

JCSCORE

Journal Committed to Social Change on Race and Ethnicity

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LETTER FROM THE EDITOR

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Letter from the Editor

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Welcome to our Spring 2021 issue of the *Journal Committed to Social Change on Race and Ethnicity* (JCSCORE). With great excitement, I write this reflection to introduce this Spring 2021 issue and provide an overview of JCSCORE's highlights and accomplishments. Yet, in tandem with great excitement, I also sit with and reflect on the pain and trauma inflicted on Black, Indigenous, and People of Color by the ever-oppressive structures of racism, xenophobia, exploitation, war, and violence in the United States and globally. The year 2020 brought us many challenges and amplified the visibility of inequalities among our communities. I recognize 2020 has not been any different from 2019, 2021 or any other year as racially minoritized populations continued to experience racial attacks as we seek to pursue our own visions of equity and justice—a fight that continues to be misconstrued, misrepresented, and minimized.

When the World Health Organization (WHO) announced a mysterious 2019 novel coronavirus (COVID-19), scholars and practitioners advancing equity, diversity, and inclusion saw how it would disproportionately affect racially and ethnically minoritized communities. The APM Research Lab (2021) found Native Americans and Indigenous peoples have the highest COVID-19 death rates in the U.S. (1 in 390 Indigenous Americans has died or 256.0 deaths per 100,000), about 2.7 times as high as the rates of Asian Americans. Asian Americans have the lowest COVID-19 death rates in the

U.S. (1 in 1,040 Asian Americans has died or 96.0 deaths per 100,000), yet Filipino registered nurses have died from the virus at the highest rate (National Nurses United, 2021). After Indigenous peoples COVID-19 death rates are Black Americans (1 in 555 has died or 179.8 deaths per 100,000), followed by Pacific Islander Americans (1 in 565 has died or 176.6 deaths per 100,000), and Latin*¹ Americans (1 in 680 has died or 147.3 deaths per 100,000). Whereas, 1 in 665 White Americans have died (or 150.2 deaths per 100,000). Given that White people constitute most of the U.S. population, race gaps in COVID-19 deaths are significant and deeply unsettling. The Center for Diseases Control and Prevention's (CDC; 2021) data shows that the death rates among Black and Hispanic/Latin* people are much higher than for White people.

The impact of the pandemic is far greater than the lives lost, and communities devastated by the disease (Castrellón et al, 2021). COVID-19 has presented additional challenges for the Asian American community. With the 45th president of the United States describing COVID-19 as the "Chinese Virus" and the "Kung Flu," the nation saw a shameful increase of racial biases towards the Asian community. In a study published by the Center for the Study of Hate and Extremism (Levin, 2021) reported that Anti-

¹ I use Latin* as an all-inclusive term that critically considers the fluidity of social identities of people from Latin American decent or origin (Salinas, 2020). Latin* invites to the conversation those who do and do not identify with Latinx, Latino and Latina. For example, Latin* considers Latinx, Latiné, Latinu, Latini, Latino, Latina, Latina/o, Latin@, Latin, or Latin American. My goal with Latin* is not to decenter the "x" from its original purpose, but rather to intentionally use it to acknowledge the experiences of gender-nonconforming people. The usage of *Latinx* as an all-encompassing term for *Latinidad* dilutes and recenters cisgender normativity (Salinas, 2020). I fear that if we continue to use the "x" in Latinx for everyone instead of the specific gender pronoun with which participants or community members self-identify, we will soon run into the problem that the "x" will simply serve as a substitute for "o" in Latino and consequently lose its meaning as a term that was created, claimed, conceptualized, embodied and performed to disrupt the colonial idea of a man/woman gender binary and Spanish and English language hierarchies.

Asian hate crime increased by 164% in the first quarter of 2021 in major cities in the U.S. Then, on March 16, 2021, a series of shootings occurred targeting Asian Americans, where eight people were killed, six of whom were Asian American women. We must acknowledge that Anti-Asian violence, hate crime and bigotry in the U.S. is not new and has had a long history leading back to the California Supreme Court Case *People v. Hall* and even further.

In addition to COVID-19, we witnessed the murders of Ahmaud Arbery (RIP), Tony McDade (RIP), Breonna Taylor (RIP), George Floyd (RIP), and many more Black Americans at the hands of White police officers and people. According to Mapping Police Violence (2021), police killed 248 Black Americans in 2020, and 30 Black Americans from January to May 2021. Violence towards Black Americans ignited protests and spotlighted an outpouring of unapologetic social activism during the pandemic that reflect the collective call for radical hope and serve as a reminder that together we can (re)claim, (re)create, and (re)imagine equity, justice, freedom, and liberation for Black communities.

While COVID-19 brought to a standstill in-person social events, including LGBTQ+ Pride Month celebrations, the virus did not stop the hate crime towards Transgender and gender non-conforming individuals. The increased violence towards Transgender and gender non-conforming people reaffirmed the existence of hate and transphobia within the U.S. The Human Rights (2020) campaign reported over 40 Transgender and gender non-conforming people were fatally shot or killed by other violent means—the

majority were Black American and Latin* American. Consequently, it must be highlighted that LGBTQ+ Pride Month always intersects with Black Lives Matters. And let this serve as a reminder that June 2020 marked the 51st anniversary of the Stonewall Riots in 1969, a movement led by Black and Latin* American people, which initiated the public uproar for LGBTQ+ rights.

The year 2020 and 2021 have also brought great stress to a fundamental theoretical framework in the field of higher education and race: Critical Race Theory. In the 1960s, lawyers, activists, and legal scholars started developing and using Critical Race Theory to advance the civil rights of People of Color in the United States (Delgado & Stefancic, 2012). As more and more voices remind the world to bring justice to minoritized racial, ethnic, and gender communities through deep education, we find ourselves with CRT is under explicit attack, as many state legislators have mobilized to ban the teaching of CRT or curriculum that is centered on CRT. These deliberate attempts to ban of CRT in education fosters an atmosphere of white supremacy, fear, censorship, and repression. Yet, with CRT inherent commitment to social justice and eliminating racism (Delgado & Stefancic, 2012) and we must continue to protect and use CRT to halt and dismantle the reproduction of racial inequality.

All these events continue to create more barriers and oppression among historically marginalized communities. Yet, it is our responsibility to continue to engage in conversations that challenge and disrupt the status quo, privilege, and white supremacy to usher in practices that inclusively transform spaces and places. And for those who

have privilege – many of us – it is also our responsibility to call out and stop racism at the institutional, cultural, and individual levels of our society and within colleges and universities.

Scholarship continues to emerge to advocate for historically marginalized communities by disrupting the status quo, privilege, and white supremacy. While it can be draining and difficult, we must continue to center our narratives of the most marginalized and persecuted to produce scholarship that documents our lived experiences and reinforces our collective goals of transforming the academia not only today but for future generations. Laura Rendón reminds us:

If the academy refuses to change, we will change it. We will claim the curriculum, for we have always been a part of history, science, math, music, art, and literature. We will change teaching and learning to accommodate diversity. We will find our voice and use it to assert our rights and control our destiny. . . We will change the academy, even as the academy changes us. (1992, p. 63)

Therefore, we must continue to read and write in spaces like JCSCORE with the intent to provide scholars the greatest ideas, connections, insights and practices that will change higher education into a landscape that will represent and center the success and safety of Black, Indigenous, and People of Color.

JCSCORE is unabashedly committed to publish scholarship that will change the academy because the call is so great and the need vital. As we continue to reflect on the nefarious impact that the COVID-19 pandemic has had on hate, silencing, violence, and future possibilities, this Spring 2021 issue will provide an innovative way to frame intellectual and critical work on race and ethnicity:

Adele Lozano, Jörg Vianden, and Paige Kieler's qualitative study, centers the experiences of women students, and communicate to White men what women students expect from them.

Dustin Evatt-Young and Brandy S. Bryson examine the complexities and intricacies of whiteness in higher education and offer insight into the development of anti-racist policies, practices, and tools for White higher education leaders.

Elaine N.Y. Lê and Sonia H. Ramrakhiani highlight the role of family influence on college experiences for Vietnamese American students.

Roberto C. Orozco, Sergio Gonzalez, and Antonio Duran offer guidelines for researchers to use Jotería Studies as a framework.

Rochilda Fevrius' poetry illustrates the feeling of devastation from the lack of equality and justice for Black individuals in America.

I thank all authors, readers, reviewers, and Editorial Board members for the relentless commitment to advance this work. Your scholarship and service in JCSCORE makes a difference to ignite the most powerful scholarship and dialogues on race and ethnicity to push us all towards a higher educational landscape that is welcoming and supportive of all.

I extend my gratitude to JCSCORE Editorial Board members for their advice and review of manuscripts. The following JCSCORE Editorial Board members have been vital to the growth and development of JCSCORE: Elvira J. Abrica, Lorraine Acker, Kupiri W. Ackerman-Barger, Jasmine Austin, Zarrina Talan Azizova, Sim Barhoum, Cameron C. Beatty, Reginald Blockett, Michelle L. Boettcher, Raquel Botello, Daniel B. Eisen, Amalia Dache-Gerbino, Mary Yu Danico, Jesus Cisneros, Antonio Duran, Paul Eaton, Nichole M. Garcia, Gina A. Garcia, Claudia García-Louis, Valerie Guerrero, Aja C.

Holmes, Jane Irungu, Marc P. Johnston-Guerrero, Vijay Kanagala, Anh Le, Adele Lozano, Charle Lu, Christine Mata, Donald Mitchell, Jr., Anthony P. Natale, Bianca Nightengale-Lee, Thai-Huy Nguyen, Eugene T. Parker, OiYan Poon, Sarah Rodriguez, Sabrina Sembiante, Tenisha Tevis, Lisette E. Torres, Nathan Victoria, Larry J. Walker, Jarrett B. Warshaw, Charmaine L. Wijeyesinghe, Denise Williams-Klotz, Erin, Kahunawaika'ala Wright, and Christina W. Yao. Thank you for your continued support and service. Also, congratulations to many of you for your accomplishments—I cannot wait to celebrate you in person.

In addition to our JCSCORE Editorial Board members, there are additional people that have served as reviewers for JCSCORE. The following people have earned my gratitude: Jeremy D. Franklin, Myron Davis, Satra D. Taylor, Kevin Bazner, Alonso R. Reyna Rivarola, Melanie McKay-Cody, Rezenet Tsegay Moges, Carla Garcia-Fernandez, Holly Pearson, Warren Whitaker, Julia Rose Karpicz, Chris Payne-Tsoupros, Nicholas F. Havey, Delma Ramos, Jason Wallace, Tony Tyler, Annie Wofford, Zak Foste, Marissa Rivera, Charlene Martinez, Lazaro Camacho, Juan Carlos Garibay, Kathryn Coquemont, and Kenyon Whitman. Thank you for your critical reviews and feedback to the scholarship submitted for review to JCSCORE.

All JCSCORE Editorial Board members and reviewers have been instrumental on the success of JCSCORE. Also, thank you to the authors and readers who considered JCSCORE as their primary source to publish and read scholarship that transcends disciplinary boundaries, including research articles and monographs, as well as creative

papers that pursue innovative formats of scholarly work and approaches, including narrative, poetry, and digital media. I hope that you continue to support and promote JCSCORE by submitting your works and reading published scholarship.

Since 2015, we have published six volumes, and this Spring 2021 issue, including research articles, creative scholarship, art, letters from the Editor(s), and NCORE Speakers' monographs. These intellectually rigorous efforts contribute meaningfully in advancing scholarship and dialogues that promote race and ethnicity in higher education. I am pleased to announce the top five most read articles and top five most cited articles²:

Top 5 most viewed articles³:

1. Sherria D. Taylor, Maria J. Veri, Michele Eliason, Jocelyn Clare R. Hermoso, Nicole D. Bolter, & Juliana E. Van Olphen. (2019). [The social justice syllabus design tool: A first step in doing social justice pedagogy.](#) **(10,635 views)**
2. Cameron C. Beatty, Tenisha Tevis, Lorraine Acker, Reginald Blockett, & Eugene Parker (2020). [Addressing Anti-Black Racism in Higher Education: Love Letters to Blackness and Recommendations to Those Who Say They Love Us.](#) **(4,320 views)**
3. Stephen John Quaye, Shamika N. Karikari, Courtney Rashad Allen, Wilson Kwamogi Okello, & Kiaya Demere Carter. (2019). [Strategies for Practicing Self-Care from Racial Battle Fatigue.](#) **(3,343 views)**
4. Rezenet Tsegay Moges. (2020). ["From White Deaf People's Adversity to Black Deaf Gain": A Proposal for a New Lens of Black Deaf Educational History.](#) **(2,214 views)**
5. Stephanie J. Waterman. (2019). [New research perspectives on Native American students in higher education.](#) **(2,153 views)**

² Data obtained on May 28, 2021.

³ The data presented is obtained from the Open Journal System & Public Knowledge Project platform, JCSCORE migrated to this new publishing platform launched June 1, 2019. These data do not include the number of views and downloads from the previous JCSCORE website from May 1, 2015, to May 30, 2019.

Top 5 most cited articles:

1. Sylvia Hurtado, Adriana Ruiz Alvarado, & Chelsea Guillermo-Wann. (2015). [Creating Inclusive Environments: The Mediating Effect of Faculty and Staff Validation on the Relationship of Discrimination/Bias to Students' Sense of Belonging.](#) **(79 citations)**
2. Nolan L. Cabrera. (2017). [White Immunity: Working Through Some of the Pedagogical Pitfalls of "Privilege".](#) **(20 citations)**
3. Uma M. Jayakumar & Annie S. Adamian. (2015). [Toward a Critical Race Praxis for Educational Research: Lessons from Affirmative Action and Social Science Advocacy.](#) **(20 citations)**
4. Maria C. Ledesma. (2016). [Complicating the Binary: Towards a Discussion of Campus Climate Health.](#) **(14 citations)**
5. Sarah L. Rodriguez, Charles Lu, & Beth E. Bukoski. (2016). ["I Just Feel Like I Have to Duke It Out by Myself": How Latino Men Cope with Academic and Personal Obstacles During College.](#) **(14 citations)**

I am thankful to all authors who contribute through their scholarship; to all readers for their commitment to read JCSCORE's published articles, and to all JCSCORE Editorial Board members and reviewers for their review of manuscripts. Thank you to Alonso R. Reyna Rivarola, Cynthia Cortes, and Francisco Vasquez for always reading and editing my work. In addition, thank you to the JCSCORE team Belinda P. Biscoe and Ajia I. Meux, including the South Center for Human Relations Studies (SWCHRS) at the University of Oklahoma Outreach and The University of Oklahoma Libraries staff. A special thank you to Nicholas Wojcik, Scholarly Publishing Librarian, and the Publication Services team at The University of Oklahoma Libraries, for helping us complete the application to The Directory of Open Access Journals (DOAJ). In order to lower barriers to publication for authors, JCSCORE does not charge submissions or any other form of

author fees. All editor(s), reviewers and authors work is free/volunteered labor and is supported by OU Libraries.

JCSCORE (ISSN 2642-2387) is an indexed journal with DOAJ⁴. DOAJ is a community-curated online directory that indexes and provides access to high-quality, open access, peer-reviewed journals. DOAJ indexes and promotes quality, peer-reviewed open access journals from around the world. Again, thank you to all authors, readers, reviewers, Editorial Board members, and stakeholders, your hard work is recognized and valued. Thank you for making JCSCORE an interdisciplinary and open access journal, increasing access for readers and positioning the journal as a leader in research on how to improve campuses across the country.

JCSCORE will continue to publish scholarship that will change the academy, and research that complicates ideas. Over the past six years, working in JCSCORE's development and as a researcher, I have learned that research complicates ideas and solves problems. I learned that research is like art; it can change people's lives and make them think. And like art, people will have various interpretations of the scholarship/research. I know JCSCORE published scholarship has made people think and feel, and that is what I value. JCSCORE is committed to promote an exchange of ideas that can transform lives, enhance learning, and improve human relations in higher education.

⁴ To learn more about DOAJ visit <https://doaj.org/>

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