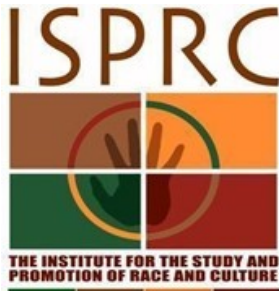


INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE



About ISPRC

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College (BC), under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at-large. The Institute offers pragmatic information about teaching, conducting research, and applying interventions intended to promote the benefits of racial and ethnic cultural diversity and resolve related social problems. The Institute is unique in its emphasis on addressing psychological issues related to race and ethnic culture from an interdisciplinary perspective.

Diversity Challenge

~ 2017 ~

On October 13-14, 2017, ISPRC hosted its 17th annual Diversity Challenge. The Challenge is a two-day interactive conference that brings together scholars, educators, mental health practitioners, and other parties interested in promoting social justice across racial and ethnic cultural groups. The theme of Diversity Challenge 2017 was **“Race, Culture, and Criminal Justice throughout the Lifespan.”**



Over 100 presentations focused on the Challenge theme and nearly 300 people participated in the sessions, which included workshops, individual presentations, posters, symposia, structured discussions, and panels. Invited speakers included the Bellevue Juvenile Justice Mental Health Service, Jamilia Blake, Shabnam Javdani, the Justice Committee, and the New England Innocence Project.

~ 2018 ~

The 18th annual Diversity Challenge, **“Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront,”** held on October 19-20, 2018 had over 250 conference attendees and presenters explore a variety of perspectives and issues related to concerns of race, ethnic culture, and STEM. Invited speakers included Lillie Albert, Erika Bullock, Carlton Green, Kevin Henze, Marcia Liu, Patricia Poitevien, Vanessa Prosper, Darren Ranco and Anmol Satiani.



~ 2019 ~

The 19th Diversity Challenge will be held at Boston College on October 25-26, 2019. The theme this year is **“Race, Culture, &WHMP: Survival, Resistance, and Healing in the Current Social Climate.”** Presentations will focus on identifying strategies for surviving, resisting, and healing from the current rejuvenated hostile racial and cultural climate.

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- International Talks
- ISPRC Alumni Advisory Board Update
- Diversity Challenge 2017 -2018: A Look Back



THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

A Message from the Director

Change was in the air for the 2017 and 2018 academic years at the Institute. A salient theme in 2017 was the extent to which the criminal justice system is unjust for people of Color, immigrants, and other marginalized populations across the lifespan. Injustice, which includes severe sentencing for minor crimes, displacement of families, inadequate representation in the judicial system, and police violence, begins early in life and continues from childhood through the various phases of adulthood. Fortunately, many mental health providers, civic organizations, lawyers and members of the judiciary, and individuals have long been working to correct observed and hidden inequities. Changing the system was a theme of the Institute’s research and scholarship during the year, as well as Diversity Challenge 2017.

In 2018, the Institute focused on addressing racial and ethnic microaggressions and macroaggressions in STEM education and professions. People of Color and/or marginalized communities are underrepresented in the fields of science, technology, engineering, and mathematics even though these are the fields employers are seeking to fill. Moreover, girls and women, and boys and men of Color report experiences of discrimination, invisibility, and harassment when they manage to enter such fields. The Institute offered community collaborations through workshops and presentations to help especially educators discover the ways in which marginalized populations become discouraged. In addition, many research presentations, workshops, and discussion groups encouraged educators to consider changing STEM rather than attempting to make every one fit the same model of STEM.

Change also came in the form of many of our staff leaving to pursue other opportunities. Read about them in the Moving On section. As usual, we bid them a fond farewell.



*Janet E. Helms, Ph.D.
ISPRC Director*

2017-2019 ISPRC Staff

Director

Janet E. Helms, Ph.D.

Administrative

Associates

Kathleen Flaherty

Susan Ginivisian

Visiting Professor

Qingyi Yu

Research Assistants

Kimberly Ashby

Ammy Sena

Kahlil DuPerry

Christina Douyon

Emily Joynr

Sahar Sabet

Jonathan Sepuleda

Amanda Weber

Eva Wilson

Courtney Wright

Lianzhe Zheng

ISPRC Awards and Recognitions

Janet E. Helms, Ph.D. Recipient of the 2018 Division 45 of the American Psychological Association Lifetime Achievement Award.

Janet Helms, Ph.D. Recipient of the 2017-2018 Lifetime Achievement in Mentoring Award given by the American Psychological Association’s Society of Counseling Psychology.

Janet Helms, Ph.D. Recipient of the 2017 Lifetime Achievement Award, APA Society for Counseling Psychology (Division 17), Section for the Promotion of Psychotherapy Science.

Janet Helms, Ph.D. Recipient of the 2017 Human Rights Award, City of Newton, Newton, MA, which was presented by Mayor Setti Warren.

Dericka Canada Cunningham, Ph.D., Chosen as one of the inductees into the 2018 Salem State University Civic Engagement Hall of Fame. The ceremony was attended by ISPRC members, Lianzhe Zheng and Kimberly Ashby.



ISPRC Blog: Giving Voice to Race and Culture



Visit our blog at www.bc.edu/isprc to share in the conversation.

ISPRC Initiatives / Consultation Programs / Community Collaboration

International Student Advocates (INSTA)

Doctoral student and ISPRC team member, Lianzhe Zheng, founded the International Student Advocates (INSTA) in the fall of 2017 under the auspices of ISPRC. The original INSTA organizing committee was Lianzhe Zheng, Fanghui Zhao, Kahlil Duperry, Jonathan Sepulveda, Katrina Borowiec, Jane Heaney, and Xumeng Wu. INSTA's mission is to promote a community inclusive of international students in the Lynch School of Education and Human Development (LSOEH) and to institute more culturally inclusive teaching, supervision, and program support. To fulfill this mission, INSTA engaged international students in empowerment skill building by providing resources for their personal and academic development and supporting them in becoming advocates and collaborators in achieving community justice for international students. INSTA held social events, such as a pizza party and an international movie night. It also conducted professional development activities, including interview preparation for internship placements, and research projects, such as focus group interviews concerning their experiences at Boston College.



The Pursuit of Happiness: Mental Health in Hip Hop

Kimberly Ashby participated in an interactive presentation on hip hop as an expressive tool for those experiencing mental illness. She performed an original song describing her individual experience of depression as well as the systemic factors that make Black women highly susceptible to mental illness. In collaboration with her co-presenter, Toni Blackman, the U.S. ambassador for hip hop, appointed by President Barack Obama, Kimberly concluded the presentation by co-leading a community cypher for attendees. The event was sponsored by the Undergraduate Student Association at Boston College.

Race Culture Challengers (RCC)

The RCC is a student organization founded by Christina Douyon, Courtney Dunne, Kahlil DuPerry, Kiara Manosalvas, Ammy Sena, and Jonathan Sepulveda. The purpose of the RCC is to construct spaces that empower individuals to create and navigate conversations that critically address various aspects of race and culture. Through campus events and collaborations with organizations at Boston College, the RCC engages students, faculty and staff in social justice advocacy, while helping to make the ISPRC and its work products become more accessible and visible. In 2017-2018, the RCC held four events:

- (1) Being Policed in Schools: A Walk in the Pipeline;
- (2) In the Age of Trump: What Do You Have to Say?;
- (3) Patriarchy's Influence on Social Justice: Erasing the Effort of Women in Activist Movements; and
- (4) Dating, Race & Racism: "Pretty for a Black Girl."

The RCC also hosted a roundtable discussion at Teachers College, Columbia University's Annual Winter Roundtable and presented a poster at the American Psychological Association Convention 2018 (Division 45) titled: "The Power of Inclusive Discourse: Establishing a Student Group to Address Issues of Race and Culture."

Diversity and Activism Training at Massachusetts College of Art and Design (MassArt) Counseling and Wellness Center

For the last two years, ISPRC team members Kimberly Ashby, Amanda Weber, Christina Douyon, and Kahlil DuPerry collaborated to provide workshops and facilitation on topics related to power, oppression, racism, and racial identity for faculty, staff, and students at MassArt. These workshops use Dr. Janet Helms's racial identity theories as lenses through which to encourage participants to explore the ways in which structural, interpersonal, and individual-level forms of racism oppress the MassArt community.

Stay Informed

Twitter: ISPRC
Vine: ISPRC
Facebook: The Institute for the Study and Promotion of Race and Culture
Website: www.bc.edu/isprc
Blog: <https://isprcvoices.com/>

Moving On...

2018

Kimberly Ashby began an APPIC internship at Drexel University in Philadelphia, providing individual and group therapy to a racially and ethnically diverse population of undergraduate and graduate students

Sahar Sabet entered into a doctoral program at Virginia Commonwealth University

2019

Christina Douyon will begin an APPIC Internship at the University of Miami—Counseling Center

Amanda Weber will begin an APPIC Internship at Massachusetts Mental Health Center/Beth Israel Deaconess Medical Center/Harvard Medical School



Current Research Project Initiatives

Urban High School Teachers' Experiences in Trauma-Informed Schools

Teachers play a critical role in supporting students who have experienced trauma, yet there is extremely limited literature on teachers' experiences supporting these students and virtually no literature on this phenomenon within the urban high school setting. Given that teachers often serve as first responders and have the opportunity to interact with students on a day-to-day basis, an understanding of urban high school teachers' experiences supporting these students is needed. Although trauma-informed schools are intended to provide emotional support for students, virtually no information is available concerning the professional and emotional supports and needs of teachers who provide such services. This study adds to the literature by focusing exclusively on urban high school teachers' subjective experiences of supporting students who have experienced trauma and working within trauma-informed schools. This study consists of individual interviews with teachers and classroom observations. ISPRC member Taylor Stewart is currently collecting and analyzing data. The findings from this study will be submitted for publication.

Undervalued, Disregarded, & Stereotyped: The Invisibility of Black Girls

Black girls experience both literal and figurative invisibility in many of the spaces they inhabit. Literal invisibility refers to the lack of statistical information pertaining to their life experiences and challenges, whereas figurative invisibility refers to myths and stereotypes that society uses to define them and that they must overcome. Because of their invisibility, there is a lack of information about Black girls and resources designed to address the specific needs of this population. To bring visibility to Black girls and the issues they face, it is important to identify gaps in the existing literature as it pertains to them specifically so that appropriate interventions may be developed and implemented to help them overcome the challenges of invisibility. The purpose of two studies was to conduct a content analysis of literature focused specifically on Black girls to discover common themes and patterns. To further understand how Black girls and African American girls are invisible in the literature, ISPRC team members, Kimberly Ashby, Amanda Weber, Eva Wilson, and Emily Joyner, have been involved in examining the methodology of each article and in conducting research for the two studies.

White Racial Identity Attitude Scale (WRIAS)

Dr. Janet Helms is working with Amanda Weber to update the White Racial Identity Attitude Scale (WRIAS). The WRIAS is the most frequently used scale for assessing White people's racial identity development. The update will consist of revised items and a shorter scale.

Men's Identity Attitudes Scale (MIAS)

Dr. Janet E. Helms is working with Ethan Mereish and Kahlil DuPerry to update the Men's Identity Attitudes Scale (MIAS). Items will be updated and scale constructs will be confirmed.

Media Portrayals of Victims of Color after Fatal Force Encounters with Police

Do public outcries against police brutality in a state impact how media outlets report on fatal force encounters with police? Jonathan Sepulveda and Kahlil DuPerry conducted content analysis of news articles to compare the fatal use of force by police officers in the states of Missouri (MO) and Tennessee (TN) in 2015, states which showed similar levels of fatal police encounters but differing levels of public outcry towards police brutality. Results showed that Missouri media used more descriptions that justified the use of fatal force by police than Tennessee. These findings further support a theory of framing suggesting that media outlets may structure reporting to reflect local cultural values. The results support the need for media outlets to be aware of the entrenched social narrative associated with police and criminal/victim in the media and broader society. When police kill citizens, the media should not assume the current default position that the police are always justified in their actions. This was presented at the 2017 American Psychological Association Annual Convention.

Invisibility of Women of Color in Stop, Question, and Frisk Practices

Given the limited research on women of Color in the literature, the goal of this study was to better understand how law enforcement policies affect women of Color. Using a lens of intersectionality, ISPRC members Kahlil DuPerry and Jonathan Sepulveda examined data from NYC's Stop, Question, and Frisk program to understand how the intersection of race and gender may produce unique disparities. Results of this study showed that women of Color, especially Black Hispanic women, have been uniquely targeted in Stop, Question, and Frisk practices relative to both men of Color and White women. This study may contribute to the importance of critically examining how women of Color are affected by law enforcement policies and hopes to increase services and support for women of Color who are targeted by law enforcement policies. This poster was presented at the 2018 APA Annual Convention.

Mental Health Advocates' Assessment of Urban Youths' Traumatic Life Events

Cristina Douyon and Ammy Sena worked with Dr. Helms to publish the results of the Relational Advocacy Model (RAM) used in our work with the Burke High School. The study focused on the efficacy of a relational model of school advocacy by providing narratives of students' lives and growth over the course of a school year.

The Community Advocacy Project (CAP)

The Community Advocacy Project (CAP), which was a joint collaboration between ISPRC, the Domestic Violence Program, and the Counseling Skills course, explored mental health counseling masters students' development of social justice attitudes, community advocacy, and empathy.

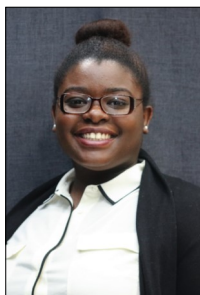
Burke School Initiative — Years Eight and Nine

An Advocate's Experience By: Emily Shoov



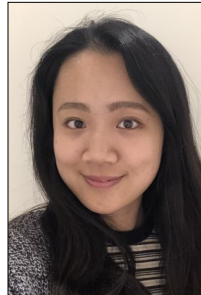
The Burke advocacy program, for me, has been an exercise in meaning-making. With the help of Dr. Helms I came to realize that what I feared were trivial weekly interactions were actually indicative of a consistent and meaningful relationship that might be the only one my student-partner currently has. I now see that the same way my "showing up" wasn't a given to her, her "showing up" on a weekly basis shouldn't be taken for granted either. It meant something that she showed up every week to meet with me. The Burke represents a completely different high school experience than the one I had, with a completely different caliber of concerns beyond academic performance. I had the privilege of not worrying about my family or my school having enough resources. The culture was such that we weren't considered delinquent by the system - we didn't skip school we took "mental health days". There were no shootings at the neighborhood Burger King. Furthermore, I was also in an environment where it wasn't a question of "if" we went to college but to which college we were headed. No one failed their classes and no one had to repeat grades: we just worried about which combination of extracurricular activities would get us noticed. Bringing this background and these expectations to the relationship with my student-partner was certainly a barrier at first. It took some work to reframe my priorities from "let's harness your potential to get As" to being genuinely excited that she was going to pass math for the year with a D. Working with my student-partner allowed me to practice unconditional positive regard and to be there unequivocally for someone much like I'd imagine having to be with a client. However, unlike working with a client I found more freedom for self-disclosure and giving advice. I had the flexibility to be what my student partner needed for any given session: mentor, tutor, advocate, sympathetic ear etc. I will wonder about how my student-partner is doing for years to come.

An Advocate's Experience By: Kerlie Merizier



As an aspiring child/youth therapist, being an advocate for two students at the Burke High School has been nothing short of an eye-opening and rewarding experience. The advocacy program targets invisible youth that are already part of an underserved population, helps them take advantage of resources available to them, and empowers them to advocate for themselves. As an advocate, I was able to see how various systems come to play and affect my students, sometimes not in positive ways. I found that building healthy positive relationships with my students made a powerful impact on its own. Their school performance, interpersonal relationships, and faith in themselves and their abilities improved. It's been amazing to be a witness to their progress over the months that we have been working together. Because of our strong alliance, I wish I had more time to work with my students to follow them through their life journeys. However, I am confident that they will be all right with their newfound skills and resources available to them. Along the way, there were as many breakthroughs as there were frustrations. Things as small (but not insignificant) as absences or resistance from students, to larger issues like the slow bureaucracy of social services, and the very structure and function of the education system. To me, the days that I felt frustrated, helpless, or even unhelpful were as important as the days when I felt my student and I had made progress or achieved a goal. They reminded me that the work is not always easy, especially when we choose to tackle systems. Yet simultaneously, I am more confident than ever that socio-cultural experiences cannot be separated from mental health. I am more conscious of my responsibility and potential as a counselor to be an active advocate for social change.

An Advocate's Experience By: Ge Xu



Being a student advocate at the Burke was a whole new experience and a rewarding journey for me. As a Chinese international student, I had an entirely different high school experience. Studying to get into a good college was my and my peers' highest and only priority. Chinese parents would try their best to take care of everything else so that we could focus on this one goal. Working at the Burke as a student advocate has taught me to use a trauma-informed and intersectional lens to approach students. I understand the impact on them of different sociocultural identities, such as race, ethnicity, gender, sexuality, and socioeconomic status, through their own narratives and perspectives. Only when we (advocates) sit down and provide them with a safe space to open up, can we come to discover what is beneath the surface. With each of my students at the Burke, we talked about how they coped with the experiences of trauma and systemic barriers that they have encountered. I was truly impressed by the resilience, optimism, and maturity exhibited by them. They have gone through very difficult issues and they embrace them as a part of their life. They are also trying their best to balance different tasks, meet expectations from others, and pursue their own goals. I learned the strength-based model of supervision, which enabled me to help my students to see their strengths and inner power when they did not realize them. It is our job to help them recognize the impact of external stressors, find their own voice to self-advocate, navigate the education system, connect with resources, and reach out to social support. But it is also important for us to have belief in them and allow them to develop in their own way. I am so glad to be a part of this program in my first year of study because the perspective and skills I gained through this experience will accompany me when I work with my future clients.

Burke School Advocacy Program

For the past nine years, the ISPRC has provided advocacy services to the students at the Jeremiah E. Burke High School, a racially, ethnically, and economically diverse high school in Dorchester, MA. The goal of this relational advocacy program is to help students develop their ability to advocate for themselves. Mental Health Counseling students from BC volunteer to participate in a Social Justice Lab section during one of their first year courses and work as



2018-2019 Advocates

advocates paired with one or two students at the Burke school. The advocates assess for emotional and social barriers to their students' school engagement while collaborating with their students to create goals and problem solving strategies. The program provides advocates with training and feedback on interviewing, rapport building, and the provision of culturally competent services, among other clinical topics. Advocates also utilize an intake style assessment to help structure goals and interventions that address the individual and systemic barriers students face and help students to grow their awareness of how these contexts affect their development.



2017-2018 Advocates

ISPRC Staff Presentations and Publications

- Helms, J.E.** (2018) White Racial Identity Theory: Why White People Do Not Talk About Race (with Implications for Japanese). *Journal of Intercultural Communication*, No. 21, 2018, 7-13
- Helms, J.E.** (2017) The Challenge of Making Whiteness Visible: Reactions to Four Whiteness Articles. *The Counseling Psychologist*, 45(5), 717-726
- Helms, J.E.** (2017, October) Keynote Address, "White Racial Identity Theory: A Model for Explaining Why White People Can't Talk About Race," SIETAR Conference, Sophia University, Tokyo, Japan
- Helms, J.E.** (2018, January) Keynote speaker, Symposium, "Youth Empowerment and Career Development for Graduate and Undergraduate Students in Nigeria," University of Nigeria, Nsukka, Nigeria
- Helms, J.E.** (2018, January) Invited Talk, "Charles Murray and the ALT Right as History," Weatherhead Initiative on Global History and the Warren Center, Harvard University, Cambridge, MA
- Helms, J.E.** (2018, February) Invited Talk, "Racial Identity Development in the Post-Racism Era," University of Wisconsin- La Crosse, La Crosse, WI
- Helms, J.E.** (2018, March) Invited Speaker, "Racial Healing: Dismantling Racial Trauma in Research, Policy, & Practice in Social Work," Racial Justice Symposium, Boston College School of Social Work, Chestnut Hill, MA
- Ashby, K.M., Collins, D.L., Helms, J.E., & Manlove, J.** (2018, April). Let's Talk About Race: Evaluating a College Interracial Discussion Group on Race. *The Journal of Multicultural Counseling and Development*, Vol. 46 (2) pages 97-114
- Ashby, K.M., Speilvogel, B., & Whitmore, C.** (2018, March). Survival as an act of resistance: Graduate student activism and where you fit in. Structured discussion at the 2018 Annual Women in Psychology Conference, Philadelphia, PA
- Ashby, K.M., Abreu, R.L., Brown, D., Hangartner, R.B., & TaeHyuk Keum, B.** (2017, August). Embracing our Authentic Selves: Student Led Discussions about Race and other Oppressed Identities). Presentation at the 2017 Annual APA Convention, Washington D.C.
- Douyon, C.M., Manosalvas, K., Dunne, C., Sena, A., Sepulveda, J.A., & DuPerry, K.C.** (2018). The Power of Inclusive Discourse: Establishing a Student Group to Address Issues of Race and Culture. Poster Presentation at the 2018 Annual APA Convention, San Francisco, CA
- Douyon, C.M., Dunne, C., Manosalvas, K., Sepulveda, J.A., Sena, A., & DuPerry, K.C.** (2018). Erasing the Effort of Women in Social Activist Movements: Responding to Patriarchy and Rewriting the Narrative. Roundtable Presentation at the 2018 Winter Roundtable, New York, NY
- DuPerry, K.C., Helms, J.E., & Sepulveda, J.A.** (2018). Intersectional Invisibility of Women of Color in Stop and Frisk Police Practices: Being Seen Matters. Poster Presentation at the 2018 Annual APA Convention, San Francisco, CA
- DuPerry, K.C.** (2019, March) Lecture, "Real Relationships: Saving, Supporting, or Something Else?" Boston College Bigs, Chestnut Hill, MA
- Goodman, L.A., Wilson, J. M., Helms, J. E., Greenstein, N., & Medzhitova, J.** (2018). Becoming an advocate: Processes and outcomes of a relationship-centered advocacy training model. *The Counseling Psychologist.*, 46, 122-153
- Okwerekwu, J., DuPerry, K.C., & Jackson, R.** (2018 August). Panel, "Racial Trauma: Race Recovery Discussion Series," Cambridge Health Alliance, Cambridge, MA
- Sepulveda, J.A., Douyon, C.M., DuPerry, K.C., Wright, C., & Zitomer, G.** (2019). Marginalized Students Disrupting Power Structures in Academia Through a Self-Empowered Space. A workshop at the 2019 Association for Women in Psychology conference. Newport, RI
- Stewart, T.D.** (2019, February). Cross-Cultural Spiritual Counseling: Challenges and Possibilities when Providing Care Across Racial and Cultural Boundaries. Paper presentation at Teachers' College Winter Roundtable, New York, NY
- Thrower, S.J., Helms, J.E., & Manosalvas, K.** (In press). Exploring the Role of Context on Racially Responsive Supervision: The Racial Identity Social Interaction Model, *Training and Education in Professional Psychology*
- Weber, A., Helms, J.E., DuPerry, K.C., Sepulveda, J.A., Wilson, E.S., Sena, A., Manosalvas, K., Douyon, C.M., & Joyner, E.** (2018). #Trump2016, #MAGA: What Pro-Trump Hashtags Tell Us About the 2016 Election. Poster Presentation at the 2018 Annual APA Convention, San Francisco, CA

Dr. Helms Addresses Students at the University of Nigeria, Nsukka Nigeria

Dr. Helms was an invited keynote speaker at a symposium on “Youth Empowerment and Career Development for Graduate and Undergraduate Students in Nigeria.” The symposium was organized by Professor Nkadi Onyegebu and Ifeoma Ezeonu at the University of Nigeria and Gabriel Nnamdi Ezema, an international graduate student in the combined MA program in Theology and Ministry and Mental Health Counseling at Boston College. Over 500 students attended the event. Dr. Helms’s presentation focused on overcoming the stigma of mental illness in Nigeria by encouraging students and emerging adults to understand the stressors associated with normal adolescent and emerging adult development. Her presentation is available on the ISPRC website.



Sophia University Symposium on Privilege in Tokyo, Japan: A Recap

By: Dr. Makiko Deguchi, Professor, Sophia University, Japan

Having studied Dr. Janet E. Helms’s theories as a graduate student at Boston College, I felt inviting Dr. Helms and Dr. Peggy McIntosh as keynote speakers for the symposium “Future Possibilities and Challenges of Teaching about ‘Privilege’ and Racial Identity in Japan—Learning from U.S. Research and Educational Practices” at Sophia University in Tokyo, Japan on October 6, 2017, was an important milestone for Japan’s social justice education. The conference confirmed for me the universal applicability of the racial identity theories and the construct of privilege to Japanese society as we see a rise in hate crimes in Japan reflecting the current right-wing nationalist government that has been implementing blatantly racist policies against ethnic minorities in Japan.



Drs. Janet Helms and Peggy McIntosh, Keynote Speakers, SIETAR Conference, Sophia

Dr. Helms also delivered a powerful keynote address at the 32nd SIETAR Japan Annual Conference “Promoting Equity and Social Change: Acknowledging the Diversity Within” on October 7-8, 2017. Dr. Helms’s talk “White Racial Identity Theory: A Model for Explaining Why White People Can't Talk about Race” resonated strongly with many of the Japanese members who studied intercultural communication in North America and have experienced working with White people in the intercultural field; however, they still struggled to see oneself as benefiting from “Japanese” privilege as the Japanese is an overwhelming large racial majority (98 percent of the population).

SIETAR Japan has a sizeable non-Japanese English-speaking constituent, and several members of Color were keenly aware of the layered spectrum of power within the English-speaking expat and immigrant community in Japan. When a White male member expressed his view that focusing on social class was more relevant than focusing on race, we were all reminded how being White still came with a blindness toward racial privilege even as a racial minority in Japan. Dr. Helms delivered an excellent comeback reminding him that he still benefits from White privilege, and a multiracial student responded that White people have more privilege than their non-white counterparts in Japan.

It was a truly groundbreaking conference, and many attendees expressed that this conference was the best SIETAR Japan conference they’ve attended. One woman commented, “As an Iranian woman, I felt safe, heard, and respected. Thank you!” The idea of incorporating the notion of “privilege” in the area of social justice education is still in its infant stage in Japan, however, we all saw how Dr. Helms’s schemas of white racial identity development are just as relevant in Japanese society today and it is our job to reflect these ideas in our every day practices.

ISPRC Alumni Advisory Board Update

The Alumni Advisory Board is currently working on a series of papers that will continue to explore the concept of racial trauma in a variety of domains. Members of the Advisory Board will alternate as lead authors in an effort to maximize the scope of related issues discussed which include: college campuses, children, and immigration. Additionally, graduate research assistants affiliated with ISPRC will participate in multi-site studies in collaboration with Advisory Board members. Studies will continue to investigate the psychological consequences of racial trauma and inform recommendations for mental health treatment.



The ISPRC Alumni Advisory Board released a toolkit for managing symptoms of racial trauma, [#racialtraumaisreal](https://www.instagram.com/racialtraumaisreal), which can be downloaded from our website: bc.edu/isprc.

THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

Views and Viewpoints: Diversity Challenge 2017 and 2018



A very useful conference tackling very important issues that do not get addressed in everyday working life. The most beautiful setting of Boston College was very fitting for the conference with very efficient, professional and friendly staff on hand to assist every need.



Overall, I thought the conference was a great experience and allowed for intellectual growth. I also liked the size of the conference.



The staff and students at the conference were kind, considerate, and very helpful. The food was great and the sessions were beneficial in just thinking about measures and impacts in new ways. Taking a public health perspective with race and out of school suspensions was a new way of thinking about race impacts across the lifespan.