

Introduction to ADVANCE Journal
Second Special Issue on
Institutional Betrayal, Academic Trauma, and Institutional Courage

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Welcome to the ADVANCE Journal's second special issue on the subject of Institutional Betrayal and Academic Trauma. In a variety of forms, these contributors describe often dismayingly similar experiences of institutional abuse, betrayal, and trauma. They also offer unique perspectives on resistance, allyship, and reform.

In the first special issue on this topic, artist Emma Coddington Brown (Settler-Māori, dis/abled, Kalapuya Oregon & Rangitikei Aotearoa) presented us with “Wāhine Toa | Warrior Woman (2023),” a reminder of the crucial need to center women's role in knowledge production, their strength, and their power to create. In this issue she shares the complementary image of the “Wāhine kaiwhakaora (Māori) | Healer Woman (2021).” The accompanying blurb-spell invokes the power of the healer to help the betrayed reclaim their wholeness of being.

In her powerful piece, “‘I Didn't Succumb to the Darkness': Multi-Modal Reflections on Black Womxn's Engineering PhD Spirit-Murdering Experiences,” Nicole uses creative expression, including visual art and poetry, to reflect on the commonalities Black womxn face in their engineering doctoral programs. After sharing these moving narratives, the article ends with ways to hold faculty who cause harm accountable, as well as tangible steps that can lead to institutional transformation. It is important for the academic community to recognize and reflect on the personal, psychological, and spiritual injuries inflicted on BIWOC who enter STEM programs. With this call to action, we can work together to change the culture to create a sense of belonging for those who enter fields long dominated by whiteness and men.

In “Speaking Against Institutional Violence,” Susan Jurow describes her two-year journey after an attack on her scholarly integrity. Accusations by an individual scholar became an onslaught by the institution on her personal physical and emotional well-being; which included presumption of her guilt, withholding of information, questions about her abilities, and

positioning her as responsible for the complainant's comfort level. Although she ultimately won the case, she describes the effects of this battle: [the case] "cracked me open." Truly a survivor of institutional violence, she shares her story in the hope it encourages others to share theirs; and, through collective story sharing, find the strength and power to change institutions.

Shoshana Pollack's poem, "All About Love," highlights the cognitive and emotional dissonance of attending a conference that purports to be "for women," but recognizes only a small segment of the kaleidoscope of identities of people comprising the group "women." Who is included in the presenter's, "I love you guys"?

In Marcia Allen Owens' essay, "Pyrrhic Persistence?" we learn about the extraordinary persistence, fortitude, and energy that is sometimes required to survive institutional betrayal and academic harm and to ensure that others who follow after us can thrive. But even accomplishments such as achieving the rank of full professor do not ensure respect or safety. Owens describes her experiences as well as the cost-benefit analyses to pursuing a promotion to full professor after all the systemic violence she experienced as a Black woman in STEM at an HBCU. Was the achievement worth the damage to her health and well-being? Owens explores this question and provides a healing way forward for other academics who are similarly wondering, "Is it worth it?"

In "Telling on Themselves," Melissa Vanden Bout relates her story of betrayal and trauma within her avowedly Christian institution, and her struggle to comprehend how the actions of authority figures could be so dramatically at odds with the institution's stated identity. She experienced moments of revelation as well as pain as she remained true to her own convictions and wrestled with the consequences imposed by her institution each time she acted

upon them. She closes with a commentary on institutional courage, and a hope for the actualization of the institution's ideals.

Brenda McComb draws on observations and direct experiences to describe the pervasiveness of hypocrisy throughout academic hierarchies, especially as it relates to attempts to advance diversity, equity, and inclusion. McComb stresses the importance of awareness of implicit biases, so that leaders can intentionally behave in ways that accord with stated DEI goals, and those in need of assistance can receive it.

Guided by Cultural Humility and Hermeneutic frameworks, the article by Owens and colleagues entitled "Vested Accomplices: Men Embracing Cultural Humility In Personal & Institutional Transformation at a Historically Black University" describes how men in Minority Serving Institutions (MSI) can be actively engaged in understanding the social identity of Black women in science, technology, engineering and mathematics (STEM), and social and behavioral sciences (SBS) fields in MSI institutions. The authors convincingly argue that the purpose of acquiring this understanding through ongoing self-reflection, observation, and self-critique, men can be active contributors to the social and institutional changes necessary to avoid replicating the trauma Black women in these fields experience in order to contribute to a healthier academic environment for them.

Imad and colleagues argue that, far from being immune to the effects of the outside world, higher education ignores and exacerbates the effects of generational and intergenerational trauma on students and staff from historically underrepresented groups. They name this lack of attention and action to address learners' needs a form of betrayal. "Transforming Higher Education: Building Trauma-Informed Communities for Healing and Intergenerational Wellbeing" proposes a healing-aimed, equity-minded, trauma-informed higher education

framework that recognizes the psychological traumas endured by many students and staff, increases academic success, and fosters the mental wellbeing of all.

The ADVANCE Journal's Call for Papers on the topic of institutional betrayal and academic trauma garnered a large number of submissions; so many that we have published two issues on the topic and another is planned. The deadline for the third special issue is June 30, 2024; we will also accept these submissions for publication in upcoming general issues on a rolling basis. Please mark submissions "on the topic of institutional betrayal and academic trauma."

As always, we thank the reviewers of the submissions for their time, energy, and thoughtful feedback.