



VOICES

GREETINGS FROM THE COMMISSION FOR SOCIAL JUSTICE EDUCATORS Kristi Lonardo Clemens, Chair

I hope this newsletter finds you well, and you are able to take some time to rejuvenate and relax in these summer months! It is finally becoming reliably summer-like up here in New England, and I am eager to enjoy my first low humidity summer in quite a few years!

Perhaps some of you are reading your first CSJE Newsletter after learning about us at the 2010 Convention in Boston...if so, welcome! This year's convention was very successful for CSJE. Association-wide, we learned more about what consolidation with our sister organization NASPA might look like (more to come on that in the fall). As a commission, we celebrated a milestone- our fifth anniversary! To celebrate this achievement, the CSJE Directorate spent a lot of time in Boston reflecting on the Commission's history, and envisioning our future. We came together to pose many questions. How

can we keep supporting our members who may not feel supported by their institution? How can we best provide scholarship and leadership in the face of budget cuts? What might happen to our commission if NASPA and ACPA become one? The possibilities before us are great, and in approaching our fifth anniversary, I am confident that we can continue to provide support to our colleagues across the country.

Looking forward, we have lots of great opportunities on the horizon. We are preparing for our first publication. Focusing on the experience of workshop facilitation and dialogue exercises, the social justice educators' manuscript will serve as a print resource for student affairs professionals seeking to enhance their facilitation skills. Additionally, we are working hard with the International Office to plan the ACPA Institute on Social Justice, set to take place at Loyola University Chicago this November. More information on both of these great projects to come!

We are experiencing a summer season in which many social justice issues are making national news. The Proposition 8 court case has begun, amid conversations about actively ending the Don't Ask,



Iowa Social Justice Meet Up: Pictured: Above attendees from the Social Justice Meet Up at Grinnell College smile after participating in a dialogue with the "AJust" student group; a Grinnell College student organization focusing on social justice. Together the group discussed the formation of their organization and social justice educators provided students and colleagues with resources obtained at the ACPA 2010 national convention.

Don't Tell policy. Immigration legislation in Arizona has been a subject of protest and outrage. We continue to hear about the BP oil disaster affecting those people living in the southern states, not to mention the impact we will see in the Gulf for years to come. Generally, we are able to take some time to breathe a little more slowly during the summer, but we keep learning about concerning matters that take our breath away. I would encourage all of us to tap into our activist side this summer, however that may look for you. Start a conversation with a colleague. Send an email to our listserv. Write letters to your elected leaders. Attend a protest, or participate in a boycott. While we have a moment, now is the time to use our voices as the educators we strive to be. If you aren't comfortable speaking out, become an active learner and be a good resource for others!

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BEING “IN IT” WITH STUDENTS MEANS BEING “IN IT” WITH MYSELF: WHY VOLUNTEERING OURSELVES TO SELF-EXPLORATION MATTERS



Elizabeth Thompson
The University of Michigan Ann Arbor

If there is anything that I've learned in my first year fully immersed in social justice education, it is this: if I'm going to be “in it,” I have to be “in it” all the way. By “in it” I mean, my social identities come with me through every room I enter and exit – a combination of power, privilege and oppression. So, too, do my lived experiences. The tricky thing about being “in it” is that we don't often get to choose when those lived experiences become the examples we use when talking about what our privilege and oppression look like.

This piece focuses on a recent experience where I explored the impact of my physical disability on my identity following an injury I incurred after winter break. I hope to convey, that while unexpected experiences of loss, change or injustice may precipitate marked differences in how and when we reflect on our social identities and their impact, we can also be proactive in this reflection; engaging in independent critical thinking, conversations with our

colleagues in social justice education and students who contribute to the many initiatives that make up the content of our professional lives. We can dialogue with our families of choice and our families of origin, considering how what happens to us and what we do with these experiences has direct bearing on who we are in every realm of our lives, as educators, as colleagues, as friends, as family members, as caregivers and partners. If we choose to be proactive, we can volunteer ourselves to exploring our evolving identity development, because our own self-reflection has the capacity to impact what we can offer our students.

For me, this realization comes months after an injury I incurred during break between the first and second semester of the 2009-2010 academic year. I travelled to my parents' house, nine hours from Ann Arbor, where I now call home. I looked forward to several days of with few plans, numerous opportunities to do whatever I wanted. Months of intense intellectual exercise left my brain feeling stretched and strengthened from the heavy lifting that comes from generating, sharing, and analyzing ideas. Physical exercise, however, became one of the least pressing priorities as my schedule became increasingly busy, packed with a wide range of commitments:

I don't have to wait until something happens to me to consider its impact on me and my work as a social justice educator.

my academic coursework in higher education, a part-time internship, and trying to make connections and friendships with people in the communities I recently joined. Therefore, when I visited my parents, spending time on their recumbent bicycle quickly became part of “doing whatever I wanted.”

At Michigan, I had the privilege of doing work I loved; going home to fall into bed after days that left me exhausted, but satisfied, a personal indication that told me “You're doing the right thing with your life.” I moved hundreds of miles away from the people I loved and made the most significant financial investment of my life by coming to graduate school. I felt unstoppable.

I unconsciously carried this invincibility with me as I jumped on the recumbent bike day after day, excited to make physical exercise a priority again while simultaneously feeling the pressure to be physically attractive in the normative ways that wear on me every day as a disabled person. For my entire life, perhaps thanks to parents who insisted that I try to do something myself first before getting their help, I never felt like I couldn't do anything. If I had to do it another way, adapt to my environment to in pursuit of living a “normal” life, it was okay. It wasn't about how I did something or got somewhere, it was that I ended up there, just like everyone else. My ability to do anything and be anything, however, turned out to have parameters. By early January, I began to feel sore, but chalked it up to a busy schedule and exercising for the first time in months. Soon, the soreness in my lower left leg spread up and down from my hip to my knee and I could barely walk. As a relatively able-bodied disabled person, my restricted

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CONTINUED...

movement was incredibly unsettling as the start of the winter semester loomed. Soon after returning to Ann Arbor for my second semester as a master’s student, I scheduled an appointment with a university physician who suggested that the lack of transition from no exercise to significant strenuous activity resulted in several strained muscles, the recovery of which made easier with physical therapy twice a week for six weeks. I initially felt overwhelmed and terrified of these rapid changes in my body’s mobility, and in a desperate move that went against my philosophy that being self-sufficient equaled being capable, sought out the support of Services for Students with Disabilities. As it turns out, the physical anguish I experienced led to the transformation of my oppression to empowerment, which occurred parallel to multiple paths to my own disabled identity self-exploration: participation in Disability Studies and Student Learning and Development courses and contributing to projects focused on increasing visibility of ability in intergroup dialogue at my institution. I engaged in research on access to higher education for students with disabilities for final papers and spoke from my own disabled experience in staff meetings. Experiencing an unexpected injury that amplified my already limited mobility made it so that I had no choice but to talk about its impact on my work and my daily life, of which students are a significant part.

My injury made ability the most salient aspect of my social identity without my consent, but the resources I found within myself when challenged, within my institution when I sought them out, and within my staff and student colleagues when I processed my injury’s impact on my everyday life moved me to a different

mindset. I live with a physical disability in a disabling environment, in the midst of many able-bodied people whose knowledge of disability is minimal at best, and more often ignorant and inaccurate. Despite the constant pervasiveness of ableism, my disability is a source of knowledge and strength. As a social justice educator, my disability affords me the opportunity to demonstrate a lived experience of privilege and oppression whose complexities fold into each other and overlap; to convey in my actions and words that I’m not just involved in social justice education because I “should” be, but because my wellbeing depends on it.

I am grateful for the plentiful and easily accessible resources that supported my recovery. I am struck that so many strands of my life intersected to make self-exploration of my disabled identity a central part of these past several months. I realize, too, that this self-exploration can happen voluntarily. I don’t have to wait again until something happens to me to consider its impact on me and my work as a social justice educator. The next steps in this reflection process require me to be consistently mindful of how my ability status intersects with my agent and target identities and affects the ways in which I engage with students. My disability affects my level of awareness of instances of ableism around me: my own understanding of disability makes me hypersensitive when I hear people use language like “blind,” “lame” or “retarded.” When I challenge this language, that motivation comes out of my awareness of the pervasiveness of ableism and my belief that social change occurs slowly, but that its magnitude can be huge if people consciously alter their behavior to be less able-ist and more inclusive of people of all abilities.

Finally, if my continued disability empowerment comes from volunteering myself to continue on paths of self-exploration then I can more intentionally commit myself to thinking critically about the impacts of my words and actions and the effect of my growth and evolution on what I bring to my work. There is comfort, strength, and rejuvenation here, and it is life-altering.

Elizabeth Thompson is a student in the Master’s of Higher Education program at the University of Michigan Ann Arbor. She currently serves as the Graduate Intern for the Program on Intergroup Relations at U of M-Ann Arbor.

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“GO THERE!”:

MONTHLY CONFERENCE CALL

**PLEASE SEND ME AN EMAIL
IF YOU ARE INTERESTED IN
PARTICIPATING**

JESS@IAMSOCIALJUSTICE.COM

GO THERE!

WHEN YOU CAN'T GET UP ANYMORE

Jessica K. Pettitt, M.Ed., Consultant and Speaker, I am... Social Justice, Kirkland Productions, jess@iamsocialjustice.com. (917) 543-0966, www.iamsocialjustice.com

Dr. Candace Wannamaker, B.C.E.T.S. Director - Victim Support & Intervention Services, Office of Counseling & Health, 3210 Chestnut St., Creese 215, Philadelphia PA, 19104, 215.895.0353, 215-895-1096 – fax, cms38@drexel.edu

It is important to remember that Social Justice isn't just an intellectual endeavor. No matter what classes you take, what books you read, conferences you attend, or trainings you lead, you need support and a safe space to challenge yourself and be pushed into new learning.

While working at the University of Arizona, there were a number of colleagues on campus charged with doing Social Justice work. When I came on board, I listened to these hard working folks and decided to hold a space for us to support and to challenge one another in our own social justice development. Most of us attended the Social Justice Training Institute, so we had a base language of understanding though our experiences varied widely. Our dialogue allowed us a space to learn from each other instead of being viewed as 'the expert' on social justice issues. These monthly meetings became the highlight of my month for both professionally and personally. For the first time, I felt connected to my campus and our social justice programming efforts instead of heading on the fast track to burn out and resentment. Together we were affecting campus climate without spending a dime. Individually, we were holding each other accountable for our own social justice development and giving each person the support they needed to go to the next level, wherever and whatever that was for them.

After leaving that position to do social justice trainings on campuses around the country, I found myself missing this connection. I missed this connection so much that I decided to host monthly conference calls which have morphed into the Go There! program. As a consultant, I find myself paid to know all of the answers. However, I long for a space to explore my own ignorance, share lessons I have learned with others, and develop a network of social justice agents across the country.

One participant in particular really made it clear, why I needed to have these monthly calls. Upon request, Dr. Candace Wannamaker, Director - Victim Support & Intervention Services, Office of Counseling & Health shared the following thoughts. As a member of the Drexel University Division of Student Life, I was asked to co-chair the Social Justice Committee. Our committee was one of four committees charged with fostering personal development for our division. The Social Justice Committee was charged with increasing the members' knowledge of Social Justice as well as increasing the knowledge for the entire division. The Social Justice committee was to work in conjunction with the Professional Development committee and the Office of Multicultural Programs, to identify, plan and implement opportunities to enhance a division-wide understanding of Social Justice and to incorporate social justice into the daily work lives of all member of Student Life. A daunting task.....until we participated in a "Go There!" call.

Before participating in the GoThere! call, our committee met every two weeks to talk about social justice issues. I enjoyed those conversations, but I knew that we were only reaching a small spectrum of the professionals that we wanted involved in our discussions. We talked, we planned, and we talked some more. One member of the committee received an email through a listserv about the GoThere! calls and suggested that instead of holding our hourly meeting, we could call in from our individual offices. The experience was profound. We had been meeting for several weeks and I truly think that I got to know my co-workers and myself more intimately on that one call, then during our face to face meetings over the past several weeks. It was a safe place where we all opened up a little more, and listened a lot more.

During this call we shared backgrounds, stories and listened as others did the same. Jessica helped us regain our focus to expand our knowledge. GoThere! provided us with the opportunity to speak in a way that we had not experienced previously. Her ability to help us "go there" renewed our fire and passion and once the call was over, we wanted to hit the ground running and bring that excitement back to our division. The personal energy of the group was drastically different after that call. We challenged ourselves to talk about social justice issues more frequently, more openly and with a bigger audience.

It is important to remember that to keep "doing" social justice work externally you need a solid support network. Some of us are fortunate to have these folks in our immediate presence, while others feel isolated and have no one to talk with regarding social justice issues. I challenge you to Go There! and Go There! often in person, on campus, in your neighborhoods, with your friends – Just do it! If you are unable to start something, use a pen and schedule in one hour a month.

DIAL-A-DIALOGUE

As we move towards the close of the first year the pilot Dial a Dialogue, one of CSJE's newest programs, we look back to celebrate the successes of three phone institutes and look forward to anticipate our fourth.

Our initial call on October 14th, 2009, was inspired by an article by CSJE's former Vice Chair for Scholarship Lisa Landreman, entitled 'a framework for social justice education competencies'. As we moved into the year 2010, January brought a riveting conversation about 'Social Service' vs. 'Social Change', facilitated by Stephanie Bondi, Vice Chair for Membership Services, written in response to an article by Paul Kivel. With 36 practitioners and consultants counted in these first two calls, we moved into our third and most recent phone institute.

On April 21st, Brian Arao, former Vice Chair for Programming, challenged us to critically reflect about how our social identities play out in the work environment. Many examples were offered, as well as strategies for negotiating these differences in equitable ways. This conversation stemmed from an article that Brian had written for the Winter 2010 edition of the CSJE Newsletter, entitled "Naming the Elephant in the Room: Intersections of Identity and Positionality in the Work Place".

On **Wednesday, July 28th @ 12-1 EST**, we will have our fourth Dial a Dialogue! It will provide an opportunity to discuss scholarship in our field – how to publish, why to publish and how to work with others towards publishing. Stemming from her current newsletter article, Dre Domingue will lead this discussion. Bring your questions and ideas, or just come to listen in. We really hope you join!

To JOIN: DIAL: (218) 339-2500 ACCESS CODE: 148331#

QUESTIONS & CONTACT:

ROBBIE ROUTENBERG
UNIVERSITY OF MICHIGAN
- ANN ARBOR
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SUBMISSION TO FALL 2010 VOICES: BRIEF LISTING OF CONTENT IDEAS...

- 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

“OH, YOU’RE NOT THERE YET”: WHEN THE HARDEST PART OF SOCIAL JUSTICE IS LIVING IT



Rhian Waters
The University of Michigan Ann Arbor

What happens when the hardest thing to do in your life is to do the things you teach? I think this is both an intellectually and emotionally charged question for social justice educators. This question becomes increasingly complex when distinguishing between what we think, what we think we do, what we want to do, and what we actually do. As individuals dedicating our personal and professional lives to the creation of a more equitable world, we too struggle with judging others and can find ourselves and in situations that foster inequity. This piece is a small addition to engaging in conversations that challenge us to step outside of ourselves, to assess our personal and professional biases, and to move forward in our collective fight for equity.

I’ve been contemplating this question a lot lately, but more recently caught myself in the acting of unfairly in my professional life. I am the Graduate Intern for Growing Allies, a social justice ally development and community development program at the University of Michigan. Along with reviewing internal candidates

from Michigan’s Higher Education program, we have collected resumes and cover letters from local institutions such as Michigan State, Bowling Green State University, and Eastern Michigan University for the purposes of hiring a new graduate intern. In this process, I was asked to provide my “professional opinion” about a colleague who may have interest in the program and responded that I thought the student had a lot of knowledge but “just wasn’t there yet”.

Along with job requirements and HR processes, we all have an internal process by which we critically examine candidates to try to gauge their “fit” and “preparedness” for the position. Until recently, I had never looked critically at my internal process. Through this experience, I realize that I have been unfairly evaluating the resumes of potential interns based on my current experience and knowledge of the work. That is, as a person in a position of institutional power, I was creating barriers to professional access points for my colleagues by comparing my colleagues (as potential educators) to the educator that I am now, not to the educator I was two years ago when I joined Growing Allies.

After overcoming a brief bout of shock, I realized I needed to take a step back. I needed to step outside of myself and

As a social justice educator, part of my role is to promote the equitable treatment (and in this case, consideration) of all persons regardless of identity, experience, and position in the world.

analyze my internal process of selection, rejection, and decision-making. In doing so, I also needed to recognize the influence of institutional power I held as the current (and two-time) intern. Along with owning that power, and perhaps more importantly, I needed to acknowledge the expansiveness of my own developmental growth as an intern with the program. Unjustly, I had been comparing the developmental level, the amount of knowledge, and the experiences of intern applicants to my current state of being. With applicants comprised mostly of first year Master’s students (and aware of the relatively small number of undergraduates who have access to social justice education), almost no candidate would meet my standards for qualification.

As an internship site associated with an educational program, it is our responsibility to understand what educational benefit our position(s) will hold for candidates; this was something I was almost ignoring. I had become lost in my hope for the program only, but not in my hope for mutual benefit and growth between the program and the intern. These realizations feel incredibly important to me as a young professional. They feel important as I move into my future career where I will be entrusted to hire colleagues on the basis of their qualifications; not my standards alone. Further, these ideas will stick with me as I reflect on how I live my personal and professional life as a social justice advocate.

As a social justice educator, part of my role is to promote the equitable treatment (and in this case, consideration) of all persons regardless of identity, experience, and position in the world. This experience allowed me to realize that I have never

had a discussion, outside of identity politics, that explores professional bias in hiring. With hiring season at full speed and many of us in the midst of phone and campus interviews, candidate selection, and offers, my hope is that we will all take a step back to critically analyze where we are coming from, what we're hoping to provide, and what internal biases we're carrying into our hiring. As we move forward with our respective hiring processes, we continue our conversations about teaching social justice, living socially just lives, and providing fruitful opportunities for professionals and developing social justice educators.

Rhian Waters is a recent graduate of the Master's of Higher Education program at the University of Michigan Ann Arbor where he held a graduate internship with the Growing Allies program.

CALL FOR MANUSCRIPTS SUBMISSION INFORMATION

- CHAPTER SUBMISSIONS SHOULD BE APPROXIMATELY 30-35 PAGES IN APA FORMAT
- REFERENCES, ABSTRACT, AND COVER PAGE ARE NOT INCLUDED IN PAGE COUNT
- PROPOSAL DRAFTS AND CONSULTATIONS PRIOR TO SUBMISSIONS ARE ENCOURAGED!

SEND ALL SUBMISSIONS ELECTRONICALLY BY AUGUST 1, TO LISA LANDREMAN AT LLANDREM@MACALESTER.EDU

IN CELEBRATION OF ACPA COMMISSION FOR SOCIAL JUSTICE EDUCATORS' 5TH ANNIVERSARY

WE ARE PLEASED TO ANNOUNCE A... CALL FOR MANUSCRIPTS

WE ARE SOLICITING CHAPTERS FOR A MONOGRAPH THAT EXAMINES CRITICAL ISSUES, PERSPECTIVES, EXPERIENCES AND CORE COMPETENCIES IN SOCIAL JUSTICE EDUCATION FACILITATION. BY SOCIAL JUSTICE FACILITATION WE ARE REFERRING TO EFFORTS THAT LEAD PARTICIPANTS TO REFLECT UPON THEIR MULTIPLE IDENTITIES, CRITICALLY EXAMINE SOCIAL PRACTICES, QUESTION THE POWER THAT MAINTAINS THE SOCIAL ORDER, AND ENCOURAGES ACTIONS THAT HELP CREATE A WORLD THAT IS ACCESSIBLE AND PHYSICALLY AND PSYCHOLOGICAL SAFE AND SECURE FOR ALL PEOPLE.

THE DESIRE IS FOR CHAPTERS TO BE A COLLECTION OF PERSONAL NARRATIVES FROM SOCIAL JUSTICE FACILITATORS AND THE SHARING OF THEIR REFLECTIVE JOURNEYS.

MANUSCRIPTS THAT OFFER PRACTICAL STRATEGIES, RESEARCH FINDINGS, OR LESSONS LEARNED SUCH AS THE FOLLOWING ARE ENCOURAGED:

- **SUCCESSES AND CHALLENGES IN FACILITATING CRITICAL DIALOGUES AMONG PARTICIPANTS ON SOCIAL JUSTICE ISSUES**
- **EXAMPLES AND REFLECTIONS UPON THE CORE COMPETENCIES/SKILLS THAT LED TO SUCCESSFUL SOCIAL JUSTICE FACILITATION**
- **STORIES OF "GOING OFF SCRIPT" OR ADJUSTING A TRAINING BASED ON SOMETHING THAT AROSE IN A SESSION (E.G., HOW TO PREPARE TO "THINK ON YOUR FEET", RESPONDING TO RESISTANCE; CREATING AN INCLUSIVE LEARNING ENVIRONMENT)**
- **IN-DEPTH ANALYSIS AND REFLECTION ON HOW KNOWING ONESELF, KNOWING THE LEARNERS, CREATING LEARNING BASED CURRICULUM/ TRAINING GOALS, OR PARTNERING WITH LEARNERS LED TO TRANSFORMATIVE LEARNING**
- **REFLECTION UPON UNSUCCESSFUL SOCIAL JUSTICE EDUCATION FACILITATION EXPERIENCES, IDENTIFYING CHALLENGES AND LESSONS LEARNED**
- **CREATIVE APPROACHES TO FACILITATING SPECIFIC EXPERIENTIAL EXERCISES (E.G. TUNNEL OF OPPRESSION, ARCHIE BUNKER'S NEIGHBORHOOD, STARPOWER) OR CREATING NEW EXPERIENTIAL LEARNING**
- **DISCUSSION ON THE PROCESS OF PROGRAM DESIGN AND PREPARATION FOR FACILITATION THAT LEADS TO SUCCESSFUL WORKSHOP/TRAINING/ CONVERSATION TOWARD SOCIAL JUSTICE LEARNING**

FEATURE ARTICLE

FROM PRACTICE TO PAPER: A REFLECTION ON PUBLISHING SOCIAL JUSTICE FACILITATION DESIGNS

Andrea Dre Domingue
University of Massachusetts, Amherst

“Racism does not exist anymore and was a moment in history. Conditions have gotten so much better for people of color, and we have come so far, so why are we still talking about race? I’m so tired of having these conversations.” As I advise student leaders, teach social justice education courses or have conversations with students, faculty and staff on campus, the above statements are all too familiar and sadly, I feel have increased significantly within the last few years. In these moments, I often feel I have to prove that racism and white supremacy still exist, which, to be honest, is quite exhausting and frustrating. I feel all this before I even have an opportunity to encourage others to take action against such oppressive manifestations. While initiating conversations on contemporary racism and white supremacy have become more personally challenging, I have also experienced educators who express their fear of surfacing these issues with their students and some feel at a lost on where to begin to have such conversations. These observations along with my personal experiences with racism were the impetus for my involvement with *Love, Race and Liberation: ‘Til the White Day is Done* book project.

About the Project

The title of this guide, *‘Til the White Day is Done*, is a line from the 1926 poem *Dream Variations* by Langston Hughes. In the daytime universe of the poem the narrator dreams of flinging his arms wide in the face of the sun—an act of protest and resistance, of joy and celebration. *‘Til the White Day is Done* represents a commitment to end oppression in all

forms- to eliminate the current “White Day.” This book adds the new millennium piece of making sure the important elements of love and liberation are included in all conversations about race. This book was conceived by editors JLove Calderón and Marcella Runell Hall who previously collaborated on the book *Conscious Women Rock the Page! Using Hip-Hop Fiction to Incite Social Change*. JLove Calderón is an educator-activist who is the Project Director of 1+1+1=ONE, an arts and social transformation not-for-profit. Marcella Runell Hall is the Associate Director for New York University’s (NYU) Center for Multicultural Education and Programs and doctoral candidate for University of Massachusetts (UMass) Amherst’s Social Justice Education Concentration.

The editors’ goal for the guide was to put action steps behind anti-racist rhetoric, in a move toward being truly and unapologetically pro-liberation—for all racial groups. Within the guide you will find love letters written to educators by some of the leading voices on contemporary issues of race and racism such as Barbara Love, Tim Wise, Peggy McIntosh, and Sonia Sanchez. The book also contains 20 lesson plans exploring race through the context of a variety of areas that can be used to create an educational series or function as stand alone activities. My contributions for the guide were the following lessons:

- Ain’t I an American? Exploring United States immigration history and citizenship.
- “The house we live in” Unpacking the impacts of racial oppression on housing.
- Understanding the past to build a future: Exploring racial socialization.
- “When we discover ourselves, we’ll be free”: Developing pathways toward racial liberation.
- “Why are all the black kids posting together on MySpace?” Racial identity and social networking sites.

My Experience as a Writer

While, I had experiences authoring and publishing book chapters and journal articles, this was the first time that I wrote curricula. As I joined the project, the editors emphasized their role as having limited hierarchy and strongly believed that the writing team should have autonomy in crafting lesson content. Our only requirement was to write and format our designs using a template provided. To decide who would write a given lesson, the editors gave us a listing of the 20 content areas they wanted in the book and the four writers decided who would write which content area based on prior experience, interest, and passion. In terms of relationship with the other writers and editors, three individuals I knew personally and collaborated with during my years working at NYU. The remaining two individuals I met during our first team meeting and began to develop or relationship over the course of the project. Each writer worked on lessons individually and communicated from time to time over email or phone. While we were able to team build as writers and editors through dialoguing and learning about each other in general, I still faced challenges being the only writer working from a distance - I was in Massachusetts while the other writers and editors were in New York City. The distance

sometimes delayed my writing process as I waited for responses on questions and at times needed additional clarification of feedback relayed through email.

For each lesson I worked on, I began the process by first establishing learning objectives and brainstorming any ideas for activities and content that came to mind. Next, using the framework from intergroup dialogue pedagogy, I structured each lesson by focusing on the following: 1) group formation and connectedness, 2) exploring personal/individual experiences, 3) working across differences, and 4) integrating action planning and next steps. Being new to this type of writing I was particularly grateful that the editors provided a template in which to submit each design. Once my designs were in this framework I then asked several colleagues with varying degrees of social justice education facilitation experience to review my work and provide feedback. Since I had to incorporate interdisciplinary applications, I brainstormed ideas with my friends who were secondary education teachers to connect with other subject areas. One challenge I faced in the writing process was checking the assumptions I made about readers' knowledge of resources and familiarity with terminology. This was particularly important as the editors stressed that the book should appeal to educators new to engaging with race and social justice facilitation. In other words, I could not assume that readers were familiar with or had access to what is commonly perceived to be the widely popular Teaching for Diversity and Social Justice book. For example, for one lesson or design, I had to be extremely explicit about describing and giving facilitator suggestions when implementing Bobbi Harro's Cycle of Socialization. While this was a challenging exercise to interpret this concept into my own words, it was good practice for me to construct accessible ways for students and educators beyond the context of higher education.

Lastly, there was a challenge to diversify lesson plans; since, in some sections of the book multiple authors were drafting lessons on the same content areas, with the intent to offer various approaches to content. Therefore, I shared the content area of media with another author and realized after both drafting designs our lessons they were similarly structured plans. This meant that I had to rewrite my design to explore race and social media rather than film and television. While I ended up quite happy with the new design content, my co-author and I could have alleviated time through better communication.

As I reflect on my experience, I am grateful for the opportunity to contribute to the Love, Race, Liberation: Til the White Day is Done curriculum guide. This experience challenged me to examine my previous and current facilitation work as well as to think critically about the ways in which I sequence and adapt designs. From this process, I can offer the following suggestions for those interested in publishing curriculum writing:

- Create a template for writing curriculum and make sure the formatting of designs are consistent if one is not provided.
- Make sure to have a balance of process goals and with content goals in lessons.
- Be mindful of different learning styles and if possible incorporate universal design components.
- Make no assumptions when writing. Be sure to explain concepts and definitions fully and provide examples.
- Include adaptations and variations of activities for different group sizes, skill levels, and resource availability.
- Write curriculum design shortly after a recent facilitation. Good way to be present about facilitation considerations
- Have critical readers provide you with feedback about your designs. Ideally have at least two: one who is knowledgeable and experienced facilitating social justice curricula and someone who is less familiar with the field.



Andrea Dre Domingue
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CONGRATULATION TO COMMISSION FOR SOCIAL JUSTICE EDUCATORS' AWARD RECIPIENTS!

OUTSTANDING SOCIAL JUSTICE COLLABORATION

- 2006 – SOCIAL JUSTICE RETREAT, THE UNIVERSITY OF MINNESOTA
- 2007 – WORLD AIDS DAY OBSERVANCE, UNIVERSITY OF NEVADA – LAS VEGAS
- 2008 – RYAN C. HOLMES, LASALLE UNIVERSITY
- 2009 – NO AWARD GRANTED
- 2010 – SEED (SEEKING EDUCATIONAL EQUITY & DIVERSITY) PROGRAM, UNIVERSITY OF WISCONSIN - MADISON

COMMITMENT TO SOCIAL JUSTICE EDUCATION

- 2006 – OFFICE OF RESIDENTIAL LIFE, UNIVERSITY OF DELAWARE
- 2007 – DIVISION OF STUDENT AND CAMPUS LIFE, THE UNIVERSITY OF VERMONT
- 2008 – THE ELON ACADEMY, ELON UNIVERSITY
- 2009 – SAMANTA LOPEZ, UNIVERSITY OF DELAWARE
- 2010 – EDUCATION LEADERSHIP & POLICY STUDIES (ELPS) DEPARTMENT, IOWA STATE UNIVERSITY

INNOVATIVE RESPONSE

- 2006 – STOP HATE MARCH, UNIVERSITY OF DELAWARE
- 2007 – NO AWARD
- 2008 – CAMPUS PRIDE
- 2009 – NO AWARD GRANTED
- 2010 – NO AWARD GRANTED

SOCIAL JUSTICE EDUCATOR, TRAINER AND MENTOR

(RENAMED FROM OUTSTANDING TEACHER, TRAINER OR MENTOR IN 2010)

- 2006 – CRAIG ALMO, UNIVERSITY OF MARYLAND
- 2007 – PENNY RICE, IOWA STATE UNIVERSITY
- 2008 – BERNIE LIANG, UNIVERSITY OF WASHINGTON, TACOMA
- 2009 – HIND MARI, UNIVERSITY OF MASSACHUSETTS, AMHERST
- 2010 – DAVID E. JONES, UNIVERSITY OF MASSACHUSETTS, LOWELL

CONTRIBUTIONS TO THE COMMISSION (BI-ANNUAL)

- 2007 – SUSAN STUART, QUEENSBOROUGH COMMUNITY COLLEGE
- 2009 – KEITH EDWARDS, MACALESTER UNIVERSITY

EXEMPLARY SOCIAL JUSTICE CONTRIBUTION BY A GRADUATE STUDENT (NEW)

- 2010 – JORDAN WEST & EDWARD SMITH, THE PENNSYLVANIA STATE UNIVERSITY

CONGRATULATION TO COMMISSION FOR SOCIAL JUSTICE EDUCATORS' AWARD RECIPIENTS!

Winner Statements:

OUTSTANDING SOCIAL JUSTICE COLLABORATION: SEED PROGRAM AT UNIVERSITY OF WISCONSIN-MADISON

The recipient of the Social Justice Collaboration award is the epitome of this award. This award recognizes outstanding collaborative efforts between campus and community groups/offices/organizations. The SEED (Seeking Educational Equity and Diversity) program at UW-Madison does this through collaboration among staff and allowing students to learn and reflect based on their personal experience. This is not only the quintessence of social justice and this award but also of student development.

The SEED program is a non-traditional, grass-roots developed social justice course which uses "the textbook of students' lives" as the main teaching tool. Students explore and share their experiences with race, class, gender, sexual orientation, religion, and ability to learn about and understand the larger systems of privilege and oppression. The course facilitator team formed of students, faculty and staff strives to create a safe and respectful environment for students to reflect on and share their own experiences, learn from their peers' experiences and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives. Programs such as SEED set the ground work for continued growth in social justice within the college environment and the community at large.

EXEMPLARY SOCIAL JUSTICE CONTRIBUTION BY A GRADUATE STUDENT: JORDAN WEST & EDWARD SMITH, THE PENNSYLVANIA STATE UNIVERSITY

As full time second year graduate students in a master's program, Jordan West and Edward Smith developed an intergroup dialogue class (UBUNTU) that directly serves the undergraduate student population in which students are offered an opportunity to have face-to-face meetings with other students of conflicted social identity groups. They offer an experience that allows students to engage in meaningful, experiential, pedagogical activities, interventions, reflections, and dialogue.

The meetings also provide students with an opportunity to-- • be exposed to a range of issues that arise from the rich diversity of individuals and ideas in American higher education;

- explore both the multiple and politically contentious meanings of multicultural, multiethnic, underrepresented, disenfranchised, marginalized, and other terms around which discourse and dialogue regarding diversity revolve in higher education;
- investigate and critique current research related to social justice issues in higher education; and,
- provide opportunities for students to enhance their written and oral communication skills.

Their work at Penn State is sustainable and can serve as a medium for which students can be empowered even when Jordan and Edward are no longer at the institution. As the reviewer stated, "To me, this is the personification of being a long-standing, selfless agent of change."

SOCIAL JUSTICE EDUCATOR, TRAINER AND MENTOR: DAVID E. JONES, UMASS LOWELL

David E. Jones has dedicated his career to educating colleagues and students on areas of social justice and has done so through his committee involvement, leadership development trainings and mentorship at both the local and regional level. David has engaged himself in the roles of trainer, educator, and mentor and works to create environments that are inclusive and that promote open dialogue regarding social justice issues. Programs that he has instituted include M.A.L.E.S. (Men Achieving Leadership, Excellence and Success), a program that promotes leadership development and social justice education for undergraduate men and primarily men of color, Professionals of Color & Allies Retreat at UMass Lowell and the Social Justice Training Workshop for NEACUHO. He is committed to developing and providing learning opportunities for new professionals, undergraduates, and graduate students as they explore areas of social justice and works to intentionally create a safe space that encourages student involvement and educational opportunities which influence growth and development. As his nominator shared, "as a social justice educator, David is committed to the life-long learning process and focuses on training and mentoring individuals wishing to explore areas of social justice and be activists and allies within their community."

COMMITMENT TO SOCIAL JUSTICE EDUCATION: EDUCATION LEADERSHIP & POLICY STUDIES DEPARTMENT AT IOWA STATE UNIVERSITY

The ELPS department at Iowa State University has demonstrated a significant commitment to social justice education through the development of their social justice courses. Faculty currently researching and teaching social justice related topics fought to institutionalize social justice courses and, in turn, developed a certificate program for students participating. The students at Iowa State University are benefiting from the conversations that go beyond the surface with faculty and peers about social justice issues and are able to intertwine what they are learning in their everyday lives. The ELPS is an example to other higher education programs that social justice can and should be included and supported in higher education programs across the country.

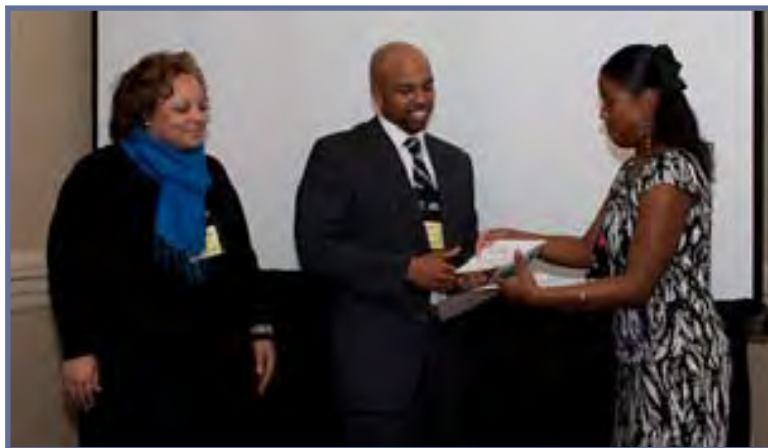
COMMISSION FOR SOCIAL JUSTICE EDUCATORS

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Pictured: Left to Right, The Pennsylvania State University Jordan West & Edward Smith with CSJE Directorate Body Member Samanta Lopez



Pictured: Left to Right, Iowa State University Nana Osei-Kofi with CSJE Directorate Body Member Brian Arao



Pictured: Left to Right, University of Massachusetts, Lowell David Jones with CSJE Directorate Body Member Kristi Lorando Clemens



Pictured: University of Wisconsin, Madison, Seeking Educational Diversity & Equity with CSJE Directorate Member briana R. Sevigny

SUBMISSION TO FALL 2010 VOICES:

BRIEF LISTING OF CONTENT IDEAS...

- 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

ACPA COMMISSION FOR SOCIAL JUSTICE EDUCATORS

WWW.MYACPA.ORG/COMM/SOCIAL

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