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In the space below, please describe your involvement with ACPA, including any leadership positions you have held.

I have been involved with ACPA since my senior year of college in 2008. I became more actively involved around 2010 through the Commission for Social Justice Education by attending meetings and was nominated and elected to the directorate body in 2012. I served a couple of years in different coordinator roles, including social media coordinator and publications coordinator and eventually was elected into a vice chair role. I then spent time as vice chair for member services, vice chair for social media, and vice chair for scholarship before applying for the chair position. I was elected in 2017 and began my chair-elect year in 2018. I am now completing my second year as chair and will transition out of this role at the 2021 convention.

I attended my first convention in Las Vegas in 2013 and have attended every ACPA since then except the 2014 convention. I have also presented at all but one of those ACPA conventions, including a few sponsored programs with CSJE, Career Services, and Assessment & Evaluation. I have served as a program reviewer every year for the last 12 years. In 2014, I was asked to contribute an article to *Developments* for ACPA's 90th anniversary that looked at ACPA's historical efforts toward social justice and imagined what the future of social justice, equity, and inclusion could look like for ACPA into the future. From 2017-2018, I served on the Strategic Imperative for Racial Justice & Decolonization Curricular Resources Advisory Committee. Additionally, I co-edited a book, *Debunking the Myth of Job Fit in Higher Education & Student Affairs*, co-published by ACPA & Stylus in 2019, which examined the job search process through critical theoretical frameworks.

Please describe how you will work to advance ACPA's Core Values if elected/appointed to this position.

As a leader, I am values driven. I chose ACPA as my professional home many years ago because its values speak to me as a human. Personally, I have found it difficult to be part of and especially a leader within organizations whose values don't align with mine. At the same time, values are aspirational, and I want the values of organizations I work for to challenge and push me to be a better person individually and as part of various communities and society. This is a major reason I have chosen to invest so much time and energy into ACPA. Yes, ACPA's values speak to me, but they also help me see new possibilities for myself!

I see being aligned with ACPA's values as crucial to this position's success because so much of what drives ACPA as an organization is valuing, in ACPA's words, "diversity, multicultural competence and human dignity." It was this value, or some iteration of it many years ago, which drew me to ACPA as a young queer person seeking understanding, validation, and nurturing as a young professional. It's a value I didn't see represented in other places, and while ACPA has struggled at times to affirm me, the people within ACPA have always striven to do so and have been willing to hear the tough feedback it takes to get there.

As Director of Equity and Inclusion, I see ACPA's values related to social justice as crucial to the role, but each of the other values is also made more whole when viewed through this same lens. When we think about what it means to educate and develop the "whole student," we must use a critical lens not only to ensure that all of our students (and all of who each student is) gets included but also to think of education as transformative – that in educating the whole student through critical frameworks, we can help them transform the world around them into a better place, one that already values who they are.

I recently published an article on taking a "Critical Literacy" approach to student affairs education where I looked at Critical Literacy as one tool for examining student affairs practice in terms of how it contributes to oppression and/or liberation. I can see how examining the work of ACPA through a Critical Literacy lens can help us continue on our path toward reimagining a better professional association and, more importantly, a better profession. A critical literacy lens requires cross-examining who is making decisions and who is affected by decisions, something that cuts into ACPA's value of inclusiveness in decision-making. Who has access to knowledge within ACPA? One of the challenges of being an association is that we are funded by our members, but we produce knowledge for the greater profession. How do we examine this intersection when thinking about who has access to the knowledge we produce and how do we ensure access to knowledge regardless of an individual's or institution's financial means?

I would be excited to be a part of advancing how ACPA continues to contribute to our field in these ways by operating as I think I operate best – through investigation, examination, questioning, and imagining. I would be honored to carry on the amazing work of Directors of Equity and Inclusion past and support the ongoing growth of ACPA as it seeks to be a transformative influence in higher education. In my heart, I am most excited to work alongside the other phenomenal leaders within ACPA in achieving that mission.

After reviewing the qualifications of the position for which you are applying, please describe briefly below how you believe you meet each qualification.

I am currently a member in good standing with ACPA and have been for over a decade. I served as Chair of the Commission for Social Justice Education from March 2019 to March 2021 and currently am finishing my term as Past-Chair. I am not a current or past employee of ACPA and will not hold another office within ACPA at the time the term for Director of Equity and Inclusion would begin. Furthermore, I have nearly a decade of experience of intense involvement with one Commission at a variety of leadership levels and also helped to see that Commission through, along with many others, a time of transition as we sought to re-evaluate our complicity in oppressive practices. I previously attended the summer leadership meeting in the place of then-Chair Vu Tran in 2017 and 2018 and was a consistent voice within the Commission Chair

meetings both in person and remotely advocating for considering our role in the Strategic Imperative for Racial Justice and Decolonization. I was also a part of different Strategic Imperative related working groups, such as an Association-wide curriculum committee when the imperative first took root and an implementation working group within the Commission Chairs assembly over the past year.

I have professional experience with all of the other qualifications listed. For example, I have been a part of and chaired equity and inclusion committees at my own institutions, both departmentally and institution wide. I have been part of bias response efforts, facilitated many social justice trainings, prepared and reviewed public statements through an equity and justice lens, and overseen many awards selection processes. Regarding review of Standard Operating Procedures and other processes and protocols, I have often been called to do this at my institutions because of my involvement with CSJE and other social justice initiatives. While I know that I would have a role in the leadership of these efforts, I also know that my one voice is not meant to carry the weight of these efforts. It is more important to have a community who can be a part of this alongside me, something that I believe in firmly as an approach to social justice work. Finally, in my role in equity and inclusion committees in the past, I have been a part of developing climate surveys and using data to develop comprehensive equity and inclusion plans. My major disappointment with those plans is that they are often just words on paper. University leaders tend to struggle to implement meaningful changes that should come from such initiatives. I am excited by the opportunity to be part of an organization that has a history of listening and making meaningful change based on having hard conversations with its members.

As a leader, how will you contribute to the work of the Association?

My goal as a leader in any capacity is to get down to the work of the mission. In ACPA's case, I am excited by the recent shift in our mission and vision as I think it plays into the Association's strengths as a leader in higher education transformation through the lenses of equity and justice. As a result, my contributions include using my skills in questioning current practices and helping to imagine possible futures. As Director of Equity and Inclusion, this would be a fundamental part of that role.

For example, I know there have been great efforts to "actualize" the Strategic Imperative for Racial Justice and Decolonization. I was part of a number of those efforts, including an early association-wide working group to develop a curriculum and a working group of Commission Chairs who wanted to develop strategies for commissions to utilize in advancing the work of the Strategic Imperative. I also know that it is incredibly difficult to change. Within the Commission for Social Justice Education, we had to make a conscious decision to stop some of our important work so that we could shift our energies to the Imperative. This lost us some members and leaders who were looking for that concrete experience, but it also attracted others who were excited about what we thought was "doing the work" of examining ourselves critically and reimagining ourselves as something better. We renamed ourselves, rewrote our mission, and decided on new ways of engaging with our members based on what our members wanted. We were guided by decolonial and antiracist frameworks and by the overall framework offered by the authors of the Imperative. As a Commission, we are still on this journey.

I see all of this as a major part of the role of the Director of Equity and Inclusion. There may be the clear tasks outlined by the position description – running a committee, examining policies, responding to bias reports – but the fundamental goal is to help ACPA in its journey toward a more inclusive and equitable association and supporting its members in creating a more inclusive and equitable profession and society. So, while I have experience in and can do the tasks asked of Directors of Equity and Inclusion, I will also bring my heart and soul to the work and my desire to help create a better profession – not just the profession I imagine but one collectively imagined by our members, and even the people who cannot afford membership in our organization whose voices deserve to be included too.

After reading the introductory statement about the ACPA Leader Selection Process and the Strategic Imperative for Racial Justice and Decolonization, take a moment to self-reflect on your own experiences at the intersections of diversity, equity, and inclusion. How will your identities, experiences, and competence help you in the Association's work to champion diversity, equity, and inclusion within and outside the ACPA community?

I have been fortunate to have training, both within the academy and otherwise, that centers inclusion, equity, and social justice. Without this training, I may not have had the chance to change and grow as an individual and as a member of many communities local, national, and global. It's possible my emphasis on "social justice," for example, would not have evolved beyond one primarily focused on my own queer identity into one that is aware of a complex web of identities and system forces at play in relation to them. This training and my subsequent personal and professional experience have allowed me to expand my view of justice to an intersectional approach.

I have tried to infuse a complex model of social justice that moves beyond talk toward action into my work. For example, I became involved in a project exploring how job fit is used as a tool for discrimination in higher education job searches due to my involvement with the ACPA Commission for Social Justice Education. I saw this as an opportunity to expand my own and hopefully others' views of this concept. This resulted in a book that centers a variety of voices, identities, experiences, and processes within higher education and student affairs through critical frameworks in addition to offering advice and suggestions for how to change practice. It also resulted in changes in my own practice as a member and chair of search committees as well as advocacy for change within my institution toward more equitable practices in search processes at large.

In my work with CSJE, we centered the Strategic Imperative for Racial Justice and Decolonization to ask ourselves how we move toward or away from that vision for ACPA. For us, this meant making challenging decisions about stopping or pausing much of what we did and how we did it so that we could reimagine it. Even now, several years later, we are still in this process because we have learned it is an ongoing one given the context of white supremacy and colonization in which we continue to live. I see a major part of my role within the ACPA Governing Board and as Assembly Coordinator being the furthering of this work of injecting social justice into the work of the Association and, specifically, the Commissions.

Finally, I am in the last stage of my PhD in curriculum, instruction, and the science of learning with my dissertation focused on the narratives of student affairs professionals who have a “learning orientation” and/or espouse an “educator” identity in their work. One aspect of this research explores how inclusion merges with pedagogy in these professionals’ journeys. I am excited too about how this has fit into my work as a commission chair as we have shifted CSJE to focus more clearly on social justice pedagogy. I’m excited by how my interest in pedagogy, and specifically culturally-sustaining, liberatory, and inclusive pedagogy can be a part of my work within ACPA at a larger level.