If I could add on to that Leslie, I think. I remember thinking back to one of our initial conversations as a group of panelists when Gary raised a great point of how there is a common theme if you look at research especially in the higher ed space, there is tendency for us to look at organizations as static. Entities that don't have a life and. Our cultural practices, or they don't move in very intentional ways and I think that that is so when I think about that with respect to the title, I think I see it as a charge for us to remain conscious of that.

And really push back against that practice of thinking of institutions in really static ways and embrace the rich histories that institutions have like you said Leslie, that are often raced, and classed. And I think with that being said there is a role and a responsibility that we have as org scholars to think about.

These things with great intention as well and consider what are our responsibilities might be push back against this this practice of how we might, not think that these institutions as blameless or neutral but think about the very purposeful ways that they have served as as, You know sustainers of exclusionary practices and racism and sexism and things like.

Dr. Ching

Great so I'm just going to jump in here and think you know the title really is a kind of mouthful like there's a lot and I actually you know want to thank Gary for forcing us to be very specific I think in our language around this session. And for me like the thing that really kind of resonates is just like the kind of repetition of the read, like that bit just really kind of signals to me that, you know there's something not quite right with the state of affairs that we currently have and that there's a need to continually push the can they think I can't remember now if it was Amanda or Leslie who said in the opening comments.

That there has been a tradition but whether there that tradition has been centralized in our scholarship, in our practice, in policies, of trying to reimagine what higher education should be, like that's a question because I would say that it hasn't been. And like of the kind of three dynamics, I for myself I'm like really drawn to like the re-embodiment part, I think for a number of reasons that Tykeia, Gary and Leslie have already mentioned, is that you know again organizations are not neutral, they're not static, they're not apolitical, like we create them, like as people part of institutions, part of the academy, we create these rules, sometimes they and over

time they start to create us in some ways, I mean this is not a new kind of insight, I mean this is very kind of out of pretty traditional org theory but I think what, so I think org theory gives us all of these lenses but where I think we've sort of fallen short a little bit is, I don't know like over time it's like we've forgotten all the sort of micro level stuff where things get reproduced.

And I think paying attention to kind of embodying that part of what people do, how they think. I think is really really important if we're going to start to reimagine a higher education with. A different set of players in mind, with the ones who are currently here, like more minorities populations, at the student, administrate, hopefully more of the administrator and faculty bodies as well over time and there is a need for that and to kind of take seriously that embodying part, so that's sort of like where I come into you know from this conversation.

Dr. Tachine

And that's a nice segue, I'm curious for some of us who are still trying to make the link between organizations as static and to embodiment of real human experiences, could you share an example and I'm actually going to ask Dr Gonzales because she has talked conducted research on emotional labor with faculty and I think that puts the humaneness element to the work that you're doing regarding emotional labor that among community college faculty, I'm talking about her article *The Convergence of Institutional Logics of the Community College Sector and Normalization of Emotional Labor, A New Theoretical Approach for Considering Community College Faculty Labor Experiences* which came out in 2018, could you speak to that emotional labor aspect to help us think about what you mean when we talk about the human experience.

Dr. Gonzales

Year thanks Amanda, um so gosh there are so many things that I want to say, how do I start [LAUGH]. So I think one of the driving factors in writing this article that you referred to Amanda and I'm writing it with my coauthor David Ayers was, we wanted to highlight how organizations they.

So organizations often craft really powerful missions and often those of us who are in education and in sort of the helping professions, we're drawn to that mission and so it becomes very. Complicated when that when the mission is being upheld and you want to foster that mission but it comes at a bodily, an emotional and a mental tax that is never accounted for, so David and I had all these ideas around emotional labor as being this resource that community colleges and to be quite honest, all organizations in general and particularly with those with the helping profession mission.

We wanted to show how organizations like this sort of tapped into this commitment that often educators have that we bring to our work and that. It allows organization to operate as a very neoliberal kind of entity and it taps into this resource, turns our emotions, our mental. Our mental

capacities into resources but we don't have any way to account for that right, so it's very difficult to be for example if you're I used to be an adjunct at a community college, it's very difficult to account for all the invisible labor that goes into trying to connect your students to resources, trying to help them figure out how to build a schedule that's going to allow them to work X Y Z jobs,

and so David and I just wanted to put forth this idea that organizations like the community colleges they leverage this emotion, this attachment, this vocational sense that we have to our jobs as a way to. As as an exploitative device almost, and so I think that that really helped us think about this bodily effects, these emotional effects that are not necessarily often part of the organizational research discourse, so that's where we wanted to go at that.

Yea and I don't know what other's think about that approach, it's a it's a it's a theory and a position that we took and even are still complicated by it ourselves, so I'll leave it there.

Dr. Rhoades

I think it's a deeply relevant, I use that I just, we just read that article in my our class a few weeks ago Leslie, it's deeply relevant not only to the academic profession but also to the student affairs professions which so many of our students are in, and in fact one of my students in that class wrote about the emotional labor and the sort of exploitative messages that young professionals in student affairs receive about well if you care about the students and you will be doing this, you know on so many of our students who were in assistantships but they're working full time, they're getting paid half time but they're working full time so I think that's just a great example.

of the fact that we are both, those students are both students and workers which is true of a lot of our students, both undergraduates and graduates, and you can analyze that from the standpoint that you and David did which at that was superb, you can also analyze how those workers get together and organize and try to negotiate working conditions that recognize and validate their humanity, so that maybe adjunct faculty or graduate employees who are negotiating contracts that have to do with wanting to reduce the amount of harassment that they're subject to, the amount of exploitative labor that they're subject to, that sort of defined basic working conditions that they're supported in.

Or or it may be groups that are working through unionization but through other advocacy forms. To humanize the institutions that we are a part of. Well I'll just say one other thing about embodying because it's so central to what one of my colleagues does, Z Nicolazo, the work that she does, so I swim every day, I enter the rec center and the first thing I see in the rec center is Wilma and Wilbur Wildcat, the gendering of our organizations start with mascots as well as the racing and the colonializing of our organizations, I go to the locker rooms- they're gender divided although there is a gender neutral setting but so much of our organizations are residence halls, our discourse about organizations is gendered in a binary and so I think as you said earlier Leslie, we want to interrogate when we're asking are things working, we want to ask for who and

who are they not working for, and who are they explicitly as Tykeia said earlier, who are they explicitly ignoring, excluding and actively sometimes excluding.

Dr. Tachine

Yeah that speaks to our beginning conversation about Dr Gonzales, are you looking things not from a neutral standpoint, it's really unearthing these ideas of the systems of power right in our work and he gave examples Dr. Rhoades about this, so I am curious to hear you from either Dr. Ching or Dr. Robinson, about your work and how you're strategic about imagining change from an organizational lens but given the systems of power that are in place.

Dr. Robinson

I can jump in, I know um, so. I have the opportunity to work with the inclusive excellence commission here at the Association of American College & Universities, and we're currently serving as the evaluation team for the inclusive excellence initiative being funded by Howard Hughes Medical Institute. And what excites me about that work is that for me is a new approach to broader participation and STEM reform, if we look at the majority of programs in that space is programs that designed to address disparities and achievement gaps, most of them. Focus their programming around cultivating skills in students and providing the students with access to professional development, access to training, supplemental skills building and that's all well and fine but it does not put any responsibility or onus on the institution.

For these existing achievement gaps and disparities, so we're essentially blaming students for being underrepresented in these fields, but what I think is a unique opportunity through the Howard Hughes project and through our work with inclusive excellence initiative is we are um through that program equipping and empowering institutions and institutional leaders to do some critical self assessment and think about the ways in which systems and structures of these institutions are serving as barriers to inclusion.

so instead of saying, let's not fix the students, the students are not the problem, the problems are the ways in which our institutions as Gary just said.

Dr. Robinson

Have you know these long histories and legacies and practices, around the very intentional way that access is not afforded to everyone, so really helping these institutions, institutional leaders build capacity around you know thinking about ways that we might approach their work within organization or being agents or serving as organizational actors.

Instead of just passively operating within the status quo very comfortably, what can they do to disrupt and affect change that is transformative and not just like superficial or incremental in nature.

so I think that's that's an example of ways that we are empowering institutions and institutional leaders, and faculty to you know reconsider the ways institutions and themselves institutional actors are responsible for the challenges and issues that programs and reform initiatives, we say that we are trying to address.

Dr. Tachine

That makes me think a lot, I'm giving a shout out to Gina Garcia's book here are *Becoming Hispanics Serving Institute Institutions*, in terms of how can we think about normative measures, I mean beyond number of measures, I'm still trying to think what does that look like because we're measuring outcome based upon these you know persistent and graduation rates but also in organizations legitimizations that Dr. Gonzales has written about in terms of faculties tenure process, so these normal, normalities are so pervasive, I'm thinking how do we move beyond that, how do we look at counter narratives, or counter measurements, I'm interested to hear how you had maybe thinking about some of the measurement?

Dr. Ching

I had ah, so I'm currently there's a student of mine and she's one of my advisees and she just started in the higher education program at U Mass Boston and she wanted to do an independent study on racial equity in community colleges, she works at a community college. And the last set of readings that she did was on kind of performance based funding which is you know pretty fast sweeping across the nation even California which seems to be one of the holdouts this sort of adopting a kind of P.B.F. system, you know the jury is still out on a lot of these you know on all of these systems that it kind of depends upon the context and how P.B.F. is being rolled out and implemented, so it's like there's some evidence that says it could work, there's some evidence that shows that there's a lot of gamesmanship in really detrimental ways that are happening, one of the things she started to talk about and I you know really want to give a shout out to her, she was like this you know I think realizing and understanding what it means to be a practitioner within a community college, she's like all of these outcomes just don't really reflect.

Who we are as an institution, doesn't really reflect our mission, it doesn't reflect the work that we do want to day to day basis. And just like to her own reading she kind of came to this like you know these outcomes, they're really blunt. As policy makers I get why they're attractive because they kind of have to think about this sort of baseline right, completion success, retention, all of those things but I think there's a lot of space to take, to start to I think redefine like Tykeia was saying, like we have the systems in place, we have certain routines that we do.

Like is there isn't there a way to kind of redefine what those are, whether it's in terms of metrics. Whether and align with the values that we're saying we care about. And a lot a lot of my graduate training was at the Center for an Urban Education with Estela Bensimon and all her you know sort of wonderful graduate students there and staff and colleagues and that's the daily work of the Center, working with colleges to take into consideration like what are the structures that are here and like are there things that we can redefine- how hiring takes place, like how do we assess student learning, like how we think about retention, how we think about all of these things and it's not the most radical shift you can imagine but it's the kind of quiet radicalism that I think we can be pretty well equipped to do with a lot of support and kind of reimagining like what those things can be.

So I think in terms of like a lot of equity focused organizational change like sometimes like, you know some of my students are like you know sometimes you just want to blow the whole thing up, but then you're kind of like well you know is that really realistic and it's like okay, so maybe what's the middle ground like what can you work on and I think there is something around outcomes and metrics and thinking about the routines that maybe we can kind of bring these things together that reflect.

What actually happens on the ground with a critical lens to that as well like, kind of overlaid over that.

Dr. Gonzales

If I can I'll jump in here so last night. For I taught our affairs cohort and we read together bell hooks Teaching to Transgress. and every time I read that book I'm reminded of possibility and also I reminded like of all the ways that I that I'm falling short to critique, to transgress, to engage in radical pedagogy because there are such.

The norms and the parameters and the ways that we're expected to walk to move into a classroom and to engage. Um They are just so deeply institutionalized, and inscribed even when we want to rail against them, so I continuously I read that book every year and I am always thinking about what does it look like to have love as as as an outcome, like and you know I could tell this to a state legislator and they would be like what, what is this about, but I think that we have to look part of our charge as educators and I'm talking about education happening in all sorts of ways and spaces, is thinking about what is the language the allow us.

To talk about as love as a meaningful and a valuable outcome. In ways that is appealing to lots of different audiences, lots of different folks and I think that as researchers I mean I am often trying to figure out how to translate my work to lots of different you know stakeholder groups for lack of a better word but love is really important in terms of the learning process.

nd I don't know really what that means but I'm just thinking about like what it means to engage with hooks' work about engaged pedagogy [INAUDIBLE] pedagogy and I just think wow like if our if we and if our students can engage this kind of work um imagine what policy making could look like, imagine you know what it will look like to really think about funding K 12 schools, funding community colleges since they get most of their funding at the local level.

So that's something that kind of came to mind as you asked that.

Dr. Rhoades

Well well I think one connection and one conception of love is acceptance and our our current climate of manufactured austerity. And ongoing performative to metrics that make little sense or no sense for entire sectors segments of our institutions or institutional sector, for entire segments of the student body, is that we're all about performing exclusion and so what would it be like to perform inclusion, to evaluate and assess institutions in terms of who they include and whose lives they enhance and what kind of impact they have on larger communities, so I would just give maybe a couple of examples, so each of the people on campuses started out by identifying the fact that we're colonial institutions on Indigenous lands, there are concrete ways, they've been proposed I know in my institution and other institutions, that we could make these more inclusive spaces that recognize publicly and honor the land that we're on and the people whose land we're all. Those those wouldn't have to be radical dramatic changes but they actually would be a radical, dramatic change to acknowledge what the origins of these institutions are whether it has to do with Indigenous peoples, with slavery as is happening in the range of institutions back east now.

Or in my part of the world with Asian and Latinx. populations so so what would it mean to be embracing of who we are and where we are, second example that I'm glad you held that book up. Amanda because I was tweeting with Gina beforehand, the UofA just became a Hispanic serving institutions, so what does that actually mean, so for a lot of people at the top I think it means trying to leverage some additional monies because now we have access to some kinds of grants that we wouldn't, but really what it means for the people who've been working on this agenda for all the time that I've been here 30 plus years, it means serving not just the students but the communities in which we're situated and embodying more of their lives in our practices, and honoring and accepting their lives and learning from their lives, so it would mean a different kind of relationship to the Latinx community as well as other minoritized communities that we're situated in and then finally I would say all the performativity that we engage in is about demonstrating something called excellence, almost always now embedded in rankings, what if we just embraced, I have been pushing for years for our university to embrace the fact that we're an open access working class research university.

Instead of deciding that we need to get better students which means more out of stay, more elite international students who will pay more to tuition and get less financial aid, what if our

responsibility was to serve working class communities broadly conceived, rural as well as urban, international as well as domestic.

Sovereign nations of the Tribal Nations in our states as well as US, that would be just a really different embracing that would take us away from the sort of want to be attitude which drives us, a great book years ago at the ...by Gaye Tuchman at University of Connecticut called Wannabe U, that's the performative that Cheryl was talking about that is so destructive to the institutions that are actually doing the public interest work that we were set up to do.

Dr. Tachine

Let's talk about some ways where communities have resisted some of these systems of power historically and today, I feel I feel like this conversation of love is really segued into ways in which we can imagine and by leaning and learning from past examples of how communities have resisted, so for example I think about the Tribal college movement, Tribal colleges and universities was a time when self determination was so strongly emphasized and really calling on ways of acknowledging higher education within Indigenous peoples and love for example is for them I feel a lot of their outcomes are then measured through love of people, love of place of the land and how they think about their curriculum development, even the architectural design and then the way it deliberately recruit students, keeping tuition at one of the lowest in the nation because of the affordability among the peoples there, so I feel like that is one example which I lean upon when I'm feeling like there's so much stacked against us, I think of my ancestors and I think of the people that I'm around who are part of a Tribal college movement and how they continue to resist even today continue to resist colonial structures of schooling, so I'm interested that they hear from you all any other examples that you can provide of how communities has resisted systems of power.

Dr. Ching

I can jump in and I mean I really. I love them in a way I don't want to use this word model because it makes it I think it sort of feeds into the performance aspect that Gary so eloquently critiqued. But I you know that that the tribal colleges have to have been in some ways.

I guess the like that was part of the legislation, like in some ways like there was a kind of thing in setting up the tribal colleges which almost seems strange that at the federal level that was.' allowed' because for a lot of other minority serving institutions that's not necessarily the case whether H.S.I., AANAPISI, so just a comment on that, the other thing and I you know I'm still getting to know the the AANAPISI program at UMass Boston but it is led by a pretty phenomenal set of faculty, Peter Kiang and Shirley Tang and a couple of others whose names are escaping me now but I had this conversation with Peter like a couple months ago now and it's interesting because they have AANAPISI funding and with that funding they're sort of like

things around metrics, around success rates and various other things you know, I you know whatever they're looking for but it was so interesting, he was just like I'm just not interested in that, like that's not what we are here to do, they're here to think about success in ways that students want to define it for themselves with real ties to community.

Just walking into their space like it's a very, you know it just looks like a kind of lounge and like the faculty, the students in this open pit, they're they're just all there. It's not sleek, it's not shiny it's not any of those things. But the sense that you get walking into that space is that students feel loved and cared for.

I guess what I worry about as when I kind of like think back. like you know I kind of step back and I think about it as sort of a researcher, it's just like you know how do we create more spaces like that and without losing I think the intentionality and the intensity of what those spaces and the people who are in them provide for each other which I think could very well happen with kind of narratives around scale and scaling up and scaling out and all these things that philanthropies are so very interested and policymakers are very interested in infusing, when really maybe what we need to do is take very seriously.

That work that is meant to be deep, that is meant to help students who have been so long excluded, requires this kind of work and it's not about scale and like it is about love as Leslie brought up but it's also just about kind of every day, like being there and that is one of the things that I wish kind of going back to embodying as this idea that I mean I wish policy makers had a lot more patience.

With practitioners who are working every single day to make sure that students' succeed' you know however that it's meant to be defined, so I think there are models out there but they don't get a lot of airplay, they're done really quietly. And sometimes it's not for any recognition, like the recognition comes from the students, like if they feel care for that it's enough.

So yea.

Dr. Gonzales

I'll go ahead and comment briefly on you know here at Michigan State, I think that we have to or I want to really recognize and elevate the sexual assault survivors here on campus who. have organized and who have you know repeatedly asked the questions and asked the questions in different ways, in different platforms and just refused to.

There was a certain refusal of quietude in their organizing work and so I think that you know Larry Nasser you know has been now convicted and that's not because of MSU, that's because the sexual survivors organized and refused to be again quieted. Something I've been thinking a lot about.

In relation to you know M.S.U. is one of but the many cases that we could talk about with this but. Something I've been thinking a lot about is this as organizational researchers we asked we

often ask questions around conditions right like what are the organizational conditions that foster sense of belonging or of a confidence to report or efficacy or self-confidence those are very difficult kinds of questions that we ask as org researchers but I've also been thinking a lot about how organization they provide.

They're not only, they don't only foster conditions but they also provide a certain form of cover for for violences and I haven't quite yet formed this yet but there is something that happens you know earlier Dr Ching said that we create organizations and then organizations sort of create us but there's also something happens between that where.

As we create organizations we hold them up and we build rules and policy, regulations and practices and that I think yields a sort of distancing effect so that when someone files a complaint or an accusation or or whatever the case may be. There is a distancing and a covering that allowed to happen because people want to point to the rules or I was just listening to a talk a few days ago by Dr Sara Ahmed around her work on complaint and I just kept on thinking about.

what does mean when an organization provides the cover to protect itself and in doing so it it provides a distant right for responsibility and I know these are the ideas I've been thinking about and I think they're important because I think there are implications going back to your original question Amanda for how communities big or small.

organize and how they get heard and how they have to continually push and push against that coverage as what I'm thinking, so these are sort of things I've been thinking about lately they just wanted to share with the group.

Dr. Robinson

Yeah I think you raise a great point in the in the ways that organizations provides covering and protection and safety because when I think about resistance, I think about marginalized persons within organizational structures whether they be student, faculty or staff who who may be isolated where they are but they create sub-communities and they may even span institutional boundaries but I'm thinking about you know, I had the opportunity to do a project with Kim Griffin.

Some other amazing scholar around the development of. Developmental network and how graduate students who could not find the support that they needed within traditional mentor protege dyads developed these networks of, of in these communities where they were able to access social and cultural capital to help them navigate not only graduate school but you know academe and the professoriate and I'm thinking about how with the Internet, a lot of these spaces have you know grown and proliferated even at a larger scale, so for Black women specifically. I'm thinking about organization like Cite A Sista who you know recognize the the lack of publishing you know or sharing of the work of black women and women of color, so you know

are intentional about getting that were out there and sharing it across the Internet, in the STEM space, there's a you know a society of STEM women in color these women come together and have these meetings, where they can build each other up after they are subjected to all manner of abuse and crazy in their home department but they can come together and really not only you know, gain support but also really get tools to help them to navigate their lives you know their own leadership and professional development and these kind of organizations are you know I see them as strong acts of resistance. Populations who have not been able to find support with the institution or organizations where they where they live and work but have created these spaces for themselves virtually and digitally in some really awesome ways.

Dr. Rhoades

So I would just add that I think it's interesting and I hope our research in higher ed and our practices and activism learned from this we we're in a moment of some of the most profound and successful activism in my in my lifetime, whether that has to do with Black Life Matters, whether it has to do with trans issues, whether it has to do with the labor movement there's more organizing now in academic labor, of graduate employees, of adjuncts, adjunct faculty, of post docs, than there has been in 30 or 40 years.

There's a level of student activism. That goes well beyond the campuses so that I think that's part of what's important about movements like Black Lives Matter, it's not just about campuses, it's about staying with the academic labor movement, its common cause between communities beyond the campus communities, communities of color, community groups.

The just a whole range of movements, the Me Too movement. The Indigenous activism over the past number of years which we should be acknowledging, studying and seeing that our colleges and universities and other associations are connected to that and our choice as someone said earlier, we choose these structures even as they then recreate, that was you Cheryl, so so we have a choice to make about where we situate ourselves in these struggles.

And that's not actually a choice I have much confidence in the so-called leadership making, my audience and my pitch throughout my career of work has been to the activist groups in my case mostly it's it's labor groups that are going to be the forces that drive these institutions to be what we could imagine them being.

And so whether it's on a campus like you were saying Leslie with the survivors group which is also part of a larger social movement nationally or whether it is part of a national movement quite consciously. I think we would do well as scholars and practitioners to better understand those networks as Tykeia said that go well beyond campuses, well beyond higher education, into communities because we're in that we're in a moment when.

There are a whole range of groups that are successfully even though there's much struggle, trying to redefine what our country can be and I just saw a video of Alexandria Ocasio Cortez recently on the new Green Deal and where she closes with- we can be whatever we have the courage to

see- and so I think we part of what we need to do is see some some possible futures which is what I really like Leslie about you and Kris' theme about imagining, you can imagine that future you can work towards and so but you don't have to work towards it alone, you can work towards it in the context of larger social movements which are not in formal positions of power at the moment but which are quite quite powerful.

Dr. Ching

And I just want to respond to something Gary had said about the kind of the point about imagining possibilities and I feel like I know there was one of the questions that that was on the list of us to potentially talk about, was sort of like you know what is the kind of research that you'd want to see or kind of research that needs to be done or something like and I feel like we need more of that, I know in social science research we're being asked to think about the average or the representative, or patterns and I know OK I'm like super junior in this field but already I'm like can we actually just spend time and validate and legitimize the identification of exceptional cases.

[yes CROSSTALK] and really get into not how they are like, I mean to some extent how they're like and unlike but just more affirmative around what they're doing and what they're doing well and I feel like there needs to be much more around that so we can in fact be able to start to see and real tangible ways.

Dr. Ching

How things can be done even if they're small, small scale, 50 students, I mean whatever it is but I feel like we need much more of that and that hopefully should be you know like be validated by our leading journals and you know all that sort of stuff as well, just wanted to put that out there in case there are any journal editors listening [LAUGH].

Dr. Tachine

And also to piggy back off Dr Ching, I think you're doing that work with your recent piece and really looking at syllabi right and looking at how equity mindedness among syllabi how we are including equity in syllabi and math educators, it's a micro way of looking at us to think about our syllabus, think about how are we being equity minded in our syllabus and doing that work in a professional development, so I want to put a shout out to her piece that just came out where she's looking at that micro piece and looking at seeing how the small efforts can really.

really can do some dramatic things for our communities and for our people, I am cognizant of time here and I wanted to be thoughtful of questions, we did get a question via Twitter a couple

days ago by Dr Oiyen Poon regarding how we can reimagine pedagogies, you know ways of teaching and learning, so there was discussions on Twitter about non paper final assignments, such as you know creating podcasts, hosting panels etc, so there was so Dr Poon wanted us want to me to ask you all what are your thoughts about reimagining pedagogies, particular regarding non paper final assignments.

Dr. Ching

I love it, like the moment I thought that, I was like I teach a history of higher ed class, I'm going to do it again in the fall, and I was thinking, how can I I mean I think I'll still put the traditional' traditional' paper option but then I'm like thinking could there be like a public history thing, like there's so much going on in higher ed now to respond with respect to uncovering less than savory moments in higher ed history like, I don't know, I just all this to say I love it, I think there needs to be different ways into like if the focus particularly is around sort of change around justice like, I'm not sure a 20 page paper will necessarily get us there, not to say that it couldn't but it's not the, it's not the only way of getting I think to that outcome if that's the outcome we care about.

Dr. Robinson

I would, I would agreed with that, as someone who works in the practice space, I think that I think more then another paper what we really need are tools so that the application and practice that will really help people, like guide their behavior and decision making around addressing some of these issues, instead of just talking about them among ourselves, and I think you know part of our work of reimagining our practice and our work in org spaces and otherwise, I think that calls us as well to reconsider what counts as scholarship and scholarly work and what counts as a contribution to discourse.

In affecting the way that people think about about things, like I have a podcast and I got some really dope advice from Lori Patton Davis, last year and she said I want you think about every podcast episode as a publication and at first I thought you know she was out blowing smoke [LAUGH] but but the more that I think about creating, you know you know having a position and being able to substantiate it and contribute it to an conversation about a current relevant issue, I I have since her and most of the issues I have to.

Come to understand what she needs and I think that Venus Evans talk a lot about cultural brokers and people who can really exist at the boundaries of different worlds and translate across them because you know what I've learned you know and one of the most impactful lessons that I have learned in being here at this time is you know, we a lot of people, I think because we value and read each others' work in our own work, we assume that others do the same and that's not always the case and I think that there is some responsibility on our part to make you know what we contribute, you know, useful and accessible you know in ways that are not only just useful to us

in our own professional advancement and success and all that but also useful to the communities that we say we are going to serve.

Dr. Tachine

What your podcast?.

Dr. Robinson

Huh?.

Dr. Tachine

What your podcast?.

Dr. Robinson

Oh I mean it's getting grown, it's not necessarily fully, it's not academic discourse kind of space exclusively, but we talk about what it's like to be managing adulting as you know young people of color [LAUGH] [CROSSTALK]. Getting Grown, so Getting Grown podcast and we drop episodes every Tuesday and um yea, I'll stop there, thank you.

Dr. Gonzales

[CROSSTALK] And I listen.

Dr. Tachine

Thanks why I'm asking what is it called so I can listen, I need some adulting.

Dr. Robinson

Adulting is a total scam, we're just figuring it out together.

Dr. Gonzales

I want to say to Dr. Poon's question which I really appreciate it, when I teach my org classes I teach a class called org admin and leadership for masters students and I teach an org theory course for doc students, in both of those courses what I've had students do in the last few years is rather than write a final paper I have them take an organizational problem or challenge that they are currently experiencing while at work or if they were previously working whatever the case it is and I have them think about the problem historicize it, diagnose it using different theories, different readings.

And I had to make a real fun infographic to go along with it but they capture all of this in the video and the goal is for them to sort of present to their staff or to where they're situated in the organization about the organizational problem, its history, its diagnosis, how different theories are helping them think about it, my goal with that is yes that they leave with sort of some sense of theory and how to be helpful but I really want to agitate their sense that.

An organizational power can be diagnosed in a really simple way and so I want them to really see how complicated and in a wrapped one organizational problem is in so many other elements and also really raises the. what we were talking earlier, the importance of context and the importance of place and importance of really really evaluating that like special case versus going always for generalizability, and I think that's something that we can use a big dose of in org research, really thinking about context and place and evaluating that, so that's like use that assignment, it's super fun cause I get to watch them do their videos and I learn from them and they learn that about org theory so.

Dr. Rhoades

And they're easier to grade [LAUGH].

Dr. Gonzales

Much easier to grade, yea [CROSSTALK] not so many papers, they are much easier to grade.

Dr. Rhoades

So in our in our master's program that's actually the capstone project, it's not a video but it's essentially like an inflow graphic in a poster board, they diagnose a problem, they're using

certain theories. And they come forward with a practicable solution, like an actual feasible thing, not overthrowing the world, although that could be good too but something practical.

And I think kudos to you Leslie for. And Kris for opening up the ASHE. Formats to include [CROSSTALK] a section. Where that's what we're doing, that's what people can do, I've got a colleague who's submitting to that and I just think the more that we recognize that there are various ways to communicate with the public but also within our institutions to affect change.

So I can go a whole podcast with mentioning that the Arizona Three the charges were dropped by the Pima county attorney. That I was talking with my older daughter this morning on the phone my wife and older daughter and we were discussing this case, this started with one woman of color protesting outside a class room where Border Patrol agents were speaking to a student club about border patrol work, she videotaped herself and in a 4 minute video she has had a tremendous impact, she and a couple of her colleagues but she really took the lead and that video was a huge part of what made a difference because people could see what she was doing she was videoing I'm sure in a sense to protect herself.

But also in a sense to catalogue what was going on, I just think the more that we understand there are all sorts of forms of media that we need to be utilizing to effect change and I'll go back to AOC again and say I think she's a perfect example in Congress of how opening yourself up to new ways of expressing yourself, connects you to audiences in a way that traditional papers just don't do.

Dr. Tachine

Yeah and I think too it may not be new ways, it may be tapping on their strengths that they already have, so I think about, so for example I taught was privileged teach a class with nothing but grandmothers, all Gila River O'odham grandmothers, there was eight of them and they call each other the soul sisters because they went back to school to get their Master's degree and they were a cohort of grandmas and they shared so much the stories in class like that just thinking about them might just get a warm chills feeling and so the final assignment was created oratory story through podcast you know so they listen to through the class and they have to share their experiences but also in terms of things that happen in higher ed and connected to theory and research and I was blown away when I really listened when I listened to their stories every single time there's a there's a there's a beauty in listening to their voices, the utterances, the nuances when they're sharing their stories and connecting it and that taps on their strengths of oral of oral story sharing, so I think in ways in which we think about these pedagogies, what can strengthen and what's within your students what is the strengths of they already provide that you can tap into because that's another way of going against normative ways of knowledge production as always being written right we know that not the only form but there's other forms of really demonstrating.

knowledge that we have learned over time, so thanks for that question again this is I would love to talk with you all for so much more but I know time is of an essence so the last question I have is, what are you reading, watching, listening, doing that provide inspiration for you to imagine possibilities.

Dr. Ching

I'll go, so I am not the biggest Beyonce fan, like I I like her, she's great I just haven't really followed her career or her music and I do have friends who are big Beyonce fans, I'm like I'm just kind of like that person sort of on the side but if I watch homecoming this weekend, probably just like everyone else like in this country hopefully and they were just like so the so the performance was amazing you know, her Coachella performance all that but for me like the most the most kind of interesting parts were all the kind of background stuff, where she's sort of talking about like how the show came together and the struggles of the pregnancy and all of that, and about 20 minutes in and it sort of like when she's talking this is sort of early in the prep for the show when there was no sense of what the choreography would look like and she says this like what I think it's really this really amazing thing that for me like as I think about my own practice now as a teacher not so much as a researcher but definitely like as a teacher, I'm like, I would love to be able to create that in the classroom and she says like she's like, you know right now it's all still janky you've got so much to learn, to work out, she's like talking to all these people and look like a basketball court.

Cause I wanted us to feel each other's energy and dance and scream and holler and hoot, do whatever we feel naturally, we're going to build this thing together, and I thought like that was just like the most amazing thing to be able to do, like couldn't you do that in a classroom where you know you can set aside all the rules around all the institutional rules of the game and it's like you have full control in some ways, you and your students have control to create whatever becomes out of the classroom, so I'm definitely not there yet.

But it's something I would aspire to work toward I think over time, yes so that's sort of my inspiration for for right now.

Dr. Gonzales

So I can share and so I'm reading a book it's not it doesn't address higher education, there are pieces of it where the author talks a little bit about her university experience but I'm reading a book called *The Body Papers* by Grace Talusan who is the sister to Dr Liza Talusan who I follow on Twitter.

I'm reading that book and it's an amazing amazing biography, she's a beautiful writer and then sort of in for work purposes I've been reading. Lots of critical race feminism, intersectionality.

I've been reading a lot of Mariana Ortega's work, Mariana Ortega is a Latina philosopher, and she has this really brilliant piece around how white feminism and what it means for women of color engage with white women in feminist work and she also has a book called *In Between*, I have to give it a shout out because it's the most beautiful complicated book around Latina epistemology, Latina feminism and it's one of the very few pieces. When Mariana Ortega opens a book, it's one of the few pieces that you'll find in philosophy that is written by a Latina, when she opens the book, one of her opening sentence is something to the effect that the book is her attempt to create home inside not only the academy but inside a discipline and so you know that philosophy is one of those disciplines where minoritized folks are deeply underrepresented, so those are the kinds of things that I'm reading right now and then of course always watching *Real Housewives of Atlanta*.

and they just had their reunion so I have to look for something else to follow now [LAUGH].

Dr. Robinson

I'm so glad I just feel like right at home listening to Dr Ching shouting out *Homecoming* and *Real Housewives of Atlanta* shout out, I'm just feeling right at home but. in terms of what I'm reading, the text that I keep kind of fluctuated back and forth, really been like references for me are Gloria Anzaldua *Borderlands*.

And Brittney Cooper's *Eloquent Rage*, I think both of these I'm just really inspire by counter-narrative counter stories, and as an org as an org scholar, it's really important for me to think about these things and remain cognizant of them as I do my work because to be sure ensure that I am operating in ways that always center and make space for counter narratives to shine through and you know in terms of *Homecoming* documentary, that's what really resonated with me the most is that I really for me, I connected with Beyonce's process, I feel like she shared the process where as she could have just shared the shiny wonderful presentation at the end, we really got a chance to see behind the scenes of all of the hard labor and sweat, blood and tears, in times when things were janky and looking terrible and I, I, I really am inspired by that because I think.

that's critical for org change work, I think we don't talk about process enough and that is one of the one of the things that I am, I am committed to illuminating through my own work, it's really kind of not just glorifying the win but also you know talking about what it takes not whether or not programs are reaching outcomes but.

How are they reaching them, how we're defining them, really just kind of opening up that process, that conversation, so those are the things that I would say are reaching for to inspire my own work.

Dr. Rhoades

So for me I'll say it's a couple of novels that I occasionally go back to and reread and ah one of them is one of my favorite authors is Isabel Allende. And the book is *Love In The Shadows* and it's about this particularly awful time in a country when the generals are in power and mass extermination is taking place and yet it's a love story of people's ability to overcome that time with their relationship and their commitment to a larger cause, and the other one is called when I saw your, you and Kris' theme for the conference Leslie, I had to smile because the other one is called *Imagining Argentina* it's by Lawrence Thornton, it's his first book.

And it's about this it's magical realism and it's about this. Artist this theater director in a country who imagines. What Argentina was and could be and fights what it currently is, this is written again back in the time of the dictators, it seems quite relevant to the time we're living in now in our own country.

That you can't cede the reality to. forces of darkness, that you have to continually look for the light and collectively work towards that but then I would say on this theme of our answer to the last question my biggest inspiration that shapes my work, so that always drives me but what really drives me over the past year or so more is my colleagues.

And learning from you know most of my colleagues at this stage of my life are younger than I am and they're introducing me to ideas that they're exploring and so whether it's J.D. Lopez talking about talking with elders kind of like what you are saying Amanda with the grandmothers but he's talking with the elders of his Tribe the Kwat'san Tribe about the warrior spirit and what that means in terms of protecting and defending water rights, lands, a culture, people.

Or whether it's. Nolan and the work that he Nolan Cabrera and the work that he's doing. On whiteness. Whether it's Jenny Lee and the international work she does on the racism. Or Z. and her work which is opened my eyes in ways that it had not been, that they had not been open before about how embedded our conceptions of gender are. Or or Regina and her kind of [INAUDIBLE] Regina Deil-Amen redefining what. What so called traditional students are because the nontraditional students are the new traditional students so that's real and my students. That's students like I have to say it Amanda, like you.

Who really keep stretching and pushing us to be better than we are and closer to what we should be, so that's that's actually what inspires me and that's part of why I was so delighted to be on this panel so thanks.

Dr. Tachine

Thank you all for sharing your experiences, your wisdom, your time, your stories, it's just been an honor for me to hold this space with each of you and I'm just delighted to continue to learn and grow alongside you as I encourage those of you are still on the line, pick up their literature and scholarship and the recommendations they provided, you'll be blown away too and hopefully

begin to think, if you're not already reimagining how we think that we do our work, not only in institutions but even in our lives because they're so connected in that way, I wanted to also I shout out them before we end the next webinar is set for Tuesday May 28th at 2 pm Eastern, the title of this topic is Indigeneity, Imagination, and Inspiration for Higher Education, the webinar will bring together Indigenous educational leaders to discuss the complexities of indigeneity in higher ed and reimagine possibilities with Adrienne, Dr Adrienne Keene, Dr Megan Bang and Dr. Cheryl Crazy Bull, so jump on the call with us, we would be excited and delighted to have you join us on that call.

Thank you all again for all your time and we appreciate it, ahéhee [Navajo], we'll see you next time. Thank you bye.