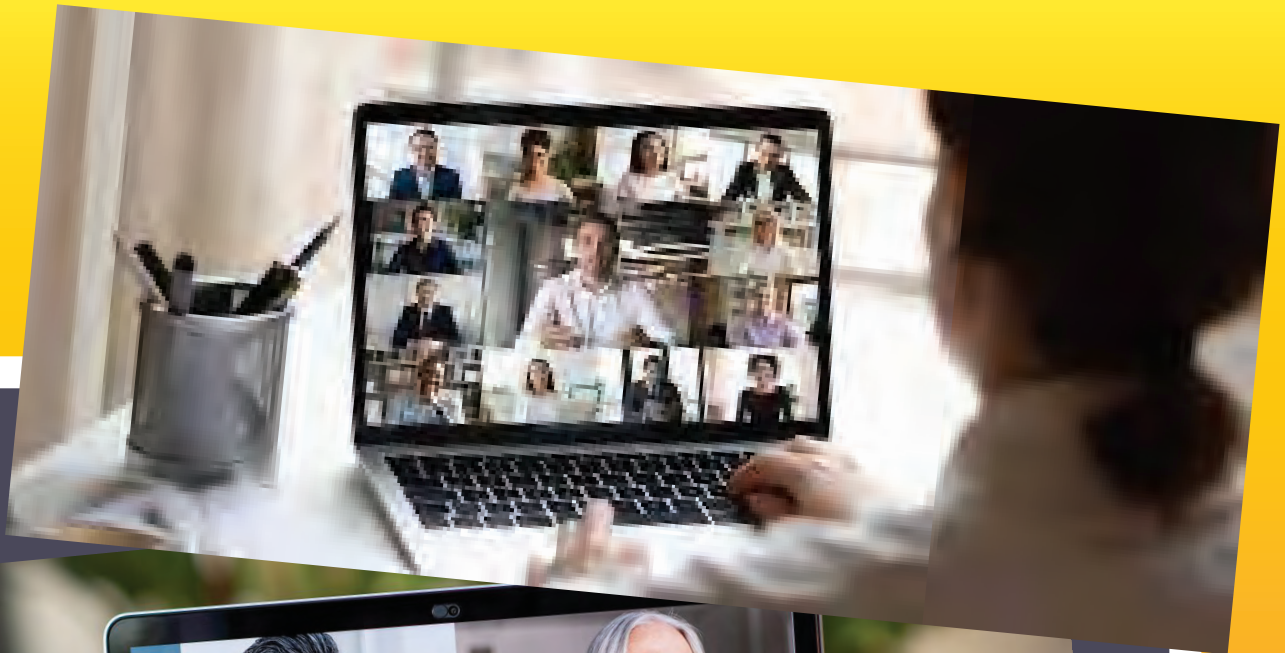


2023 Fall Virtual Conference



NATIONAL SOCIAL SCIENCE PROCEEDINGS

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Chair Leadership: An example of Contingency Theory.

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Abstract

Contingency Theory suggests that leadership context is more important than leadership style and leaders need to be trained to adapt their leadership styles to any given situation. As a seasoned Chair, the ability to adapt leadership style can be a challenge given the group. In this paper, we will discuss the ways in which Kenny Rogers' melody, "Know when to hold them, know when to fold them. Know when to walk away, know when to RUN" can be employed. In this way, we will use the acronym R.U.N. Repel Unwanted Negativity to frame our discussions.

Introduction

Leadership refers to the ability to persuade an individual, or group to pursue the objectives of the leader (Burns, 1978 & Gardner, 1993). The leader infuses the group with community values and transforms the organization into one that is valued by the environment according to Selzik (1957) as noted in Jresiat (1997). Leaders are the people that can make a difference and create an environment where trust and respect can flourish. There are a number of theories and types of leadership styles that try to explain how leaders are made, and why leaders do what they do. The theories and styles that have been in the forefront are the trait theory, the leadership action-behavior approach, and the contingency approach.

For a number of years, there has been the belief that leaders are born and not made, which forms the basis of the trait theory. The trait theory has been widely attributed to R.M. Stogill who created a list of leadership traits. Jreisat (1997) posits that leaders are not born, but made. He believes that the trait theory, which "is based on the assumption that certain identifiable individual characteristics distinguish leaders from others," was made inconclusive by studies done to question whether or not natural leaders exist (p.153). The underlining approach of the assumption that leaders are born is the presumption that leaders are extraordinary people and therefore would have had to be born with such a trait. This assumption negates the value of leadership training, because if you have leadership traits, you really do not need to be trained. However, if you don't possess such traits, then training would do you no good. This is an age-old question and we cannot discount personal traits as an important component of being a leader. In some ways, individuals are born with certain characteristics that can be found in a leader, but without training, would be unable to hone those characteristics to become a leader. Alternatively, there are others that develop into a leader by way of training and experience, for example, a soldier in the military.

On the other hand, to say that leaders are not born, but taught would require that development of a leader is done through training and education which requires a commitment by both the individual and the organization. According to Goleman in his article *What makes a leader*, he believes that "effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence" (Osland et al p.373). This emotional intelligence has five components: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman believes that emotional intelligence, which includes characteristics such as self-confidence, persuasiveness, trustworthiness and integrity, can be learned and matures with age.

Moreover, the leadership action-behavior approach (Jresiat 1997), has been attributed to K. Lewin, R. Lippitt and R.K. White (1939) is particularly interested in the effectiveness of leadership, which leads it to focus on what leaders do. It is more concerned with their style and behavior, than on their personal traits. The leadership styles that are espoused in this theory are authoritative style, democratic, and laissez-faire. In the authoritarian style, the leader determines the policy and the work method. In the democratic style, decisions are made collectively and the leader is more open. In the Laissez-faire style, the leader did not participate and gave the group freedom to make the decisions. In this approach, the leader changes their style of operation and adjusts their behavior, but we do not know why this happens. Based on the aforementioned approaches it would seem that contingency theory applies more specifically to the duties and position of a department chair.

Contingency Theory

Contingency theory is a leader-match theory (Fiedler, 1964), which tries to match leaders to appropriate situations. The leader's effectiveness depends on how well the leader's style fits the context or environment in which they lead. In other words, effective leadership is contingent on matching a leader's style to the right setting. Leadership styles are described as Task-motivated i.e. leaders concerned with reaching a goal and Relationship-motivated i.e. leaders concerned with developing close interpersonal relationships. Contingency theory contends that leaders are not effective in every situation, so should be placed in optimal situations according to leadership style (Northouse, 2015). The three factors that define a leader's style are: leader-follower relations, task orientation, and position power (Northouse 2015). The most favorable leader will have strong traits in these three situational variables (Northouse 2015). The contingency theory meshes effortlessly to leading in a changing world in which academe is a subset. The world is full of unpredictable changes as is the academy, thus, leaders find utility in the contingency theory to determine their success in various situations.

The contingency model seems to fit Chair leadership the best as there is no one right, or universal style of leadership and that the style of a leader is contingent on the situation. Fred Fielder (1967) is credited with this theory based on the assumption that the leader's performance is dependent on two factors, the degree to which a situation gives the leader control and influence and the leaders' basic motivation. Fielder suggests that the degree to which a leader should emphasize tasks versus maintenance activities can be determined by the favorableness of the situation. This he defines as the degree to which the situation enables the leader to exert his, or her influence over the group. Fielder's research concludes that when the situation is either very favorable or very unfavorable to the leader, the leader would do well to stress task activities and not be overly concerned with relationship activities. When the situation is intermediately favorable the leader needs to be more concerned with the building of good relationships.

Chair Leadership

Chair Leadership is not for the faint of heart. The Department Chair is the catalyst between ideas and action (Chu, 2012). They are expected to break down

boundaries and are important in advancing the interest of the faculty, students, and administration (Chu, 2012, p.15). As the public and professional face of the department, the role requires the individual to be both a manager and a leader. There is definitely a difference between management and leadership though the terms seem synonymous, and are often used interchangeably. Even though managers are often in leadership roles, they may not necessarily go about their jobs as leaders. Similarly, some leaders may not be responsible for managing staff, but instead are charged with supervising a team of employees. Peter Drucker noted scholar on the topic stated that management is doing things right, leadership is doing the right things. The problem is that we have a lot of managers doing the wrong things very well. In the case of university chairmanship, it requires both roles. As per University policy, the department chair serves at the pleasure of the University Provost and shall be appointed, or removed by the Provost in consultation with the appropriate College Dean and department faculty. Typically, Chairs serve four- year terms and must respond to the needs of their constituents, i.e. students, faculty, staff, administration and parents.

The Chair's role as a manager requires them to plan, organize and coordinate, whereas a leader's role is to inspire and motivate (Shriberg & Shriberg, 2011). To differentiate the two, we can think of the manager as the one who crunches the numbers, while the leader supervises and motivates the staff. Leaders inspire with clear vision of how things can be done better, spark the organization to run smoothly and quickly, and get employees to perform at levels they themselves didn't think possible. Chair leadership requires a precarious balance for the individual in their leader role and the manager role. While it may seem unorthodox for an effective manager to be a poor leader, the likelihood is probably more likely than most would imagine.

Managers by definition may not possess the best people skills, making it more difficult to empathize with employees. Leadership is not so much the exercise of power itself as it is the ability to empower others. Leaders focus on people while managers' focus on tasks. Managers may command people by using a system of rewards and punishments and can maintain control through intimidation, which does not necessarily mean that they are leading them. Managers are primarily concerned with completing the job at hand and are not worried about whether or not the employee is inspired, or empowered to do it. Management is the art of getting things done through people (Karsten, 1991), which can also result in a power balance that can contribute to the success or failure of the individual in that position.

Many of us are familiar with, or have come across someone who possess great organizational skills and are very savvy at computer programs and applications, but suffer with interpersonal skills. These people would be best served in an office environment where they could continue to crunch numbers and monitor progress using such tools as graphs, tables, and scales. An effective leader is one who wins the respect of their subordinates and inspires them to want to follow his direction. They are able to empathize with each team member and can identify with them – learning their strengths and weaknesses in order to know how to approach different situations. Understanding the type of Chair, you want to be, takes time (Chu, 2012). Personnel issues can also present a challenge to a Department Chair. As a subject matter expert in their discipline, Chairs may not have the training needed to deal with

personnel issues that could be detrimental to their department's process and progress. Understanding the members of the faculty and their precocities as well as their insecurities is important for a successful tenure.

My experience from serving in the Chair position for two different terms has emphasized the importance of training, i.e. organization-led training. Of importance is training in human resources, student affairs, academic and financial processes as well as being assigned a mentor. Moreover, it is important that the Chair knows their leadership style and understand the challenges that they may face daily as it applies to working with the students, staff, faculty, and parents. My own experience highlights a tale of two terms in which civility and dysfunctionality vied for prominence. A Chair should possess the following necessary skills to effectively navigate the environment in which they find themselves: Emotional intelligence, or simply an awareness of themselves and others; Patience and active listening skills, i.e. listen for what is felt, not what is said; Impartiality in responses and definitely grace; the ability to apologize or forgive. At the end of the day, none of these skills will help if you are dealing with a personnel situation that is untenable and rife with conflict. As Chu (2012) noted, handling the task aspects of evaluations and allocating workloads to peers, can place a strain on long developed relationships, which may contribute to stress and conflict. This part of the job was unexpected, especially when you view yourself as a member of the team.

At times, Chair Leadership can be both transactional and transformational depending on the situation. A transformational leader is one that sets a high standard for behavior and establishes themselves as role models for their followers. They state future goals and have a plan to achieve them. Leaders that possess this style, empower, mentor, and encourage their followers to develop to their full potential, so they will be able to contribute to the organization. On the other hand, transactional leaders establish exchange relationships between themselves and their subordinates. They tend to manage by making clear their subordinates' responsibilities, monitoring their work and rewarding or correcting them on objectives (Eagly & Johannesen-Schmidt, 2001 & Jresiat 1997). There were moments in my experience as a Chair where either mode was necessary dependent on the person and the task that needed to be completed on the administration's given timeline.

As part of any given relationship, there will be power struggles involved for resources and the Chair Leadership position is not immune. Leaders and managers have some measure of power in order to achieve success of the unit and it requires a buy-in from everyone involved. The nature of Chair Leadership however, may place the individual in that position at odds with achieving the best outcomes when there is internal strife and conflict from a small select group within the unit. Programming and strategic success is stifled when conflicting goals and personalities take center stage. The importance of accountability is highlighted in such a case and requires the forethought and support of the administration.

Segal, Robinson & Smith (2023) states that conflict is a normal part of any healthy relationship and we should use it as an opportunity to grow. It is hard to see it that way when you are dealing with it constantly. The authors suggest that you make conflict

resolution a priority rather than, you being right. Again, hard to do when you are in it, however it helps to focus on the present as they suggest, not looking back, or assigning blame on a situation before your time. Communication is an important tool to use to help build relationships and providing the reasons for any decisions that are made and are the catalyst of the conflict. As the Chair, you have a wider world-view of the department than they do and so must approach the decisions from that lens; what is best for the long-term interest of the department (Chu, 2012).

The authors (Segal, Robinson & Smith) also suggest picking your battles in times of conflict and to be willing to forgive because you cannot lose sight of the department's focus; the students. Also, helpful is the opportunity to stop the meeting if it becomes contentious, or conversation and come back to it at another time. Segal, Robinson & Smith (2023) final point was to know when to let something go and move on. This final point has made an indelible impression on my thought process as it pertains to conflict in any situation. Although, conflict maybe normal, not everyone thrives in such a situation, or environment. Some for health reasons, and others for simple peace of mind must limit contentious situations. Therefore, my suggestion is simply to run; Repel Unwarranted Negativity (RUN) by mitigating the perceived threat through the means that the authors, Segal, Robinson & Smith (2023) suggests. Kenny Rogers' melody, "Know when to hold them, know when to fold them. Know when to walk away, know when to RUN" can be employed in this situation. In this way, the acronym R.U.N. Repel Unwanted Negativity allows you to stop the interaction, so that there is no perceive fire that is feeding it. At the end of the day, you must work with your department colleagues to assist your students and Chair Leadership as a time limit and can change.

In conclusion, leadership is about relationships, cultivating them, inspiring them and allowing them to grow. Chair Leadership is no less. To be an effective leader, a Chair must be competent and understanding of the needs of their constituents (students, colleagues, administrator, and parents) and surround themselves with people (mentors) that do. The person in this position must be able to manage multiple tasks, decide and set priorities; be assertive and flexible and most important of all, be able to win trust and respect. The position requires the Individual to be prepared to exercise leadership by taking the initiative, or responsibility for all things, and give and receive grace. Shared values are the bedrock on which leaders build the structure of group achievement. People within an organization need some form of affirmation, motivation and empowerment, which a good leader will provide. Finally, since I believe that leaders can be born with some innate characteristics and made through training and development, we all have the attributes to be great leaders in some small way; Chair Leadership offers a way for everyone to participate and grow knowing that at anytime that it becomes too contentious, you have the option to RUN.

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Developing resilience in future educators who teach students who
have experienced trauma.

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Research on teacher shortage indicates that teacher education programs may not prepare teachers for the tensions and challenges of their job.

Teacher education courses can provide opportunities for prospective teachers to develop resilience skills. This paper will discuss strategies including coping resources, stress management and how to teach social skills and problem solving. School culture and resources play a role as well. Supportive peer networks and being able to communicate effectively with parents, colleagues and the school community is also important. Pre-service teachers who demonstrate high levels of resilience, personal efficacy and emotional intelligence can recognize and manage their own levels of stress. Mindfulness can help reduce stress, improve emotional regulation and health, and enable teachers to reach their potential.

The Nebraska Department of Education 2021 – 22 Teacher Vacancy Survey shortage data indicates that 44% of school districts had unfilled positions (NDE, 2022). The Adverse Childhood Experiences Study (Fetti& Avida, 1998) indicated that physical, emotional, and sexual abuse can lead to changes in the brain and differences in learning, behavior, and health. The National Child Traumatic Stress Network in the U.S. reports that 40% of students may have experienced traumatic stressors including home destabilization, violence, neglect, physical, social, and sexual abuse. Students experiencing these abuse issues have increased by 31% in the past three years (NTSN, September 2021). Training in resilience can minimize stress and burn out (Molyneaux, 2021).

Caring for students who have been exposed to trauma, called secondary trauma, can be debilitating. This is one reason that teachers and counselors leave the profession (Waters & Stokes, 2021).

Research on teacher and counselor shortages suggests that university programs may not prepare them for the tensions and challenges of their jobs.

Teacher and counselor education programs can assess their student's level of resiliency. One tool that might be used to determine this is The Brief Resilience Scale (Smith, et., al, 2008). This scale is composed of six questions including: "I tend to bounce back quickly after hard times, I have a hard time making it through a stressful event, It does not take me long to recover from a stressful event, It is hard for me to snap back when somethings bad happens, I usually come through difficult times with little trouble and I tend to take a long time to get over setbacks in my life." Responses range from 1 to 5: strongly agree to strongly disagree. This will assist teacher and counselor education programs to develop and present curriculum based on student needs, and also determine the effectiveness of their programs as students go on to practicum and employment positions. (Essary et. al., 2020)

Teacher education programs can teach future educators to develop resiliency in a classroom management class. A model which teaches curriculum via coursework in the college classroom and through field experience combines theory with practicality when students see it applied in an educational setting.

A course in classroom management might include the following categories: prevention, diversity, differentiating instruction, and implementing nonverbal and verbal strategies.

Focus on prevention should include organizing the classroom, establishing relationships with students and parents and formulating rules and consequences. Classrooms that implement these categories can avoid potential problems that might arise (Zuckerman, 2007).

Future teachers face challenges because of the diversity in today's classrooms. Preparing them to deal with racial and learning diversity can be beneficial in assisting teachers structure their teaching strategies so students could be successful (Shah & Coles, 2020).

Cultural diversity and training to deal with learning disabilities and behavior disorders is essential with a shortage of special education teachers in today's classrooms (Hawkins, 2022).

Differentiating instruction is essential as teachers prepare to teach students with diversity. Students are prepared by going through steps as they prepare lessons, and then implement them in a field experience site.

Differentiating instruction includes flexible grouping based on varying achievement levels, learning centers where students can focus on different ways to demonstrate understanding, tiered instruction where students' levels of achievement are considered when questioning them, and independent study that might include testing out curriculum when it has been learned.

Behavioral interventions, both nonverbal and verbal, assist future educators in strategies to manage students in the classroom setting.

Nonverbal interventions might include observational learning. Students observe the behaviors their teachers and other students model and the consequences of these

behaviors. Other strategies, such as ignoring, cueing, and proximity control can be helpful (Finley, 2017).

For students who do not respond effectively to nonverbal interventions, verbal interventions are also taught. Teachers' conversations need to be positive and instructive: asking students to self-evaluate and helping students accept responsibility for their behavior. Some examples might be: "Will this help you get your work finished?", or "What are you doing?".

Teachers are encouraged not to get involved in unproductive, verbal exchanges by becoming agitated, insulting a student, or threatening unrealistic consequences. If a misbehavior has occurred, the teacher can help the students understand what happened and suggest a better alternative (Glaser, 2023).

Schools can also continue developing resilience in their staff by doing monthly wellness checks since staff who work with traumatized students may experience secondary trauma and have increased anxiety, feelings of sadness hopelessness and loss of energy. It is important for staff to have colleagues at school they can connect with. There are several ways this might be accomplished. Informal teacher-led support groups can be formed where issues are discussed, and ideas are brainstormed to resolve them or to help them to cope. Staff meetings might focus on the effects of secondary trauma, challenges and struggles of working with students who have experienced trauma, using mindfulness, social and emotional learning and positive behavioral supports in the classroom (Schuls & Flores, 2020).

Having a quiet space at school can help a teacher escape for a short time to deal with tension that might be building up during the day. Giving teachers short breaks in the day allows them opportunities to access this space and bounce back.

A space in a classroom for cooling down can also be helpful for students who might need a short break. This space could incorporate movement, creative activities, fidget tools and social and emotional learning support. Sending a student to this space might occur if a student has inappropriate behavior. It might have a timer set for the student to be there. The teacher can then choose the activity the student might engage in while removing him/her from the group. Removing a student who is out of control or experiencing stress may result in less stress for the teacher or other students in the classroom and enhance instructional time. For the students who spend time in the cool down space, this is time to get their emotions under control and reflect on how to proceed with learning.

Working with students to improve their social and emotional skills can enhance their ability to get along with others. A method which can be implemented in the classroom by a teacher or counselor is bibliotherapy.

Bibliotherapy is the use of selected reading materials as resources to assist students in resolving problems through direct reading and discussion. The bibliotherapeutic process can affect changes in attitudes, values, and emotions. Students can relate themselves to characters in the book and this can assist them in resolving issues and understand what they are doing. The character or situation present in the book should parallel issues that the student is experiencing. By carefully

selecting the story, and asking questions throughout, problems that students have had might be addressed and resolved (Ginns-Gruenberg & Bridgman, 2021).

A teacher or counselor can also use positive behavioral intervention strategies to work with students who have experienced trauma when their behavior is inappropriate. Some of these interventions are preventative such as clearly defining routines, rules and expectations and following through with these. Others are situational such as the stop, relax and think strategy that can be used to help a student think about a problem and go through the problem-solving sequence (Liera & Newman, 2021).

Overcoming trauma is a school wide challenge. Resilience occurs when teacher and counselor education programs educate their students to manage challenging situations and continue through school interventions that provide a supportive environment for both teachers, counselors, and students. Positive caring and supportive individuals and environments can make a difference by providing faith, hope, love, and a learning environment where everyone thrives and flourishes.

The stress that comes from caring for students who have been exposed to trauma can be debilitating. This is the reason that many teachers and counselors leave the profession.

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Native Americans in the 2020 Census: An overview, Lessons, and Insights

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Abstract

In the 2020 Census, Native Americans were among the fastest growing population groups in the United States of America (U.S. Census Bureau, 2021). In the 10 years since the 2010 Census, the Native American population increased from 5.2 million to 9.7 million (NICOA, 2021). Thus, in the 2020 Census, Native Americans made up 2.9% of the United States population compared to 1.6% in the 2010 Census (U.S. Census Bureau, 2021). This dramatic increase in the Native American population is significant and would impact the political, economic, and social landscapes of this country. The purpose of this article is to shed light on the data on Native Americans in the 2020 United States Census Report. Based on an overview of the census data on Native Americans, lessons and insights are explored. Recommendations for further research on this topic are made in the conclusion.

Introduction

Native Americans are believed to have migrated from Asia through the Bering Strait and settled in the Americas for thousands of years before the arrival of large numbers of European settlers from the 1500s after Columbus landed in the Americas in 1492 (Feagin&Feagin, 2012). Many Native American ethnic groups had built empires, developed agriculture, developed democratic systems of government, and developed highly sophisticated civilizations before the arrival of Europeans (Feagin&Feagin, 2012; Josephy, 1994). It is believed that there were millions of Native Americans in North, Central and South America at the arrival of Europeans (Franklin, 1979). There were an estimated 2,000 ethnic groups who spoke about 1,200 languages from about 300 language groups. After the arrival of Europeans, Native American populations reduced dramatically to near annihilation numbers due to the policies, warfare, and the diseases that the Europeans brought with them (Feagin&Feagin, 2012; Ballantine & Ballantine, 1993).

The Native American population reduced dramatically to the extent that by 1890, there were only about 250,000 Native Americans in the United States of America (Feagin&Feagin, 2012). Since 1890, the Native American population in the United States has increased piecemeal (Nagel, 1994; Schaefer, 2004) such that there once again are millions of Native Americans in this country (U. S. Census Bureau, 2021). The reasons for the gradual but steady increase in the Native American population since 1890 are Native American self-determination efforts, economic efforts, educational efforts, and healthcare efforts, and United States government policies, especially since the 1950s, to advance Native American peoples in this country.

The Native American's and the United States government's efforts have been successful to the extent that in the 2020 Census, Native Americans were among the fastest growing population groups in the United States of America (U.S. Census Bureau, 2021). In the 10 years since the 2010 Census, the Native American population increased from 5.2 million to 9.7 million (National Indian Council On Aging, 2021). Thus, in the 2020 Census, Native Americans made up 2.9% of the United States population compared to 1.6% in the 2010 Census (U.S. Census Bureau, 2021). It is important to note that in the 2020 Census, majority of the Native American population, about 78%, lived outside the reservations (Wikipedia, 2023). This dramatic increase in the Native American population is significant and would impact the political, economic, and social landscapes of this country. The purpose of this article is to shed light on the data on Native Americans in the 2020 United States Census Report. In this regard, an overview of the 2020 Census data on Native Americans focusing on their population, geographical locations, education, and other socioeconomic factors is presented. Based on the overview of the census data on Native Americans, lessons and insights are explored. Recommendations for further research on this topic are made in the conclusion.

Overview of the 2020 Census Data on Native Americans (Populations, Geographical locations, Education, and Other Socioeconomic Factors)

In this section, an overview of Native Americans in the 2020 Census is explored. The focus of the overview of the Census data is placed on the Native American populations, their geographical locations, their education, and other socioeconomic factors.

Native American Populations and Geographical Locations in the 2020 Census

As noted in the introduction, there were about 9.7 million Native Americans who were counted in the 2020 Census, an increase from 5.2 million in the 2010 Census (U.S. Census Bureau, 2021; AP News, 2022). Of the 9.7 million, some Native Americans identified as American Indian and Alaska Native alone, while others (the majority) identified as American Indian and Alaska Native or in combination with one or more other races (U. S. Census Bureau, 2021). Out of the 9.7 million Native Americans, about 78% lived outside the reservations. In effect, majority of Native Americans in the United States today live outside the reservations (Wikipedia, 2023). According to the National Indian Council On Aging (2021), several states had Native Americans, who report as American Indian and Alaska native alone, as the second largest racial or ethnic group after European Americans in the 2020 Census. Those states included Alaska (14.8%), New Mexico (8.9%), South Dakota (8.4%), Montana (6%), and North Dakota (4.8%). Alaska was the most predominantly Native American state.

The states with the highest percentages of Native Americans in the United States in the 2020 Census were Alaska, Oklahoma, New Mexico, South Dakota, Montana, and North Dakota (U. S. Census Bureau, 2021; Wikipedia, 2023). In a 2023 update to the Native American population by state, there were ten states with the largest Native American populations. Those states were California, Oklahoma, Arizona, Texas, New Mexico, New York, North Carolina, Washington State, Alaska, Illinois (Wisevoter, 2023). The states with the lowest Native American populations in the 2020 Census were West Virginia, District of Columbia, New Hampshire, and Vermont (Wisevoter, 2023).

Native Americans and Education in the 2020 Census

Before the arrival of Europeans, Native Americans practiced informal/non-formal education in which knowledge, skills, and dispositions were passed on from generation to generation in informal/non-formal ways (Feagin&Feagin, 2012; Johnson et al., 2018; Yeboah, 2005). On the arrival of Europeans, who brought the formal educational system with them from the 1500s, efforts were made by the Europeans to expose Native Americans to formal education with the intent of Europeanizing and “civilizing” the Native Americans (Schafer, 2004). It is interesting to note that the Europeanizing and “civilizing” missions of European education of Native Americans were largely “successful” from the European perspective, but largely detrimental from the Native American perspective until after the passage of the Indian Removal Act (1830). The

Indian Removal Act (1830) allowed for the United States government to legally and forcibly remove Native Americans from lands east of the Mississippi River to lands west of the Mississippi River, particularly Oklahoma. The Act also allowed for the establishment of Native American Reservations on which numerous Native American groups were resettled (Feagin&Feagin, 2012).

The removal and resettling of Native American groups impacted the formal education of Native Americans and the Europeanizing and “civilizing” missions of formal education (Yeboah, 2005). Native Americans on the reservations established their own schools and colleges and infused Native American educational principles within the European educational system that they had been exposed to before their forced removal through the Indian Removal Act (1830). The result was the decline of Eurocentric education and an expansion of Native American-centered education (Yeboah, 2005; Feagin&Feagin, 2012). From the 1950s, majority of Native Americans migrated from the reservations to settle in mainstream United States due to federal government policies, which also impacted the educational landscape of Native Americans. As a result of the migrations of Native Americans from the reservations to the extent that majority of Native Americans live in mainstream United States today, there has been a shift in terms of impact leading to once again more Native Americans being exposed to Eurocentric education and less numbers of Native Americans receiving Native American-centered education (Yeboah, 2005).

One of the unfortunate results of the educational shift is that Native Americans as a group *persedo* not fare very well in the mainstream educational arena. Thus, the numbers and percentages of education for Native Americans reported in the 2020 Census leave much to be desired. In the 2020 U.S. Census, the distribution of Native Americans in general in the United States by educational attainment was as follows (Source: Statista, 2023):

- ▶ No High School: 1%
- ▶ High School Graduates: 13%
- ▶ Some College: 9%
- ▶ Two-Year College: 4%
- ▶ Four-Year College: 33%
- ▶ Postgraduates: 14.4% (US. Census Bureau, 2022 Report)

Among the population age 25 and over, 15.5% of those who identified in the census as American Indian and Alaska Native alone, and 21.8% of those who identified as American Indian and Alaska Native alone or in combination with one or more other races had a bachelor’s degree or higher (U.S. Census Bureau, 2021). Among the population age 25 years and over, 5.3% of the American Indian and Alaska Native alone, and 7.8% of the American Indian and Alaska Native alone or in combination with

one or more other races had a graduate or professional degree (U.S. Census Bureau, 2021). Among the population enrolled in school (age 3 and over), 43.8% were in grades 1 – 8 (U.S. Census Bureau, 2021). Today, with various educational, economic and social advancements that are taking place on many reservations and among Native American populations in mainstream United States, it is hoped that the educational attainment that will be reported in the 2030 Census and beyond, would paint a much better portrait of the educational conditions of Native Americans than the 2020 Census portrait.

Other Socioeconomic Factors Relevant to Native Americans in the 2020 Census

In terms of income, the average salary for Native Americans in general was about \$63,270 with an average hourly wage of \$30 (Salary.com, 2023) compared to the average salary of the general population which was \$76,580. The top five states with the highest average annual salary for Native Americans were Minnesota (\$145,510 with an average hourly wage of \$69.96), Nevada (\$145,351 with an average hourly wage of \$69.88), Massachusetts (\$144,106 with an average hourly wage of \$69.28), and Oregon (\$143,096 with an average hourly wage of \$68.80) (ZipRecruiter.com, 2023). The bottom five states with the lowest average annual salary for Native Americans were North Carolina (\$107,568 with an average hourly wage of \$51.72), Arkansas (\$106,969 with an average hourly wage of \$51.43), West Virginia (\$98,326 with an average hourly wage of \$47.27), Alabama (\$98,150 with an average hourly wage of \$47.19), and Florida (\$98,050 with an average hourly wage of \$47.14) (ZipRecruiter.com, 2023).

In Mississippi, the average annual salary was \$125,196 with an average hourly wage of \$60.19 (ZipRecruiter.com, 2023). The median household income was \$50,183 in 2021 based on inflation-adjusted dollars compared to the median income for the general population which was \$67,521 (U.S. Census Bureau, 2021). On the reservations, the average salary for Native Americans ranged from \$11,402 to \$29,211 (Wikipedia, 2023). Over 20% of households on the reservations made less than \$5,000 annually while less than 6% of the overall United States population had an annual income of \$5,000 (Wikipedia, 2023). In general, Native Americans had the highest national poverty rate of 25.4% compared to 8% for European Americans (National Community Reinvestment Coalition, 2023) and 11.5% for the general population (U.S. Census Bureau, 2023).

In terms of occupations, Native Americans, especially those who live outside the reservations, were employed in diverse occupations, particularly in service occupations. However, compared to the general population, Native Americans experienced a higher rate of unemployment, 6.7% for the general population and 10% for Native Americans in December 2020. In the latest available data (January 2022), the unemployment rate for Native Americans was 11.1%, while that for the general population was 4.0% (U.S. Census Bureau, 2022).

Among grandparents living with their own grandchildren under age 18, 45.8% were responsible for their care (U.S. Census Bureau, 2021). Among those age 5 and over, 32.1% spoke a language other than English at home (U.S. Census Bureau, 2021). Among those age 16 and over, 58.9% were in the labor force (U.S. Census Bureau, 2021). Veterans accounted for 6.3% of the civilian population age 18 and over (U.S. Census Bureau, 2021). Among occupied housing units, 3.1% had no telephone service available (U.S. Census Bureau, 2021). The Native American population more than doubled since 2000 from 4.1 million to 9.7 million in the 2020 Census. The reasons for the dramatic increase were due largely to population growth, and changes in Census question design and procedures (USAFACTS, 2023). Among all the groups, Native Americans were younger than the overall population. While the median age for all Americans was 38.5, the median age for anyone claiming at least partial Native American identity was 32.9 years (USAFACTS, 2023).

Lessons and Insights from the Census Data on Native Americans

In this section, lessons and insights from the 2020 Census data on Native Americans are enumerated. The following are the lessons and insights the author of this article gleaned from the 2020 Census data on Native Americans:

- Majority of Native Americans (78%) live outside the reservations in mainstream United States. Many of the 78% who live in mainstream United States experience high unemployment and poverty based on the history of this country. Therefore, intentional employment and other social services should be provided for the Native American populations that live in mainstream United States in order to level the playing field for Native Americans.
- 15 states were identified as states where the typical salary for a Native American job was above the national average (ZipRecruiter, 2023). Minnesota, Nevada, and Massachusetts were among those states. With the 15 states paying salaries that were on average above the national average, the opportunities for economic development for Native Americans seems plausible (ZipRecruiter, 2023). As a result, the likelihood of more Native Americans migrating to those states also seems highly plausible.
- As a result of the migrations of Native Americans from the reservations, since the 1950s, to the extent that majority of Native Americans live in mainstream United States today, there has been a shift in terms of impact on Native American education leading to, once again, more Native Americans being exposed to Eurocentric education and less numbers of Native Americans receiving Native American-centered education (Yeboah, 2005). This shift might perhaps enable more Europeanization of Native Americans in this 21st century, over 500 years after the arrival of Columbus in the Americas.
- There are still some 3.1% of Native American households that do not have access to telephones (U.S. Census Bureau, 2021). This is an anomaly considering that the United States is one of the most, if not the most,

technologically modernized countries in the world. Immediate action should be taken by local state and federal governments (including tribal governments), to ensure that all Native American households, and all American households for that matter, have access to at least the basic means of communication such as the telephone, internet, etc.

- The median age for anyone claiming at least partial Native American identity was 32.9 years in the 2020 Census (USAFACTS, 2023). The relative youthfulness of Native Americans as a group would definitely impact planning and implementation decisions in relation to community services, location of schools, job training, etc.

Conclusions and Recommendations

This article has focused on shedding light on the 2020 Census data on Native Americans. Lessons and insights gleaned from the Census have been explored. The portrait of Native Americans in the 2020 Census Report, although a tad better than the 2000 and 2010 Census Reports, particularly in population counts, is generally relatively grim compared to the general population on all indicators. It is highly recommended that immediate action, including policy formulation and implementation, must be taken to leverage Native Americans in all aspects (educational, economic, social, health, political) and in all fabrics of this country. Further research on the impact of the 2020 Census data in relation to Native Americans is recommended.

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Inequality in the Pre-and Post-Internet world: military testing
operations overlooked

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Abstract

I discuss how global wealth inequality continues to grow yet pre-Internet military inequality testing operations and contemporary crisis capitalism events like the pandemic are overlooked as contributing factors in inequality reports.

Introduction

If you took a world history course, wouldn't you expect to learn about how the Industrial Revolution changed the world and created greater wealth inequality? Usually what we are taught about the Industrial Revolution is that steam power enabled factories, and the mass production of manufactured goods. Would you also expect to learn something about how the international slave trade changed the world and created greater wealth inequality before the Industrial Revolution? We are kept pretty uninformed about this history. Why? Probably because large companies like the East Indies Trading Company had profits to protect and secrets to hide about human rights abuses. The point is that large chunks of history are kept out of the public eye and out of the public's consciousness by design, censorship, and force. This was a problem when I wrote my PhD thesis entitled, *Exploiting and Neutralising the 'Communist Threat' for the Privatised Internet*.

Although my thesis research was about the Advanced Research Projects Agency Network or ARPANET (the forerunner to the Internet) here I elaborate on a tangential aspect of my thesis research, namely that reports about global wealth inequality overlook military operations and ARPANET networked testing, that can help us understand some historical roots for today's growing wealth inequality. My PhD thesis research confirmed that economic austerity operations with names like Phoenix or Condor, in developing countries, generated extreme wealth inequality in the 1960s-1970s, while ARPANET was in its testing phase (Packard 2023a,b). Military operations depended on technical communication systems which were invisible to civilians, to help generate wealth inequality in countries like Indonesia, Brazil, Vietnam, South America, and Vietnam. I think the inequality those historic operations helped generate mirror the growing wealth inequality we see in today's Internet-networked world, where civilians needs are underfunded to the advantage of funding war against civilians.¹ Cold War military operations like "the system" in Brazil or ORDEN in El Salvador helped force monetary-fiscal policies onto developing countries like Brazil, El Salvador, and Chile, as well as in the US (Archdiocese of São Paulo 1985/1998, p. 64). The effects of monetary-fiscal or neo-liberal, policies are discussed in New Deal economist John Galbraith's (1967/2007) *The New Industrial State* from a critical perspective and by national security, neo-liberal, Operations Research (OR) economists Charles Hitch and Rolan McKean (1960/1965) from a pro-national security and a "anything goes" perspective, in their book, *The Economics of Defense in the Nuclear Age* (Packard 2023a, p. 20).² During the Cold War, neo-liberal and Chicago School economists like Milton Friedman author of the best-selling book *Capitalism and Freedom*, usurped the position of Keynesian and New Deal economics. Networked military operations that helped to enforce monetary fiscal policy also helped to politically polarized societies. Military

whistleblower, Christopher Pyle warned about this in his 1970's, *Washington Monthly*, "CONUS Intelligence: The Army watches civilian politics" exposé. In section #1 below, I define key terms and concepts used here. Section #2 describes how networked operational programs worked as a two part program to increase inequality and decrease political activism or moderates. Section #3 is historical comparative analysis about how pre-Internet operational networks that helped create inequality in other countries, are overlooked in post-Internet inequality studies. Section #4 offers some conclusions and suggestions for areas of further study. The slides used for my presentation at the NSSA Fall 2023 Virtual conference are included for the reader's reference.

1. Terms: ARPANET, Operations, OR, Neutralization, & Plausible Deniability

What do I mean by pre-Internet, anti-Communist, military operations, and networks? I address this question in slide #2 entitled, "What were pre-Internet anti-Communist military networks and how did they operate?" Operational networks were prototypes for the Internet, established in the US and in developing countries under the auspices of networked military operations research (OR), national security rational and anti-communist dogma. They helped to enforce national security and austerity programs that increased inequality in developing countries and profits for foreign corporations, while decreasing political activists. In *The Economics of Defense in the Nuclear Age* (dubbed the "Pentagon's Bible") Hitch and McKean defined OR this way: 'Systematic effort to determine preferred courses of action is called "operation research" when applied to problems in military or industrial operations.' (1960/1965, p. 41). "Wealth inequality" and "social stratification" refers to vast numbers of people being kept poor while a few wealthy, people or so called, one per-centers, become increasingly wealthy (the middle classes become hallowed out economically, creating economic and political polarization). "Technical communication" refers to a broad array of surveillance technology that is invisible to the civilians it spies on, takes commands from and shares information with interactive computers that are accessed by Pentagon, military, police and intelligence agencies the White House (Marchetti and Marks, 1980, p. 82). The ARPANET backbone was an experimental network of interactive computers (computers that communicated with each other) and other informational infrastructure (radios, satellites, cables, cable optic fibers, radar, sonar and other wireless and non-evident technology) meshed together to provide communication, data processing, telecommunication and surveillance services to the military-industrial-complex -without being visible or evident to those being spied on (Packard 2023a). ARPANET backbone was first paid for by US taxes and therefore was subject to testing before it could be transferred to mission service with the Defense Communications Agency (DCA) or commercialized as the Internet (Packard 2020). Some testing entailed electronic tracking and neutralizing of targeted people suspected of terrorist, subversive or communist activity. Neutralization meant stopping people from pursuing some activity that was considered dangerous to the status quo, often by means of covert force. Lessa (2022) documented this in the case of the Condor system in South America. Valentine (1990/2000) documented this in the case of the Phoenix

program in South Vietnam. Klein (2007) and Bevins (2020) documented this in the case of the Jakarta Method in Indonesia. Networked operations like these depended on the electronic data-processing, transmission and storage afforded by state-of-the-art ARPANET style technical communication infrastructure during ARPANET's testing phase from 1960 to 1976. Importantly ARPANET was the most secret, electronic, way to send presidential orders without leaving evidence; kill lists or "blacklists" could be sent without evidence and with plausible deniability, that protected political and military leadership from liability for human rights abuses (Valentine, 1990, pp. 344-345). Plausible deniability entailed a legal way to protect the US government and allow Presidents to say they "didn't know" about military acts against civilians such as renditions, wiretapping, interrogations, kidnapping, torture, rape, disappearances (i.e. people presumably apprehended by agents and never seen again), and murder (Jacobsen, 2019, pp. 35-36).

Military operations relied on networks of technical communication systems, including interactive computers that communicated with the DCA (which supplied intelligence to operations in the field). The networks were in the monopoly control of military-industrial-complex actors, including military and police leadership, private corporations, and political elites. Technical communication systems collected information about civilians and searched for alleged and real subversives and communists for future reference and to apply counterinsurgency to neutralize them (Packard 2023a,b). Technical communications systems implanted into military bases, airfields, embassies, and other remote locations collected and transmitted information for the police, the military and the paramilitary staffs who took orders from political leadership, or elite military leadership via the invisible networks. These human and machine networks were tested in the Cold War years in military operations, some of which are noted in my presentation slide #3 under the heading "Pre-Internet Military Networked Operations" and some of which are written about by authors noted in footnote #1. Bevins wrote about the Jakarta Method operation in Indonesia. McClintock wrote about ORDEN in El Salvador. Valentine wrote about Phoenix in Vietnam. The Archdiocese of São Paulo wrote about the "System" in Brazil with its Operation Bandeirantes (OBAN) and the DOI-CODI units, funded by US corporations like Ford and General Motors, which spurred on Brazil's 'Economic Miracle' from 1969 to 1974 (1985/1998, pp.60-68).³ Frank Donner (1981, 1990) and Morton Halperin, Jerry Berman, Robert Borosage, and Christine Marwick (1976) wrote about how the FBI's COINTELPRO operation to target alleged and real Communists was put into action by J. Edgar Hoover's unilateral decision to transfer police red squad tactics and rationale to the intelligence community for counterinsurgency warfare against civilians - particularly those who used their constitutional rights for political activism.

ARPANET or "ARPANET backbone" as it is often called, represents the machine side of this networked system that meshed with a human side of the system which took orders from political leadership. It was a man-machine networked system designed to spy on civilians for future reference. Smaller versions of these networks were cloned and installed in other countries where the

US military had contracts with local governments to establish anti-Communist special operations - such as South Vietnam, and Latin America (Packard 2023a, 2023b).

During the 1960s ARPANET was an experiment and smaller versions of it were built in smaller countries where tests that could not be done in the US, were done. In *The Jakarta Method: Washington's Anticommunist Crusade & the Mass Murder Program that Shaped Our World* reporter Vincent Bevins contends that the Jakarta method of targeted extermination of left and moderate political activists, migrated from Indonesia to other countries such as, Guatemala and Chile. In 1960s Indonesia, the Jakarta Method was an operation used to murder over 1,000,000 alleged and real Communists, to help overthrow the elected leadership and restructure the economy into a militarized, economy with authoritarian leadership as Klein (2007) describes in *The shock doctrine*, and Bradley Simpson (2010) describes in *Economists with Guns*.

After passing tests in the US and in other countries ARPANET backbone was transferred to DCA in 1975/6. Between the time ARPANET was an invention and the time it became the commercial Internet, smaller networks were built and distributed as "stay behind nets" in other countries, with help from the host country governments (Valentine 1990, p. 405), The US military worked with other governments such as El Salvador, to build invisible networked spy systems or stay behind nets. The idea of "invisible wires" is important since the military leaders did not want civilians to see these surveillance networks (McClintock 1985, p, 65). Military-industrial occupational status groups built wireless radios, radar, sonar, satellite communications, cable optic, buried cable optic - in part to spy on civilians "for future reference" (as Donner phrased it) or for future neutralization (Donner 1981, 1990).

2. Pre-Internet operations increase inequality and decrease dissent

Once these human and machine networks were built, the military ran special operation tests with help from these networks. An economic austerity operation was imposed on a society and then the population was spied on. Police and paramilitary forces would apprehend, arrest, question, torture and sometimes kill people who they suspected of being communist or subversives who might threaten the status quo or disrupt the smooth functioning of the operation. It was an anti-communist, surveillance system that used paramilitary forces to suppress people in the name of anti-communism and national security. Special operations like Phoenix or Condor were a two-part process; they imposed economic austerity that increased inequality and also suppressed activists or people suspected of being communists, or subversives or people who the police or the police informants disliked. Oppression of these people included: spying; renditions; imprisonment; torture; growing inequality; disappearances and neutralization (rendering political activists inactive or killing them).

Examples of these special testing operations are noted in slide #3 of the slide show, in the infographic entitled, "Pre-Internet Military Networked Operations". The operations that are outside the US are hanging above the ARPANET timeline, which is labeled U.S. on the left side of the slide. For example, Brazil's "Economic Miracle" from 1969 -1974, created huge corporate

profits and wealth inequality while state torture of civilians was rampant (Archdiocese of São Paulo 1985/1998). In South Vietnam there was the Phoenix Program which assassinated over 50,000 Vietnamese Communists and subjected the economy to a blackmail, blacklisting and black-market scheme that impoverished the South Vietnamese and essentially made them "rat" on each other for CIA payoff money. In South America the Condor system neutralised 60,000 to 80,000 civilians from across six South American countries that participated in this anti-Communist and economic austerity program from 1969 to 1978 which established a punishing economic austerity program on Chile (Letelier, 1976, Aug 28). Unlike Phoenix, Condor was a multi-country operation that tracked targeted people across borders – which was an advancement over single country operations like the Jakarta Method used in Indonesia. While Bevins argued that the Jakarta operation migrated from Indonesia to countries in Latin America, while Valentine has studied how the operational system migrated into the U.S. Federal Drug Enforcement Agency.⁴ After operations proved successful at increasing profits and inequality, while neutralizing people, the ARPANET backbone was transferred to mission service with the DCA. As DCAnet it was distributed in smaller cloned versions to remote locations establishing a foundation for the World, Wide, Web under cover of the largest military base building campaign in history; a campaign that David Vine (2015) wrote about in *Base Nation*.

In the 1980s the US experienced the worst recession since World War Two (see slide #3). The recession caused many companies to fail and the US lost its full employment. Companies moved their manufacturing abroad to cheaper labor and sent work orders via new email systems available to corporations, like Ford or IBM, but not yet available to the public. The recession happened before the Internet was accessible to most of the public. The government told the American public that the much-anticipated Internet would stimulate the economy; in post-Internet hindsight it appears to have stimulated inequality.

3. Post-Internet inequality; pre-Internet operational inequality overlooked

The pre-Internet testing history discussed above shows a relationship between networked societies and wealth inequality; however, today's commercial Internet is not acknowledged as being a contributor to wealth inequality in reports such as the "World Inequality Report 2022". Inequality reports describe inequality conditions or symptoms like concentration of wealth, gender inequality, growth of millionaires and impoverishment of governments without acknowledging driving factors such as: historical pre-Internet networked operations (like Condor or Phoenix); Crisis capitalism, like the 2009 Subprime Mortgage Crisis or the 2021 Pandemic (which enriched the richest companies); Electronic theft, like the one documented in Daniel Gorman's film *Billion Dollar Heist* (about how hackers stole a billion dollars from the Bangladesh Central Bank); Climate catastrophe and war. Until networked operations, crisis capitalism, electronic theft, climate catastrophe and war are factored into inequality reports, some information needed to address the growing problem of inequality remains invisible.

What is visible in the 'World Inequality Report 2022' executive summary? (see slides # 4 through #13). What can it tell us? It tells us it is authored by some accomplished economists including Thomas Piketty who has written books about inequality. It tells us that the authors need more reliable data, and that the authors don't have enough information. They say we "have a data-abundant world but we lack basic information about inequality" – they lack information that they wish they had (see slide #5). I agree with that since they lack information that they may not even be considering.

What they know is that income and wealth inequalities are very large. They show us how large they are (see slides #6, #8, #9). They tell us that inequality is a worldwide problem and that average national incomes don't tell us much about inequality (see slide #7). The report tells us that inequality is close to what it was in early 20th century, at the peak of Western Imperialism. Importantly it tells us that inequality is a political choice, it is not inevitable (see slide #7). This is important because it seems to say that political leadership is responsible for setting global inequality in motion and it impacts the whole world, as we can see in the many figures in the report.

The authors provide some historical comparative analysis in figures 5 and 6 (shown in slides #10 and #11). In Figure 5 "Global Income Inequality: T10/850 ratio, 1820-2020" they show that from 1820 (which is about the time of the Industrial Revolution) inequality rose, dipped from 1940 to 1950 and rose steeply between 1960 and 1980 where it peaked. A similar pattern appears in Figure 6 "Global Income Inequality: Between vs. within country inequality" about wealth inequality between and within countries, which also peaks in 1980. In both figures the sharpest rise in inequality was between 1960 and 1980. What happened between 1960 and 1980? The Vietnam War was profitable for the military-industrial complex particularly in networked societies in the US and other countries where the CIA helped traffic computers for the military or traffic drugs (as Douglas Valentine's books describe in detail). These figures show inequality rose and peaked in 1980 when political leaders like Margaret Thatcher and Ronald Reagan established neoliberal policies, the privatization of national industries and anti-union legislation. The leaders also increased government spending on policing, surveillance, and intelligence budgets. Inequality rose during this time of increased austerity and police surveillance, so yes, political leadership did play a visible role in growing inequality as this report indicates. However, what is not visible and what this report fails to acknowledge is that both Reagan and Thatcher *had help* with implementing this inequality. The help came from these invisible networked systems and from the tests in other countries like Vietnam and South America, that proved these networked societies could produce extreme wealth inequality (see slide #3). Leaders had this invisible networked help behind them that the public didn't know about since it was mostly in the hands of corporate and military and intelligence agencies – and not yet in the hands of the public. Leaders could have used hindsight to see that austerity tests in developing countries in Latin America, and Vietnam had proven that these networked, invisible systems created extreme wealth inequality and that their economic policies (with help from networks) could create inequality in empire

countries – which it did, as this report shows. Austerity policies worked with help from these invisible networks, that were still not accessible to the public whose tax dollars had paid for the infrastructure but were accessible to the military and intelligence communities, some of whom are managing drug trafficking in countries throughout the world, as Valentine (2009) describes in *The Strength of the Pack*. This history does not appear in the inequality report but it might have something to do with the onslaught of the 1980s recession, which President Reagan used to justify ordering the commercialization of the ARPANET into the Internet.

4. Conclusions and concerns

In overlooking pre-Internet operational networked history, the "World Inequality Report 2022" also overlooks some important recent history. Figure 8 (shown in slide # 15) entitled, "The rise of private versus the decline of public wealth in rich countries 1970-2020" shows that in the post-Internet years, private wealth is ascending and concentrating, while public wealth was/is descending. The figure does not show us what happened with the pandemic in 2021 and 2022, nor acknowledges electronic theft of wealth, climate catastrophe, or war atrocity. What is shown is that in the post-Internet world there is a large separation of wealth - private wealth is ascending and concentrating, while public wealth is declining. Into this gap between ascending private wealth and reduced public wealth there is climate and war catastrophes. When cities are destroyed and infrastructure has to be rebuilt people look to the government for funding – and now public wealth is declining. Increased numbers of wars and climate catastrophes, with less public funding, leaves us with a crisis. It also leaves us with many climate and war refugees who are vulnerable to being turned into forced labor that can be administrated with networked systems. For example, the Nazis imposed forced labor on the people of occupied countries by using tabulating machine technology, census and work-book data, tattooed numbers, trains, and concentration camps (Black 2001b, 2009). That was the era that produced a Zionist state called Israel, with a "Transfer Agreement" designed to populate a new Jewish homeland with refugee Jews - today we see the outcome of that legacy with Israel's mass extermination of the Palestinians whose homeland the Zionists usurped (Black 2001a). These are lessons to learn from, rather than be repeated.

The *Inequality Report* is not alone in its findings. The Center on Budget and Policy Priorities shows similar findings in their *Policy Futures* report entitled "A Guide to Statistics on Historical Trends in Income Inequality" (see slides #14,15,16). Figure 1 in the report is entitled "Income Gains Widely Shared in Early Postwar Decades - But Not Since Then" (see slide #15) and it shows that after 1980 the gap between the rich and the poor began to widen. The Center confirms widening inequality since the 1970s which corresponds to when the ARPANET was transferred to DCA and was in the monopoly control of the military-industrial-complex but not yet available to the public. Figure 2 on page 10 of the *Policy Futures* report is entitled, "Income Gains at the Top Dwarf Those of Low and Middle-Income Households" and shows this trend starting at 1980, when the Reagan-Bush administration began the privatization of the ARPANET

into the Internet (see slide #16). Clearly wealth inequality is a visible problem. How growing inequality was/is helped along with networked, interactive computers in communication with Pentagon computers, linked to military operations, is less visible and needs more scrutiny. With Aland climate change looming before us describing symptoms of inequality is not enough; we need to broaden the scope of how we look at inequality and what creates it, so we can deal with it more effectively and protect ourselves.

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Notes

¹Authors who have written about the economic impacts of military spending include, John Galbraith (1967/2007); Orlando Letelier (1976); the Archdiocese of São Paulo (1985/1998); Michael Klare (1972); Michael McClintock (1985, 1992); Klare and Arnson et. al., (1981); Douglas Valentine (1990/2000); Klare and Kornbluh (1988); Robert Higgs (1994); Edwin Black (2001b, 2009); Naomi Klein (2007); Bradley Simpson (2008/2010); Karin Fischer (2009/2015); Jeff Halper (2015); Annie Jacobsen (2015, 2016, 2019); David Vine (2015, 2020); Vincent Bevins (2020); Francesca Lessa (2022); Antony Loewenstein (2023) and Noel Packard (2020, 2023a,b) to name only a few.

²Charles Hitch was a US price theory economist, a Harvard graduate, a Rhodes Scholar, an Oxford don, a founder of Rand Corporation's Economics Division, the eighth president of the Operations Research Society of America (ORSA), a designer of the Department of Defense (DOD's) Planning, Programming and Budget System (PPBS), an Assistant Secretary of Defense (1961-1965), Treasurer and then President of the University of California at Berkeley (1968-1975) and head of Resources of the Future.

³ Examples of networked operational systems are described in different ways by different authors both in pre-Internet books like McClintock's *The American Connection* (1985) and in hindsight in post-Internet books such Naomi Klein's (2007) *The Shock Doctrine*. One pre-Internet report about a networked, anti-communist, operational system that increased wealth inequality while neutralizing civilian activists that the police or higher-ups, considered threats to the status quo, is entitled, *Torture in Brazil: A shocking report on the pervasive use of torture by Brazilian Military governments, 1964-1979, Secretly prepared by the Archdiocese of São Paulo*. (1985/1998). In it, a chapter entitled, "The Repressive System" includes the following passage which describes how this operational system meshed technical communication with human policing and the force of laws against civilians, to create a power "System" that forced economic reforms onto civilians and helped generate what was celebrated as Brazil's "Economic Miracle", which increased profits for corporations while impoverishing the citizens; the passage reads:

After seizing power, the armed forces seriously prepared to combat any form of popular revolt against the regime they had imposed by force. More important than preparation for open warfare, however, was their preparation for a secret war to be waged in the form of interrogations, surreptitious investigations, telephone taps and the storing and processing of information about supposed opposition activities. A broad range of activities were considered to constitute opposition to the government, including protests [...] campaigns for higher wages, and pressures for democratic reforms, as well as activities of clandestine organizations dedicated to overthrowing the government.

While information about the activities of the security organs and the repressive forces which operated through them was largely censored, the Brazilian press did frequently refer to the intelligence unit, SNI, often simply calling it the "System". The SNI was established on 13 June 1964 "to oversee and coordinate intelligence activities throughout national territory, in particular those that pertained to National Security". This "System" had a pyramidal structure. The various interrogation chambers run by the security organs were at the base. At the apex was the National Security Council [...] the SNI was a sizable structure [...] From 1964 to 1981, the budget for maintaining these agencies alone increased 3,500 times (pp. 63-64).

⁴In *Strength of the Wolf and Strength of the Pack* Valentine argues that this system approach for profit building and neutralization was implanted into the US Federal Drug Enforcement Agency (DEA) by CIA agents who had served in the Phoenix program then migrated into and infiltrated federal drug enforcement agencies, after the US withdrew from Vietnam. Controlling, targeting, neutralizing drug dealers abroad became critical to G.H.W. Bush's administration to reduce liability, for damage control or to maintain "plausible deniability" pertaining to CIA and Bush and US government involvement with the Iranian-Contra scandal and Contra drug smuggling and money laundering schemes (Valentine 2009 pp. 388-404). These events followed after the transfer of ARPANET into DCA in the mid-1970s. In the mid-1970s and early 1980s the operations did increase wealth inequality and reduce dissent. By the late 1980s and thereafter the system or operation approach became merged with federal drug enforcement agencies which were usurped by the CIA for drug trafficking management. This system approach protected some drug dealers and money laundering from being prosecuted and turned illegal drug dealing into a protected industry that benefits arms dealers, the CIA or the military-industrial-complex, at the expense of civilian society.

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DEVELOPING RESILIENCE IN FUTURE EDUCATORS WHO TEACH STUDENTS WHO
HAVE EXPERIENCED TRAUMA

BEVERLY A. DOYLE, PH.D.
CREIGHTON UNIVERSITY


A blue-toned illustration of a classroom. In the foreground, several students are seated at their desks, viewed from behind. In the middle ground, a teacher is seated at a desk, facing the students. In the background, there is a large whiteboard. The entire scene is overlaid with a semi-transparent blue filter. The text is centered in the middle of the image.

THE NEBRASKA DEPARTMENT OF EDUCATION IN A SURVEY IN 2021 – 2022 INDICATED THAT 44% OF SCHOOL DISTRICTS HAD UNFILLED POSITIONS FOR TEACHERS AND COUNSELORS.

2



PRE-TEACHERS, TEACHERS, COUNSELORS AND SCHOOL STAFF NEED TRAINING IN RESILIENCY TO MINIMIZE BURNOUT FROM DEALING WITH TRAUMATIZED STUDENTS.



TRAINING CAN BEGIN WITH TEACHER
AND COUNSELOR EDUCATION
PROGRAMS ASSESSING THEIR STUDENT'S
LEVEL OF RESILIENCY.

THE BRIEF RESILIENCE SCALE

(BRS; Smith, et.al, 2008) is composed of six questions, which are

- 1. I tend to bound back quickly after hard times.**
- 2. I have a hard time making it through a stressful event.**
- 3. It does not take me long to recover from a stressful event.**
- 4. It is hard for me to snap back when something bad happens.**
- 5. I usually come through difficult times with little trouble.**
- 6. I tend to take a long time to get over setbacks in my life.**



CLASSROOM MANAGEMENT

- PREVENTION
- DIVERSITY
- DIFFERENTIATING INSTRUCTION
- IMPLEMENTING NON-VERBAL STRATEGIES
- IMPLEMENTING VERBAL STRATEGIES

A person in a yellow shirt is sitting at a desk in a classroom, looking stressed with their hand on their head. The classroom is filled with rows of desks and chairs. The word "PREVENTION" is overlaid in large white letters on a dark semi-transparent box.

PREVENTION

- Organizing the Classroom
- Establishing relationships with students and parents
- Formulating rules and consequences

DIFFERENTIATION OF INSTRUCTION

- Flexible grouping
- Learning centers
- Product options
- Independent study
- Tiered instruction
- Curriculum compacting



DEALING WITH SURFACE BEHAVIORS

1. Ignore – planned for surface behaviors
2. In class interventions
 - a. Signal interference – eye contact, dirty look, secret signal
 - b. Proximity control
 - c. Using humor
 - d. Restructure program
 1. Academics
 - a. Level
 - b. Length of assignment
 - c. Type of assignment
 - d. Approach
 - e. Tone constraint
 - f. Time of day
 - g. Curricula
 - h. Class structure

VERBAL INTERVENTIONS

Teachers can increase productive responses by

- a. Maintaining calmness
- b. Ignoring verbal challenges
- c. Restating calmly your expectation (1 time)
- d. Giving student chance to calm down and respond appropriately/looking to chances to respond appropriately
- e. Looking for chances to respond positively to students behavior
- f. Give students a choice of meeting the expectation or experiencing consequences

► A cool down space at the school or in the classroom can be helpful for students who need a short break. This reduces teacher and staff stress, increases instructional time and allows the student to get their emotions under control.



Positive behavioral intervention strategies that can be included in the classroom might address having clearly defined rules and routines, ***stop***, ***relax*** and ***think*** strategies to help teach problem solving, cueing, proximity control and using tangible reinforcement.

Teacher, counselor and staff shortages might be reduced by teaching all involved to become more resilient and bring forth love, hope and a learning environment where everyone thrives.



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Introducing SLACR: The Small Liberal Arts College Research Network

ROBERT B. ARROWOOD, PH.D. & TREVOR MORRIS

THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

The Liberal Arts Tradition

Approximately 200 small liberal arts colleges (SLACs) across the US (US News & World Report, 2023)

1,000 – 3,000 average enrollment (Sarat & Basu, 2014).

- 1:10
- 1:30
- ~~◦ 1:200~~

Pride themselves on discourse and localized attention (Breneman, 2010)



Faculty



Drawn to SLACs for a number of reasons (Baker & Baldwin, 2015; Breneman, 2010)

- Focus on teaching
- Publishing requirements
- The civic/liberal arts
- Service to the community
- Location?
- Pay?

Faculty Requirements

Teaching

- Often a 3x3 or 4x4 load
- “Excellence in teaching”

Service

- To field
- To school
- To department

Research

- Publications
- Presentations
- Grants



Faculty Requirements

Teaching

- Often a 3x3 or 4x4 load
- “Excellence in teaching.”

Service

- To field
- To school
- To department

Research

- Publications
- Presentations
- Grants



Research Requirement

Even SLACs have scholarship requirements for tenure.

- Variable (Bolger & Smith, 2006)
 - Can involve publications, grants, presentations, symposiums, etc.
- E.g., Three publications by the time of Tenure Evaluation
 - P1: Peer reviewed
 - P2: Peer reviewed
 - P3: Any peer reviewed, a non-peer reviewed publication (e.g., textbook), or a combination 3 conference presentations or symposiums

Publishing post replication crisis

Much needed scrutiny within the publication and acceptance process (Herbert, 2020)

- Average acceptance: 32%
- Min: 1%
- Max: 93.2%

Quantitative work: often needs multiple studies with hundreds to thousands of participants (Field, 2020)

- Easily Handled by a research pool
 - Hundreds to thousands of naïve participants per semester.
 - SONA Systems
 - Research Requirement

The truth of a research pool

SLACs often do not have the numbers to maintain an active research pool

- E.g. Three Study Paper
 - Study 1: Proof of Concept – Basic Correlation
 - Study 2: Experimental manipulation of IV
 - Study 3: Moderator or mediator with experimental manipulation
- Power analysis looking for a small effect with 80% power
 - Study 1: 400 participants needed for minimum power
 - Study 2: 180 participants needed for minimum power
 - Study 3: 351 participants needed for minimum power

Compare these numbers to my 175 introduction to psychology students per semester

- But what about grants and Prolific?
 - \$8.00 per hour minimum
 - \$7,448 total

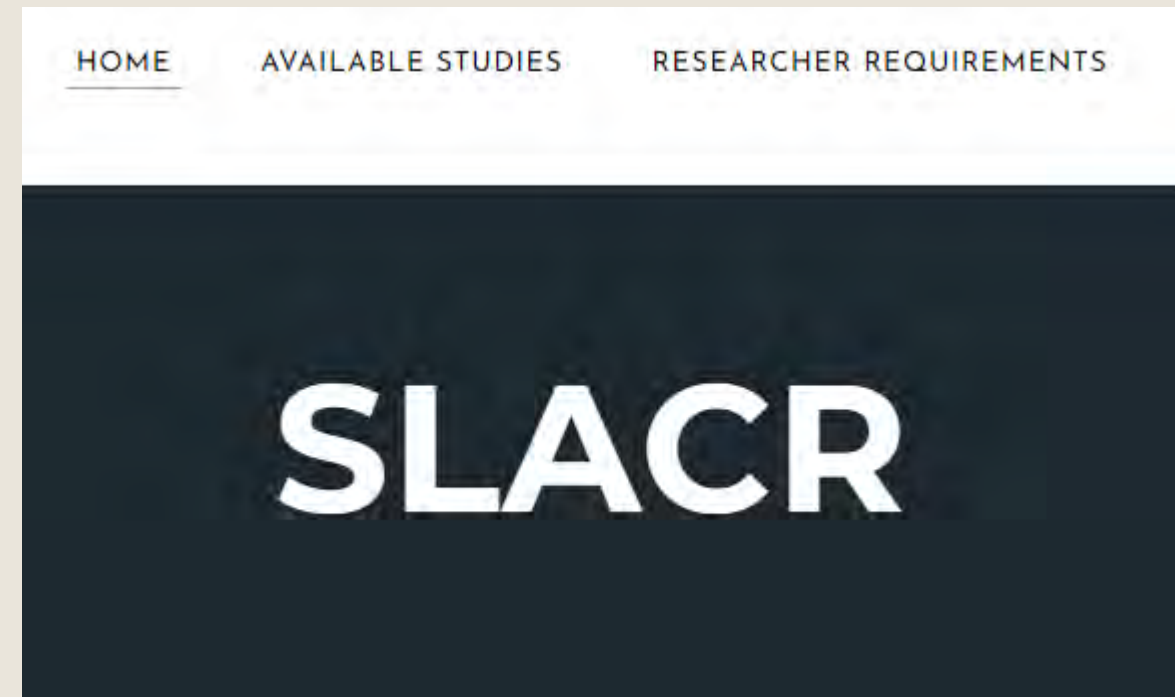
SLACR

The Small, Liberal Arts College Research Network
(Arrowood, 2023)

- <https://slacr.weebly.com/>

A group of SLACs putting their participants together for researchers to use

- Currently seven schools as active members
 - Twenty-three schools actively voting/discussing membership
- Total participant population ~1,200 per semester
- Total researcher population ~15



Available Studies

Students log on to the system to view a list of studies they can take from any place, anytime

Wider range of participant characteristics

- Avoids same school convenience sampling

Relatively fast data collection

- Comparable to normal SONA pools

Allows students to get first hand experience with data collection in the social sciences

Study Name: Masks and Emotions

Principle Investigator: Dr. Joy Drinnon

Primary Study Contact: Wheatley York (wdyork@my.milligan.edu)

IRB approval: 2023-18 (Exe2309210835)

Study link: https://milligan.az1.qualtrics.com/jfe/form/SV_0AQag8q6zlkksx8

Researcher Requirements

Study start checklist available: <https://slacr.weebly.com/researcher-requirements.html>

1. IRB approval or letter of exemption
IRB approved template language available on website

2. Unique completion code embedded at end of survey

Your SLACR completion code is: GNR87

Please take a screenshot of this page before going forward. You will then email that screenshot to your instructor granting credit or to the research coordinator for your department.

Please note: All codes are unique and single use. If you lose your code or share it with others you will not be able to receive another one.

3. Email the study link to the SLACR coordinator (that's me!)

Who can participate in SLACR?

Faculty at SLACs

- Pre-tenure faculty
- Post-tenure faculty
- Research faculty
- Post-docs

Students with faculty oversight

- Graduate students
- Honors projects
- Research Methods classes
- Independent projects

Usage Requirements

SLACR only works if those using the participants contribute to the participant pool.

- Must put up participants to get participants
 - **Extra credit**
 - **Research requirement**
 - Voluntary

School specific contact

- Received completion codes to disseminate to professors (may not be needed if students are to submit directly to professor)
- Provides periodic check-ins with the SLACR coordinator

One study at a time per researcher

- School metrics may be needed in the future

For student projects, the faculty advisor will need to comply with these usage requirements.

Why should I think about SLACR?

Tool to help faculty collect data quickly and cheaply

- No need for grants
- No need to beg colleagues at bigger institutes

Allows school to implement research requirements or add new course dimensions

- First hand exposure to methods in the social sciences
- Consistent with larger institutions
- Takes burden off of individual researchers at schools

Provides students a means to collect data

- Research experience is number one predictor of graduate school admissions (APA, 2014)

The Small Liberal Arts College Research Network

<https://slacr.weebly.com/>

Any questions?

Please email Robert Arrowood, ekr4fn@uvawise.edu if you would like to get involved with SLACR or have any further questions.