

SfAA 83rd Annual Meeting
Hilton Cincinnati Netherland Plaza, Cincinnati, OH
March 28 – April 1, 2023
Applied Anthropology at a Crossroad

Topical Interest Group: Anthropology of Higher Education

Tuesday, March 28, 2023

(T-12) “A Passion That Continues for Me Now”: Intrinsically Motivated Veterans Studies Students, Soft Skills and Oral History Collection as Applied Anthropology

Tue Mar 28, 2023 9:00 AM - 10:45 AM Salon B & C

Speakers: Neil Kasiak, Peter Berres, Travis Martin, Margaret Stiffler

CHAIR: KASIAK, Neil (EKU)

PANELISTS: KASIAK, Neil, MARTIN, Travis, BERRES, Peter, and STIFLER, Margaret (EKU) KASIAK, Neil (EKU) “A Passion That Continues for Me Now”: Intrinsically Motivated Veterans Studies Students, Soft Skills, and Oral History Collection as Applied Anthropology. The Veterans Studies Program at EKU, the first of its kind in the nation, uses an interdisciplinary approach to understanding Veteran identity, so students are better prepared to interact with Veterans in their daily lives and/or future careers. EKU's VTS Program asks students to make contact with a Veteran (often times a family member, but not always) and conduct and prepare an oral history interview for donation to EKU's William H. Berge Oral History Center. Our proposed panel session will highlight/discuss our collaborative successes and provide an opportunity for audience members to consider how they might incorporate a similar model into their Anthropological pursuits.

(T-39) The Ohio Field School: Collaborative Ethnography in Southeast Ohio (Higher Ed TIG)

Tue Mar 28, 2023 11:15 AM - 1:00 PM Caprice 1 & 4

Speakers: Katherine Borland, David Butcher, Jacob Kopcienski, Lydia Smith, Jasper Waugh-Quasebarth

CHAIR: BORLAND, Katherine (OH State U)

PANELISTS: WAUGH-QUASEBARTH, Jasper and KOPCIENSKI, Jacob (OH State U), BUTCHER, David (People of Color Museum), SMITH, Lydia (OH State U)

BORLAND, Katherine (OH State U) The Ohio Field School: Collaborative Ethnography in Southeast Ohio. This session will reflect on the Ohio Field School, a six+ year engaged research project that explores sense of place amidst change in Appalachian Ohio. Our project simultaneously introduces students to collaborative ethnography and documents community life in partnership with grassroots organizations and individuals. Foregrounding relationship building and rooting our work in the folklore archives, we have been able to pursue multiple opportunities for research and community-building outside of the confines of our original project. An enduring focus has been African American heritage, contributions and experiences. Instructors, students, and community partners will address the model's strengths, limitations and evolving paradigms.

(T-43) “We Want to Adopt [Your Student]”: Community-Based Learning and Reciprocal Engagement at a Small Liberal Arts College (Higher Ed TIG)

Tue Mar 28, 2023 11:15 AM - 1:00 PM Salon F

Speakers: Jeffrey Shenton, Emmy Greene, Caroline Dahl, Lorelei Watson, Kaelyn

CHAIRS: SHENTON, Jeffrey and SHENTON, Jamie (Centre Coll)

ROUNDTABLE PARTICIPANTS: SHENTON, Jeffrey, SHENTON, Jamie, WILES, Kaelyn, DAHL, Caroline, GREENE, Emmy, and WATSON, Lorelei (Centre Coll)

SHENTON, Jeffrey and SHENTON, Jamie (Centre Coll) "We Want to Adopt [Your Student]": Community-Based Learning and Reciprocal Engagement at a Small Liberal Arts College. The

Anthropology & Sociology Program at Centre College in Danville, KY, has worked to meaningfully integrate community-based learning (CBL) opportunities into our curriculum, aiming to maximize anthropologically and sociologically-informed reciprocal engagement and community-based equity considerations between students, community partners, and the institution. Notable projects include an archival oral history project in linguistic anthropology with an African American historical society and a research methods course partnering with senior living facilities. This roundtable discussion will include perspectives from community partners, Centre students, and instructors to unpack the mutual benefits, capacitation, and high-impact practices enabled by such partnerships at small liberal arts institutions.

Wednesday, March 29

(W-05) Anthropological Ways of Mentoring toward Faculty Retention and Success (Higher Ed TIG)

Wed Mar 29, 2023 9:00 AM - 10:45 AM Continental

Speakers: Elizabeth Beckner, Yolanda Moses, Katheryn Rodriguez

CHAIR: BECKNER, Elizabeth (UCR)

ROUNDTABLE PARTICIPANTS: BECKNER, Elizabeth, MOSES, Yolanda, and RODRIGUEZ, Katheryn (UCR)

BECKNER, Elizabeth, MOSES, Yolanda, and RODRIGUEZ, Katheryn (UCR) Anthropological Ways of Mentoring toward Faculty Retention and Success. This is a collaboration between anthropology faculty and graduate students and the School of Medicine. Anthropologists joined researchers and faculty from the school of medicine at the University of California Riverside to assist them in hiring new faculty for new Research Center on Health Disparities with a major grant from the National Institutes of Health (NIH). They also wanted to develop a supportive environment to retain the URM faculty that they had. This roundtable session will focus on our project findings, the methods used to develop mentorship workshops, the successes and challenges of the workshops, and lessons we are learning.

(W-08) Leading and Assessing Curricular Reform in Higher Education (Higher Ed TIG)

Wed Mar 29, 2023 9:00 AM - 10:45 AM Pavillion

Speakers: Kristen Ogilvie, Abigail Adams, H. Russell Bernard, MaryBeth Chrostowsky, Lauren Herckis, Amanda Poole, Linda Stine

OGILVIE, Kristen (UAA) Student-Centered Approaches to Curriculum and Assessment in Higher Education. Academic assessment and curriculum design in higher education can benefit greatly from applied anthropological approaches. Valuing and including diverse voices and user perspectives are key principles of anthropological program evaluation. This paper highlights two examples of using these principles, first in designing academic curriculum at a program level, and second, in assessing student core learning competencies at an institutional level. These efforts aimed at developing a student-centered curriculum for undergraduates and at incorporating student perspectives in the assessment of their development of key skills. I highlight the application of applied anthropology to curriculum design and academic assessment in higher education.

CHROSTOWSKY, MaryBeth and DEELEY, Kathryn (GGC) "I just Google it": Lessons Learned from a Library Ethnography Pilot Program. The way in which students complete their academic work is being modified by the expansion of technology and information sources. A growing number of anthropologists and librarians are using ethnographic methods to understand the steps students take to gather information and evaluate its legitimacy. Following their lead, this paper discusses the results of a pilot

study conducted to collect qualitative assessment data that could be used to design and/or revise the products and services currently being provided by library services of an open-access, mid- size college in the southeastern United States.

HERCKIS, Lauren (CMU) Digital Learning: Institutional Transformation in the Wake of the Pandemic. The COVID-19 pandemic catalyzed a rapid, global adoption of educational technology. Resulting emergency policies, developed and implemented at departmental, institutional, regional, national, and international levels, had a cascade effect on the lived realities in postsecondary institutions. We explore future visions of postsecondary education, and the strategies employed by higher education institutions, during emergency transformations and over the subsequent 18 months. Interviews with provosts, rectors, and other university leaders from diverse global institutions addressed strategic responses to the pandemic, digitalization strategies, and the nature of digital transformation in institutional and cultural context. Our findings explicate digital education leadership in context.

ADAMS, Abigail and POOLE, Amanda (Indiana U-Penn) All-in for Applied Anthropology. In 2019, our anthropology department at a mid-sized state school decided to go “all-in” with applied anthropology. Due to the common banes of falling student enrollment and funding, school administrators sought to reduce the number of tracks. Our department chose to place the general track in moratorium and orient our department towards applied engagement. The applied focus provides students with a background in anthropological method and theory, a cross-cultural perspective, and an avenue to translate this knowledge into action through internships and research. This paper discusses the curricular challenges, experiential components, and ideological underpinnings of committing to an applied approach.

STINE, Linda (UNCG) Refocusing Archaeological Studies in the Academy. The Register of Professional Archaeologists is developing a strategic plan focused in part on training BA/MA archaeologists to fill predicted growth in cultural resource management (CRM) jobs in response to recent infrastructure funding bills. A new generation of beginning practitioners cannot follow traditional pathways of field school, due to economic and family necessities, and many are uncomfortable with a peripatetic lifestyle or low pay. There is a cultural shift happening, and CRM companies and professional organizations are experimenting with ways to refocus to stay relevant. Academic Archaeology programs must undertake the same thoughtful re-envisioning process.

BERNARD, H. Russell (ASU) Teaching Most Research Methods Online Is Not as Good as F2F – It’s Better. We know from many studies as well as from experience the advantages and disadvantages of online learning. Some lessons about the teaching of research methods may not be obvious. The most important of these lessons is that online teaching is not just as good as in-person instruction — it’s better.

(W-64) Considering Mentorship: The Practicalities, Challenges, and Rewards of Mentored Projects and Research (Higher Ed TIG)

Wed Mar 29, 2023 1:30 PM - 3:15 PM Rue Reolon

Speakers: Megan Sheehan, Gina Hunter, Amanda Hilton, Erin Long, Saira Mehmood, Sarah Raskin

CHAIRS: SHEEHAN, Megan (CSBSJU) and HUNTER, Gina (IL State U)

ROUNDTABLE PARTICIPANTS: HILTON, Amanda (U Arizona), HUNTER, Gina (IL State U), LONG, Erin (CSBSJU), MEHMOOD, Saira (NIH & AAAS), RASKIN, Sarah (VCU), SHEEHAN, Megan (CSBSJU) SHEEHAN, Megan (CSBSJU) and HUNTER, Gina (IL State U) Considering Mentorship: The

Practicalities, Challenges, and Rewards of Mentored Projects and Research. This round table brings together faculty, practitioners, and students to reflect on the challenges and possibilities of mentorship in anthropological work. This high-impact practice provides students, junior scholars, and new practitioners with an introduction to the full scope of anthropological practice. In this session, we will share diverse

experiences with mentorship, detailing the multiple goals, practical considerations in setting up programs and supporting participants, as well as strategies for navigating the many challenges entailed in these efforts. We will cover lessons learned from formal and informal mentor-mentee relationships and best practices for mentors and mentees working on research and independent projects.

(W-65) Crossroad of Undergraduate Student Research: Applying Rapid Ethnographic Assessment Procedures to Class Projects (Higher Ed TIG)

Wed Mar 29, 2023 1:30 PM - 3:15 PM Continental

Speakers: Kristin Hedges, Hanna Dobson, Gretchen James, Madeline Krawciw, John O'Dell, Paul Rausch, Hailey Roenigk

CHAIR: HEDGES, Kristin (GVSU)

ROUNDTABLE PARTICIPANTS: ROENIGK, Hailey, RAUSCH, Paul Drew, O'DELL, John, JAMES, Gretchen, DOBSON, Hanna, and KRAWCIW, Madeline (GVSU)

HEDGES, Kristin (GVSU) Crossroad of Undergraduate Student Research: Applying Rapid Ethnographic Assessment Procedures to Class Projects. This roundtable discusses using the method of Rapid Ethnographic Assessment (REA) as part of an undergraduate Applied Anthropology class. Two projects conducted in fall 2022 will be discussed. The first team worked with the Office of Undergraduate Research (OURS) to increase accessibility and student involvement in undergraduate research. Results from data analysis were used to create an informational video for the office to use to amplify student voices, complemented by the perspective of the faculty. The second team researched campus dining and food insecurity. Results were used to create a policy brief delivered to student senate for increasing food access.

(W-68) Issues of Governance in US Higher Education (Higher Ed TIG)

Wed Mar 29, 2023 1:30 PM - 3:15 PM Pavillion

Speakers: Elaine Bennett, Emma Abell-Selby, Karla Davis-Salazar, Alex Roedlach, Jose Santos

CHAIR: BENNETT, Elaine (Saint Vincent Coll)

SANTOS, Jose and FILNER, Matthew (Metro State U) Shared Governance in the Public University: A Case Study from the US Midwest. As public universities in the United States confront drastic changes and continue to evolve towards neoliberal managerial practices, institutions confront contentious issues. Increasingly, faculty feel excluded from decision making processes that influence their lives. This paper provides a case study of Public Midwestern University (PMU, a pseudonym), where a faculty union went from protest to participation with administration to formulate a new model for shared governance. While PMU produced such a model, interviews with participants depict a larger economic context that cultivates mistrust and a great sense of uncertainty. The article discusses conflicting attitudes around unionization, managerial practices, and the future of higher education.

ROEDLACH, Alexander and BALLESTEROS, Mariana (Creighton U), CLARK, Kathleen (Augsburg U), DAVIS, Rebecca (Creighton U), HOLMES, Leann (UNMC), MILLER, Joyce (Augsburg U), MINNICH, Margo and SCHULTZ, Alexandra (Creighton U) Examining the Influence of Mission Statements on Nursing Education: Smoke and Mirrors Or a Roadmap for Professional Identity and Practice? Mission statements inform academic programs and their curricula, instill values, and develop virtues in all stakeholders. Based on a mixed-methods study with faculty, students, and alumni of Doctor of Nursing Practice (DNP) programs at three universities in the U.S., this paper examines how, why, and to what degree these goals are achieved. The authors conclude that academic institutions are sites of morality politics and that the use of mission statements is determined by the size of the school, the relevance of mission statements for faculty's tenure and promotion expectations, and how the statements align with the values of professional associations.

ABELL-SELBY, Emma (USF) The Impacts of HB 7 on Undergraduate Education in the State of Florida. HB 7 (AKA Stop Woke Act) amends the Florida Educational Equity Act by imposing constraints on how certain “concepts” (*related to issues of privilege and systemic racism) are discussed in relation to employee training or student instruction. Because of HB 7, instructors must grapple with how to comport themselves and their material in the classroom. Although instructors received guidance on their Academic Freedoms, it is still unclear how HB 7 will impact pedagogy in the classroom. Using participant observation and semi-structured interviews this research study examines the impacts of HB 7 on undergraduate education at the University of South Florida.

DAVIS-SALAZAR, Karla (USF) Power Dynamics in Academic Middle Management: Duties, Perceptions, and Experiences among Academic Associate Deans in US Higher Education Administration. This paper investigates how power mediates the associate dean position in US higher education using Eric Wolf’s concept of organizational power—control over the environments in which others interact. Thematic analysis of semi-structured interview data with associate deans at public, research-intensive universities indicates the position is responsible for the organization of work in the college. However, lack of recognition of the organizational power of the position obscures the role and complicates relationships. I argue that organizational power is one of two modes of power within universities, which, when recognized and thus rendered “legitimate,” has important implications for research and practice.

BENNETT, Elaine (Saint Vincent Coll) Strategic Planning for Community and Resilience in Higher Education. Strategic plans can be a valuable tool for organizational transformation. This paper analyzes and critiques a strategic planning process that attempts to foster cohesion and shared identity within an academic division that has experienced multiple transitions and reorganizations, while attempting to move that division toward a posture of resilience and preparation for a turbulent future in higher education. Specifically, the applications of methods and approaches including rapid ideation, key stakeholder interviews, and iterative data collection, presentation, and reflection cycles contribute to a strategic plan that is simultaneously rooted in, builds, and transforms the division’s culture.

(W-108) Rethinking Student Training and Preparation for Diverse Career Pathways (Higher Ed TIG)

Wed Mar 29, 2023 3:45 PM - 5:30 PM Rookwood

Speakers: Daniel Murphy, Jasmine Bruno, Renee Cadzow, Linda Kahn, Scott Matter, Keely Maxwell, Jane Moeckli, Nancy Romero-Daza

CHAIRS: MURPHY, Daniel (U Cincinnati) and BRUNO, Jasmine (CO State U)

ROUNDTABLE PARTICIPANTS: KAHN, Linda (U Buffalo), ROMERO-DAZA, Nancy (USF), CADZOW, Renee (D’Youville U), MATTER, Scott (U Tech-Sydney), MAXWELL, Keely (EPA), MOECKLI, Jane (VA)

MURPHY, Daniel (U Cincinnati) and BRUNO, Jasmine (CO State U) Rethinking Student Training and Preparation for Diverse Career Pathways. Applied anthropologists use anthropological knowledge and skills to address real-world challenges; yet, preparing students for employment outside of academia continues to challenge college faculty. Likewise, students struggle to translate and package their skills and training for careers where they might best apply them. In this roundtable, we bring together representatives from a diverse array of agencies, institutions, and private industry to address the variety of ways academic institutions might improve student preparation and bridge the gap between academic training and employment. We will also discuss how applied anthropology students can effectively frame their expertise as they move into non-academic careers.

Higher Ed TIG Board Meeting

Thursday, March 30

Thu Mar 30, 2023 9:00 AM - 10:45 AM Salon A

(TH-05) Creative Pedagogies: How to Foster Publicly Engaged Anthropological Approaches (Higher Ed TIG)

Thu Mar 30, 2023 9:00 AM - 10:45 AM Continental

Speakers: Stephanie Sadre-Orafai, Dylan Carter, Rebecca Howes-Mischel, C. Jeffrey Jacobson, Todd Nicewonger, Heather Norton, Susanna Rosenbaum, Kathryn Timm

CHAIR: SADRE-ORAFI, Stephanie (U Cincinnati)

NICEWONGER, Todd (JMU) Co-Learning through Integrated Anthropological and Design Forms
SADRE-ORAFI, Stephanie and NORTON, Heather (U Cincinnati) How Race Is Made Real: Site Visits, Applied Writing Assignments, and Scaling a Seminar

HOWES-MISCHEL, Rebecca (JMU) Engaging Reproductive and Borderlands Politics in an Anthropology Classroom

CARTER, Dylan C. and TIMM, Kat (U Cincinnati) Critical Visioning: Fostering Interdisciplinary Collaborations in Multimodal Social Analyses

ROSENBAUM, Susanna (City Coll-NY) Conceptualizing Self/care in the Classroom

JACOBSON JR., C. Jeffrey (U Cincinnati) Beyond Theses: Re-envisioning the MA in Anthropology

SADRE-ORAFI, Stephanie (U Cincinnati) Creative Pedagogies: How to Foster Publicly Engaged Anthropological Approaches. How can anthropologists develop creative pedagogical strategies and scaffolds for students to address and intervene in pressing social issues like climate change, racism, migration, displacement, and reproductive rights? This panel will present a series of short case studies at the graduate, undergraduate, classroom, and programmatic levels aimed at fostering publicly engaged anthropological approaches and applications, including interdisciplinary, cross-sub-disciplinary, and activist methodologies. Attendees will leave with new ideas for how to implement these strategies in their own classrooms and departments and have an opportunity to share their own during an extended discussion session.

Friday, March 31

(F-05) Cultivating Careers and Capacities: Exploring How Faculty and Curricula Support Student Work Transitions (Higher Ed TIG)

Fri Mar 31, 2023 9:00 AM - 10:45 AM Continental

Speakers: Ellen Block, Lauren Hayes, Sarah Renkert, William Roberts, Angela Storey, Sharon Watson

CHAIR: STOREY, Angela (U Louisville)

BLOCK, Ellen (CSBSJU) High Impact: Building Liberal Arts Best Practices into Anthropology Curricula

WATSON, Sharon and SIMMONS, A.J. (UNCC) Responding to Inequities: Explicitly Integrating Career Readiness in Anthropology Curricula

RENKERT, Sarah (Purdue U) Professor of Practice: Preparing Students for Careers as Practicing Anthropologists

ROBERTS, Bill (SMCM) Assessment, Curricular Scaffolding, and Faculty Commitment to Mentorship: Augmenting Undergraduate Agency in Preparation for Life After College

STOREY, Angela (U Louisville) Learning from the Experience of Others: Using Interviews with Alumni and Practicing Anthropologists in Coursework

HAYES, Lauren (Wayne State U) A Systematic Analysis of Keywords in Job Ads for Anthropologists

STOREY, Angela (U Louisville) Cultivating Careers and Capacities: Exploring How Faculty and Curricula Support Student Work Transitions. As we support majors in job searches and launch doctoral candidates into careers, faculty play critical roles to develop student skills and capacities for post-degree careers. This panel highlights some of the many ways that faculty support students to successfully navigate transitions into working life, ranging in scale from the provision of individual support to the re-design of degrees. Papers examine an array of practical approaches, including curricular and course innovations, connections to alumni and campus resources, skills gained through the liberal arts, support for job searching, and experiential learning. Time will also be devoted to audience discussion.

(F-06) Designing and Developing Pedagogical Innovations in Higher Education (Higher Ed TIG)

Fri Mar 31, 2023 9:00 AM - 10:45 AM Hall of Mirrors

Speakers: Taylor Borgelt, Richard Merkel, Flavia Stanley, Jessica-Jean Stonecipher, Alisha Winn

CHAIR: WINN, Alisha (Consider the Culture & PBAU)

STONECIPHER, Jessica-Jean (UFL) Designing and Delivering Interdisciplinary Study Abroad Programs: The Challenges and Benefits of Incorporating Anthropology

MERKEL, Larry (UVA) Use of the American Psychiatric Association DSMIV Cultural Formulation to Teach Cultural Psychiatry to Undergraduate and Graduate Students

WINN, Alisha (Consider the Culture & PBAU) Practicing Anthropology in the Classroom: Preparing for the Real World in Faith-Based Institutions

STANLEY, Flavia (Lesley U) Creating Exhibits with Students as Public Anthropology

BORGELT, Taylor (Purdue U) Engaging with Race in Forensic Anthropology: Contemporary Decolonizing Conversations

STONECIPHER, Jessica-Jean (UFL) Designing and Delivering Interdisciplinary Study Abroad Programs: The Challenges and Benefits of Incorporating Anthropology. Anthropological theories, concepts, and methods seem like an obvious pairing for undergraduate students going to live and study abroad. However, centering anthropology in an international, interdisciplinary program is not without challenges. This paper analyzes and addresses those challenges, from experiences co-designing and leading such a program. The program, Health Innovations, Design Thinking, and Medical Narratives was created for pre-health students at the University of Florida. Analyzing each of the trips (Greece 2019 & 2022), the courses, and the learning outcomes (based on students' final reports and competencies) sheds light on both areas of success and failure for our program. MERKEL, Larry (U Virginia) Use of the American Psychiatric Association DSMIV Cultural Formulation to Teach Cultural Psychiatry to Undergraduate and Graduate Students. For 14 years I have taught ANTH 5360 World Mental Health to advanced undergraduates and graduate students and using the American Psychiatric Association's DSM IV Cultural Formulation as a guide for students doing an in-depth cultural assessment of someone with a self-declared psychological issue. I will discuss how the CF is adapted to the assignment, how it is taught, and how the project is carried out. I will discuss student reactions. I will describe the advantages and disadvantages of using the CF and what that implies about the applicability of the CF in other settings. It is useful for expanding culturally sensitive thinking in students.

WINN, Alisha (Consider the Culture & PBAU) Practicing Anthropology in the Classroom: Preparing for the Real World in Faith-Based Institutions. In today's climate, with health, economic, and political challenges and societal changes, many college students seek ways to utilize their field of study to impact change. In a faith-based university, some ministerial students choose practical approaches instead of a traditional, religious-structured path to combat health, poverty, homelessness, unemployment, hunger, and other issues to serve those in need. For this paper, the author describes and provides teaching practices to prepare students for their profession through restructuring traditional faith-based courses, incorporating

anthropological concepts and ethnographic fieldwork, using faith-based examples, and promoting a holistic approach to solving problems.

STANLEY, Flavia (Lesley U) Creating Exhibits With Students as Public Anthropology. In this paper, I discuss the potential of working with students to create exhibits that highlight anthropological knowledge and research. Inspired by the "Race: Are we so different" exhibit, I tasked students in a course to create interactive displays, accessible for a wide audience, based on assigned readings about sex and gender. Though the process was challenging and the outcome uneven, there were numerous pedagogical benefits for students and for myself. Furthermore, such exhibit-projects can act as public anthropology with the aim of disrupting deeply entrenched and problematic beliefs that viewers may have about humanity.

BORGELT, Taylor (Purdue U) Engaging with Race in Forensic Anthropology: Contemporary Decolonizing Conversations. This graduate school project situates itself in the current conversation around teaching and learning about race in forensic anthropology, especially in education. Race, including the racialization of bodies, is engrained in life and education, with specific manifestations in medical and forensic spaces. My project, exploring how racialization is both taught and practiced within forensic anthropology - through expert interviews, content analysis, a literature review, and autoethnography - contributes to understanding decolonizing efforts. As someone who aspires to work at the intersection of anthropology and medicine, this project is providing the foundation for work that promotes health equity in life and death.

(F-35) Collaboration, Conflict, and Community: Reflections, Engagement and Change (Higher Ed TIG)

Fri Mar 31, 2023 11:15 AM - 1:00 PM Continental

Speakers: Jennifer Ayala, Darlenis Estevez, Melina Garces, Scarlett Guajala, Devin Heyward, Joseph McLaughlin, Michele Peralta, Kelly Pinto Rodrigues, David Surrey

CHAIRS: SURREY, David and RODRIGUES, Kelly (Saint Peter's U)

AYALA, Jennifer and GUAJALA, Scarlett (Saint Peter's U) Sabores y Saberes: Creating Community Spaces through Art-making

HEYWARD, Devin and RODRIGUES, Kelly (Saint Peter's U) Using Community Events for Co- curricular Learning

MCLAUGHLIN, Joseph and PERALTA, Michele (Saint Peter's U) The Challenges of Re-Creating a Distinctive Core Curriculum that Reflects the Future

SURREY, David, GARCES, Melina, and ESTEVEZ, Darlenis (Saint Peter's U) (Trying) to Engage Faculty in Revitalizing the Curriculum to Reflect Our Students and the Future

DISCUSSANT: HEYWARD, Devin (Saint Peter's U)

SURREY, David and RODRIGUES, Kelly (Saint Peter's U) Collaboration, Conflict, and Community: Reflections, Engagement and Change. Located in the most ethnically diverse city in the nation, Saint Peter's University has an 79% minority/majority student population, meaning students largely come from minoritized communities and is federally designated as an HIS as well as a First Gen college. This figure drops to 31% for full-time faculty. This mismatch highlights a major challenge to fulfilling our mission: preparing students to lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment. This session address complementary efforts to decolonize and detraditionalize the curriculum, engage students as well as use innovative techniques to better achieve our mission.

(F-36) Teaching and Learning in Varied Post-Secondary Contexts (Higher Ed TIG)

Fri Mar 31, 2023 11:15 AM - 1:00 PM Hall of Mirrors

Speakers: Benjamin Brooks, David Casagrande, Naomi Yamada, Toru Yamada

CHAIR: CASAGRANDE, David (Lehigh U)

CASAGRANDE, David (Lehigh U) Lehigh Launch Ecuador: An Immersive First-semester Pedagogy. Lehigh Launch Ecuador is an environmental anthropology study-abroad program for first-semester university students based on a pedagogy that combines mindfulness meditation with coursework in ecology, Spanish language, and anthropology to study environmental issues in Ecuador's Highlands, Amazon and Galápagos with special attention to cultural diversity. The program teaches personal well-being, critical thinking, emotional intelligence, and cultural relativism students can use during college and subsequent careers. I discuss student recruitment and selection, program assessment, and benefits and challenges of semester-long cultural immersion with first-semester students. An integrative theme like "adaptation" helps students derive meaning from personal experience and academic content.

BROOKS, Benjamin (ECU) Using International Virtual Exchange to Enhance the Classroom Experience. International virtual exchange seeks to contribute to a greater understanding of complex social issues. IVE can enhance anthropology courses focusing on globalization and Latin American culture, by increasing intercultural competency for students about migrants and human rights. Using a peer-to-peer virtual exchange model, ECU and Latin American students learned about globalization and migration in Latin America and how it impacts Colombia and Mexico. Students discussed topics related to migration including human rights, global warming, and globalization. This module increases the intercultural competency of students by allowing them to use ethnographic methods to explore the social issues of globalization and migration.

YAMADA, Toru (Meiji U) Soft Power Diplomacy in Japan's Student Mobility Program. In this paper, I examine the Japanese government's soft power diplomacy from a legal anthropological perspective by looking into the policy practice or the policy in action. Over last ten years, by making college students to find attractive aspects of different regions in Japan, the government aims to use soft power through the hands of college students. Student Japan's student mobility programs have become more a part of nation's diplomacy than they have previously been.

YAMADA, Naomi (Meiji U) Mnemonic Elements and Cram Schools: Preparing for the HKDSE (Hong Kong Diploma of Secondary Education). Across Greater China, memorization of large amounts of material has long been considered central to successfully passing entrance exams for university. While China (PRC) has recently banned for-profit tutoring services, a majority of high school students in Hong Kong attend commercially-operated "cram schools," also known as tutorial schools to prepare them for the Hong Kong Diploma of Secondary Education (HKDSE). This paper looks at the role of memorization techniques used for preparing students for the HKDSE, particularly as promoted by tutorial schools, and in light of new revisions to the HKDSE which include a greater inclusion of patriotic elements.

(F-42) Belonging and the Student Experience in Higher Education (Higher Ed TIG)

Fri Mar 31, 2023 11:15 AM - 1:00 PM Salon B & C

Speakers: Elizabeth Beckner, Sherylyn Briller, Remy Katz, Rebecca Martinez, Heidi Nicholls, Annie Patrick, Amy Shields

CHAIR: NICHOLLS, Heidi (UW-Oshkosh)

NICHOLLS, Heidi (UW-Oshkosh) Pursuing Inclusive Excellence at a PWI. Stemming from research conducted with students, centered on the conversation of inclusive excellence in higher education, this

research looks to historically racially underrepresented students and creating a sense of belonging on a PWI. Using the three pillars approach of diversity, this paper explores what students say is working and where there are opportunities for growth and improvement in disrupting the status quo. In turn, this paper attempts to generate insight into the student experience with hopes of greater retention and recruitment while seeking ways to actively create spaces of empowerment and the ability to effect change.

PATRICK, Annie (GTU) The Applied Scholar as “Participantworkerscholarcaretaker” (hyphens purposely omitted). Taking on the role of an applied scholar means one’s life and intellectual work does not simply contribute to each other. Instead, they become tightly intertwined. This paper explores and discusses my experience of being a scholar-participant on a five-year interdisciplinary culture change project intersecting electrical and computer engineering, engineering education, and the social sciences. I introduce the theoretical framework and methodology of groundwork that identifies the social, political, and cultural labor that goes unseen in applied anthropology. I outline the work of caring for marginalized participants, the self-confrontation of one’s positionality, and translation of labor across disciplinary boundaries.

BECKNER, Elizabeth (UC-Riverside) In Search of Equity and Belonging: The Lived Experiences of Single Mother Transfer Students. As I have navigated my way through higher education, the need to rethink what diversity, equity, and inclusion mean in terms of parent student support has become increasingly apparent. With this presentation I will disseminate the preliminary findings of my current research on the lived experiences of single mother transfer students. I will also share the ways in which using an anthropological lens has been a crucial component to unraveling the intricacies of the lived experiences of a group of students who have been largely overlooked, as well as to critically examining systemic issues within universities.

MARTINEZ, Rebecca, BRILLER, Sherlyn, and STRIMEL, Greg (Purdue U) Belonging: What Are We Learning from Making a Design and Innovation Program? Belonging is proving to be a central topic in DEI spaces including higher education. With implications for students’ success, stakeholders are asking to address long-standing issues of inclusive education. In response, universities are investing in DEI programs and other ways to promote inclusivity. We aim to understand how students work, find themselves, and belong in a cross-college Design and Innovation program which includes co-taught courses, a learning community, and student ambassadors. We will present some key findings in how students with different identities have a sense of belonging and what that means for creating and sustaining communities of transformation in higher education.

SHIELDS, Amy (UA-Birmingham) Expectations versus Obligations: An Examination of University Students With Autism Spectrum Disorder and Their Awareness of Their Legal Rights. Autism spectrum disorder (ASD) is a prevalent condition experienced by many people who are in education and employment. State and federal laws purport to ensure accommodations for people with disabilities, but many people with ASD experience suboptimal conditions that prevent them from realizing their full potential. Sparse ethnographic research has been conducted with American students or workers with ASD. My research involves interviews and participant observation of university students with ASD to assess knowledge of their legal rights and empowerment to seek school or workplace accommodations. Through qualitative case studies, I investigate the gaps between legal assurances and lived experiences.

KATZ, Remy (NCF) Accessibility in Academia: Building a More Inclusive and Less Intimidating Environment. This presentation focuses on the lack of accessibility in higher education and in academia. This is a complex issue with positives and negatives changing depending on the individual identity of each actor as a scholar and as a person. This research hopes to achieve a clearer understanding of the

positives that higher education provides to scholars and active researchers and identify the key problems, such as language accessibility, lack of visibility in primary and secondary education, gender representation, and hear the voices of those who have ideas of improving academia for the betterment of all.

(F-65) Belonging, Equity, Diversity, and Inclusion (BEDI) Initiatives: Conduit to Institutional Change or Academic Spirit Fingers (Higher Ed TIG)

Fri Mar 31, 2023 1:30 PM - 3:15 PM Continental

Speakers: Angela Guy-Lee, Lilian Henderson, Christina Miller-Bellor

CHAIRS: GUY-LEE, Angela and MILLER-BELLOR, Christina (Delta Coll)

ROUNDTABLE PARTICIPANTS: MILLER-BELLOR, Christina (Delta Coll), HENDERSON, Daisy (GRCC) GUY-LEE, Angela and MILLER-BELLOR, Christina (Delta Coll) Belonging, Equity, Diversity, and Inclusion (BEDI) Initiatives: Conduit to Institutional Change or Academic Spirit Fingers. BEDI initiatives were instituted and accessed at many four-year colleges and universities. However, BEDI work at community colleges has not received the same attention. The lack of BEDI focus at community colleges is problematic because their student bodies are often more diverse than four-year institutions. This presentation will explore BEDI initiatives at two midwestern community colleges. Special attention will be given to faculty's perceptions of BEDI work, how the colleges measure the growth or success of BEDI initiatives, the institutional history of BEDI initiatives, and how to engage students on non-residential campuses.

Saturday, April 1

(S-16) Capstone Session on Anthropology of Higher Education (Higher Ed TIG)

Sat Apr 1, 2023 9:00 AM - 10:45 AM Salon I