



## Anger & Radical Love

**Dear HESAL community,**

I'm going to do an honest share. In the last couple weeks, I've been edgier and out of my typical optimistic self. I promised you all, and myself, that I would work towards my most transparent and authentic leadership when I stepped into these roles of program coordinator and department chair. From UNC news, student protests, and conversations around campus, you know that UNC has planned a significant round of layoffs to our administrative support staff to address the latest deficit. I am frustrated to be back in significant budget cut conversations (we were here this time last year, too), but mostly I'm angry about the process, the communication, and impact to people. With my anger, I can also hold that these are financial needs that have to be addressed. It is not an either or but a both and. But I'm here to take a different angle, if you want to talk other details, let's grab coffee. In the meantime, let's talk **anger** and **love**.

In HESA 660 this month, we are reading about anger and love because they are emotions that tells us important things about the world around us and ourselves. Anger specifically is an emotion that womxn, non-binary, and people of color are most often denied by others because the world interprets the emotion as dangerous or "too much". Well you know what, yes, anger is dangerous but for reasons different than you might expect me to say - to deny or suppress anger is dangerous to our health, mental and physical. Read more about that, in *Rage Becomes Her* by Soraya Chemaly - we're doing it for class and it's real good.

To be angry is to be completely humxn - full of the wide range of emotions that inform our experiences and can guide our leadership, too, when we do so from a place of awareness and intentionality. **Anger is useful. Anger leads me to Love.** Stay with me on this.

Last February 2019, in my newsletter, I talked about **lovingkindness**, found in mediation practices. Lovingkindness "means to foster a kind heart towards yourself, others, and all sentient beings. It is to be a gentle friend. To provide assistance. To show care. To find relief from pain. To offer refuge. We can all think of ways to show care and support for friends" (Yakaboski, February 2019 Newsletter). In the practice, we hold lovingkindness first for ourselves, then others we care about, and eventually moving out to those we disagree with or are in conflict with as the last, since that is often the hardest. Learn and experience more about mindfulness practices at the upcoming Rocky Mountain Dialogues on Mindfulness in Higher Education Feb. 29<sup>th</sup> held at UNC (<https://rockymountaindialogues.eventbrite.com>)

As I've continued evolving in my pedagogical practices and my own paradigms for living life, I resonate with what bell hooks calls **radical love - love over fear and apathy - love that speaks in compassion and cooperation not competition**. hooks says that love is a choice. **We choose to love.** We choose to engage daily in "all the dimensions of love - care, commitment, trust, responsibility, respect, and knowledge" (hooks, 2000, p. 94).

Radical love has its basis in critical pedagogy and theories of the Brazilian educator, Paulo Freire (read his *Pedagogy of the Oppressed* – a perspective-altering read). **Radical love is an antidote to patriarchy and capitalism** in part because it is a “force that enhances our overall effort to be self-actualizing, ...it can provide an epistemological grounding informing how we know what we know” (hooks, 1994, p. 195). Is this not what we talk about in Student Development Theory as wanting for our students? I believe we must turn this self-actualization or self-authorship or self-work, whatever you want to call it, on ourselves first and have it be, always, on-going, continuous. In being self-actualized we can create collective consciousness against patriarchy and systems of oppression and do deep work.

**Radical love shifts the focus to us as the problem solvers.** I believe that those of us who have chosen to step into this work in HE/SA are here because we want to make positive impacts and advance student learning as well as our own development. In an article for class called, Radical Love: Love All, Service All, the authors say that to practice radical love we must stay in conversation with each other through:

- service to all
- listening intently
- curiosity about others, the world, and what connects
- empathy for others
- social justice in everything (Colonna & Nix-Stevenson, 2013, p. 21)

I encourage all of us to work towards a place of radical love in our practice as students, practitioners, faculty, and humxns. Feel your feelings. Increase awareness and respect for them. Let them move through you. Honor the anger or frustrations. And then use them for change. **Radical love “looks like simple acts of kindness, balanced policy making, and honest concern for all those around us”** (Colonna & Nix-Stevenson, 2013, p. 5). Let us all bring more of THAT into higher education!

I'll leave you with some music. Last weekend I saw Ani DiFranco in concert (it was amazing) and she sang a new song, Revolutionary Love. [Check it out a video of it yourself.](#)

*I'll show myself mercy  
I'll show myself respect  
I'll decide when I'm ready  
To forgive but not forget  
Yes I will ask you questions  
I'll try, try, to understand  
And you'll give me your story  
I'll hold in my hands  
Yes I'll bring the love  
The revolutionary love*

More on revolutionary love – “love is sweet labor...a choice we make over and over”:  
<https://revolutionaryloveproject.com/ted/>

**In love,**





## UPDATES and ANNOUNCEMENTS

### 1. HESAL Faculty Open Meetings – Open to All Students

*January 30, February 27, March 26, April 23 at 12-1230 McKee 5<sup>th</sup> floor conference room*

The HESAL faculty wish to increase feedback loops and communication between students and faculty. We welcome HESAL students to the last part of our faculty meetings the last of each month from noon-1230. JOIN US – ask what we are up to; offer topics and student perspectives; bring feedback to the group; share your ideas for strengthening the program and student experience! You are welcome to email Tamara in advance with discussion topics so that the faculty can be ready to discuss more specifically, but this is not required.

### 2. HESAL Program Review – What are we doing?

Here are some updates we are working on this semester:

- (shared out on listserv already) HESAL is gathering data for our Program Review Self-Study phase. We want to clarify our Program Values as they currently are experienced by many different stakeholders and to gather feedback on our aspirational values. The survey link below takes you to two lists: current values and aspirational values. With each value, we include a definition draft. These two lists have been generated from many value exercises done with faculty, supervisors, and current students in the fall semester. We now seek to know if these resonate broadly with different stakeholders and how they can be improved up to more accurately reflect our values and what we envision becoming.
    - We ask for about 10 minutes of your time over the next couple weeks to offer us some feedback. **We ask that you complete this survey by Monday, February 17<sup>th</sup>.** All responses are confidential and not tracked. The results from this survey will be used to dialogue and edit values statements and will be shared with our external reviewer, Dr. Saran Donahoo from Southern Illinois University. Additionally, HESAL will share out to the community an overview report generated from the collective responses we receive back.
    - Please find the survey here:  
[https://unco.co1.qualtrics.com/jfe/form/SV\\_8FVmedLSGzuXJFr](https://unco.co1.qualtrics.com/jfe/form/SV_8FVmedLSGzuXJFr)
  - We have an external reviewer contracted – Dr. Saran Donahoo from Southern Illinois University - who will review our self-study materials and write a report with recommendations in late spring. Dr. Yakaboski and Dr. Donahoo will work closely together over the next few months to craft transparent feedback loops between her and students and other stakeholders. You can learn more about Dr. Donahoo here: <https://ehs.siu.edu/eahe/faculty-staff/saran-donahoo.php>
3. If you have not been **featured on HESAL's social media and website** yet, please fill this form out: <https://forms.gle/gKGZfmFoJACfPyqT8>

### 4. HESAL Interview Days Feb 20-21, 2020

HESAL is happy to be hosting about 17 prospective students on campus (an additional 10 online) coming up this month for our annual Interview Days. We have a great schedule planned for them. If you are interested in helping out, please contact Myah or Craig to get connected. There will also be a HESA student org social that Thursday night at Brix – contact your student org officers.

**5. Updates from YOUR HESAL Student Organization => HESA**

- Check out **Facebook Page** for updates and events  
<https://www.facebook.com/UNCHESA/>

**6. SAVE THE DATES reminders**

- **SPRING MA COMPS:**
  - **Check with Keyleigh to make sure you've filed both permission to take comps AND graduation forms**
  - Exam: **Friday March 6<sup>th</sup>** in person location Mckee 5<sup>th</sup> floor ASRM conference room or start of take home due by noon MST of Friday, March 13<sup>th</sup>.

Adhere to any [Graduate School deadlines for filing](#) graduation, etc

**7. HESAL Social Media**

HESAL Instagram account – check us out @uncohesal

Be sure to like our HESAL Facebook page to stay up to date on events and good news:

<https://www.facebook.com/UNCBearsHESAL/>

Like and follow the HESAL Student Organization (HSO):

<https://www.facebook.com/UNCHSO/>

HESAL Twitter account: @UNCoHESAL



Please reach out if you need anything!

On behalf of HESAL,

Tamara Yakaboski, Ph.D.

[pronouns: she/her/hers]

Professor & Coordinator, Higher Education & Student Affairs Leadership

Department Chair of Leadership, Policy and Development

Schedule an appointment: <https://tamarayakaboskiphd.as.me/>