SfAA: Higher Education TIG
2022 Sessions and Abstracts

T-80 (Online only)
Unions in Academia: Cultural Citizenship or Response to Volatility in Academe
Tuesday 1:30pm - 3:15pm

TAMIR, Orit and JENKINS, Kathy (NMHU) Unions in Academia: Cultural Citizenship or Response to Volatility in Academe? American colleges and universities increasingly pose threat to tenure and operate like corporations: they lower the number of tenure/track faculty positions and increase the numbers of contingent and per course faculty who work for low pay and minimal/no benefits. Covid-19 exposed faculty to mandates that attempt to circumvent proper governance, bargaining, and in some cases safe workplaces. In response, many faculty members have organized and voted to join labor unions to address tenure, working conditions, benefits, and so on. How can a labor union help resolve the problems facing faculty, staff, and students in the 21st Century American academe?

W-17 (Wasatch - Onsite)
Navigating Academia during the COVID-19 Pandemic
Wednesday 9:00am - 10:45am

DEUBEL, Tara F. and DAVIS-SALAZAR, Karla (USF) Stretched to the Limit: Experiences of Mothers Navigating Academic Careers during the Pandemic and Beyond. This study investigates the experiences of women professors working in academic careers in a research-intensive university setting in the southeastern US. Through interviews with professors at varied ranks from different disciplines, we examine how women in academia navigate motherhood and balance it with career and institutional demands. We consider how several key issues including tenure and promotion, gender discrimination, university policies, peer support and mentorship, and the recent disruptions of the COVID-19 pandemic have impacted women's career trajectories and advancement, well-being, and views of their roles in academia.

LONG, Rex (TX State U) and GRIFFARD, Megan Kathryn Rauch (UNCCH) First-Generation College Students and COVID-19: Impacts to Health and Learning. This study, conducted by an interdisciplinary research team in Fall 2020, includes interviews with 49 students across five universities to determine the ways in which COVID-19 impacted first-generation college students (FGCS). Primary research questions included the impact of the pandemic on the health of FGCS, and the experience of transitioning to remote learning. Findings show that FGCS experienced a range of mental and physical health symptoms related to the pandemic, such as feeling stressed, unmotivated, or experiencing changes to physical fitness and eating habits. FGCS also reported difficulties in transitioning to remote learning, including accessing appropriate resources.

SCOTT, Jason (Milwaukee Area Tech Coll & Beloit Coll) "Whoever Dies, Dies": A Pedagogical Model for Understanding the COVID-19 Outbreak in United States Prisons. Nearly half of the U.S. prison population or five times the rate found in the general population has been infected by Covid-19. Limited social distancing and loosely enforced preventative measures helped to spread COVID-19 in prisons while a lack of resources has created a sense of social death among the incarcerated. Officials have often lacked transparency about the spread of the disease while government policies have proven apathetic to the daily needs and long-term traumas of the incarcerated ill. Addressing the shortcomings of official reporting, this presentation asks how incarcerated students can produce more humanistic knowledge about a pandemic prison.

REPASKY, Emily (TX State U) College (Un)Affordability during COVID-19: TXST Students' Experiences Paying for Higher Education. The price of higher education in the US has increased significantly since the 1980s, while incomes have failed to keep pace. Earning a postsecondary degree is necessary for attaining future economic stability and upward social mobility. As such, college has become a cost-prohibitive imperative for many. This presentation shares findings from research on students' experiences paying for college and living-related expenses during an unprecedented time, the COVID-19 pandemic. Drawing on in-depth interviews with college students, I explore strategies and resources they draw on to make it work financially and how they weigh the value against the costs of higher education.

W-22 (Online only)
Anthropological Collaborations: Transforming Anthropology through Community Engagement
Wednesday 9:00 am - 10:45 am

RODRIGUEZ, Monica (Ferris State U) Anthropological Collaborations: Transforming Anthropology through Community Engagement. The teaching of anthropological concepts like culture, race, and gender happens in many places within and outside the traditional classroom setting. This panel will address the potential anthropology and other social sciences have in educating community members about these important topics. Papers will focus on projects that involve formal education in non-traditional settings like classes for law enforcement, non-credit university courses, and equity programs; non-traditional settings like radio audiences, and exploring community-defined problems in a research setting.

W-47 (Wasatch - Onsite)
Transformation and Change in Anthropology
Wednesday 11:15am - 1:00pm

APPELHANS, Sarah, CHEVILLE, Alan, NICKEL, Robert, THOMAS, Rebecca, THOMAS, Stewart, and THOMPSON, Michael (Bucknell U) "Convergence" Education: Teaching Interdisciplinarity in an Electrical Engineering Department. Recognizing that technology alone cannot solve our biggest societal challenges, the NSF has created funding for "convergence"

research, challenging engineers and computer scientists to form integrated partnerships with social scientists. A private liberal arts college will introduce "convergent problems" into the electrical engineering curriculum over the next five years to help undergraduates work more effectively with other disciplines. First phase ethnographic observations from June - Dec 2021 reveal that although faculty desired to teach complex problems, many lacked the time and knowledge to do so effectively. In design classes, engineering students resisted engaging with systemic problems and qualitative data, reverting quickly to purely technical problems.

FOSTER, Brian (U Missouri, retired) Layers of Separation: Musings of a Retiree with Forty Years as Faculty and Administrator. There were many layers of my retirement process. When I decided to retire, I felt disengaged; when my retirement plan became publicly known, I was marginalized significantly. These early phases became life-changing when actual retirement occurred. Like many other retirees, I continued to work and had limited university resources, and I re-engaged in new ways--e.g., established the TIG on Higher Education. When post-retirement engagement and institutional support end, virtually total separation occurs for most people. Retirement is complex, often challenging, sometimes providing relief, but always leading to a new path (or precipice) in life.

NICHOLLS, Heidi (UW-Oshkosh) Reduce, Reuse, Recycle: Transformation through Our Own Methodologies. In a time of division and opposing rhetoric, how can we achieve meaningful engagement? What is our role as "scientists" of the human condition? So much of what we are asking is found in our own methodologies. It is in the "how" of application where we find the real revolution and innovation. This paper explores a variety of examples/possibilities of interactional diversity in the reciprocal interrelationships of our classrooms, research and student collaborations. It looks at how the organic nature of our research can inform our institutions in programming, policy-making, and interdisciplinary/interdepartmental engagement opportunities, creating spaces of transformation.

RHUE, Steven (OSU) The World Is and Has Been Changing: So Must Our Anthropological Training. The field of anthropology has been changing for some time, accelerated by deepening socio-political divides, the pandemic, and the nature of the academic environment. Graduate students and mentoring faculty are re-evaluating the purpose and contribution of anthropological work, the conduct of research, and express renewed interest in careers/writing outside the academy. As the next generation of anthropologists and those faced with uncertain futures, graduate students are looking for more. Drawing on recent reviews, reflections, and commentaries on the status and lived experiences within the field, this paper considers the future directions and possibilities of graduate training in anthropology.

SEPIELAK, Katarzyna, YAWORSKY, William, and WLADYKA, Dawid (UTRGV) What Happens When We Don't Learn the Native Language? "Thou Shall Learn the Native Language" has been a virtual sacred dictum in anthropology since the days of Malinowski and Evans-Pritchard. Or has it been? In this presentation, we explore fluency and the role of interpreters in contemporary anthropological practice. We compare fluency and interpreter use rates among anthropologists and sociologists based on our survey of 913 responses from faculty members of 94 sociology and 85 anthropology programs in the United States. One surprising finding: sociologists report

slightly higher rates of fluency in the native dialect. This and other findings provide useful insights into social science research and practice in the developing world.

YAWORSKY, William (UTRGV) and VARBELOW, Sonja (Angelo State U) Propaganda, Education, and Anthropology amidst an Epistemological Crisis. The article begins by outlining the problem, which is the widespread deployment of propaganda on the American public. This propaganda is so successful that it is able to create intense social divisions in arenas such as health care and democratic governance itself. We provide analysis of the propaganda themes collected by the computational Propaganda Project (CPP 2020) from April through July of 2020. We then go on to provide insights into how anthropological education may limit propaganda's deleterious effects. This way, we hope to contribute to current conversations about anthropological education in a democratic society.

W-78 (Wildcat - Livestreamed from SLC)
The Dynamism of Research, Learning, & Mentorship during Global Crises
Wednesday 1:30pm - 3:15pm

PFISTER, Anne (UNF) and CANNON, Anneliese (Westminster Coll) The Dynamism of Research, Learning & Mentorship during Global Crises. This session brings together various projects and disciplines, investigating real-time phenomena during times of global crises. The papers underscore the importance of dynamism with regard to methods and theories while adapting to rapidly changing social contexts. Papers include analyses of: Disneyland Culture on TikTok; immigrant mothers participating in English Learning via Zoom; inclusive teaching and learning through faculty fellowship; the application of anthropological theories after the George Floyd murder, and research partnerships investigating educational inequities. Together, these papers remind us of our potential to 'transform possibilities' through social science investigations that frame and seek to understand unique, varied lived experiences.

W-107 (Wasatch - Onsite)
The Transformative Potential of Teaching the Commons
Wednesday 3:45pm - 5:30pm

FLY, Jessie (Eckerd Coll) and HAM, Jessica (Oxford Coll) The Transformative Potential of Teaching the Commons. This session brings together a panel of teacher-scholars to discuss the "revolutionary potential" of teaching "the commons." Somewhere along the way, from learning to share and play nice in preschool to a competitive and atomistic experience of higher education, we have lost our way. We resist our responsibilities to the other members of our planet, both now and in the future, and perpetuate a misunderstanding of what it means to sacrifice for the good of all. This panel will be an interactive discussion of strategies for helping students tone the muscle of reimagination in the collective space of the classroom.

Higher Ed TIG Board Meeting (Hybrid: Wasatch and Zoom)
Wednesday 5:30pm - 7:15pm

TH-07 (Powder Mountain - Onsite)
New Approaches to the Anthropology of Higher Education
Thursday 9:00am - 10:45am

TAYLOR, Nicole (TX State U) and NICHTER, Mimi (U Arizona) A Filtered Life: Social Media on a College Campus. Currently, more than 90 percent of youth are social media users, and nearly half report being online almost constantly. As such, social media is a critical space for exploring identity and sociality. This presentation explores how college students create and manage multiple identities online. We introduce the concept of "digital multiples," wherein students strategically present themselves differently across social media sites. Drawing on interviews, focus groups, and online participant observation, we document and make visible routinized practices that are typically hidden and operating behind the scenes, exploring social norms that guide gender performance, emotional expression, and physical appearance.

BEISWENGER, Lisa (Saint Francis U) "You Will Get Wet": Conducting a University Waste Audit as Pedagogical Tool. In spring 2020, four students, two faculty, and six facilities staff at The University of Akron embarked on a journey of discovery by conducting a waste audit of the university's student union. This paper will explore pedagogical strategies to get students thinking about consumption and waste at the personal, university, and global levels. I will discuss the logistics of conducting a university waste audit, and on a higher level, explore the pedagogy of waste and the value of conducting a university waste audit as an educational tool.

TH-18 (Wildcat - Livestreamed from SLC)
Issues in Doctoral Education
Thursday 9:00am - 10:45am

GORUP, Meta (Ghent U) and MCDONALD, James (U Montevallo) Issues in Doctoral Education. Drawing on studies conducted across different doctoral education contexts, this session addresses a host of issues importantly affecting the contemporary doctoral experience. The papers in turn explore the trauma brought about by the process of professional socialization among anthropology graduate students, the effects of the COVID-19 pandemic and movement for racial justice on a STEM doctoral program, the nature and consequences of strained relationships between international doctoral students and their advisors, and the impact of non-traditional doctoral pathways, such as working while pursuing a doctorate, on the graduates' subsequent employment prospects.

TH-19 (Sidewinder - Livestreamed)
Doubling-Up in College: A Tactical Response to Student Housing Insecurity

Thursday 9:00am - 10:45am

NELSON, Andrew and PHAM, Lena (UNT) Doubling-Up in College: A Tactical Response to Student Housing Insecurity. This paper addresses the results of a class-based ethnographic study on the doubling-up housing practices of college students. Defined as adding extra roommates or moving in with family, doubling-up offers a tactical response to student housing insecurity. Based on our research with students and applied engagement with a housing authority, we examine the doubling-up tactics of students within the precarious conditions of contemporary student living.

TH-67 (Powder Mountain - Onsite)
The Revolutionary Potential of Ethnographic Field Schools in Applying Anthropology Broadly, Part I: Faculty Experiences
Thursday 1:30pm - 3:15pm

HAWKINS, John (BYU) The Revolutionary Potential of Ethnographic Field Schools in Applying Anthropology Broadly, Part I: Faculty Experiences. Ethnographic field schools (EFSs) have been an underutilized component of anthropological education and research. This session explores the EFS as both a useful research instrument in applied contexts and as an essential preparation of both majors and non-majors for a variety of applied careers in which a well-seated anthropological perspective and skill set enhance success in applied career performance. See Current Anthropology 55(5):551–590 and online "Supplement A" elaborations of EFS logic and operational details.

TH-97 (Powder Mountain - Onsite)
The Revolutionary Potential of Ethnographic Field Schools in Applying Anthropology Broadly, Part II: Diverse Professional Applications
Thursday 3:45pm - 5:30pm

HAWKINS, John (BYU) The Revolutionary Potential of Ethnographic Field Schools in Applying Anthropology Broadly, Part II: Diverse Professional Applications. This session explores the practical impact of having participated in an ethnographic field school (EFS) on career choice and career success, with a focus on the deployment of an anthropological perspective and the acquisition of usable culture-research skills a variety of applied contexts. These diverse experiences suggest broader student access to applied anthropology EFSs can be revolutionary to the individual and should be revolutionary to applied anthropology and anthropology generally.

TH-111 (Online only)
The Pandemic Pivot: Lessons Learned from Turning on a Dime

Thursday 3:45pm - 5:30pm

NORRIS, Susan (Immaculata U) The Pandemic Pivot: Lessons Learned from Turning on a Dime. The arrival of COVID-19 brought unprecedented changes and challenges to academia that were exponentially more difficult for nursing education. This panel will focus on the ways in which Nurse Educators successfully confronted the challenge of "pivoting" in a rapidly, and continually fluctuating, environment. Bring your best practices forward to share in this collaborative effort to identify and understand the transformative potential of nursing education using new frameworks and methodologies. What approaches best facilitate the transition to virtual learning? How are the lessons of the pandemic pivot informing our programs and plans for teaching in the future?

TH-112 (Online only)
Fieldwork at Its Best: Community Engagement through a University Campus Garden
Thursday 3:45pm - 5:30pm

ANDREATTA, Susan (UNCG) Fieldwork at its Best: Community Engagement through a University Campus Garden. This panel brings together social science professionals acquiring skill sets in co-curricular environments. Understanding the agro-food system while growing fresh produce with students, faculty and staff in a campus garden raises issues on the environment, food security, culture, and time management as well as broadens people's skills in gardening while creating a level playing field. Presenters draw from their experience working on a campus garden, a farmers market, local food pantry and in their home community, and research conducted in France on food and food providers, collective endeavors which transcend pre- and post-Covid syndemic times.

F-18 (Wildcat - Livestreamed from SLC)
Teaching in the Time of COVID-19: Holistic, Enduring, and Challenging Responses in Higher Education
Friday 9:00am - 10:45am

MEAD, Chelsea (MNSU) Teaching in the Time of Covid-19: Holistic, Enduring, and Challenging Responses in Higher Education. The papers in this session examine the impact of the Covid-19 pandemic on the work of higher education. The pandemic required rapid responses amongst educators and demanded significant shifts in our daily practices on personal and professional levels. These papers explore the dynamics and impacts of these shifts in different realms of higher education. From the experiences of faculty members in the classroom, to their lives as researchers and mentors, to changes in assessment strategies, and the incorporation of compassionate communicative practices, this panel explores how we work, communicate, and engage others during challenging and revolutionary times.

F-50 (Online only)
How to Sustain Anthropology Departments against the Wages of Capitalism (Open Discussion)
Friday 11:15am - 1:00pm

PHILLIPS, Evelyn (CCSU) and SKOCZEN, Kathleen (SCSU) How to Sustain Anthropology Departments against the Wages of Capitalism. As neoliberalism and global capitalism shape university policies, increasingly anthropology departments are on the chopping block. University administrators argue that anthropology and social sciences must be terminated because of financial constraints to support career-oriented students in such fields as engineering, health and natural sciences. As failing democracies and a global pandemic continue to ravage the world and demonstrate a widening inequality between North and South wealthy and marginalized communities, comparative analyses and applications of anthropology may offer solutions. This Open Discussion asks: What can anthropologists do to survive the corporatization of universities that value profits over people and commodify departments?

F-80 (Online only)
Ethnographies of Post-Pandemic Recovery in Rural Appalachia: Transforming Possibilities through Undergraduate Community-Based Research
Friday 1:30 pm - 3:15 pm

POOLE, Amanda and ADAMS, Abigail (IUP) Ethnographies of Post-Pandemic Recovery in Rural Appalachia: Transforming Possibilities through Undergraduate Community-Based Research. COVID-19 has revealed the striking health and economic inequalities in the U.S., including those in rural areas, where risks involve an aging population, pre-existing health problems, and disparities around infrastructure and support services. This panel focuses on the transformative possibilities of undergraduate ethnographic research in rural communities in Northern Appalachia. This panel explores how student ethnography, in partnership with community organizations, can illuminate the landscape of recovery from COVID; the socioeconomic challenges facing rural communities, including job disruption, food insecurity, and social seclusion; and the ways in which people create individual and collective forms of resilience.

S-04 (Deer Valley - Onsite)
Student Journeys, Part 1
Saturday 9:00am - 10:45am

CERÓN, Alejandro and KINYON, Kamila (U Denver) Teaching Ethnography and Writing: Experiential Learning, Communities of Practice, and Social Justice. Ethnography is increasingly taught in first-year composition courses as a form of experiential learning. Student researchers

are also increasingly interested in doing ethnographic research for addressing social problems. In this presentation, writing professor Kamila Kinyon and anthropologist Alejandro Cerón discuss their interdisciplinary collaboration teaching ethnographic writing and ethnographic research through curricular, paracurricular, and extracurricular activities. While a focus on "ethnography in action" deepens students' experiential learning, an emphasis on "communities of practice" connects them to social justice efforts. Finally, the talk considers implications for the role of ethnography in advancing the revolutionary potential of the social sciences.

ETTER, Connie (Westminster Coll) Incarcerated Pen Pals in the College Classroom. In "Community Justice," students have the option to write to an incarcerated pen pal while engaging with texts about transformative justice and abolition. As an anthropologist in a justice studies program, I ask students, "What can we imagine for ourselves and the world" (Kaba 2021)? I will explore our method for engaging this question as inherently anthropological – letter writing as immersive, narrative encounters between people living different lives. How might this practice support "a possible anthropology," one that is "both deeply empirical and highly speculative" (Pandian 2019), attentive to structural analyses and open to "imagin[ing] something entirely different" (Davis 2018)?

GINSBERG, Daniel (AAA), ROBERTS, William (SMCM), and STOREY, Angela (U Louisville) "An important step on my journey": Undergraduate Research Turns Students into Anthropologists. Outside of field schools, anthropology undergraduates have few opportunities to apprentice with established researchers. This is a missed opportunity, as ethnographic methods are easily accessible to novices, especially in applied research whose field site is their home institution. We report on a project in which undergraduate student-researchers, guided by faculty mentors, investigated their peers' preparations for life after graduation. Reflecting on the project, they wrote about their "position as a researcher," coming to "view [themselves] as an anthropologist," and even using their findings "as an advocacy tool," benefiting not only themselves but also their institutions and the entire discipline.

HART, Kai (TX State U) Transcending the Binary: Examining the Coming Out Narratives of Transgender, Nonbinary, and Gender Non-Conforming Students. A 2021 survey from Gallup found that 1 in 6 Gen Z adults identify as a member of the LGBT community. Even as the number of young adults who identify as LGBT increase in the United States increases, the experiences of transgender, nonbinary, or gender non-conforming (TNGNC) youth have yet to be fully explored. This presentation shares findings from ethnographic research on the coming out narratives and experiences of TNGNC undergraduate college students. Drawing on interviews and focus groups from students who identify as TNGNC, I explore how students experience coming out and the societal expectations of what coming out looks like.

S-34 (Deer Valley - Onsite)
Student Journeys, Part II
Saturday 11:15am - 1:00pm

LUCHMUN, Rachel, MULDER, Emily, REED, Jace, BOESCH, Shannon, RODRÍGUEZ DE JESÚS, Sue A., RAMIREZ HALL, Alysha, and FIKES, Thomas (ASU) Engagement and Equity through Virtual Reality in Undergraduate Biology. Dreamscape Learn (DSL) is a project at Arizona State University that uses virtual reality (VR) in undergraduate courses. An immersive VR narrative is used to instruct students and to increase student engagement in the classroom. We utilized anthropological methods to understand the student experience as part of the broader mixed-methods research for a DSL pilot study in general biology. In this paper, we summarize findings in a qualitative model that shows how the VR experience, combined with instruction, contributed to student engagement and ultimately student enjoyment and learning. We also discuss the implications of DSL for diversity, equity, and inclusion.

PECK-BARTLE, Shannon (USF) Re(discovered): Anthropology and Social Justice Education through African American Cemeteries. Since 2019, eight African American cemeteries have been (re)discovered in the Tampa Bay region of Florida. Two cemeteries, Ridgewood Cemetery and North Greenwood Cemetery in the Hillsborough County Public School district and Pinellas County School district, respectively, were discovered under schools entangling students in difficult history, heritage, and place identity. Discoveries from a qualitative study examining student perceptions of anthropology as an educational tool to address the erasure of African American cemeteries, heritage, and history will be explored. Findings highlight openings for the infusion of anthropology in K-12 social justice education, heritage education, and place-based education.

SURREY, David, CHALAKOVA, Maria, and SOTO, Katherine (Saint Peter's U) Lessons Learned from the Pandemic: Re-Engaging Students with New Strategies. Shifting to largely remote learning during the pandemic forced a shift in educational pedagogy, especially in the areas of content delivery and active engagement. Now as we (slowly for some) return, there is a temptation to retreat to our familiar classroom styles. This presentation rejects this same old, same old approach. Returning to the classroom it is more imperative to refocus and re-engage the students and faculty. Using extensive data from the entire university community, we have broadened our levels of engagement. We are taking what we have learned in the pandemic to make today's classroom active at new levels.

NOONAN, Emily (U Louisville) Using the "Three Bodies" in Medical Education. Scheper-Hughes and Lock's "The Mindful Body" is a key text in medical anthropology, used to challenge the how the body is understood in biomedicine. Medical education in the U.S. is rooted in mind-body dualism and empiricism. In this presentation, I will describe how I use this text, small-group work, and reflective writing to engage first-year medical students in understanding the complexity of the body as a biocultural concept. I analyzed student reflections collected over two years (n≈320), coding for student conceptualization of the "three bodies" in relation to medical education.

MCLAUGHLIN, Joseph, PARKER, Aniyah, RODRIGUES, Kelly, and BARRERA, Karyn (Saint Peter's U) The Digital Gap during the Pandemic: Widening the Chasm in the Remote Delivery World. Even forgetting the pedagogical challenges, remote delivery widened the socio-economic gap for Saint Peter's largely low-income population. The lack of ban-width led to too many

crashes or forced students to seek out at hot spots. Sharing outdated computers, often without a camera, with several family members who also in school was another major issue. There was a lack of privacy as students were taking classes in crowded rooms. Not willing to share living conditions with classmates was another drawback. This paper will address these issues but, more importantly, the solutions largely generated by students.

S-64 (Deer Valley - Onsite)
The Changing Landscape of the Academy, Part I
Saturday 1:30pm - 3:15pm

AUSTIN, Diane (U Arizona) Collaborative Community Research: Revolutionary Potential or Unlikely to Succeed? Collaborative community research offers opportunities for addressing significant challenges facing communities and researchers. Evidence from successful collaborations has led to increased investment by universities in visible actions, such as incorporating commitment to "community" in strategic plans, emphasizing engagement in marketing, and creating offices and programs aimed at implementation. However, significant structural changes in universities, such as the increasing shift to contingent faculty, create major barriers to meaningful collaboration and threaten to reverse gains and undermine support for this research approach. This presentation examines these conflicting practices and messages and discusses considerations for academic and community collaborators.

BUCKSER, Andrew (SUNY Plattsburgh) The Costs and Benefits of Tenure in American Higher Education: Moral and Organizational Approaches. Debates about tenure in American higher education have focused on morally freighted exemplary cases rather than the dynamics of organizational systems. This approach has generally assumed that tenure represents a financial drag on institutions. An analysis of tenure's organizational effects, however, reveals a more complex picture. Tenure supports a range of institutional practices that have direct – and calculable – resource implications. A detailed analysis for a public comprehensive college in the northeastern United States shows that the financial costs of ending tenure would substantially exceed the savings realized. Implications are drawn for American higher education and for anthropological studies of complex institutions.

ESKRIDGE, Cole (U Arizona) Birth of a Profession: Construction of the Disability Compliance Regime in Higher Education. Higher education has constructed and maintained structures tasked with anti-discrimination in response to various federal mandates, many of which have propelled the development of novel professional spaces. The emergence of disability resource (DR) professionals on campuses across the country following the passage of Section 504 of the Rehabilitation Act of 1973 provides a provocative avenue to critically analyze discourses as the terms of their work were negotiated in light of the indeterminacy of the law itself. Results highlight the foundation on which the modern field is built upon and the professional logics informing compliance enforcement in higher education.

GREENSWORD, Sylviane (TCU) "Fix the Elevator!": Understanding the Mutations in Student Activism through Oral History. Based on oral history, this paper documents Black student activism at Texas Christian University since desegregation in the 1960's. Most first African American students reported racist microaggressions, but adopted the philosophy, "If the elevator is broken, take the stairs." In the next decade, students utilized the media to denounce the university's discriminatory policies. In the 1990's, activism had changed into a legal battle, as Black students would consult law experts to address their concerns. Recent acts of resistance include formal demands, taking the knee, and lawsuits. Students will no longer take the stairs. It is time to fix the elevator.

S-94 (Deer Valley - Onsite)
The Changing Landscape of the Academy, Part II
Saturday 3:45pm - 5:30pm

LARRIVEE, Anne (WCUPA Libraries) Exploring Access to Research in the Library. With a campus climate of uncertainty, academic libraries are aware of the need to sustain access to resources in an affordable way. Inflation, budget cuts, and the high cost of e-resources have impacted growth of collections. There are ongoing conversations around open access to ensure research support. This presentation will explore some of the open access options that have begun to take shape and will review literature to examine researcher response. As more resources exist openly online, there is a question of whether researchers are valuing libraries' role as a content provider in the same way.

LORD, Kayli (TX State U) From Foster Care to University: An Ethnography of Academic Challenges. Students who experience foster care (SEFC) face unique challenges when they attend college, and little is known about their struggles in higher education. Childhood trauma, economic instability, and lack of support from family can make it difficult for SEFC to imagine any future for themselves, let alone pursuit of a college degree. To date, research on SEFC and academic achievement in higher education is quantitative, highlighting their low academic performance as compared with the general college student population. Drawing on in-depth interviews with SEFC, I explore how they experience and navigate mental health and academic challenges during college.

MATTES, Seven (MSU) Animalizing the Classroom: An Approach to DEI and Anti-Racist Teaching. As DEI and Anti-Racist learning objectives are increasingly incorporated into curriculums, methods for reaching these goals with a minimum of defensiveness by the students is key. The interdisciplinary area of human-animal studies provides effective practices for overcoming such obstacles. Animalizing the classroom provides a lens for students to delve into processes, terminology, and critical current events from a "fuzzy" and less contentious space. Pulling from five years of integrating these methods in classroom sizes of 25 to 700, this paper illustrates how animalizing the classroom can humanize the perspectives within.

S-81 (Online only)
Transforming the Landscape: Supporting CLD Families through Radical and Sustainable Community-Based Research Practices of Hope
Saturday 1:30pm - 3:15pm

BARKO-ALVA, Katherine (William and Mary) and PORTER, Lisa (James Madison U) Transforming the Landscape: Supporting CLD Families through Radical and Sustainable Community-Based Research Practices of Hope. This panel presentation explores transformative community-based research partnerships within the context of PK-12 settings concentrating on culturally and linguistically diverse (CLD) communities. The following topics will be explored: 1)conceptions of liability and the process of dismantling inequitable educational spaces in multilingual learning contexts designed to serve Latine/o/x families, 2) processes and outcomes associated with a university-church partnership aiming to improve academic, behavioral, and social-emotional skills for predominantly Black K-12 grade students, 3) the importance of family engagement from the perspective of Latine/o/x families and Pre-K teachers.

Higher Ed TIG Meeting (Hybrid: Sundance and Zoom)
Saturday 5:30pm - 7:15pm

This capstone session is an opportunity to broadly discuss the Anthropology of Higher Education, emerging trends in the area, and the topics that have arisen during this year's SfAA Annual Meetings. *All are welcome.* Please join us!