

Critical Skills for White Change Agents: Doing Our Self-Work

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*Please be respectful of your colleagues by silencing your phone.
If you need to answer a call, please go to the hallway.*

26 – 29 March 2017

#ACPA17

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Land Acknowledgement

We would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Wyandotte, Miami and Delaware nations.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.

The ACPA17 Experience

- Thank you for attending today's session, where we hope you will:
- **Connect** with each other
- **Experience** new, cutting edge ideas
- **Invest** in your long-term learning
- **Reflect** on what you have experienced
- **Transform** by converting knowledge into action

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Our International Field

- #ACPA17 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

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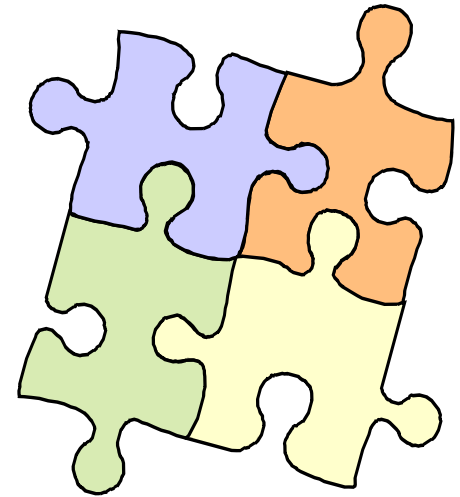



Go greet 4+ people, especially anyone you do not know as well ... until you hear the chime!



- 
- As you reflect on the current campus, national, and international context, *how are you feeling as a _____ (your racial identity)?*
 - As I _____, I feel.....

- 
- The logo for ACPA17 is located on the left side of the slide. It features a vertical purple bar with three white chevron arrows pointing upwards. The text 'ACPA17' is written vertically in white, with 'ACPA' in a larger font and '17' in a smaller font. Below the text is a small graphic of a DNA double helix with a rainbow-colored band.
- Identify **common behaviors and attitudes of whites** that maintain racist dynamics on campuses.
 - Explore **strategies for self-work to dismantle internalized dominance** in yourself and others
 - Identify **ways to effectively partner** with people of color and other whites to dismantle racism on campus.




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***We can't teach what we don't know;
we can't lead where we won't go.***

Malcolm X

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- 
- On **page 2, TOP of PAGE**
 - Check-off all of your intentions as you **work with whites** (planning, educational settings, advising, difficult dialogues...)
 - Then, on bottom of page, check off any **familiar UNPRODUCTIVE intentions!**



**What are your *INTENTIONS*
as you engage with whites and
people who have white skin
privilege on campus?**

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TEXT **SOCIALJUSTICE** to **444999**, then reply
with your email. And I will send you:

- ***Larger version*** of the handout
- PDF of the PPT

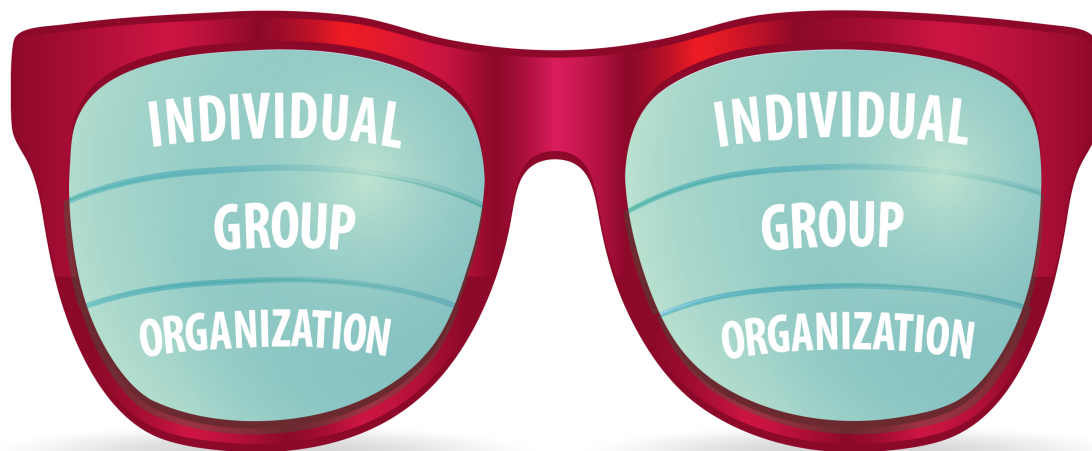
To download a copy of my latest book,
***But I'm NOT Racist! Tools for Well-Meaning
Whites***

www.drkathyobear.com/imnotracist

Also available on Amazon



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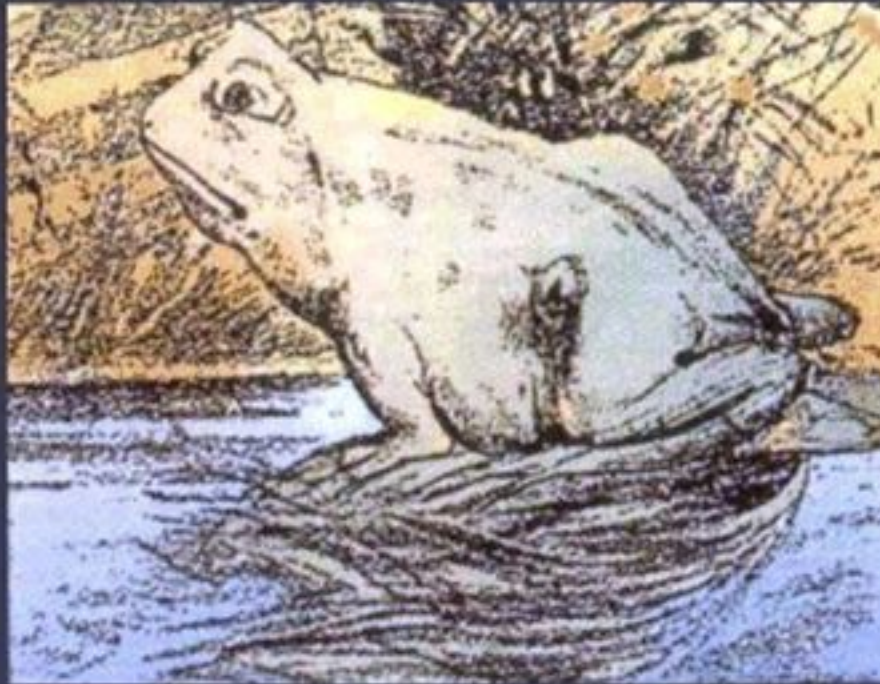
Learning Community Guidelines

1. Open and honest communication
2. Participate fully (comfort zone +1)
3. Speak from personal experience
4. Listen respectfully; Seek to understand; Listen harder if disagree
5. Share air time: Move in, move out; encourage others to share
6. Be fully present
7. Be open to new and different perspectives
8. Assume good intent; explore unintended impact
9. Take risks; Lean into discomfort; Be brave; Engage
10. Respect and maintain confidentiality
11. Notice/describe what you see happening in the group, in you
12. Recognize your triggers; Share if you feel triggered
13. Trust that dialogue will deepen understanding
14. Engage this opportunity!

- 
- As a _____ (how you identify racially)...
 - I remember realizing that **whites, as a group**, believed they were superior to people of color, people who were biracial/multiracial (smarter, more organized, better leaders, more competent, more attractive, etc.).....

- 
- As a _____, I remember realizing that I believed whites were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, more attractive, etc.)

Share When You See The Horse



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Individually read #'s 1-41, pages 4-6, and:

- **Check-off** (✓) ~ any you have observed whites do, say...
- For whites/people with white skin privilege: ***star** ~ any **you** have felt, thought or done (any time in your life)

As we share and engage in authentic dialogue:

- 1st person ~ share the # of an item, and read the item into the group, and share a BRIEF example
- 2nd person ~ FIRST must “relate in” and somehow connect with the previous person BEFORE sharing a different item and quick example
- Next person relates in, then adds another one....

****Work to balance the airtime***



**Example is not the main
thing in influencing others.
It is the only thing.**

Albert Schweitzer

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HOP

WHITE

ROAST

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“Do not be daunted by the enormity of the world’s grief.

Do justly now. Love mercy, now. Walk humbly, now.

You are not obligated to complete the work, but neither are you free to abandon it.”

~ Rabbi Tarfon; The Talmud



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Session Evaluation

- Thank you for learning with us!
- Please provide feedback on this session by completing evaluation available online at:
<http://tinyurl.com/acpa17sessioneval>
- *Your feedback is valuable to help ensure that our curriculum is meeting the needs of the attendees as well as to help presenters in their development*

