



JANUARY–FEBRUARY 2024 / VOLUME 28, NUMBER 6

ABOUTCAMPUS

ENRICHING THE STUDENT LEARNING EXPERIENCE

ADDRESSING RACISM, SETTLER COLONIALISM, AND WHITE SUPREMACY

Nelson interrogates the metaphor of the 'academic pipeline' in order to strengthen belonging for Indigenous students.

Barsukov, Gatta, Jimenez Grateaux, Liang, Lin, Schmechel, and Benavides discuss art as a medium through which to look deeper into manifestations of racism.

Alaniz and Gloria elucidate practices of culturally responsive mentoring alongside Latinx first-generation undocumented/ DACAmented college students.

Small highlights the importance of confronting and resisting white christian hegemony in higher education.

Neville and Taylor share how they worked with campus colleagues to create a doctoral program geared to help educators foster educational equity.

Museus and Sasaki argue for the importance of critical analyses of history as an essential grounding for culturally-informed environments for student learning and development.

Goode and Marlow-McCowan articulate the meaning and value of student affairs practitioners' involvement in curricular experiences centering men of color.

Kim advocates for greater institutional attention to and support for international students' development of agency regarding issues of race and racism.

journals.sagepub.com/home/aca • ISSN: 1086-4822



ABOUT CAMPUS

Enriching the Student Learning Experience

Official Journal of the ACPA-College Student Educators International

JANUARY–FEBRUARY 2024/VOL. 28, NO. 6

3 / **EDITOR'S NOTE**—Addressing Racism, Settler Colonialism, and White Supremacy

Z Nicolazzo

4 / **FEATURE**—Academic Pipelines as Contemporary Icons of Settler Colonialism: A Critique of the Pipeline Metaphor Ingrained within Higher Education's Lexicon

Tara A. Nelson

13 / **FEATURE**—A Shared Canvas of Discomfort and Reclamation: Addressing Racism Through the Art of Looking

Michelle Barsukov, Lauren Gatta, Larissa Jimenez Gratereaux, Jason Liang,
Erica V. Lin, Kathryn Schmechel, and Ximena Benavides

24 / **FEATURE**—¡Estamos Aquí y Somos Importantes!: Fostering Latinx First-Generation College Undocumented/DACAmented Students' Sense of Belonging and Well-Being with Culturally Responsive Mentoring

Cintia Alaniz and Alberta M. Gloria

36 / **IN PRACTICE**—Combatting White Christian Supremacy in Higher Education Research, Policy, and Practices

Jenny L. Small

41 / **IN PRACTICE**—Disrupting the Status Quo: Developing an Equity-Oriented Educational Leadership PhD Program

Kathleen Neville and Kari B. Taylor

45 / **IN PRACTICE**—The Critical Role of Culturally Relevant History in Serving Diverse College Students

Samuel Museus and Christen Sasaki

50 / **IN PRACTICE**—"This Class is Truly Revolutionary": Facilitating Men of Color Success in the Classroom

Carlton Goode and Jarvis Marlow-McCowan

55 / **IN PRACTICE**—A Critical Oversight: International Students' Racial Consciousness and Agency in U.S. Higher Education

Sarang Kim