

WORKBOOK QUESTIONS & RESOURCES

Panel Discussion #1: Reflection

1. Land acknowledgements have become a practice on many college campuses. What are the ways in which your campus is taking steps to operationalize your land acknowledgement?
2. Native American and Indigenous student enrollment has been on a steady increase across the nation, and we like to celebrate record enrollment of diversity. Yet, how have we enhanced the ways in which we intentionally serve Indigenous and Native American students on our campus after the enrollment goals are achieved?
3. Tribal advisor roles have increased on college campuses and often these individuals wear many hats, mostly serving as an ambassador to the Native Nations for the institution. Do you feel your campus understands the significance of such a role? If your campus doesn't have such a position, can you envision how such a role can benefit your institution?

4. In discussing in his native South Africa, John Higgins (2019) wrote of academic freedom as “an abstract human right” and asked “What does my abstract human right mean in a society riven with actual inequity? What does the right to academic freedom mean in a society where the material foundations for its practice are lacking or unevenly distributed because of material inequalities?” What are the implications of an unjust and unequal society on academic freedom and campus speech? Who historically has been allowed access to the institutions that might even afford them protections, and what are the implications for extending those protections in the modern era?

5. The AAUP’s 1915 Declaration of Principles called for universities to be an “inviolable refuge” from the “tyranny of public opinion,” but they never truly have been. In the modern era, how can individuals and institutions work to protect the freedoms to teach and to learn amid concerted efforts to undermine higher education?

6. ACPA and ASHE are celebrating milestones, as is the Free Speech Movement (i.e., 60 years). How can we use our understanding and appreciation of these unique heritages to inform new ways of thinking and being in fulfilling our call as educators and advocates for college students?

7. As you reflect on your career and both the fulfillment and challenges it has presented, what conditions are needed moving forward for you to have a sense of awe and joy in your work?

PANEL 1 RESOURCES

The Social Action, Leadership, and Transformation (SALT) Model by Samuel Museus, Nue Lee, Kevin Calhoun, Laura Sánchez-Parkinson, Marie Ting (2017)

American Association of University Professors (1915). Declaration of principles on academic freedom and academic tenure. <https://www.aaup.org/NR/rdonlyres/A6520A9D-0A9A-47B3-B550-C006B5B224E7/0/1915Declaration.pdf>

American Association of University Professors & Association of American Colleges. (1940). Statement of principles on academic freedom and tenure. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

Ben-Porath, S. R. (2017). *Free speech on campus*. University of Pennsylvania Press.

Finkin, M. W. & Post, R. C. (2009). *For the common good: Principles of American academic freedom*. Yale University Press.

Ferguson, R. A. (2017). *We demand: The university and student protests*. University of California Press.

Kamola, I. (2024). *Manufactured backlash: Right-wing think tanks and legislative attacks on higher education*. AAUP Center for the Defense of Academic Freedom. <https://www.aaup.org/article/manufacturing-backlash>

Magna Charta Universitatum 2020. <https://www.magna-charta.org/magna-charta-universitatum/mcu2020>

Scott, J. W. (2019). *Knowledge, power, and academic freedom*. Columbia University Press.

Williamson-Lott, J. A. (2018). *Jim Crow campus: Higher education and the struggle for a new southern social order*. Teachers College Press.

[Berkeley in the Sixties](#)

[Greater Good Science Center](#)

[History of the Free Speech Movement](#)

[Let Your Life Speak: Listening for the Voice of Vocation, by Parker Palmer](#)

[Emergent Strategy by adrienne maree brown](#)

[Build the Life You Want: The Art and Science of Getting Happier by Arthur C. Brooks and Oprah Winfrey](#)

BOOKS & GUIDES:

American Indian College Fund (2019). *Creating Visibility and Healthy Learning Environments for Native Americans in Higher Education, Declaration of Native Purpose in Higher Education: An Indigenous Higher Education Equity Initiative*. Denver, CO. <https://collegefund.org/creating-visibility-and-healthy-learning-environments-for-native-americans-in-higher-education/>

Brayboy, B. M. J. (2012). *Postsecondary education for American Indian and Alaska Natives: higher education for nation building and self-determination*. San Francisco, Calif.: Wiley Subscription Services.

Shotton, H. J., Lowe, S. C., & Waterman, S J. (2013). *Beyond the Asterisk: Understanding Native students in higher education* (1st ed). Sterling, VA: Stylus.

Shotton, H. J., Waterman, S J., Youngbull, N. R., & Lowe, S. C., (2024). *Development Beyond the Asterisk: New scholarship and frameworks in higher education*. New York, NY: Routledge.

Waterman, S J., Lowe, S. C., & Shotton, H. J., & (2018). *Beyond Access: Indigenizing programs for Native American student success* (1st ed). Sterling, VA: Stylus.

ARTICLES:

Association for the Study of Higher Education (ASHE) Land Acknowledgement Working Group (2020). *Land Acknowledgements: Resources and Recommendations for Creating Land Acknowledgements*. <https://www.ashe.ws/landacknowledgements>.

Brayboy, B. M. J. (2006). Toward a Tribal Critical Race Theory in Education. *The Urban Review*, 37(5), 425-446. doi:10.1007/s11256-005-0018-y

Lee, R. & Ahtone, T. (2020, March 30). *Land-grab universities, Expropriated Indigenous land is the foundation of the land-grant university system*. High Country News.

Prescott, N. (2024). *Cultivating Allies, Fostering Success: National Institute for Native Leadership in Higher Education's Mission to Support Indigenous Students*. *The American Indian Graduate*, Spring 2024, 23(1), pp. 24-27. <https://www.nativeforward.org/our-magazine/>

Stewart, M. (2019, December 19). *Acknowledging Native Land is a Step Against Indigenous Erasure*. *Insight into Diversity*. Retrieved from www.insightintodiversity.com

PROFESSIONAL NATIVE/INDIGENOUS EDUCATION/HIGHER EDUCATION ORGANIZATIONS:

- [Indigenous Student Affairs Network, ACPA](#)
- [Native, Aboriginal and Indigenous Coalition, ACPA](#)
- [Indigenizing ASHE Facebook page](#)
- [Indigenous Peoples Knowledge Community \(IPKC\), NASPA](#)
- [The Native Delegation of NCORE](#)
- [AERA Indigenous Peoples of the Americas](#)
- [American Indian Science & Engineering Society \(AISES\)](#)
- [National Indian Education Association \(NIEA\)](#)
- [College Board Native American Student Advocacy Institute \(NASAI\)](#)
- [American Indian Higher Education Consortium \(AIHEC\)](#)
- [American Indian College Fund \(AICF\)](#)
- [Cobell Scholarship](#)
- [Native Forward Scholars Fund](#)
- [College Horizon](#)

Panel Discussion #2: Action

1. Dr. Bettina Love, along with several other scholars, emphasize the necessity to teach, lead, and educate from an abolitionist framework. Similarly, Dr. West challenged attendees to lead from an anti-racist, and in turn decolonized, lens. How could you begin implementing abolitionist teaching and anti-racist leadership into your practice? What forms of accountability do you need in order to genuinely embody the unlearning of whiteness and white supremacy in your practice?
2. bell hooks grounded her work in love. In hooks's work, love should not be confused with the endorsement of oppression, but rather the action of caring so deeply about humanity that even the individuals causing harm are cared for through the act of love (the idea that "I love you enough to tell you this is wrong.") How do we role model and embody the practice of love when it feels like humanity is disregarded?
3. The Combahee River Collective, Ruth Nicole Brown, and several other Black Feminist Scholars, identify clear pathways toward liberation and justice for all. What would it look and feel like if your organization was built on principles of liberation, justice, and freedom? How could you center justice, and not simply equity, in your practice?
4. In your role, what are your core values, and what would it look like to live those out in your interactions with students and colleagues around free speech on campus?

9. How can these commitments and actions show up in your work and in your personal life?

PANEL 2 RESOURCES

Brown, R. N. (2013). *Hear our truths: The creative potential of Black girlhood*. University of Illinois Press.

hooks, b. (2000). *All about love: New visions*.

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon press.

Stewart, T. J., Haines, S., Liang, Y., Pirtle, R., Tipton, J. A., Artist, A., Johnson, C., Klehm, C. D., Mendee, A., Scanlon, D. J., & Phelps-Ward, R. (2024). [Racial Justice and Decolonization: A Workbook](#). ACPA - College Student Educators International.

[\(1977\) The Combahee River Collective Statement](#)

[Courts Issue Three Significant DEI Decisions](#)

[bell hooks on love](#)

[learningforjustice.org](#)

[robingreenfield.org/blackliberation](#)

[highlandercenter.org](#)

[Black Feminist Resource List](#)

[On Radical Imagination and Moving Towards Life](#)

[Book-Teaching to Transgress, Education as the Practice of Freedom](#)

Panel Discussion #3: Inspiration

1. *The Care Manifesto* (2020) stated “Care is our individual and common ability to provide the political, social, material, and emotional conditions that allow the vast majority of people and living creatures on this planet to thrive - along with the planet itself” (p. 6). In thinking about the Care Manifesto’s invitation to collectively dream, what would it look like to center care in our everyday lives, both in our interpersonal relationships and our connection to the land?
2. How can we individually and collectively resist some of the (neoliberal) socialization we receive that often reinforces toxic notions of productivity, competition, and precarity?
3. Bryan Stevenson once said, “hopelessness is the enemy of justice; that if we allow ourselves to become hopeless, we become part of the problem.” How are you protecting and practicing your hopefulness for a more just, thriving world?
4. How do you stay connected to the original purpose that brought you into this work, and what gives you a sense of meaning in your work now?

5. Our work in higher education often occurs in collaboration and through community. What relationships and communities sustain you in this work? How do you create and nurture the relationships and communities that are important to you?

6. Tricia Hersey argued that spaces to dream have been stolen by cultures rooted in capitalism and white supremacy that valorize grind culture and that we can reclaim them through a radical commitment to rest. What might change in your world through a commitment to rest? What portals of possibility might emerge?

7. Preparation: Review your most recently updated resume/curriculum vitae (or review your professional history on your social media).

Task: Identify in brief bullet-pointed phrases, what lessons each work experience taught you (about yourself, about the work you do, about what you value, about what you choose to stop practicing or change doing).

Follow-Up: How can you acknowledge the source of each lesson or express gratitude for the impact of that lesson?

8. Preparation: Review any researched data about your current students (as a population or generation; try something like [TheMindsetList.com](https://www.themindsetlist.com)).

Task: What does the current student (as monolithically false as that term may be) tell you about them, and about you? How have you changed in the wealth of time that bridges you and this generation? What points of connection and commonality do you share?

Follow-Up: How can you teach/remind others about the students we currently work to serve and mentor and educate?

PANEL 3 RESOURCES

Brown Girl Therapy (@browngirltherapy) / *But What Will People Say?* by Sahaj Kaur Kohli

The Care Collective. (2020). *The care manifesto: The politics of interdependence*. Verso.

As Long As You Need: Permission to Grieve by JS Park

Duncan-Andrade, Jeffrey. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Educational Review*. 79. 10.17763/haer.79.2.nu3436017730384w.

Museus, S.D. (2019): Humanizing scholarly resistance: toward greater solidarity in social justice advocacy within the neoliberal academy, *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2019.1681544

[Podcast episode] [Bryan Stevenson “Finding the Courage for What’s Redemptive”](#)

[Book] [Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others](#) by Laura van Dernoot Lipsky ([link](#))

[Book] [Emergent Strategy: Shaping Change, Changing Worlds](#) by adrienne maree brown

[A practice for when you feel unmoored–Video] [“Befriend Your Body: A Compassionate Body Scan” by Christine Runyan](#)

[Poem] [“Once the World Was Perfect” by Joy Harjo](#)

[Poem] “Kindness” by Naomi Shihab Nye ([poem](#)) ([video](#))

[Book] Rest is Resistance: A Manifesto (2022) by Tricia Hersey

[Article] [“I love my naps, but stay work: The case against self-care”](#) (2019) by Dian D. Squire and Z Nicolazzo, About Campus, 24(2), 4-11. <https://doi.org/10.1177/1086482219869997>

[Article] “Coalitional refusal in a neoliberal academy” by Leslie D. Gonzales and Heather Shotton, International Journal of Qualitative Studies in Education, 35(5), 540-552. <https://doi.org/10.1080/09518398.2022.2025472>

[Book of poems] Love from the Vortex (2020) by Yolanda Sealey-Ruiz.

[Book] Bird By Bird (1995). Anne Lamott.

[Book] Letters To A Young Poet (1986, and multiple editions and translations since). Rainer Maria Rilke (translated by Stephen Mitchell).

[Book] One Day It'll All Make Sense (2012). Common and Adam Bradley.

[Book] Liberating Scholarly Writing: The Power Of Personal Narrative (2019). Robert J. Nash.

[Book] West With The Night (1942, and multiple editions since). Beryl Markham.

[Website] TheMindsetList.com

