

JCSCORE

Journal Committed to Social Change on Race and Ethnicity

The Journal of the National Conference on Race and Ethnicity in American Higher Education

LETTER FROM THE EDITOR

Cristóbal Salinas Jr.
Florida Atlantic University

Journal Committed to Social Change on Race and Ethnicity
Volume 8, Issue 1 | 2022

Copyright and Open Access

© 2022 Cristóbal Salinas Jr.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Permission of the authors is required for distribution and for all derivative works, including compilations and translations. Quoting small sections of text is allowed as long as there is appropriate attribution and the article is used for non-commercial purposes.

The *Journal Committed to Social Change on Race and Ethnicity* (ISSN 2642-2387) is published by the National Conference on Race and Ethnicity (NCORE), a production of the University of Oklahoma, in partnership with the University of Oklahoma Libraries.

Letter from the Editor

Cristóbal Salinas Jr.
Florida Atlantic University

Within higher education, there is growing momentum to provide students who are incarcerated with access to quality higher education. This Spring 2022 Special Issue focuses on the racism within higher education in prison. The papers capture and elevate the *voces perdidas* and *voces de poder* of students who have been or are incarcerated.

Welcome to our Spring 2022 Special Issue of the *Journal Committed to Social Change on Race and Ethnicity* (JCSCORE). In this Spring 2022 Special Issue's papers focus on the racism within higher education in prison. The papers capture and elevate the *voces perdidas* and *voces de poder* of students who have been or are incarcerated.

Through my research, I propose the conceptual framework of *voces perdidas* and *voces de poder* as a symbolic representation and reflection of the oppression and power experienced by Latin*¹ students and communities (Salinas, 2017). I use this conceptual framework of *voces perdidas* and *voces de poder* to make meaning of the impact of JCSCORE in the field of higher education and beyond. The concept of *voces*, translated into English as "voices," "represents one of the most important rights and democratic principles for individuals; it is a continuous process that involves reflection, pain, fear,

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. 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. (Salinas, 2020).

and hope—a process through which one can create and share knowledge” (Salinas, 2017, p. 747). Further, *voces perdidas* and *voces de poder* characterize how JCSCORE research aims to elevate and advocate for topics of access and equity in higher education, and explores the economic, social, and political contexts of educational opportunities for historically marginalized communities.

Voces perdidas characterizes the unheard and *lost voices*, the narratives that have been forgotten and rejected by a system that often only recognizes *voces de poder*, or *powerful voices* that overshadow those with little to no political, social, economic, and academic capital. (Salinas, 2017, p. 747)

I hope that through *voces perdidas* and *voces de poder*, the scholarship published in JCSCORE makes you think and feel. I know that JCSCORE, in particular, this Spring 2022 special issue, captures and elevates both *voces perdidas* and *voces de poder* that make significant contributions to the field of higher education and beyond.

I am thankful for all authors that contributed to this Special Issue. I know that each paper published in this Spring 2022 Special Issue will make you think and feel. Also, I am thankful to the guest editors of this Special Issue: Satra D. Taylor, Michelle Daniel (Jones), Kayla C. Elliott, Bahiyah Muhammad, Erin Corbett, and Syrita Steib. Your work is recognized by JCSCORE and is making an impact to our communities and beyond. The collective of these papers are thought provoking and heart felt. Thank you for sharing your story with JCSCORE. I know that your work will elevates the *voces perdidas* and *voces de poder* of students who have been or are incarcerated.

In addition, in this issue, we published a conversation with Bamby Salcedo. Bamby is a nationally and internationally-recognized Transgender Latina activist and leader. She is the President and Chief Executive Officer of the TransLatin@ Coalition, a national organization that focuses on addressing the issues of Transgender Latin@s in the United States. Bamby was a 2021 keynote speaker at the 33rd annual National Conference on Race and Ethnicity in American Higher Education (NCORE), and she graciously shared her story with JCSCORE. As you read our conversation with Bamby, you will think and feel how people from the Transgender community continue feel the wrath of systemic oppression that creates *voces perdidas*. Yet, through Bamby's work, we can reflect and take action on how to elevate and make sure that Transgender people's voices are amplified into *voces de poder*.

In this opening letter, I provide an overview of JCSCORE's highlights and accomplishments that we have made a peer-review. In addition, I cannot ignore the urgency of the many challenges that continue to emerge from the disparities and violence impacting our communities. As I write this letter, I reflect on how recent tragedies and political changes continues to perpetuate oppressive structures of racism, xenophobia, exploitation, war, and violence in the United States and globally. But it is with hope that we will engage in conversations that disrupt the status quo, privilege, and white supremacy to usher in practices that inclusively transform spaces and places. And for those of us who have privilege, we must call out and stop racism at the institutional, cultural, and individual levels of our society and within colleges and universities.

JCSCORE continues to grow thanks to all the authors, readers, and our dedicated editorial board members and reviewers. In addition, JCSCORE welcomes our new associate editors and managing editor.

Associate Editors

Cameron C. Beatty, Florida State University

Katherine S. Cho, Miami University, Ohio

Alonso R. Reyna Rivarola, Salt Lake Community College

Tenisha Tevis, Oregon State University

Managing Editor

Diana Cervantes, The University of Texas at Austin

We, the editors, welcome work that reflects the complexities of intersectionality of identities and creative forms of scholarly work. As an interdisciplinary and peer-reviewed journal, we invite you to submit 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.

Furthermore, I extend my gratitude to all our reviewers and JCSCORE Editorial Board for their review of manuscripts. The following Editorial Board members have been vital to the growth and development of JCSCORE: Elvira J. Abrica, Lorraine Acker, Jasmine Austin, Zarrina Talan Azizova, Sim Barhoum, Genia Betterncourt, Reginald Blockett, Michelle L. Boettcher, Raquel Botello, Jesús Cisneros, Liliana E. Castellón, 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, Eugene T. Parker, OiYan Poon, Delma Ramos, Sarah Rodriguez, Sabrina Sembiente, 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.

Their collective impacts continue to reach wider audiences beyond higher education, elevate groundbreaking research, and advance JCSCORE's mission. Thank you to all JCSCORE's editors, Editorial Board members, and reviewers for your service and commitment to advancing JCSCORE and research on race and ethnicity in higher education.

All Editorial Board members, reviewers, authors, and readers have been instrumental in the success of JCSCORE. Since 2015, JCSCORE has accomplished several major milestones, including:

- Reaching an acceptance rate of 29%
- Having received an invitation from JSTOR to join their digital library for the intellectual curious
- Awarding of the 2017 Outstanding Social Justice Collaboration Award from the ACPA Commission for Social Justice Education
- Launching of publishing platform in partnership with the University of Oklahoma Libraries to publish JCSCORE using OJS (Open Journal Systems)
- Over 16,000 downloads of our most read article (published in 2019), since May 2019

- Publishing 88 peer-reviewed articles with over 125,000 downloads that do not include the number of views and downloads from the previous JCSCORE website (May 1, 2015 to May 30, 2019)

Since 2015, we have published seven volumes, and this Spring 2022 issue, including research articles, creative scholarship, art, letters from the Editor(s), and NCORE Speakers' monographs. These intellectually rigorous efforts contribute meaningfully to 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 articles:²

Top 5 most viewed articles:³

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.](#) **(17,860 views)**
2. Daniel B. Eisen, Kara Takasaki, & Arlie Tagayuna. (2015). [Am I really Filipino? The unintended consequences of Filipino Language and culture courses in Hawai'i.](#) **(8,210 views)**
3. 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.](#) **(5,9625 views)**
4. 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.](#) **(4,861 views)**
5. 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.](#) (4,866 views)

Top 5 most cited articles:

² Data obtained on June 1, 2022.

³The 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.

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.](#) (107 citations)
2. Nolan L. Cabrera. (2017). [White Immunity: Working Through Some of the Pedagogical Pitfalls of "Privilege".](#) (50 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.](#) (29 citations)
4. 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.](#) (29 citations)
5. Isaac Clark & Donald Mitchell, Jr. (2018). [Exploring the relationship between campus climate and minority stress in African American college students.](#) (22 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 reviewers who provide critical peer-reviews of manuscripts.

Enjoy NCORE 2022 in Portland, and I look forward to seeing you at NCORE 2023 in New Orleans.

References

- Salinas, C. (2017). Transforming academia and theorizing spaces for Latinx in higher education: *voces perdidas* and *voces de poder*. *International Journal of Qualitative Studies in Education*, 30(8), 746-758.
- Salinas, C. (2020). The complexity of the "x" in Latinx: How Latinx/a/o students relate to, identify with, and understand the term Latinx. *Journal of Hispanic Higher Education*, 19(2), 149-168.