

ICARE4Justice Report 2023

Volume 2



Introduction

The ICARE4Justice transnational summit represents a significant milestone in the ongoing endeavor to cultivate inclusive and equitable higher education systems worldwide. Stemming from a lineage of international gatherings commencing in 2017 at the University of Denver, including notable events like the 2019 graduate student assembly and the 2020 Racial Equity Faculty Summit held in the Netherlands. The ICARE4Justice Summit stands as a pinnacle of collaborative scholarship and visionary innovation. The impetus behind the inception of the ICARE4Justice Summit was to assemble a distinguished cohort of transnational critical scholar-practitioners. This esteemed group has united with a common purpose: to meticulously scrutinize, evaluate, and develop a comprehensive framework tailored to the development of a global paradigm for decolonizing higher education praxis and policy, grounded in an intersectional anti-Blackness perspective. Anchored by a trifold mission (i.e., nexus where minds converge, intellectual space for global strategies, cultivation of new research horizons), the Summit's objectives encompass the interconnection of researchers, policymakers, administrators, and students immersed in transnational methodologies aimed at decolonization and counteracting anti-Blackness within higher education.



Dr. Mark Overmyer-Velázquez, University of Connecticut

In its entirety, the ICARE4Justice Summit is characterized by three distinct but interconnected aspirations. Firstly, it serves as a nexus where minds converge—researchers, policy architects, educational leaders, and aspiring scholars—those who collectively champion transnational approaches to dismantling colonial legacies and eradicating anti-Blackness within academic landscapes. Secondly, it constitutes an intellectual space where groundbreaking global strategies are meticulously devised, bridging diverse perspectives and innovating techniques to advance decolonization and counter the roots of anti-Blackness, fostering environments of genuine inclusion and belonging. Thirdly, it cultivates new horizons in research, while nurturing cross-border insights into the multifaceted dimensions of decolonization and anti-Blackness across higher education realms,

thereby accelerating transformative praxis and policy reform. In May 2023, the Summit brought together contributors from the Caribbean, Brazil, the UK, the US, Canada, New Zealand, the Netherlands, and Botswana, signifies an important global partnership to disentangle intricate colonial legacies found in higher education.

In the report there are two primary sections describing the findings of the conference. First, there is a section organized by themes that emerged via the panels in the first half of the conference. The second section includes the findings from the knowledge cafés, which were discussions separated into

four praxis areas (Research, Teaching, Policy, and Leadership) that built upon the participants' experiences and expertise as well as the collective knowledge generated from the first 3 days of panels.

Grounding Our Contexts in Reflection, Decolonization, and Indigeneity

The start of the 2023 ICARE4Justice Summit was meant to situate participants and guests of the deeply embedded influences of racism that guide settler colonialist practices in various fields, contexts, and settings. In fact, the Black Lives Matter (BLM) movement and the killing of George Floyd among countless Black bodies, have demonstrated how deeply racism is embedded not only within U.S. structures but how racism has roots and imperial influence on a global scale. That said, in an effort to build more equitable systems for future generations, it is vital to inquire as agents of change whether we are modifying the right policies and in what ways we're going about doing so.

A prominent phenomenon taking place within higher education across the globe is that institutions are losing hundreds of people of color, which consist of innovative researchers, faculty, and leaders. That said, there is a need for leadership at institutions on a global level to reflect on their hiring, cultural, and supportive



ICARE4Justice Summit 2023 participants

practices. Speaking from the context of Brazil, in order to support students, **Dr. Eliana Amaral** encouraged us to consider various domains that can contribute to holistic inclusion. This includes curriculum, psychological support, social support, and financial support (grants, scholarships, and equitable pay). From the U.S. context, **Dr. Terrance Cheng** shared that in discussing the employment of racially minoritized staff and faculty in the Connecticut State Community College System in the U.S., “we have a balance problem ... we talk a lot about DEI and about inclusive hiring practices ... but when you look at the numbers, we aren’t even close”.

In the process of challenging white epistemologies and instead focusing on recentering Indigenous epistemologies there stems an opportunity to develop interdisciplinary and inter-organizational collaborations within and alongside institutions. Speaking from the New Zealand perspective, **Dr. Camille Nakhid** reminded us to question Eurocentric/ Western ways of knowing because there is and always has been value in our culturally relevant ways of knowing. Dr. Nakhid spoke of the privilege of our education, and challenged us to consider, “Who are we educating? When we write things, who is our work accessible to?” As scholars, we can combat white supremacy and anti-Blackness through our methodologies and epistemologies. She suggests that Oral



Dr. Eliana Amaral, University of Campinas



Dr. Terrance Cheng, Connecticut State Colleges and Universities System



Dr. Camille Nakhid, Auckland University of Technology



Group photo of the participants, ICare4Justice Summit 2023

Traditions provide affirming spaces for REM students in otherwise isolating, oppressive classroom environments. Speaking from the context of The Netherlands, **Dr. Machiel Keestra** discussed the existence of multiple ‘lines of attack’ that can work both in favor and against DEI. Due to the ways white supremacy positions race and marginalization globally, decisions work in favor of one marginalized community, and can cause tension with other groups on campus. Transformative change will require community leadership.

Histories of Colonialism, Anti-Blackness, and White Supremacy as Central Across Contexts

In each context, historical legacies of colonialism and anti-Blackness were central to understand how to move forward in advancing racial equity locally and globally. From the context of the United Kingdom, **Dr. Maria Augusta** spoke on the challenges facing University of Nottingham as she addressed the key question: Is the University Colonial? Dr. Arruda examined structural barriers impacting progression of racially and ethnically minoritized (REM) faculty and staff within all three contexts (US, NL, UK), particularly in higher education. Dr. Arruda added that while white men make up 8.85% of the world population, they have influenced many of the world’s oppressive structures. Dr. Arruda reminded us that regardless of the context, “whiteness isn’t the problem, *othering*, is the problem,” and we must continue to find the similarities that unite us across contexts.

From the U.K. context, **Dr. Pearl Agyakwa** reminds us of the importance of context and history of racism and oppression in order to combat systemic issues that continue to exclude and dehumanize REM students. Dr. Agyakwa suggests that the British “invented

the concept of whiteness and this, “has enabled mass erasure of color. To be British is to be white, so people don’t like Black people [should be] calling themselves English. For Black people, to be British is an oxymoron.” Similarly in the U.S. context, **Dr. David Embrick** reminded us that with whiteness, there is a focus on hyper individualism which limits our ability to combat issues systematically. This phenomenon makes it difficult for students to think beyond individual experiences with Racism. There is both an “obscuring and willful ignorance about individual experiences with Racism” and an inability to think about racism at a systemic level. At the systemic level, Dr. Lewis Gordon, a professor of philosophy at the University of Connecticut, reminded participants that white supremacy creates the notion of *limitlessness*, and to fight anti-Blackness means fighting for access, which is a threat to the notion of limitlessness.



Panel: ‘A Comparative and Intersectional Anti-Blackness Framework for Decolonizing and Humanizing Higher Education’ presenters at ICARE4Justice Summit 2023



Moagisi Mogalakwe, University of Botswana

Moagisi Mogalakwe, Faculty Administrator at the University of Botswana, stresses that across all contexts these legacies of colonialism, educational deculturalization, and dehumanization are longstanding without redress, resulting in negative representations and understandings of Indigenous communities. These colonial structures including borders and bordering practices also impact immigrant communities. As explained by Assistant Professor in British Politics at the University of Nottingham **Dr. Neema Begum**, “we have this really punitive approach towards migrants and refugees,” in which institutions of higher education continue to be complicit. In the United States Community College System we still face housing and food



Panel: 'Advancing Equity for Intersectional Racially and Ethnically Minoritized Communities' presenters at ICARE4Justice Summit 2023



Michelle White, Capital Community College



Dr. Milagros Castillo-Montoya, University of Connecticut

insecurity challenges, though support resources remain bordered. As **Dr. Michelle White**, Assistant Professor of Sociology at Capital Community College found, while community colleges often serve more diverse populations, existing student support services were often not accessible to REM students.

Historically and collectively, we have witnessed moments of political or social progress as well as moments of backlash that were highlighted within each transnational context. **Dr. Frank Tuitt** spoke to counter mobilization efforts that continue to fuel hostile anti-Diversity, Equity, Justice, and Inclusion (DEJI) initiatives in the U.S. Dr. Tuitt acknowledged that one critical piece of the problem is that “temporarily woke allies are going back to sleep.” In other words, [White] allies that once supported BLM, are no longer actively supporting their REM counterparts in addressing and challenging systemic racism. Each context had a cyclical approach to progress throughout their chronology of attempts to advance intersectional racial justice, ebbing and flowing with advances and backlash rooted in the colonial and historical context of each region. Overall, understanding the histories of colonialism and anti-Blackness, as well as how the structures that were built exist as, and impact, systems today, was the central component across the panels in the first half of the Summit.

The Classroom can be the Most Violent Place for Students"

–Dr. Manny Madriaga

Intersectional Justice, Equity, Diversity, and Inclusion (JEDI) in Praxis

Emancipatory Imagination Leading to Transformative Change

An essential component of the ICARE4Justice Summit built on the transformative conversations that took place on a daily basis while expanding to areas of praxis to hone in on the summit's goals of practical application. Through theoretical understandings of intersectionality and anti-Blackness we can cultivate strategies for dismantling colonial policies and institutional anti-Blackness. To avoid the failings of surface-level JEDI initiatives we argue for anti-racism efforts in the daily operations of institutions to embed change at the systems levels. Moreover, the voices and lived experiences of REM communities must be centered especially considering the academy was built without the experiences of REM communities in mind. REM communities face the daily realities of hostility and epistemic violence within education, and are therefore uniquely positioned to transform these

systems and tap into the emancipatory imagination. As **Dr. Amanda Thomas**, Research Assistant Professor at the University of the Southern Caribbean, explains, emancipatory imagination is the realization that liberation, imagination, and emancipation, are at the soul of our work to establish meaningful and equitable change.



Mary Tupan-Wenno, ECHO Center for Diversity Policy;
Dr. Frank Tuitt, University of Connecticut



Dr. Pearl Agyakwa, University of Nottingham; Amanda
Chukwudozie, University of Nottingham



ICARE4Justice Summit 2023 participants

Centering the Lives of REM Communities

Dr. Frank Tuitt provided a JEDI lens by sharing Dumas' (2016)¹ conceptualization of anti-Blackness based within Afro-pessimism, which "theorizes that Black people exist in a structurally antagonistic relationship with humanity. . .The Black cannot be human, is not simply an Other but is other than human" (p. 21).

Dr. Saran Stewart, Associate Professor of Higher Education and Student Affairs at the University of Connecticut and Director of Academic Affairs at University of Connecticut-Hartford, further shaped the theoretical approach for the summit by discussing the realities of intersectionality, which shows up in the daily experiences of REM women through intersectional erasure, hyper-invisibility, hyper-tokenization, and hypo-visibility. As **Simone Aumaj**, Policy Officer at

the Ministry of Social Affairs and Employment in The Netherlands, points out, intersectionality is integral to praxis in its potential as a government-wide tool to combat oppressive structures impacting REM women, and particularly Black women, the most.

Finding Humanity in Challenging Times: Humanizing Ourselves, Humanizing Students, Humanizing Colleagues

As **Dr. Manny Madriaga**, Associate Professor in Education at the University of Nottingham states, "the classroom can be the most violent place for students," which is why many of the participants at the ICARE4Justice summit have already found ways to practice radical humanization throughout their praxis in and beyond the classroom. In centering care, courage, and humility, grounding



Dr. Saran Stewart, University of Connecticut

¹ Dumas. (2016). Against the Dark: Antiracism in Education Policy and Discourse. *Theory into Practice*, 55(1), 11–19. <https://doi.org/10.1080/00405841.2016.1116852>



Panel: 'Advancing Racial Equity: Challenges and Opportunities Across the Globe' presenters at ICARE4Justice Summit 2023



Dr. Aminata Cairo, Aminata Cairo Consultancy; Dr. Manny Madriaga, University of Nottingham; Dr. Naomi van Stapele, The Hague University of Applied Sciences



Dr. Aminata Cairo, Aminata Cairo Consultancy

provided by **Dr. Aminata Cairo**, Lector Social Justice and Diversity in the Arts in the Netherlands, we can work to ensure REM communities feel seen in the classroom and have access to what they need to learn. Part of the integral work in centering care in the classroom includes centering care for ourselves. To understand the true, challenging nature of DEI work is to understand the need to take care of ourselves and recognize the embodied knowledge that urges us to pause rather than push ourselves that much harder. It is only through showing up for ourselves that we can continue to show up for others as well.

The COVID-19 pandemic has had a large impact on self and community care, and shined a glaring light on how colonial structures impact self and community care in educational spaces. For example, there were communities in Africa who had the most needs yet experienced blatant deficits in healthcare access. In education, **Khaled Tamimy**, PhD student in Theoretical Physics at the University of Amsterdam and Advisory Committee Member of Diverse and Inclusive Higher Education and Research with the Ministry of Education in the Netherlands, reminds us that REM students did not have the resources at home to study and were therefore pushed out of education due to the lack of resources to set up a proper learning environment.

Participants shared personalized definitions of self-care that centered around having a supportive community and showing reciprocity to your community. **Eli Todorova**, Equity, Diversity, and Inclusion Coordinator at the University of Nottingham, points out that while self-care is often individualized and commercialized, the true essence of self-care is community care and taking care of each other. **Amanda Chukwudozie**, Programme and Project Manager at the University of Nottingham, shared that many Black people feel the pressure to constantly perform at a high-level while not letting anyone “see them sweat.” **Truth Hunter**, PhD student at the University of Connecticut, highlighted an organization she led entitled Black Love Matters which is dedicated to centering the well-being of Black people amid rampant anti-Blackness. Overall, viewing self-care through a decolonial and anti-racist lens required a different definition of self-care than the individualized and commercialized self-care definition we see all around us. ICARE4Justice participants and panelists redefined self-care as anytime you can show up for yourself and provide yourself with what you need at that moment, including intentionally taking care of your soul through attending to the mind, body, and spirit.



Mayra Sumter, Anton de Kom University;
Khaled Tamimy, DIHOO – Advisory Committee Diverse and Inclusive Higher Education and Research;
Amanda Chukwudozie, University of Nottingham;
Eli Todorova, University of Nottingham



Moagisi Mogalakwe, University of Botswana;
Dr. Naomi van Stapele, the Hague University of Applied Sciences



Dr. Joylette Williams, University of Connecticut



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Bridging Knowledge with Practice

Knowledge Cafe Introduction

After hearing and engaging in fruitful panel discussions during the initial days of the ICARE4Justice summit, it was time to bridge this knowledge-building process with actionable measures that can be achieved in each of our own contexts and roles. Dr. Tuitt began the knowledge cafe strategy session by asking the group: **What do we need to start, stop, and continue² to establish a humanizing intersectional global strategy for advancing racial justice and addressing anti-Blackness in higher education?**

To engage in this bridging process, participants were first given sticky notes to write their individual responses to the question and all participant ideas were organized in three areas: start, stop, and continue. Next, participants were to identify themes across groups and discuss the significance of community through building connections. First, participants highlighted the importance of resources that are connected to **research** and the ways that equitable practices can be incorporated into research practices. Second, participants framed **teaching** as a way to enact the goal of a humanizing intersectional global strategy. Third, participants

² Weisbord, M. R., Weisbord, M., & Janoff, S. (2000). *Future search: An action guide to finding common ground in organizations and communities*. Berrett-Koehler Publishers.



Stephanie Birch, University of Connecticut;
Katherine Griffith, University of Connecticut



Simone Aumaj, Ministry of Social Affairs and
Employment of The Netherlands

highlighted the need for intentionality and concrete **action/leadership** steps to change the system from within, and to understand that change happens on multiple levels: macro, meso, and micro. Lastly, participants discussed what is the role of **policy** and how they can pay more attention to the implementation and evaluation process. They recognized the need to dismantle hierarchies and decolonize these structures that reproduce inequality, in which people from dominant groups continue to benefit from their privilege.

Over the course of the 3 days that followed, summit participants would incorporate insights gained from panel discussions and presentations to the themes of research, teaching, leadership, and policy. Through the discussions, brainstorming, and notetaking that took place, on the final day of the Summit held at the Mashantucket Pequot Museum, participants chose a theme that best spoke to them to develop a Knowledge Cafe presentation.

Disrupting White Supremacy in Research: "Should we even do research in the first place?"

White supremacy is like a chameleon. . .it will reinvent itself to adapt to any disruption"

- Dr. Pearl Agyakwa

Research has been so systemically violent towards REM communities ICARE4Justice participants found themselves asking, "should we do research on groups we do not belong to, and should we even do research in the first place?" Across contexts, there were a number of surface level initiatives implemented to feign attempts at creating more equitable research environments. However, to meaningfully advance racial equity it must come from a lens of transforming

the foundations and systems of research. While harmful, research has also been deeply moving when REM communities and Indigenous Epistemologies have truly been centered, and therefore has the capacity to be transformational. As **Pearl Agyakwa** illuminated, “White supremacy is like a chameleon. . .it will reinvent itself to adapt to any disruption,” so it is imperative to challenge research methods wherever we can, particularly core assumptions of neutrality and homogeneity, to continually combat white supremacy.

One of the main challenges identified when implementing JEDI in research was both being excellent in your specialization and also excellent in justice-oriented work. All participants agreed with the importance of having and being JEDI experts in research, especially as related to the capacity to disrupt the distribution of funding for research. The metrics embedded in grant and scholarship funding throughout the participating countries are inherently racist, excluding REM (particularly younger REM) scholars via a reliance on CVs, normative white values on publishing, and standardized metrics as determining factors in funding eligibility. To stand against normative white values of neutrality, ICARE4Justice participants called for positionality statements across the field, not only performative declarations, but deeply reflecting on our positionalities



Dr. Pearl Agyakwa, University of Nottingham

in ways that challenge our own reasons for engaging in research. Positionalities need to have breadth and depth from the research questions, to the methods, to the reciprocity in outcomes, and we need to be able to show intentionality in thought to our positionalities throughout the entirety of the research process.

Overall, we all have a responsibility to research in ways that humanize rather than dehumanize the communities we aim to serve. What's more, challenging white normality and violence within traditional research takes a high toll on the soul, rendering self-care of the utmost importance in JEDI research. As an ICARE4Justice team, we co-created the following action items:

1. Disrupt, rethink, and re-imagine evidence based inferences when it comes to REM communities, specifically stop making inferences and assumptions from descriptive statistics

2. Need to create more opportunities for a critical mass of students to be exposed to Quant Crit, beginning at the undergraduate level
 - a. We plan to partner among institutions connected at ICARE4Justice, specifically with University of Nottingham and their pilot program-Summer School for Rising Researchers
 - b. Apply to grants to create more of these summer camps for REM students
3. Teach QuantCrit and culturally relevant methodologies utilizing Critical and Inclusive Pedagogy
 - a. Underscore the history of statistics and contemporary contexts behind the methods
4. Examine one's positionality, worldview, and epistemologies in research particularly in the relationship among researcher and communities
5. Create an open access course for research methodologies encapsulating the above values and recommendations
6. Move away from disciplinary silos, binary of quantitative and qualitative methods, and hierarchical assumption of quantitative methodologies over qualitative methodologies
7. Cultivate mentorship opportunities for writing grants.



Dr. Milagros Castillo-Montoya, University of Connecticut; Dr. Amanda K. Thomas, University of the Southern Caribbean; Dr. Alison Edgley, University of Nottingham

Moving Beyond “Traditional” Instruction: Creating Innovative, Humanizing, and Equitable Spaces for Students, Teachers, and Faculty

In the US and UK the cost of education is prohibitive for many and coupled with the violence of traditional learning environments many students choose not to enter the academy at all. Classrooms have historically been places of epistemic violence, where community knowledge is dismissed and western/eurocentric ways of knowing have been promoted as “right ways” of learning. For those who do choose to pursue higher education amidst the continued epistemic violence, the cost of materials and access to resources become significant barriers at

many institutions. Innovative teaching and creative collaboration could offer options to provide increased access to courses in anti-racism, mental health resources using readily available public platforms. University educators can also use these resources to increase student engagement and access without additional costs in flexible learning environments. However, teachers and faculty members also have a responsibility to create more safe and equitable learning environments for students pedagogically. Decolonizing education will require intentional effort on the part of critically trained faculty to challenge traditional methods of teaching and to create authentic learning communities that elevate REM student contributions and ways of knowing. While many conference and research spaces focus on creating safe and equitable spaces for students, it is imperative to focus on the experiences of teachers and faculty in learning environments as well.

Institutions must place a priority on teaching quality and institute policies that support innovative teaching to create inclusive learning environments for students. Classroom violence is also a reality for REM faculty who receive aggression from students resisting progressive practices. In addition, REM faculty are often not supported by the university when engaging with student centered or “non-traditional” ways of



Dr. Machiel Kestra, University of Amsterdam



Dr. Stephany Santos, University of Connecticut;
Amanda K. Thomas, University of the Southern Caribbean



Omar Romandia, University of Connecticut; Stephanie Simpson, University of Connecticut



ICARE4Justice Summit 2023 participants

instruction. Therefore, ensuring safety for our faculty members and centering teaching in university policies (i.e. inclusion in tenure and promotion guidelines) will be essential for innovative teaching. For example, DEI representation in teaching and learning centers, or collaborative opportunities to promote the adoption of inclusive practice throughout departments will help to support innovative and equitable teaching practice.

Participants focused on recommendations surrounding national level standards for creating safe, innovative, humanizing, and equitable spaces for students:

1. Develop pedagogy and teaching initiatives that center inclusion and equity
2. Connected to UNESCO's global higher education strategy:
 - a. Establish a license for equitable teaching
 - b. Evaluating an established UK (ALL Commonwealth) system that requires a certification for a post-graduate certificate in higher education teaching
3. Apply for a conference grant for a local teaching conference
 - a. Focus it on countries who have the certificate, have the teacher and participants go through a training professional development then support the participants for a year
4. Framework exists for the aforementioned process which includes solidifying evaluation criteria and practices, have participants apply what they learned, conduct classroom observations, which will demonstrate the bridging of the gap between knowledge and practice.



Mayra Sumter, Anton de Kom University



Ercan Büyükçifçi, The Hague University of Applied Sciences; Moagisi Mogalakwe, University of Botswana

Reimagining Leadership Models and Cycles

Participants conveyed that there is an urgent need to transform leadership models rooted in whiteness and individualism to social ecological leadership models grounded in the

epistemologies of feminism and values that uplift REM communities. That said, it is vital to develop a tool that would enable higher education professionals to identify when power is hoarded and how to both confront and diffuse that type of power in order to share it. This resulted in group members conceptualizing an example of the Matrix of Power Assessment Tool that may include the following action steps:

1. Start with people and make sure that there are opportunities for all interested community members to offer input;
2. Look at the individuals at the decision-making table and see who is missing to then invite them to the table;
3. Make sure we engage in a participatory process where all voices are heard and taken into account.

In addition, participants identified leadership development as a strategy for dismantling leadership hierarchies in higher education as institutions need to invest in building the capacity of higher education professionals who are overlooked because they don't have status connected to tenure. In order to enhance a new type of humanizing leadership, participants developed the following action steps:

1. Provide opportunities for self-reflexivity in order to cultivate empathy;
2. Acknowledge the work of academic

departments in ethnic studies and cultural centers whose work has historically promoted leadership models that challenge white and Eurocentric ways of knowing;

3. Develop guidelines and/or a handbook for leaders based on knowledge that stems from ethnic studies and cultural centers.

Developing Humanistic and Longitudinal Policy Measures

Participants generated discussions surrounding the complexities and multi-layered influences connected to policy. When thinking about policy, these measures can be considered law when put in place, which can have far-reaching impacts on a global, federal, state, institutional, and individual level. In addition, the need to preserve grassroots approaches was discussed where communities of color can exist without being subjected to colonial norms/structures. The following key points were made from the extent of conversations with participants:

1. Humanity is often missing in policies;
2. Awareness about the limitations and opportunities that come with policy should be cultivated among scholars and practitioners;
3. Policy implementation should involve the use of imagination to promote social justice causes;
4. Scholars and practitioners should



Yasmin Elgoharry, University of Connecticut

map the influence of the policy space and understand how to influence the influencers.

In an effort to develop equitable and humanistic policy measures, participants developed a series of questions to guide scholars and practitioners in their DEIJ policy-focused endeavors:

1. How do we interpret policy and, based on that interpretation, how can that advance social justice work?
2. Is it possible to reform something that, at the root, is based on white supremacist and colonial ideologies?
3. What is our relationship with policy and how can this question be a starting point in which we call to question how we perceive policy while also seeing its strengths and boundaries?
4. If we aim to develop policies while collaborating with communities, how can we create a symbiotic process that humanizes those involved in the process?

Through this reflective process, participants developed the following action items that speak to the process of humanizing policies where communities of color can both exist and thrive without being subjected to colonial norms and structures:



Luz Burgos-López, University of Connecticut



Jessey Wendy Antwi, University of Connecticut

1. Develop an assessment toolkit to gauge, track, and proactively advance equitable stakeholder implementation strategies based on their potential contributions to policy measures;
2. Build trust and partnerships with local communities to co-construct policy development strategies that are mutually beneficial;
3. Teach potential policy implementers (e.g., administrators, faculty, staff, students, community members) techniques that can be used to drive equitable measures aimed to support historically marginalized groups.

A Comparative and Intersectional Anti-Blackness Framework for Decolonizing and Humanizing Higher Education

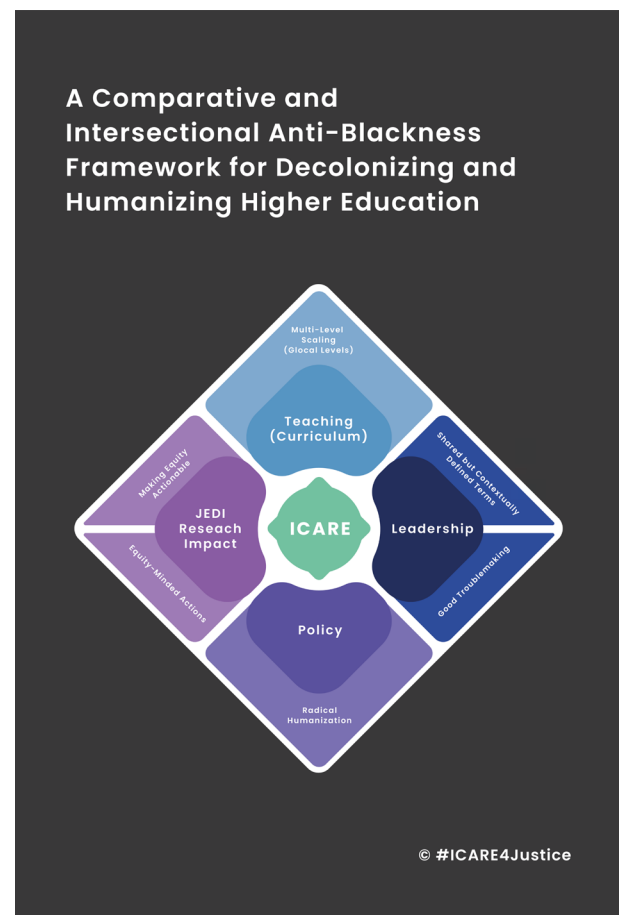
In conversation with the above four praxis areas were emerging themes across contexts where participants and co-leads found integral to advancing racial equity and the praxis areas. The following 6 concepts serve as benchmarks for the intersectional Anti-Blackness Framework for Decolonizing and Humanizing Higher Education:

1. *Multi-Level Scaling (Glocal Levels)*: Participants shared the importance of both keeping the shared knowledge of the global community

in mind when advancing racial equity while responding directly to local community needs.

2. *Shared but Contextually Defined Terms*: It was clear there were pervasive shared experiences of racism, islamophobia, and anti-Blackness across contexts, although varied terms to refer to these experiences and systemic inequities were used in each context. Participants emphasized the importance of no single context's terms dominating the shared space, but rather discussing the terms, the implications of the terms, and defining them collectively.
3. *Good Troublemaking*: "Good Troublemaking" acknowledges the former US Representative, John Lewis' famous words. It also acknowledges the risk and affirms the integral nature of resistance to the status quo when advancing racial equity on a structural level.
4. *Radical Humanization*: At the core of advancing racial equity and dismantling anti-Blackness is the rehumanization of REM communities. All efforts to advance racial equity should center the voices and lived experiences of REM communities to rehumanize these communities.
5. *Making Equity Actionable and Equity Minded Actions*: Though similar in spirit, Making Equity Actionable speaks to the importance of ensuring our theoretical work remains grounded

in actionable outcomes, while Equity Minded Actions speaks to our commitment to ensure our actions are intentional in equity-mindedness rather than resorting to status quo.



ICARE4Justice Summit 2023 participants



Group photo of the participants, ICare4Justice Summit 2023

Call to Action

The corrosive effects of systemic racism reverberate across borders, impacting the social fabric, economic prospects, physical well-being, and mental health of racially and ethnically minoritized (REM) communities across global contexts. As systemic racism knows no geographical bounds, our response must follow suit. This transcendent nature of the challenge compels us to transcend our boundaries and collaborate on a global scale. Within this international dialogue, the ICARE4Justice Summit has emerged as a beacon of collaborative action. Anchored by the profound insights and groundbreaking discussions of its participants, the summit identified three pivotal themes that guide our path forward for the 2024 Summit hosted by the University of Nottingham. These themes – the foundational principles of equity, the vital transition from theory to practice, and the power of inclusive research – are the cornerstones of a transnational framework that resonates across cultures, nations, and educational landscapes.

It is through this synergy of minds and ideas that we unearth the potential to enact lasting change. The innovative presentations, born from intense deliberation and shared wisdom, underscore that our journey is just beginning. This is evident in the consideration given to challenges, opportunities, and action steps, recognizing the immense work that remains ahead, both within and beyond the realm of the ICARE4Justice Summit. As we embark on the continuous evolution of these discussions, the insights that emerge serve as a rallying point for REM communities and their allies, fortifying the struggle for racial equity with knowledge and awareness. Yet, this monumental undertaking stretches far

beyond a single summit. The imperative to share, learn, and adapt is not just a phase but an ongoing commitment, one rooted in the imperative to progress.

In the years to come, the seeds of these emerging themes will flourish into a mosaic of transformative action. The 2023 and 2024 summit meetings, hosted by the University of Connecticut and the University of Nottingham, respectively, mark the next chapters in this journey. These gatherings will forge ahead, refining and validating the transnational framework across diverse contexts. Our collective aspiration reaches far beyond words. The result will be more than a framework — it will be a testament to global collaboration, an embodiment of the shared intentions to foster equity for intersectional REM communities. It is a call to action for all of us, transcending borders, uniting scholars and practitioners, and cultivating a future where justice, inclusivity, and racial equity stand unshakable.



Dr. Neivin Shalabi, Brock University



Truth Hunter, University of Connecticut



ICARE4Justice Summit 2023 participants

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