ICARE4Justice Report 2022

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[Excerpt from UConn Today article by Kimberly Phillips source: https://today.uconn.edu/2022/09/uconn-led-racial-equity-summit-seeks-ways-for-higher-ed-to-bolster-anti-racism-efforts/]

The impetus for the 3-year ICARE4Justice Summits emerged out of a desire to develop a transnationally-informed, comparative, decolonization framework with a specific lens on anti-Blackness to advance racial equity in higher education. The initial engagement around establishing a global framework for advancing racial equity in higher education occurred during a transnational Summit in January 2020. This first Racial Equity Summit in The Netherlands was a collaboration between ECHO (Center for Diversity Policy in The Netherlands), the Interdisciplinary Research Institute for InEquality (IRISE) at the University of Denver, Vrije Universiteit Amsterdam, The Hague University of Applied Sciences, and The Ohio State University. Fifteen U.S.-based scholars, including faculty, graduate students, and practitioners, partnered with colleagues from these institutions and agencies in The Netherlands to learn from our colleagues about efforts they have engaged in toward increasing access and equity at the local level. Building from the success of the 2020 Racial Equity Summit, collaborators from

ICARE4Justice Summit 2022 participants

the University of Connecticut, ECHO, and the University of Nottingham organized the 3-year plan for ICARE4Justice Summit which was first held in the Netherlands with two of the days hosted by the Vrije Universiteit of Amsterdam and The Hague University of Applied Sciences.

Dr. Maria Arruda, University of Nottingham; Eli Todorova, University of Nottingham

> *Having international partners question why we do things in a certain way opens up our minds and allows us to think differently about some of the things we've been trying to address for quite some time,"* Tuitt says. "We can get situated in our own context that, in a way, puts up blinders. There's something about getting out of that context that is freeing and helps to unleash our emancipatory imagination to create opportunities for us to think about things we wouldn't normally think about because we've been in this routineness."

(Dr. Frank Tuitt, Vice President and Chief Diversity Officer, UConn and Co-Lead of the ICARE Summit) [Excerpt from UConn Today article by Kimberly Phillips source: https://today.uconn.edu/2022/09/uconn-led-racial-equity-summit-seeks-ways-for-higher-ed-to-bolster-anti-racism-efforts/]

"What is ICARE4Justice?"

The International and Comparative Advancement of Racial Equity for Social Justice (ICARE4Justice) Summit involves delegations from the United States (US), the United Kingdom (UK), and the Netherlands (NL) meeting to discuss widespread implications and challenges surrounding systemic racism and the advancement of racial equity in these three distinct contexts. As the initial iteration of a three-year series, the Summit was first held in the Netherlands. The decision was made to rotate the location of the conferences between the three international partners to delve more deeply into the local contexts. For example, one community activity involved visiting the Black Archives, which "consists of unique book collections, archives, and atifacts that are the legacy of Black Dutch writers and scientists."[1] by the University of Connecticut, the University of Nottingham, and ECHO center for diversity policy, the Summit convened a novel alliance of

Pravini Baboeram, ECHO Center for Diversity Policy

Group photo of the participants ICare4Justice Summit 2022

experts on the policy, practice, and research within the field of anti-racism. Ultimately, the scholars at the Summit aimed to establish a framework for advancing racial equity that can operate at a transnational level.

In the first three days of the Summit, participants from various fields and positions in and outside of higher education institutions shared their personal experiences, professional narratives, and critical remarks in panels related to justice, equity, diversity, and inclusion (JEDI). Here, the pervasive nature of racial inequities across transnational contexts became apparent. Despite the diverging national contexts, the shared experience of, and exposure to, systemic racism is widespread and has detrimental consequences on the health and well-being of racially and ethnically minoritized (REM) communities[2]. After the three days of panels, the co-leads identified themes which arose across transnational contexts to shape the final days of "knowledge cafés," which involved scholars and practitioners meeting within the groupings of these "themes" to provide more structure leading towards the first outline of the framework. What follows in this final Summit report are the central questions and voices from the panels and panelists and the themes that arose from the knowledge cafés framing the initial conception

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[1] https://www.theblackarchives.nl/about-us.html

[2] During the Summit, the verbiage utilized to refer to marginalized communities based on race differed based on national context. In this Summit paper, the term REM is deliberately used to indicate the sociohistorical and geographical backdrop against which individuals and communities can experience racism, thus serving as an overarching concept that still allows for the local reality of participants.

#ICARE4Justice

of the framework. Finally, we emphasize a call to action shaping the next steps of the ICARE4Justice Summit series and the resulting framework.

"Setting the Context:" Establishing a Shared Knowledge Base

The first portion of the Summit was predicated on developing a shared knowledge base of the historical contexts and dynamics of JEDI work in the Netherlands, the United Kingdom, and the United States. This was done in two ways: 1) by setting the contexts of the individual locations; and 2) by discussing barriers and opportunities across these contexts. Addressing the US context, **Dr. Mark Overmyer-Velázquez**, Professor of History and Latino and Latin American Studies, and the University Campus Director of UConn Hartford, laid out the complexities of the American backdrop, where settler colonialism was described as an underlying framework to illustrate how educational institutions are located on stolen Indigenous and Native land. Therefore, each form of resistance against systems of oppression was intertwined with settler colonialism and at times, made use of the consequences of these various systems, as noted by Dr. Overmyer-Velázquez. In doing so, Dr. Overmyer-Velázquez reminded us of the lasting and structural nature of colonial measures such as the Morrill Act. Related

Dr. Mark Overmyer-Velázquez, University of Connecticut

Dr. Naomi van Stapele, the Hague University of Applied Sciences; Dr. Ismintha Waldring, VU University Amsterdam

to the specific challenges facing the United States, **Dr. Christina Ross**, Assistant Professor of the School of Nursing reiterated that representation matters, and because of the lack of representation of REM communities across health settings, serious health hazards exist faced by REM communities. In addition, it's imperative to consider the sociohistorical ties that communities have with the healthcare system, considering the forms of oppression (medical experience,

forced sterilization) this system has exerted. Voicing powerful critiques on the structural barriers faced when performing anti-racist work, co-lead **Dr. Frank Tuitt**, Vice President and Chief Diversity Officer and Professor of Higher Education and Student Affairs at UConn, outlined five areas in which institutions fail to provide structural support to REM communities. These include the failure to: 1) stimulate the human capital of REM communities; 2) support and elevate knowledge for, by, and about REM communities; 3) create supportive cultural environments; 4) provide organizational capital (the institution's genuine commitment to anti-racism); and 5) relational capital (the institution's commitment to the surrounding communities, particularly REM communities).

Panel: 'How do Institutions advance Intersectional Racial Equity in STEM and Health fields in Higher Education' presenters at ICARE4Justice Summit 2022

Outlining the context in the United Kingdom, **Dr. Maria Arruda**, Head of Researcher Development, Financial & Business Services at the University of Nottingham, referenced the important work of Dr. Kimberlé Crenshaw in discussing the importance of addressing intersectional failures of the past.[3] While some research papers and organizations from the UK acknowledge privilege and racism in STEM and organizational structures more broadly, there is still "Endless Distraction and Inaction,"[4] and change remains very slow." Continuing to discuss the challenges and opportunities in the United Kingdom, Dr. Arruda advocated for a more intentional approach towards the retention and well-being of faculty from REM communities, cautioning against an approach that is only concerned with doing 'just enough.' Instead, it is necessary to implement policy proliferating the factors that allow REM faculty, especially REM women, to not only enter the institution but also stay and thrive.

Dr. Lucy Donaldson, APVC for Researcher Academy and Professor in the Faculty of Medicine and Health Sciences at the University of Nottingham, highlighted the efforts undertaken to increase not only the retention of REM communities within

[3] Crenshaw, K. W. (2013). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In *The public nature of private violence* (pp. 93-118). Routledge.
[4] Ahsan, S. (2022). 'EDI': Endless Distraction and Inaction. *PSYCHOLOGIST*, 35, 23-26.

research, but also ensure their excellence. Through mentorship trajectories and holistic applications, these interventions showed positive effects on the application and well-being of REM staff members.

Finally, **Mary Tupan-Wenno**, Executive Director the ECHO Center for Diversity Policy, reflected on the changing demographic context on the Netherlands. As many cities are moving towards a state of super-diversity – a demographic distribution in which there is no absolute majority group – educational institutions are faced with an increasingly pressing set of demands. Partially because of these shifts, widespread movements are asking for racial equity through #BlackLivesMatter and #AsianLivesMatter, which has functioned as a call to action for these institutions. At the same time, constraining factors such as the limited possibility to collect data and lack of awareness concerning intersectionality confine the struggle for racial equity. As Tupan-Wenno noted, it is important "to get comfortable with the uncomfortable." **Dr. Machiel Keestra**, Central Diversity officer of the University of Amsterdam, touched upon the challenges embedded in the Dutch context, explaining that Dutch diversity policy initially only focused on gender. Here, a part of the issue also lies in the unwillingness and impossibility to measure disbalances in terms of ethnicity and race, as laws prohibit the targeted collection of the

Dr. Christina Ross, University of Connecticut

Dr. Lucy Donaldson, University of Nottingham

Mary Tupan-Wenno, ECHO Center for Diversity Policy

Glenpherd Martinus, The Hague University of Applied Sciences; Dr. Joylette Williams, University of Connecticut; Dr. Lewis Gordon, University of Connecticut

data. According to Keestra, engaging in early outreach programs can serve to familiarize REM communities with STEM at an early stage, building a pipeline into the STEM fields. Finally, **Dr. Ruard Ganzevoort**, dean of the Faculty of Theology and Professor of Practical Theology at the Vrije Universiteit of Amsterdam, expanded on some of the issues with crafting policy in the Netherlands, using the concept of intersectionality to point out the complex lived reality of students. Arguing that the coexistence of both privileges and forms of oppression should be taken into account, Ganzevoort shared guiding principles that ensured policy benefits actually reach intended communities.

Altogether, setting the stage of the different national contexts served to understand the differences and similarities that practitioners and educators face. Moreover, this foundation functions as the framework for in-depth conversations about the specific themes of achieving racial equity. Next to indicating the hardships and constraints, juxtaposing the national similarities and differences allows us to think about the opportunities and strategies that can be deployed.

Opportunities and Barriers Across Contexts

Because the settler colonialist context (particularly in the United States), and more broadly across contexts, systems of oppression are embedded in daily policies, practices, and procedures, it is at times difficult, yet essential, to parse out the specific operations and impacts of racial oppression. **Dr. Michael Bradford** portrayed this issue

Dr. Michael Bradford, University of Connecticut

Dr. Stacy Johnson, University of Nottingham

Dr. Naomi van Stapele, The Hague University of Applied Sciences;

as making the "invisible" visible, stating that the "[educational] institution and its mechanisms are the water that we swim in, and it is to some extent invisible." Relating to this notion, **Dr. Stacy Johnson**, an Associate Professor at the University of Nottingham, elaborated on the various stages of racial equity programs within the University of Nottingham, pointing out the precarious dependency of DEI initiatives on political currents. Professor Johnson also pointed out opportunities, that resistance and allyship can often function as stabilizing factors during tumultuous times. **Dr. Ismintha Waldring**, Assistant Professor of the Faculty of Social Sciences, Sociology, and of Identities, Diversity, and Inclusion (IDI), shared insights into the operation of sense of belonging, noting that the community organization of students from REM communities is often beneficial. However, Dr. Waldring cautioned us not to forget international students, who more frequently experience a lesser sense of belonging.

Two contemporary concerns seen across contexts were rhetoric around immigration and islamophobia. Panelists **Ruşen Koç** and **Abdi Ahmed** emphasized the gravity of Islamophobia, arguing that how the media generates Islamophobic narratives has a direct impact on the safety and well-being of the Muslim community. Koç noted, "western narratives collude political, cultural, and religious factors

Panel 'Islamophobia, Refugee/Asylum Seekers, Undocumented Students: Creating Inclusive and Equitable Learning Environments' presenters at ICARE4Justice Summit 2022

which disallow the distinction between different interpretations and practices of Islam. It is just demonized as one big bowl of evil." This perspective resonated with **Glenpherd Martinus**, who emphasized the need to consider the manners in which discursive productions shape the culture of institutions. **Yasmin Elgoharry** spoke to institutional contexts when expressing her concern about Muslim students being reluctant to express their religious beliefs, with 80% of the US Muslim student population refusing to do so. Offering an opportunity to start addressing Islamophobia, **Dr. Neema Begum** argued that institutions should facilitate devour practices such as praying, fasting, and religious holidays. **Dr. Joylette Williams** added to this implementation recommendation by sharing her experience with embedding religious events highlighting Islam in the curriculum.

Another throughline and opportunity across contexts was the necessity to utilize specific critical frameworks and philosophical approaches centering the experiences of REM communities to perform and advance anti-racist work. Using the metaphor of the rhizome, **Dr. Naomi van Stapele**, Professor in Inclusive Education at the Hague University of Applied Sciences, argued that resisting notions of hierarchy, mastery, and certainty – all central to the colonial project – is a critical first step. Instead, the rhizome is ever becoming a non-being that allows us to continuously grow on a personal and professional level. Dr. Van Stapele also emphasized the importance of language, stating, "it is important to be accurate in our language, and not ascribe qualities to people but expose the processes that cause their situation." Following, **Dr. Saran Stewart**, Associate Professor of Higher Education and Student Affairs at UConn, and the Director of Academic

Dr. Lewis Gordon, University of Connecticut

Affairs at UConn Hartford, provided critical insight into the development and adaptation of Critical Race Theory (CRT) and the concept of intersectionality. Facing resistance in the educational system, Dr. Stewart pointed out that this resistance is based on misconceptions of the depth and intention of the framework. Moving beyond concepts of diversity and inclusion, Dr. Stewart argued that "CRT is not a diversity and inclusion 'training,' but a practice of interrogating the role of race and racism in society that emerged in the legal academy and spread to other fields of scholarship."

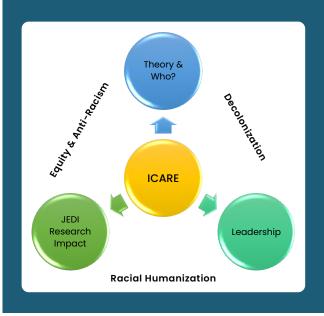Entering from the field of philosophy, **Dr. Lewis Gordon**, Professor and Department head of the Philosophy Department at UConn, reflected on the philosophical roots needed to formulate an effective approach to improving racial equity. Dr. Gordon argued that the rejection of the ego is essential in order to shift to a relational understanding of ourselves and society. In doing so, we can open up to others and shift to a group-based resistance against systems of oppression. Ultimately, Dr. Gordon argued we must think about the broader social health of the institution as well as the community surrounding it. In shifting our lens to the broader social health of institutions, we must deal with the structure of morality, which has been misplaced to reflect a political reality. Overall, in the educational context, this means letting go of our egos, acknowledging power, and taking action.

Dr. Naomi van Stapele, The Hague University of Applied Sciences; Elena Valbusa, HU University of Applied Sciences Utrecht; Abdi Ahmed, University of Nottingham

Knowledge Cafés: Cultivating a Communal Path Forward

The last two days of the Summit were dedicated to practice-oriented conversations to begin establishing a transnational framework facilitating the advancement of racial equity across transnational contexts. During the course of two days at the end of the Summit, groups prepared and presented the fundamentals of three themes serving as the base of this framework. These themes were chosen because they captured the goals, challenges, opportunities, implications for leadership, and actions embedded in the conversations throughout the first half of the Summit. In what follows, each of these central themes is outlined along with a graphic demonstrating the linking of the themes and aforementioned theoretical frameworks:

Dr. Saran Stewart, University of Connecticut; Glenpherd Martinus, The Hague University of Applied Sciences

Identifying the Core Principles and Defining the "Who" in Theorizing and Conceptualizing a Global Strategy for Advancing Equity

Establishing a global strategy that works towards advancing racial equity needs to consider the widespread mechanisms of racism and oppression. In this line, the established strategy should be radical, as in breaking with the existing structure. By utilizing critical frameworks such as Critical Race Theory, Black Feminist Theory, and Decolonial and Anti-Colonial theories as building blocks, we can recognize the racism and other hierarchical power structures embedded in the fibers of the system. Secondly, it is essential to make sure the strategy is accessible. An effective approach requires a fortified front, which can only be created with widespread participation. Furthermore, REM individuals should be centralized in the approach due to their lived experiences and expertise.

At the same time, it's imperative to not essentialize or tokenize REM communities in the process. The strategy should be concrete and offer effective interventions for practitioners while simultaneously empowering those implementing the strategy. Finally, the established strategy should be contextualized, allowing for local factors to be taken into account.

One challenge in identifying the core principles and defining the "who" is moving between the why, the what, and the how of advancing theory and praxis related to advancing equity for intersectional REM communities. More specifically, the challenge lies in bringing critical theoretical frameworks centering REM communities to grounded, everyday settings. An opportunity to address that challenge is to reframe the struggle as one that fights for something instead of against something. This is a corollary shift in energy, moving towards envisioning a more just future in institutions for REM Communities, pushing us to formulate tangible actions and outcomes to reach this future. Case studies grounded in the above core principles and theoretical frameworks offer an opportunity to address individual and structural challenges, and highlight the variations between roles: academics, practitioners, students with lived experiences of marginalization, and other constituents. Case studies also provide an opportunity for individuals and departments to see themselves as

Ruşen Koç

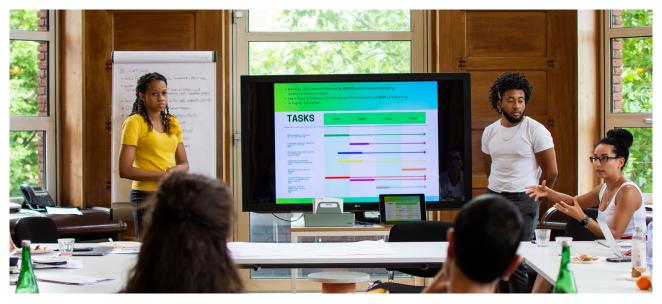Dr. Pearl Agyakawa, University of Nottingham

ICARE4Justice Summit 2022 participants in their Knowledge Cafes

change agents and apply their situated knowledge specific to their position within the institution. In moving from the who to the what, and implementing the "how," it is vital to incorporate assessment tools as an opportunity to communicate the outcomes of the approaches as well as the goals achieved.

A subtheme that arose through this broader theme was the importance of disrupting hierarchical and formal approaches to leadership. It is necessary to reinvent the notion of leadership and recognize how leadership can show up, not only through formal positions in a hierarchical, bureaucratic structure but also through experience or relation within or to a community. To activate these forms of leadership, it is important to raise awareness about the power that lies within positions and facilitate broad representation and support of informal leadership throughout the institution as related to JEDI work. Actionable steps in this realm include building coalitions, finding allies, and recognizing spheres of influence. Most importantly, this leadership needs to move from the why, to the what, and, finally the 'how' to actually meet JEDI goals. During this process, leaders should be able to organize horizontal leadership that acknowledges the added value of team members within their sphere of influence as well as facilitating strategic engagement with other partners. Embracing informal practices acknowledges the challenges that show up day to day in the classroom while also holding space for all the lived experiences arising in these learning environments. By developing exercises that push us both individually and structurally, we can tap into embodied knowledge and lived experiences. These exercises and

Dr. Christina Ross, University of Connecticut; Glenpherd Martinus, The Hague University of Applied Sciences; Ayaa Elgoharry, University of Connecticut

Dr. Lewis Gordon, University of Connecticut; Dr. Maria Arruda, University of Nottingham; Dr. Stacy Johnson, University of Nottingham

practices can be challenging as they often push against the white hegemonic and capitalistic structures of many workplaces. Still, they are imperative as they offer actionable ways to create more holistic and healing work environments for REM communities.

Finally, it is important to ensure that the terminology used within the struggle for racial equity is more accessible. By cultivating a collective and accessible language, we can more effectively name microaggressions and harmful encounters within our contexts. For this purpose, a glossary is one mechanism to disseminate shared language. Overall, sharing the insights and lessons from shared terminology, assessments, case studies and embracing alternative approaches to leadership with wider audiences facilitates the work and involvement of others.

Moving from Theory to Praxis: Building Leadership Buy-In to Advancing Equity for Intersectional Racially and Ethnically Minoritized Communities

The second theme focused on the importance of leadership (in both formal and informal iterations), ensuring change that facilitates racial equity structurally and sustainably. It is important to practice a form of leadership that is thorough in its approach, going deeper than merely scratching the surface of JEDI work, for example, focusing only on representation. Said differently, the changes implemented under this type of leadership should be integral to every part of the institution

Elena Valbusa, HU University of Applied Sciences Utrecht

Abdi Ahmed, University of Nottingham

Zakia Essanhaji, Vrije Universiteit of Amsterdam: Dr. Ruard Ganzevoort, Vrije Universiteit of Amsterdam

Dr. Jane Wellens, University of Nottingham

and its system. Facilitating these changes requires clarity in governance and research-informed changes. More effective measures can be implemented by looking at effective practices and lessons from other contexts. These measures must be embedded structurally and sustainably.

In attempting to implement leadership promoting racial equity, the participants in the ICARE4Justice summit identified several challenges in conversation. The first challenge is that institutional hierarchies often are resistant to change. Leaders can experience resistance to change sourcing from both structures within the institution as well as resistance from individuals holding certain positions within these structures. Without continued personal and institutional accountability at every level, resistance will ensure work advancing equity for REM communities is slow moving or stalled completely. Another challenge arising in leadership is the lack of mentorship or sponsorship demonstrating a genuine commitment to the advancement of equity for REM communities. Tied to this challenge is the lack of resources, not just financial resources, but also human resources, investment in structural changes to hiring and reporting processes, and appropriate compensation for the additional labor of REM communities doing this work. Without leaders intentionally making resources available and accessible specifically for the advancement of equity for REM

communities, their espoused dedication lacks true commitment. Furthermore, this lack of compensation results in an additional burden for those individuals of REM communities who often pursue racial equity out of motivation and personal experience. This can result in change-agents leaving the institution and/or risking their well-being.

At the same time, within these challenges lies an opportunity to ensure the advancement of equity for REM communities is structural and sustainable through building a community of like-minded change agents. This institutional capital and power can be redistributed by making resources available financially and politically, particularly to experts who study the advancement of equity. By embedding accountability for justice work at every level, leaders and institutions can go beyond the surface level of performativity to advance equity for REM communities and make space for radical transformation. Radical transformation requires the redistribution of power to cultivate more equitable and diverse power structures. It also requires a shift in thinking. Rather than centralized white structures and leadership seen in many institutions, transformative leadership should prioritize centering the voices and lived experiences of REM communities which are currently forced to the periphery. We found it is necessary to have representative leadership of REM Communities at all levels within

Percy Cicilia, Wageningen University & Research

Yasmin Elgoharry, University of Connecticut; Dr. Christina Ross, University of Connecticut

Eli Todorova, University of Nottingham

the institution because when engaging in transformative leadership, the lived experiences of REM communities are a critical form of expertise.

Examining How Diversity and Inclusion Research has Been Used to Effectively Promote Access and Equity for Intersectionality and Ethnically Minoritized Communities Based on National Context

The Summit's third and final theme captures how JEDI Research can effectively be conducted and used to promote racial equity for REM Communities. Research can be a powerful tool and keeping these core principles in mind can help researchers shape their work to be transformative. First, research needs to have a genuine impact on the community. This impact must be demonstrated in two ways: 1) changing policy and ensuring the communities

Dr. Neema Begum, University of Nottingham

participating in the research feel a direct, positive impact, and 2) that working in an institution requires that researchers keep the community impact, the impact within the institution and the department, and the impact on the faculty and staff member(s) themselves in mind. Since the institution is in a position of power related to the faculty and staff member, a researcher must ask themselves: how do I balance the needs of the community and the dynamics of the institution?

One challenge in using JEDI research to promote racial equity is a general lack of awareness concerning the existing research. This includes both awareness about research being conducted within the institution itself and awareness about research being conducted at other institutions. Another challenge includes the considerable repercussions that arise when individuals share their personal stories for the purposes of research. Sharing these stories can be stress-inducing and at times retraumatizing. Further, without awareness, self-reflexivity, and careful planning in the execution of the research, there is no positive impact or reciprocity to the participants. The research can even be detrimental to the communities participating in the research despite the researcher's intentions. Concurrently, there is often an extensive period of time between the collection of data and the implementation of policies benefitting the communities who participated in

the research. Subsequently, while these communities are burdened by their participation in the research, the delayed move from research to policy exacerbates this burden and postpones any benefit or reciprocity to the community participating in the research. This is in part due to the political barriers that can be experienced in the research process or in the movement from research to policy. A final challenge we identified is a general lack of mentorship and support for researchers from REM Communities constrains the positive influence of centralizing peripheralized voices.

Along with these challenges emerged opportunities within JEDI research to advance equity and access for intersectional REM communities. First, there are efforts happening across the United Kingdom, United States, and Dutch context to address the lack of awareness and highlight research that centers intersectional REM Communities. Second, there is an opportunity to integrate and increase qualitative research regarding intersectional REM communities to highlight their lived experiences and individual stories. With this opportunity, the voices of intersectional REM communities can be centered and contextualized in data, especially as structural parameters of research are more equitably cultivated. Through these opportunities, participants in the ICARE4Justice summit identified guidelines and actions to conduct research

Dr. Saran Stewart, University of Connecticut

Dr. Stacy Johnson, University of Nottingham

in pursuit of racial equity. First and foremost, it is important to review and restructure the matrices in place for the procedures and evaluation of hiring practices and research projects. Prioritizing this restructuring is important since it informs the blueprint utilized in decision making. Second, in

Luz Burgos-López, University of Connecticut

Dr. Frank Tuitt, University of Connecticut

order to create widespread support for JEDI research, strategic collaborations between research boards can be established. This way, the support of research is not solely dependent on support within the institution, but can also channel from cross-institutional support and resources. At the same time, internal momentum can be created by training researchers on how to engage with REM communities in a just, sustainable, and reciprocal way. To further bolster these principles, these procedures can be included in the ethical review of research projects. Third, addressing some

of the earlier challenges in the lack of mentorships, it is important to establish research mentorships with the specific goal to retain and support researchers from REM communities. Finally, practitioners should strive to reduce the timeframe between the conducted research and the resulting policy implementations serving the REM Community who participated in the research.

Advancing the Work: A Call to Action

"We observed very well during the pandemic how the world came together. It hit as a pandemic across the world, and we saw how nations came together to really look at this crisis. But we've been dealing with anti-racism and anti-Blackness for much longer than the pandemic."[Dr. Saran Stewart]

Systemic racism has widespread impacts on the social, economic, physical, and mental well-being of REM Communities across cultures and nations. Because systemic racism impacts REM communities transnationally, a transnational approach is imperative. The co-leads identified three main themes central to a transnational framework for advancing equity for REM communities:

- Identifying the Core Principles and Defining the "Who" in theorizing and

Group photo of the participants ICare4Justice Summit 2022

conceptualizing a global strategy for advancing equity.

- Moving from Theory to Praxis: Building Leadership Buy-In to Advancing Equity for Intersectional Racially and Ethnically Minoritized Communities
- Examining How Diversity and Inclusion Research has Been Used to Effectively Promote Access and Equity for Intersectional Racially and Ethnically Minoritized Communities Based on National Context

After breaking into groups to discuss these themes, participants shared innovative presentations including core principles, challenges, opportunities, implications, and action steps that evolved throughout their discussions. Throughout the scope of the discussions, it is clear there is still much work to be done, within and outside the context of the ICARE4Justice summit. The publication of these discussions and

insights supports REM communities and allies in the struggle for racial equity. Although this is just the first iteration of three conferences, the pressing nature of the issue renders sharing knowledge a necessity.

These emerging themes and sub themes will serve as groundwork for the following summit meetings in the coming years. The summit meetings taking place in 2023 and 2024 at the University of Connecticut and the University of Nottingham will focus on further developing these themes into a framework tested transnationally within the three contexts. Resulting from the summits will be a transnational framework advancing equity for intersectional REM communities tested in multiple contexts, as well as a community of scholars collaborating across these contexts to embody the intentions of the framework.