

VOICES



A Publication of the Commission for Social Justice Educators

A message from the chair

By: Kristi Lonardo Clemens



Happy Summer, CSJE!

I hope you all are doing well. As we all know, the summer is a great time for us to take some much needed relaxation time at work, but it's also a busy preparation time. That's no different for the Commission for Social Justice Educators, as we have been busy putting new structures and programs into place for this academic year!

First, let me update you on Convention 2009. Our time in Metro DC was busy, but well spent. As we enter our fifth year as a commission, we took some time at

convention to think about our structure and how we could be most effective in serving you as an ACPA member. We decided on a modified Vice Chair structure, with responsibilities that are more congruent with ACPA's strategic priorities. In this new structure, which will be available on our website soon, we have added a focus on programming outside of convention, publications and scholarship.

Related to that restructuring, we have committed to focus on core competencies of social justice work. The research of Lisa Landreman, (current Vice Chair for Scholarship) Keith Edwards, (Past CSJE Chair and Founder),

Continued on pg. 2

SUMMER 2009

In this issue



CSJE chair Kristi Lonardo Clemens on the future of CSJE and the role of its scholarship.

1



Do you facilitate social justice dialogues? Learn more about the core competencies explored by Lisa Landreman, CSJE VP of Scholarship.

2



Miriam Kopelow shares her experience at the 2009 International Theater of the Oppressed Conference in Minneapolis, MN.

3



The Commission for Social Justice Educators congratulates the recipients of the 2009 CSJE awards!

8



What's going on in your region? Check out the Social Justice Educators Network meet-ups hosted across the country and discover upcoming opportunities.

9-10



Learn how you can contribute to the next issue of the "Voices" newsletter.

11

The Commission for Social Justice Educators is grateful for the support of the American College Personnel Association.

A message from the CSJE Chair, Kristi Lonardo Clemens

Continued from pg. 1

and their colleagues have presented in About Campus. Our newsletter will explore their framework. We hope that through their scholarship we can dig a little deeper and work towards improving our practice. Please see Lisa's article shown below for more!

Finally, I'd like to welcome the newest Directorate Body class that was elected shortly following Convention! We are certain they will make a great addition to our team. Are you interested in being more involved in CSJE? Join our list-serv and explore our website for more information about the exciting opportunities in CSJE!

Best,

Kristi Lonardo Clemens
Krisi.Clemens@nyu.edu

Interested in learning more about the commission?

Any ACPA member can join the Commission for Social Justice Educators at any time. Log into your account at **MyACPA** and add the Commission for Social Justice Educators as a Commission you want to belong to.

To sign up, visit:

<http://www.myacpa.org/comm/social/pages/get-involved.cfm>

Questions?

Contact: Joy Tongstri at:

joy_tongsri@ncsu.edu

A framework for social justice education competencies

By Lisa Landreman

As members of the Directorate Body for the Commission for Social Justice Educators, we have prioritized the coordination and facilitation of conversations, and the sharing of information to support social justice educators and social justice work.

A topic that continues to arise among us is how to assist people in acquiring the tools, (usually translated into the exercises and resources) to “do” transformative social justice education. As a Directorate Body, we have struggled with the idea of being a clearinghouse for social justice activities and resources without first identifying and engaging in

national conversations concerning the core competencies needed to be an effective social justice educator. My hope and purpose in writing here is to engage a larger audience of social justice educators in this conversation.

Last fall some colleagues and I published an article in *About Campus Magazine* (September/October 2008) that offered our thinking about the core competencies necessary for effective social justice education. These thoughts were grounded in our collective experiences and thinking, as well as the experiences and writings of scholars and educators in the field.

Our primary premise was based on the belief that we tend to remember and rely on “that great activity” we experience at a conference and lose sight of the complexities of why or how that transformative learning occurred.

The reality is that the magic is almost never in the exercise or the handout but, instead, is in the facilitation. Not any facilitation, but facilitation that is informed by an understanding of social justice issues and content, and components of transformative learning.

Continued on pg. 5



Augusto Boal developed Theater of the Oppressed; a technique utilizing elements of street theater and social identity.

Photo courtesy of: <http://akeela.wordpress.com>

The Power of Showing Up

By: Miriam Kopelow

It was a beautiful sunny day in May as I walked towards the registration desk of the 15th Annual International Pedagogy and Theatre of the Oppressed Conference being held in Minneapolis, Minnesota. The Pedagogy and Theatre of the Oppressed (PTO) is committed to the use and practice of Paulo Freire's Pedagogy of the Oppressed, and the late Augusto Boal's Theatre of the Oppressed. For those of you who are not familiar with Freire and Boal, they have created movements of theatre and pedagogy to "work with oppressed peoples of the world to develop critical literacies and actions to overcome social systems of oppression" (Pedagogy and Theatre of the Oppressed, 2009).

I attended the three-day preconference workshop led by Augusto Boal's son, Julian Boal. Sadly, Augusto Boal passed away a mere three weeks before the conference began and his absence was truly felt. Julian Boal honorably kept his commitment

and led a workshop where for the first time, had to speak of his father in the past tense. Tearfully we all commemorated the work Augusto began and together kept his methods alive and took them to new dimensions.

As I stepped through the doors of Augsburg College, I was hoping to be absorbed into a chattering group of activist-types. They all would be eager with anticipation and oblivious to my young, college-student self, walking in lacking coworker or companion. Instead, I became one of five people silently standing in line to get our materials and nametags. As we waited, I could not help but overhear a conversation between two women close by. They were recalling the times they had learned with Julian and Augusto and filled each other in on the work they each are doing in their own communities.

I was shocked to hear one say, "by the way, my by a caring handshake and returned introduction.

Continued on pg. 4

Until that moment I thought I was hearing a long-awaited reunion between two friends. They were not friends at all, but merely activists fighting the same struggle. This was the first of countless moments that I recognized that sharing a cause is reason enough to treat each other like close companions.

In our corners of the world, we each have those moments where we feel the weight of being an “only one”. Sometimes it is because of the color of our skin or perhaps because of the way we think. I am a part of nearly every majority and privileged group that exist in this country. It’s true. I am batting over .500 on the Big Seven. Nonetheless, I often feel as though I am the only one in my classes who hears the social injustice in a recent comment or protests an oppressive vibe in conversation. Although I have my allies, it frequently feels more isolating than liberating. The first day of the PTO Conference I walked into a room full of strangers, but I instantly became part of the family. Everyone at this conference was full of passion and activism and simply by showing up, we believed in and supported each other. Together we launched into the next three days and I will never be the same.

The sixty members of this workshop came to create and perform numerous pieces of Legislative Theatre. PTO describes this to be a variation of Forum Theatre that consists of short plays in which audience members stop the action and enter it themselves to experiment with ways in which the protagonist(s) could break their oppression. Legislative Theatre is similar, except it is performed by citizens/constituents in concert with members of legislative body with the goal of passing laws to lift oppression. (Pedagogy and Theatre of the Oppressed, 2009) Our goal was to construct plays grounded in creating change to relevant issues facing the Minneapolis community.

Each day began with theatre games and activities to warm up the actors within us. Some were improvisation and others only asked us to introduce ourselves to each other. Normally, I would be shy and hesitant, but the enthusiasm

We had shown up and were ready for action. Time and time again I paused with amazement at the level of talent in the group, willingness to release boundaries and trust in each other. I was one of the youngest people there, but who cares? We were family.

In between and after sessions, all I wanted to do was meet more people and hear more from those I had met. Our conversations lasted for hours and we were rarely on time for the sake of cutting off fascinating discussions. As the days passed, I discovered that I was in the presence of true heroes. The chatty fellow who befriended everyone was on the PTO board and one of New York City’s finest activists for LGBT youth. The guy who hugged you after a great improvisation was a world-renowned actor and playwright. The woman I shared lunch with was the reason conference scholarships were available to local students. I felt rather simple in saying I was a mere college student, void of impressive careers and projects. To my surprise, each time I shared who I was I was met with overwhelming support and happiness in my being there. To these individuals, this was proof enough that I was worthy and honorable.

By the end of the three days, we created five plays that were performed before members of the Minneapolis City Council. The topics we presented included unjust loitering laws, police brutality, health care reform, immigration, youth violence, racial profiling in education. Dozens of alternatives to current legislation were suggested and true dialogue between constituents and legislators was achieved. I returned to my campus in Madison, Wisconsin with a newfound sense of accomplishment, community and direction.

Activists, actors, teachers, professors, parents and community organizers from across the US and Canada came together, each working with PTO techniques in their corner of the globe. We spanned ethnicities, ages, origins and professions and every minute I was surrounded with strength, determination, and passion. It is important to recognize that regardless of our own persistence, we all need a support network. You never know where you will find it. Sometimes all it takes is showing up.

Miriam Kopelow is a senior at UW-Madison majoring in

Competencies

(Continued from pg. 2)

Now I have been leery, maybe even resistant, to the “multicultural competency” conversations when they began to be applied to facilitation. Yes, I believed that having learning outcomes for workshops was important but my fear was that determining competencies for educators would soon lead to a bureaucratic system of credentialing that would privilege those who had access to continued education, training, and conferences and leave out those who did not—essentially mirroring the very systems of oppression and privileging of voices that we were fighting to dismantle via social justice work. Through continued conversations with my colleagues and co-authors, however, I came to agree that educators who aspire to engage in social justice education have an obligation to be aware of how well-intentioned work could do harm if good intentions and seemingly powerful exercises are assumed to be all it takes to be effective educators. It helped me to consider that having “competencies” does not mean that I am an “expert” who does not have to continue learning. Instead it can mean that we have some skills, knowledge, awareness, and consciousness of ourselves, of social justice issues, and how to apply this knowledge to optimize learning for participants. It does not mean that we are perfect. We must carefully consider and fully develop the competencies necessary to be engaged effectively with facilitation of social justice work, training, and conversations.

The framework we suggested encompassed four competencies for social justice educators: knowing ourselves, knowing learners, designing outcomes-based activities, and co-creating facilitation. We believe that, when combined, these competencies allow educators to create transformative learning experiences through an integrative process that incorporates cognitive, affective, interpersonal, and intrapersonal domains of learning. A road map for developing social justice education competencies would require identifying specific learning (competency) outcomes, creating tools that allow individuals to assess their level of competence, and providing learning opportunities that facilitate acquisition of the competencies. My goal in reintroducing this framework is to prompt members of the larger Commission committed to striving for social justice to engage in conversations about necessary competencies for facilitation.

At the Fall 2008 “Tools for Social Justice Conference” Keith Edwards and I introduced the framework below to participants that outlines our thinking on the considerations, reflective questions, and potential tools connected to the 4 competencies for effective social justice facilitators.

KNOWING OURSELVES

Considerations:

- Strengths
- Challenges
- Triggers
- Biases
- Places of privilege
- Hurts
- Identities
- Emotions

Reflective Questions:

- What is my motivation for doing this training?
- What work do I still need to do on understanding systems of oppression, my social group identities, and my privilege?
- How comfortable am I discussing specific social justice issues? (e.g., racism, sexism, classism, homophobia, ableism, Christian privilege)
- What kinds of behaviors or comments “trigger” me?
- As a facilitator, how will I handle it when I feel triggered or frustrated?
- From whom or how will I seek support when this work feels too difficult or I feel stuck?
- What skills do I still need to acquire? How can I acquire them?

Tools

- Intentional, self-reflection and meaning-making of past experiences
- Peer Dialogue and feedback
- Examining self and identity in critical moments

KNOWING LEARNERS

Considerations:

Participant demographics

- Developmental readiness
- Assessment information
- Social group identities
- History (historical, institutional)
- Group Dynamics
- Required or Not
- Reactive or Proactive
- Anticipated Challenges
- Triggers

Reflective Questions:

- What are the social group identities of the participants?
- What prior experiences or education have they had in regard to social justice issues?
- What campus, community, or national issues or history serve as a context for their understanding? (How can I use this information?)
- What are the group dynamics?
- What developmental capacities do these participants have?
 - What have I heard them say?
 - What have I seen them do?
 - What questions have they asked?
 - What kinds of behaviors and interactions have I observed?
- How have I seen learning happen for these participants?
- What might trigger or negatively impact these participants?

Tools:

- Cognitive Theory
- Learning Theory
- Intercultural Maturity
- Identity Development Models
- Classroom or other assessment strategies (surveys, 1 minute paper, hopes and fears, tracking)

DESIGN OUTCOMES BASED LEARNING

Considerations:

Planning ahead

- Intentional Activities
- Organization/Sequencing
- Timing
- Developmentally appropriate
- Holistic learning goals (cognitive, intrapersonal, interpersonal)
- Balance of challenge and support
- Reactive/proactive
- Size of group, room, etc.

Reflective Questions:

Developmental Design Issues

- What do I want people to learn? What capacities do I want to encourage?
 - What are my cognitive goals? (E.g., increased awareness, perspective taking, critical thinking and reflection, problem-solving)
 - What are my intrapersonal goals? (E.g., understanding one's own cultural experience, understanding one's own privileged identity, ability to understand other perspectives while holding one's own)
 - What are my interpersonal goals? (E.g., engage in cross-cultural dialogue and conflict resolution, effective communication and relationship building)
- Do the participants' developmental capacities match the content and activities I am considering? How will I balance appropriate challenge and support to optimize learning?
- How can I create a conducive climate for learning that allows for people's struggles with social justice issues?

Logistical Design Issues

- How much time has been allotted for this session?
- What is the time of year, day of the week, time of day of the session?
- What is the size of the group, room, or other parameters?
- What activities would be appropriate for the time allowed, goals, and readiness of the group? (Balance of activity, reflection, and

Tools:

- Using assessment information in design
- Setting learning goals and matching exercises
- Being intentional/planful
- Utilizing Intergroup dialogue scholarship
- Have a variety of activities at your

CO-CREATING FACILITATION

Considerations:

Responding to resistance

- Managing emotional responses
- Being in the moment
- Assessing as you go
- Responding in the moment
- Managing group dynamics
- Adjusting/being flexible
- Organic

Reflective Questions:

If working with a co-facilitator:

- What different and shared cultural experiences do we have?
- How would I describe my facilitation style, strengths, and weaknesses?
- How does our facilitation compliment one another?
- How might we be challenged as co-facilitators? How will we handle it?
- What do I need from my co-facilitator?
- What can I learn from my co-facilitator?
- How will we share facilitation? Who will have which roles when?
- How will we give each other feedback?

Co-facilitating with participants:

- What matters to the participants (or how will I discover what matters to them)?
- How will I validate the student as a knower? How will I ensure that participants can bring their whole selves to the learning?
- How will learners share their knowledge/experiences/opinions with one another?
- How will I be prepared to change my plans based on the participant's experience?

- How am I prepared to manage emotions that may rise? How will I manage resistance?
- How will I allow for an organic process to arise?
- How will I plan for/encourage participants to take the lead?
- How will I assist students in making meaning of the activities/discussions/and dynamics that arise in the training?

Tools:

- Critical pedagogy literature
- Group dynamics literature
- Counseling skills
- Practice

Conclusion

A point that should not be lost in the conversations about core competencies is that being a competent social justice educator is more than applying techniques but is instead a way of being in our day-to-day lives and that is grounded in building authentic relationships. As we continue to make connections between our personal privilege, local communities, and the larger world it is important that we make our learning transparent and reflected in our own professional and personal practice—ultimately this can have the biggest impact on collective work toward a socially just society.

For a more detailed account of this framework see Landreman, L., Edwards, K., Balon, D.G., and Anderson, G. (September/October 2008). Wait! It takes time to develop rich and relevant social justice curriculum. About Campus Magazine (2-10). Jossey-Bass.

Lisa Landreman is the Associate Dean of Student at Macalester College in St. Paul, MN and has been on the Directorate Body of the Commission for Social Justice Educators for the past 3 years.

Congratulations Recipients!

The Commission for Social Justice Educators Proudly Recognizes Awardees for 2009!

Contribution to the Commission

Keith Edwards: □ Macalester University

Keith has played an integral role in the creation of the Commission for Social Justice Educators in ACPA. Recognizing a need and an opportunity, Keith worked diligently to establish the committee, which would eventually become the Commission for Social Justice Educators.

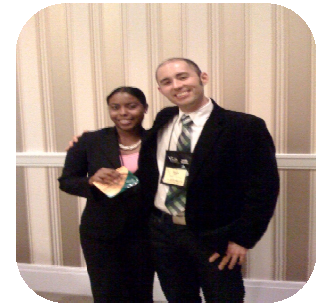


Keith Edwards pictured with Samanta Lopez (Award Coordinator) at the 2009 ACPA conference in D.C.

Commitment to Social Justice Education

Samanta Lopez: □ University of Delaware

In her current role at UD, Samanta has worked diligently to have the minority (especially Latino) students' voices heard. She strongly understands the challenges and needs unique to students of Latino heritage, as well as International students and strives to educate the college community by advising RSO groups in programming and working with the Center for Black Culture.



Samanta Lopez pictured with Brian Arao at the 2009 ACPA conference in D.C.

Outstanding Teacher, Trainer or Mentor □

Hind Mari: University of Massachusetts at Amherst

Dr. Mari served for nearly six years as the Assistant Director of Registered Student Organizations' Events at the Center for Student Development where she was responsible for numerous events promoting cross-cultural awareness and exchange. She is an active board member of the UMass Stonewall Center, supporting programming, mentoring, and educating on issues that tackles heterosexism, sexual and gender prejudice in order to create a more inclusive and welcoming climate for bisexual, gay, lesbian, queer, and transgender individuals and their allies.



Hind Mari pictured with Samanta Lopez (Award Coordinator) at the 2009 ACPA conference in D.C.

Recent Events

May meeting review of MN Social Justice Educators Network

By Jessica Lauritsen (St. Cloud State University)

The last meeting was held at St. Cloud State University on April 24, 2009. The group gathered to reflect, share resources, talk about current issues of social justice, and discuss things they are facing on their campuses. The last meeting's agenda included discussions of creating an inviting environment, building open-mindedness, and sharing effective experiential trainings and programs that engage students in dialogue around social justice issues. The group also shared information about conferences and trainings coming to the area, as well as articles, movies, and other media to check out, including a recent [Tyra Banks episode about bleaching skin to fit in](#) and a recent [City Pages article on Transgender Kids](#).

July meeting review of MN Social Justice Educators Network

By Shona Ramchandani, Rasmussen College

Representatives from the Twin Cities area of Minnesota met at Rasmussen College – Brooklyn Park campus on July 14 for a gathering to discuss various social justice issues and their relationship with campus activities. A lot of members who came were new to this group so there was an interesting discussion about the goals for the meeting/ social justice education, roles played by individual educators on their campuses, as well as a discussion on how to be resources for each other. One person in attendance volunteered to create a Social Networking site for this group as a result, so that the dialogue could continue beyond individual meetings. (If you are interested in joining this site, please email andre.koen@co.anoka.mn.us with your interest). We agreed that this is a safe space for dialogue no matter who comes to the meeting, so people should not feel that their race or identity prevents them from being successful. Another response was that as social justice educators we need to work with our campuses to ensure that people of color are not a minority, and that they are also well represented within our ranks as social justice educators. The goal is to get people to join by word of mouth, and to get our students also thinking about these employment opportunities - that diversity is as important on a resume as IT or other skills.

July meeting review of IA Social Justice Educators Network

By Stefanie Bondi (Iowa State University)

This past July, members of the Social Justice Educators of Iowa participated in a dialogue hosted by Erik Albinson and Stefanie Bondi of Iowa State University. The meeting consisted of fifteen participants who discussed current events on their campuses and exchanged feedback on how to engage students in social justice dialogue.

Involvement Opportunities

Social Justice Educators Network regional meet up to be hosted in Minneapolis, MN.

Michael Grewe and Joanne Reeck from Augsburg will be hosting the next meeting of Social Justice Educators in Minnesota Monday, October 12 from 2:00pm - 4:00pm at Augsburg College in Minneapolis. Mike can be reached at grewe@augsborg.edu

Call into the FIRST EVER 'Dial a Dialogue' Institute!

Approximately one month following every CSJE newsletter, a 'Dial a Dialogue' Institute will be held. This month's topic is Social Justice Educators' Core Competencies, drawing from our own experiences and expertise, as well as this issues article, "A framework for social justice education competencies", by Lisa Landreman. This 'Dial a Dialogue' Institute will be co-facilitated by Lisa Landreman (Vice Chair of Scholarship) and Robbie Routenberg (Institute Coordinator).

Questions? Contact: Robinrr@umich.edu

To access this event, dial: (218) 339-2500

Access Code: 148331#



Submit a proposal to present at the 2010 ACPA Annual Convention

Are you doing something exciting on your campus related to social justice education? Do you have interesting research to share with colleagues from across the country? Submit a program proposal for ACPA's 2010 annual convention in Boston, MA. The deadline for submission is September 11, 2009.

Visit: <http://convention.myacpa.org/> for more information.

Contribute to the “Voices” newsletter!

Submit an article to be published in the quarterly newsletter published by the Commission for Social Justice Educators. We are happy to publish articles that address issues of diversity and social justice both in and outside of higher education.

The deadline for submission for our fall 2009 edition of “Voices” is:
October 12, 2009

- All submissions to the “Voices” newsletter are subject to CSJE’s publication guidelines.
- For a complete listing of guidelines please visit our website:
<http://www.myacpa.org/comm/social/>
- Details about content and formatting can be directed to the Newsletter Editor, Heather Wilhelm at heather.wilhelm@uconn.edu

Interested in contributing and need inspiration?

Below is a brief listing of content ideas. Please note this list is not exhaustive and newsletter contributions are in no means restricted to the following:

- **Best practices for partnering with academic departments in creating social justice education**
- **Summaries from area conferences & meet ups concerning social justice content**
- **Working beyond the binary**
- **How to facilitate an effective reflection session**
- **Incorporating challenge & support in social justice education**
- **Book reviews concerning social justice related themes**