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What Works for You: Engaging with Antiracism Resources Within a College Setting

Grace Chitam

Merrimack College

2021

MERRIMACK COLLEGE

CAPSTONE PAPER SIGNATURE PAGE

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IN

COMMUNITY ENGAGEMENT

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Abstract

Higher education is often fondly described as the great equalizer. Society has ingrained the idea that if one is able to get to college and earn their degree, they can pave better outcomes for themselves post-graduation. While that may be true for some, this notion oversimplifies how challenging the college experience is, particularly for students of color and other marginalized backgrounds. This project examined how the burden students of color bear of battling racism in its every-day forms on top of their student responsibilities undermines their success. A two-hour workshop was held which endeavored to familiarize participants with antiracism education, potential resources to engage with, and provide space for participants to brainstorm ideas on how to integrate antiracism into their work and everyday lives. The workshop featured a panel discussion on antiracism resources and small group discussion groups where attendees analyze resources and brainstormed action steps. Findings suggested that use of resources in tandem with hearing the experiences of others was a useful tool for recognizing the value of antiracism education in their lives. By allowing participants to identify individual efforts they can make toward the greater cause; this project highlights how oppressive institutional cultures can begin to shift.

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What Works for You: Engaging with Antiracism Resources Within a College Setting

Historically, higher education institutions have not been sites of inclusion. *Brown v. Board* (1954) called for the desegregation of schools across the country and opened the door for students of color to access higher education. The ruling was met with resistance nationwide from preschools to colleges, and people of color continued to be barred from pursuing higher education. It was not until the Civil Rights Act was enacted in 1964, creating a legal statute for desegregation, were integration efforts seriously considered (Brown, 2001). The following year, President Johnson used the term "affirmative action" for the first time in an Executive Order to promote equality (American Civil Liberties Union, 2000). Since then, affirmative action has been a measure at higher education institutions to work toward equal access regardless of marginalized identity status.

As higher education spaces desire to continue diversifying among student populations, faculty, staff, and administration, the challenge becomes making these institutions accessible and safe for students from all backgrounds to learn and grow. Lacy et al. (2019) explain that "students with minoritized identities do not have the same access to these learning and development opportunities as their dominant group peers because administrators and educators frequently fail to account for the ways minoritized students experience and must respond to oppression on campus" (p. 38). Higher education institutions are microcosms of the world and are not immune to the prevalence of racism, sexism, ableism, homophobia, or transphobia. Students from underrepresented backgrounds are subjected to these oppressions on campus and unable to solely focus on their schoolwork or student development because they carry the weight of and deal with the stereotypes and biases society has attributed to their marginalized identities.

The combined stress of being a student, coupled with fighting everyday instances of oppression, can be detrimental to students from minority backgrounds' success.

Though diversity is increasing at the higher education level, many institutions remain still predominantly white. With the deep history of exclusion of access based on race in the U.S., and as previously noted, especially in education, this work takes a specific focus on the perspective of racial minorities on college campuses and the barriers to success students of color face. Not to mention, students of color could also be members of one or more other marginalized groups that create a unique set of challenges that need to be addressed. More often than not, these challenges are brought to light by students themselves in various forms of activism or protest, rather than through student affairs staff (Lacy et al., 2019). The additional task of self-advocacy that students of color usually take on does come at a price. "Some scholars have begun to examine the costs and consequences of student activism, including academic performance and emotional, physical, and mental health" (Lacy et al., 2019, p. 8). These effects can further impact student retention, degree completion, and future employment outlooks for students. Institutions need to acknowledge and validate the concerns and challenges students of color and work toward improving the campus climate and creating mechanisms to support students of color and limit barriers to success.

The purpose of this project is to conduct a workshop that will increase awareness of antiracism and aid participants in considering actions to take toward becoming antiracist. While this workshop is beneficial for all, it is particularly workshop is geared toward students, staff, faculty, and other college at predominantly white institutions (PWIs). This workshop is designed for those working and interacting with students of color to reflect and acknowledge their position within the oppressive and unequal system of higher education, and to build a more profound

sense of empathy for the student of color experience. The intention is for attendees to examine their own position and determine individual actions they can toward shifting the collective culture of their institution, with the hope that we can begin to lift the burden from the shoulders of students of color and equip staff, faculty, and administrators to address instances of oppression on campus.

Literature Review

The racial demographics of the United States are rapidly shifting. According to Census data in 1997, white people made up 71.9 percent of the U.S. population, and in 2017 that number decreased to 61 percent (Chessman et al., 2019). The remaining population identified as such, 18 percent as Hispanic, 12.3 percent as Black, 5.7 percent as Asian, 1.9 percent as one or more race, 0.7 percent as American Indian or Alaska Native, and 0.3 percent as Native Hawaiian or other Pacific Islander. (Chessman et al., 2019). The Hispanic population saw the most significant population increase jumping from 11.1 percent in 1997 to 18 percent in 2017 (Chessman et al., 2019, p.5). Due to the rapid and continual growth of Hispanic/Latino and multiethnic and multiracial groups, the Census Bureau project that the United States stands to be majority racial minority by 2044 (Cohn, 2016).

The diversifying context of the United States' population plays a vital role in understanding the increasing diversity in higher education. That said, the considerable growth of the Hispanic population contributed significantly to the diversity of higher education, as more Hispanic and other non-white people have sought higher education opportunities. The American Council on Education's Race Ethnicity in Higher Education (REHE) status report expands on the growing number of college-aged (16-24-year-old) Hispanic people immediately enrolling in college. In 1996, about 57.6 percent of the Hispanic college-aged population were enrolling in

college, and by 2016 that number grew 13 percentage points to 70.6 percent, while numbers for Black students only grew 1.1 percentage points (AAC&U, 2019). “Between 1995–96 and 2015–16, the share of students of color among all undergraduate students increased from about 30 percent to approximately 45 percent. This increase was largely driven by the increase in Hispanic undergraduate enrollment” (Chessman et al., 2019, pg. 37). This fast growth of undergraduate students of color enrolling in college reflects the growth of non-white populations in the U.S. While colleges and universities have historically been unwelcoming to non-white students; it is clear non-white student enrollment will only increase given the trends. Further illustrating the need to examine higher education environments to ensure their equitable and safe spaces where non-white students are valued, supported, and may thrive.

Lack of Diversity in Higher Education Faculty, Staff, and Administration

Even with this ever-diversifying student population, it seems that the same pattern is not seen across the faculty, staff, and administrator population and these positions remain predominantly white. According to the REHE status report, “Nearly three-quarters of all full-time faculty in 2016 were White, one in five were faculty of color, and about [three] percent each were international faculty or faculty of unknown racial and ethnic backgrounds” (Chessman et al., 2019, p. 247). Meaning that though more students of color were in the classroom, these students were less likely to see a professor at the front of the classroom that looked like them. Even though there are a few faculty members of color present, many do not hold full-time positions. Faculty members identifying as American Indian or Alaska Native faculty, Hispanic, Black, or of more than one race were more likely to be adjuncts, instructors, lecturers, or faculty with no academic rank (tenure or full-time status). As opposed to white and Asian faculty who were the most likely to be full-time professors across all institution types (Chessman et al., 2019,

p. 247). Having faculty of color in mainly part-time positions is not sufficient to increase diversity in faculty hiring. Part-time status renders them almost powerless, as their jobs are not ensured, nor do they have many decision-making capabilities or pull. While part-time staff may be able provide input, ultimately the decision-making power to the majority.

Furthermore, looking at staff and administrators, these positions continue to be white dominated. Notably, the role of college president was overwhelmingly white and male (58.1 percent); the remaining percentage included white women (25 percent), men of color (11.8 percent), and women of color (5.1). These statistics again demonstrate how the demographics of college leadership fail to represent colleges' changing constituencies:

“According to the report, Students were more likely to encounter people of color in service roles than in faculty or leadership positions. While people of color represented less than one-fifth of senior executives, 42.2 percent of service and maintenance staff, and one-third of campus safety personnel were people of color” (AAC&U, 2019).

The stark difference in percentage points between people of color in service and maintenance positions and senior leadership exemplifies to students and the public where colleges believe people of color belong. Whether intentional or not, this lack of representation illustrates what type of jobs institutions believe people can handle. This is harmful to students of color and their outcomes as it fuels a sense of lack of belonging and limits their aspirations. Not identifying with those in positions of power causes students of color to assume that achieving high-power positions is not feasible, as they do not see many examples.

The Impact of Person of Color Representation

The positive impacts of faculty of color and students of color interactions were measured by Fairlie et al. (2014). Their research found that minority students with educators of the same

racial or ethnic background are more likely to look to those teachers as role models and tend to report more significant effort in school and higher college goals (Davis & Fry, 2019).

Furthermore, Fairlie et al. (2014) examined community college classrooms and discovered that minority students' performance gaps could close by 20% to 50% if faculty more closely resemble students; these findings exemplifying the positive impact of representation and role models.

Additionally, while diverse faculty is beneficial to students of color, they are also essential for white students. In their study, Armstrong and Steward-Gambino (2016) expand on the idea that diversity is a vital educational tool for preparing students to live and work in an interconnected and diverse society. Similarly, Sturm (2006) believes that while students pursue their professional and career goals, the institutions are responsible for providing multiple perspectives to engage with, which is an essential aspect of entering the diverse workforce. Varied perspectives result from distinct lived experiences and enable students to understand topics and issues deeper.

Moreover, institutions can ensure deepened levels of critical thinking and learning from diverse student populations and through the employment of faculty and staff of color to facilitate that learning process. For years, higher education institutions have espoused the value of diversity in their mission statements, public discourse, and academic publications (Barry et al., 2019). However, there is often little action set into motion; that said, it is time for institutions to begin operationalizing these ideas into tangible action at every level. While increasing diversity among faculty, staff, and administrators is an essential step; there are additional structural challenges, particularly for people of color at predominantly white institutions (PWIs) - that is, institutions where over 50% of the enrolled student body is white. Though there have been some

advances in Black students' enrollment and educational attainment, simultaneously Black students are struggling with low persistence rates, high undergraduate dropout rates, high borrowing rates, and some of the largest debt burdens of any group according to the REHE report (Chessman et al., 2019). Persistence for Black students is an issue due to the fact Black students, like other students of color, do not have the luxury of being just students and must deal with the other realities while attending college. Students of color must create a way for themselves in a system that was not for them or to support them. Additionally, with the high percentage of white faculty and students that students of color interact with, they do not have the same shared experiences with racism and prejudice and may not realize how those experiences impact students of color nor realize how they may unintentionally perpetuate that harm (Banks & Ciccirelli, 2019). Furthermore, faculty enter academia with a focus on scholarship but have minimal exposure to the pedagogical teaching practices that best serve diverse students. This results in students from underrepresented backgrounds struggling to navigate lectures and meetings with faculty, particularly when faculty engage in harmful behaviors that burden the students (Banks & Ciccirelli, 2019).

Microaggressions

An example of those behaviors includes microaggressions, which according to Sue et al. (2007) are verbal, behavioral, or environmental slights. Racial microaggressions can be hostile, derogatory, and negative toward racial groups. Microaggressions are often administered unintentionally and dealing with these experiences are an everyday part of life for people of color. Furthermore, Sue et al. (2007) classify microaggressions into three types: microassaults (purposeful), microinsults (insensitive and rude), and microinvalidations (exclude or nullify experience). While explicit forms of racism do exist on college campuses, the implicit and subtle

forms of racism, such as microaggressions, are less apparent but arguably more prolific (Choi et al., 2015).

Often microaggressions go unchecked, whether uttered in the classroom by fellow students or faculty themselves. They are espoused without recognition of how harmful they are. The accumulation of dealing with this form of racism for students of color can be a barrier to their success in school. Choi et al. (2015) describe that the constant dealing with discrimination and racism undermines the psychological and physiological well-being of students of color. Such chronic exposure may result in feelings such as fear, resentment, anxiety, helplessness, isolation, stress, and exhaustion. Physical symptoms can include headaches, high blood pressure, and fatigue. All of which contributes to the challenges students of color are facing that connect to the REHE findings of lower levels of persistence and higher dropout rates for Black students. A Jed Foundation national survey of first-year students found significant discrepancies in the first-year college experiences of students of color and their white peers. For example, Black students were more likely than white students to say they keep their feelings about the difficulty of college to themselves, 75% vs. 61% (Jed Foundation, 2016). Though the survey does not expand on the reasons Black students felt college was difficult, it is known these students are facing additional social challenges as opposed to their white counterparts. That said, the gap in percentage points between student groups illustrates the need for Black student support.

Theoretical Foundations

There are three core theories that help us understand the impact that PWIs may be having on students of color: Critical Race Theory (CRT), Racial Battle Fatigue, and Activism Burnout.

Critical Race Theory, or CRT, is a tool for identifying, analyzing, and challenging racism within society (Smith et al., 2006). Delgado and Stefancic (2001) defined the five tenets

of CRT as racism is ordinary; interest convergence; race as a social construction; intersectionality and anti-essentialism; centered on counter-narratives. The belief of racism as ordinary speaks to the fact that racism is an everyday part of society. Racist actions are not a result of “bad” individuals; but have systemic roots. Relating to the experiences of students of color in higher education institutions, the perspectives and challenges they face are not unique, but are connected to racist roots of higher education and how racism prevails in the general U.S. The next tenet is interest convergence, which according to Bell (1980) describes the idea that white people become involved in racial justice to the extent that there is something in it for them. Looking at higher education administrators, they are interested and supportive of the activism work initiated by students of color due to the fact it makes their institution look good. Moreover, race as a social construction is another aspect of CRT, which speaks to the fact there is no biological racial hierarchy. The value and meaning ascribed to certain races is rooted in white supremacy and upheld by society. Another key part of CRT is the importance of intersectionality and anti-essentialism. Intersectionality, a term coined by Kimberlé Crenshaw, describes the idea that individuals have multiple social identities that come to intersect and create unique lived experiences. Tying this to anti-essentialism, which emphasizes the nuance that exists within social identities, we see that there is no one way to be “just” a South-East Asian woman or “just” an LGBTQ+ individual. The two concepts come together to mean people are a sum of their various identities and that creates specific challenges or allots certain privileges depending on the situation. Connected to that idea is the tenet of counter-narratives; tools used to debunk and unpack racism and stereotypes of certain racial groups. Emphasizing that one story is not every story, but rather that stories humanize racial groups and allow for readers to connect deeper and look beyond their assumptions and misconceptions (Ladson-Billings, 2013). CRT is a valuable

tool that higher education could more meaningfully employ to examine the ways racism is pervasive and engrained in these institutions.

Racial Battle Fatigue (RBF) is a concept used to describe the impact of dealing with everyday instances of racism (Lacy et al., 2019). RBF is defined as, "amount of energy lost dedicated to coping with racial microaggressions and racism" (Smith et al., 2007, p. 555). That energy lost could be a result of debating whether an incident was racist, choosing to address it or not, and the emotional toll of the encounter. Navigating racism becomes a permanent part of a person's experience and can have a lasting impact. Racial battle fatigue is similar to the stress and trauma that soldiers experience from battle, referencing the psychological, physiological, and behavioral stress response that occur as a consequence of perpetually fighting and coping with racism (Harris & Linder, 2018). For instance, some report "tension headaches and backaches, rapid heartbeat and breathing in anticipation of racial conflict, upset stomach, extreme fatigue, and elevated blood pressure" (Lacy et al., 2019, p. 40). RBF also describes the trauma and health consequences of managing racist environments; an experience that white people do not have at all. Subsequently contributing to inequitable learning and work opportunities for student of color because of the amount of energy they must use to battling racism, rather than focus on school (Lacy et al., 2019). Students of color expend much of their energy in the constant battle over the validity of their lived experiences and presence on campus. RBF exacerbates the existing stresses of the college experiences and students of color are not afforded the ability to solely focus on time management, making friends, and adjusting to new surroundings. These additionally levels of often unchecked stress are harmful to this already vulnerable student population.

Building off racial battle fatigue is the concept of **Activism Burnout**, which takes the exhaustion of fighting racial injustice to the next level. Gorski (2018) conceptualizes activism

burnout as both a process and the implications of that process. Similar to RBF, these stressors begin to impact activists' physical and emotional state and can lead to a desire to disengage from their activism work (Gorski, 2018). Connecting back to students of color, not all students of color would self-describe themselves as "activists"; however, they tend to engage in activism work on campus due to lack of administration action. Adding to the labor students must bear on top of being a student and battling racism; they also must combat and call attention to the racism occurring on campus.

The second conceptualization characterizes activist burnout to be the diminishing hope and well-being of the activists, which leads to an inability to participate in activist activities. Relating to Maslach and Gomes (2006) definition of activist burnout, they state the phenomena occurs once the "fire" of enthusiasm, dedication, and commitment to the cause has "burned out," leaving behind the smoldering embers of exhaustion, cynicism, and ineffectiveness" (p. 43). Gorski (2018) makes an important point of the effects of activism burnout and asserts that an essential aspect of understanding this concept is recognizing how its impact does not end with individuals. If numerous activists are suffering from burnout and withdrawing from the cause that consequently intensifies the stressors from those remaining in the cause as the work is then being done by fewer people. In terms of students of color and their experiences with racial battle fatigue; as some students withdraw, others are forced to step up due to the fear of the movement losing steam since the administration are not initiating the work. The work that should be a campus-wide priority, which already fell to a small sect of students as intensifying stressors to begin with, in additionally creating an immense amount of pressure for students of color.

Current Efforts to Engage Universities and Colleges in DEI Work

As these issues continue to prevail for students of color, campuses are investing into diversity, equity, and inclusion (DEI) initiatives as potential solutions. These initiatives look differently depending on which campus you are on and take shape in many forms. For instance, at the University of Michigan, they are planning to hire at least twenty new full-time faculty members with specific scholarly expertise in racial inequality and structural racism in the next three years (Love, 2020). Or among the Associated Colleges of the Midwest (ACM), a consortium of fourteen midwestern colleges and universities, they are committing to launching professional development centered on building antiracism skills. Including curating and hosting monthly workshops to foster interracial and intercultural understanding on topics such as microaggressions, culturally responsive mentorship, and inclusive discourse (Associated Colleges of the Midwest, 2021). While at The University of Maryland, the institution established their own chapter of national consortium of Universities studying slavery with the launch of the 1856 Project. This project is investigating the Black experience at UMD presently and historically and analyzing the university's ties and legacies to U.S. slavery (The University of Maryland Today Staff, 2020). Furthermore, at Duke University, the institution offered "Foundations of Equity" orientation program for incoming undergraduate students during the Fall 2020 semester, which from then on will be part of all first-year orientation (Duke Today Staff, 2020). The University of Florida is removing all monuments or namings (i.e., buildings, sports arenas) under university control that honor the Confederacy or its leaders (University of Florida, 2019). Meanwhile at Portland State University (PSU), school officials finally decided to disarm campus safety officers who in Fall 2020 began patrolling with tasers instead of firearms (Powell, 2020; Bartlett, 2021). Two years after PSU officers shot and killed a Jason Washington,

a Black man who was attempting to break up a bar fight (Cruz Guevarra, 2018). Several schools including the University of California system, New York University, and Florida State University published lengthy lists of antiracism resources – books, movies, podcasts, articles, and more for their community and the general public to engage with.

Moreover, at Merrimack College the institution has taken several similar steps. Beginning with the creation of a full-time staff position to curate and manage DEI initiatives in Summer 2020. As well as introducing “Unity in Diversity” two-day event focused on diversity, equity, inclusion and social justice featuring speakers, workshops, and cultural events during the Fall 2020 semester (Merrimack College, 2021). Moreover, the College continues its commitment to its Pioneer Scholarship, by announcing a new long-term goal to fund 40 Pioneer Scholars per year, four times the current number of scholarships. Pioneer Scholars are high school students who have completed the Merrimack Early College Program; a program that enables local under-served high school students to take college classes at Merrimack. This scholarship provides students a full scholarship - covering tuition, room/board, and books and fees. The College plans to reach their goal by establishing a \$20M endowment by 2025 to create a permanent legacy at the school (Merrimack College, n.d.).

These initiatives and many more have been born from the common goal of addressing the numerous systemic issues impacting non-white students, on and off campus. Many of the aforementioned changes occurred in the wake of the murder of George Floyd, an unarmed Black man, by Minneapolis police, and the corresponding racial reckoning in summer of 2020 that occurred in the form of protests and demonstrations that swept the globe. These events served as catalyst for many higher education institutions, forcing them to recognize that they could no

longer be apathetic and must take a public stand against systemic injustices such as racism, sexism, classism, homophobia, and transphobia, just to name a few.

While these public declarations and program initiatives are important, what is most apparent is still the need for antiracism education. Institutions can and should make swift changes and respond to current events; however, these top-down decisions are meaningless if not supported and accepted by faculty, staff, and other administration. This population must themselves understand and value the need for DEI to incorporate it in their daily lives and work to truly shift the culture of the institution. Through the meaningful education of faculty, staff, and administration on antiracism, institutions can lead more consequential DEI efforts and work toward creating a more genuinely inclusive campus culture.

Rethinking Academic Training Using Antiracism Education

Dr. Angela Y. Davis has been widely quoted saying “in a racist society it is not enough to be non-racist, we must be anti-racist” (Kendi, 2016, p. 429). Illustrating that there is no in-between or neutral space; if someone understands the insidious nature of racism, they must embody an antiracist way of being or they allow this system to persist with their neutrality. It should be understood as an active and ongoing process, that according to the National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity, consists of “identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably” (Cleary, 2021). It is a practice that involves acknowledging that counter to the Constitution, all men are not equal, and that racism and inequity are ingrained and upheld aspects of U.S. society.

It is critical for higher education institutions, especially PWIs, to adopt antiracism pedagogy as means to begin creating safe and equitable environments for non-white students to

thrive. Embedding antiracism education in the training of faculty, staff, and administrators would enable them to be able to recognize, discuss, and correct the ways racism shows up in policies, classrooms, and interpersonal interactions. According to Brazilian educator and philosopher, Paulo Freire, education is a consciousness-raising process and thus has transformational and liberatory powers (Knowles et al., 2020, Chapter 5). Freire was concerned in the creation of a better world and believed deeply in humans' ability to improve society. To him, education must put knowledge into practice because with that newfound knowledge one could change the world (Knowles et al., 2020, Chapter 5). Freire emphasized that education of individuals can make collective change on society; the more individuals that are educated the greater likelihood of change. Which underscores the need for widespread antiracism education for higher education faculty, staff, and administrators. To successfully interrupt the oppression endured by students of color and adequately support them these issues such as microaggressions and racial battle fatigue must be known and understood.

Project Purpose

This workshop sets out to start the process of building a second body of education and training that focuses on antiracism resource education and how to turn that knowledge into action. A collaboration with various campus departments, an interactive workshop focused on providing and exploring antiracism resources will be conducted at Merrimack College. With members of the campus community well-versed on antiracism, schools can create a more equitable campus environment.

Project Plan

In an effort to unburden students of color from their role as self-advocates, this workshop will share resources with attendees to understand the realities of racism and need for antiracism and create space for participants to identify strategies for interrupting everyday instances of racism.

Situation Statement

While the majority of collegegoers are white, 45% of collegegoers identify as a student of color; making white students a majority population at colleges across the United States (Chessman et al., 2019). At the University of Illinois, Urbana-Champaign, a survey was conducted on the prevalence of racial microaggressions. Of the students of color who responded to the survey, thirty-nine percent (39%) reported feeling uncomfortable on campus because of their race, and fifty-one percent (51 percent) reported experiences of stereotyping in the classroom (Choi et al., 2015). While in a report on crime on K-12 and college campuses conducted by the U.S. Department of Education and Bureau of Justice Statistics, it was found that 860 hate crimes occurred on college campuses in 2015. Thirty-nine percent (339 incidents) of those incidents race was reported as the motivating bias. Additionally, in all three types of hate crimes, race was the most frequent motivating bias: forty-two percent of vandalisms, forty percent of intimidation, and forty-nine percent of simple assaults (Diliberti et al., 2018). All of which to say, students of color cannot just be students and focus on their studies; they are battling racism on and off-campus. That continuous subjugation to racism leads to exhaustion in the forms of racial battle fatigue and activism burnout, which become barriers to their student success.

Define Your Goals

With the implementation of my project, the goal is to create a more inclusive campus community; where students of color feel cared for, welcome, and accepted. This is not about steps, but rather goals... so the goals of this workshop are to:

- Attendees will be able to define antiracism
- Attendees will be able to utilize antiracism resources in order to understand antiracism
- Attendees will be able to better recognize their individual role in combatting racism in their work and everyday life
- Attendees will be to develop approaches to interrupt everyday forms of racism in their lives

Target Audience and Stakeholders

This project's audience is college faculty, staff, and administrators due to their proximity to students of color, inside and outside of the classroom. This audience supports students of color in their positions, making this information valuable to better support this student population in their roles. Administrators, in particular, are vital stakeholders because if a more inclusive campus community is created, it can have positive impacts on retention, persistence, in turn, could lead to alumni engagement. Two other critical stakeholder groups are students of color and white students; while they may not be the audience, they do have a stake in the campus community and this workshop's results. Students of color are essential to keep in mind in this workshop as they are the vulnerable population, in which the workshop aims to fix the campus conditions. Additionally, this workshop will create role models for white students to look up to, model their behavior after, and will keep them accountable for creating an inclusive environment.

Crafting a Clear Message

Students of color at Predominantly White Institutions (PWIs) deal with everyday instances of overt and covert racism perpetuated by professors, staff, administrators, and fellow students. This creates an additional burden for students of color, on top of their existing school responsibilities, which leads to levels of exhaustion described as Racial Battle Fatigue and Activism Burnout. The Merrimack College community, and students of color, in particular, will benefit from this collaborative effort to create a more inclusive college atmosphere.

Incentives for Engagement

Stakeholders: Faculty and Staff

- **Incentives:**

- Understand how they may perpetuate harm
- Identify how better to support this student population in their support roles

Stakeholder: Administrators

- **Incentives:**

- Understand how the harm is perpetuated toward students of color
- Actualize mission statement and take steps to create a more inclusive campus community
- More successful student population; happy to be there, increased retention and persistence rates

Stakeholder: Students of color

- **Incentives:**

- Gain a network of advocates
- Feel supported and welcome on campus

Stakeholder: White students

- Incentives:

- Gain a system of role models who will hold them accountable not to perpetuate harm towards students of color
- Learn better allyship

Identify Outreach Methods

I will rely on my networks gained through my fellowship site at the Interdisciplinary Institute and connections to the President's Diversity Equity and Inclusion initiative to access Listservs and lists of faculty, staff, and administrators to market my event toward directly.

Responsibilities Chart

NAME	ORGANIZATION OR AFFILIATION	RESPONSIBILITIES	CONTACT INFORMATION
Grace Chitam	Merrimack College	<ul style="list-style-type: none"> - Host planning meetings - Solidify event logistics: contact panelists, create flyers, breakout room instructions, and evaluation update marketing materials 	chitam@merrimack.edu 207-329-9293
Angelique Bouthot	McQuade Library, Merrimack College	Attend planning meetings, contact panelists, and facilitate event	bouthota@merrimack.edu ; (978)895-3326
Dr. Simona Sharoni	President's Diversity, Equity, and Inclusion Initiative, Merrimack College	Unity and Diversity Days liaison and coordinator of Zoom logistics and event marketing	sharonis@merrimack.edu; (518) 572-4412
Liz McAvoy	Interdisciplinary Institute, Merrimack College	Promote event across Institute social media and website	mcavoye@merrimack.edu ; (617) 894-3671

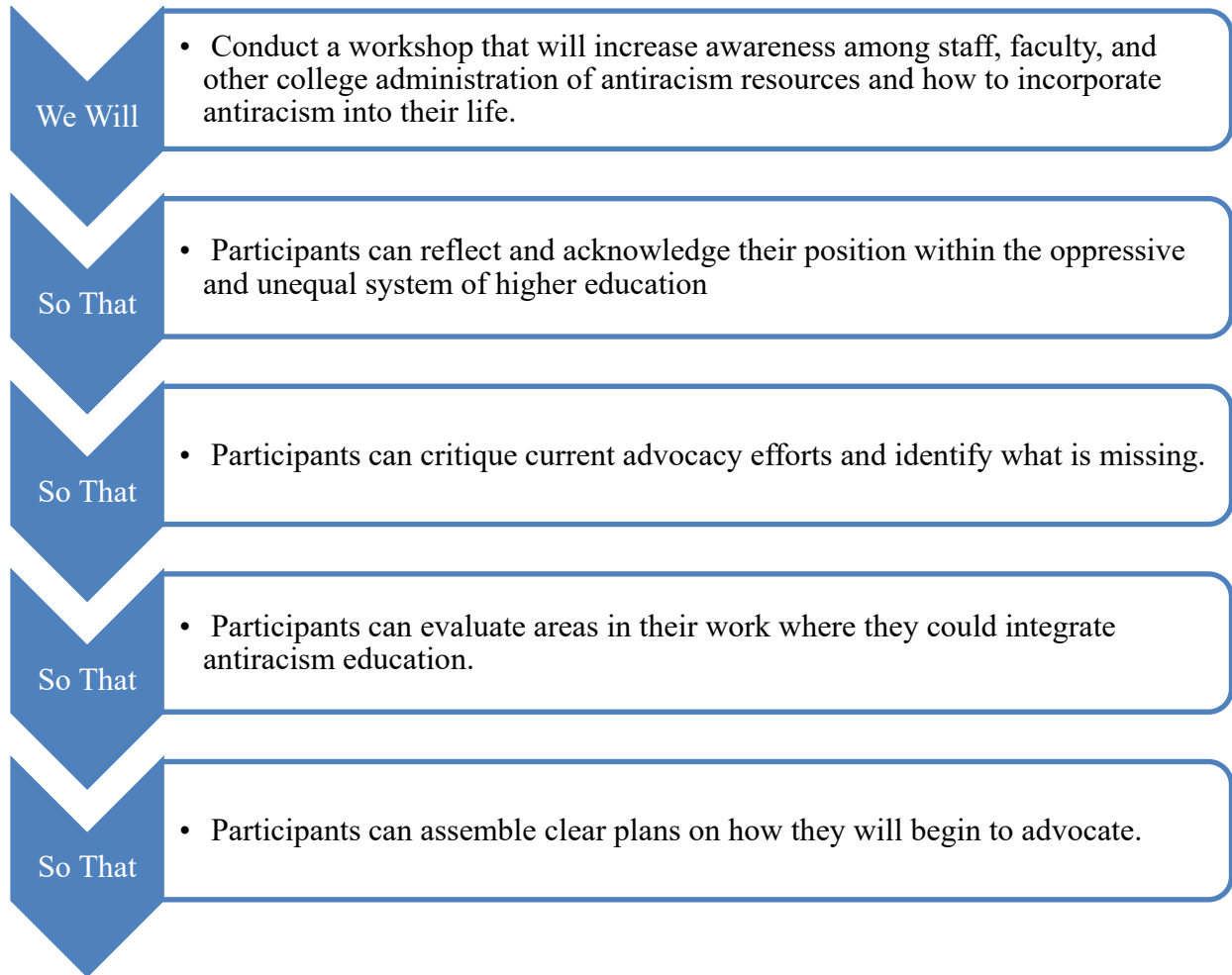
Tools/Measure to Assess Progress

- One media kit developed; Instagram graphics, flyers to be sent across Listservs
- At least two-to-three committee meetings held with Institute and facilitators: go over event logistics gain input suggestions, finalize event plans/goals, logistics (handouts), marketing (ensuring flyers go across networks), and marketing/registration check-in and a dry-run of event and final touches

Implementation Timeline

January 2021	<ul style="list-style-type: none"> - Create on workshop outline: potential activities, the flow of events, etc. - Connect with Angelique <ul style="list-style-type: none"> o Brainstorm event flow ideas
February 2021	<ul style="list-style-type: none"> - Meet again with team during the month - Confirm: rough event agenda - Create: post-event evaluation, marketing materials, and handouts (break-out group materials)
March 2021	<ul style="list-style-type: none"> - Confirm: panelists - Continue: handouts and marketing materials - Meet: with Angelique mid-month to check-in
April 2021	<p>4/7: Project form 6-8pm</p> <p>4/14: Full capstone draft due</p> <p>4/30: Submit final capstone paper for publication</p>

Logical Framework



Methodology

Dismantling the inherently oppressive nature of higher education institutions is a complicated task. There are many different approaches and various levels needing to be deconstructed. With the goal of improving conditions for students of color, a focus toward shifting the culture to align more with the values of antiracism has been decided. In hopes that if more faculty, staff, and other students are aware of how to be antiracist; there might be a reduction of the harm students of color endure in forms of microaggressions, racial battle fatigue, and activism burnout.

That said, *What Works for You: A Dialogue on Antiracism Resources* was planned for April 7th from 6pm-8pm, as part of Merrimack College's Unity in Diversity days. The event was a collaboration between the McQuade Library and the Interdisciplinary Institute, coordinated and cohosted by two Community Engagement Fellows. After hosting a successful antiracism panel in the fall, this event served as a follow up that featured Merrimack Community Engagement faculty and graduate students. It was an interactive event that included a panel discussion on antiracism resources and how to apply them, as well as, provided opportunities for participants to discuss actions they can take to be more antiracist.

Participants

The event was marketed generally to the entire Merrimack community of faculty, staff, and students. Specific invitations were sent to members of the Merrimack Diversity and Inclusion initiative, the Graduate Students of Color Association, the Community Engagement program, and the Interdisciplinary Institute Advisory Board, Honor Society, and affiliated faculty.

Materials

The event was held on Zoom meeting platform and a weblink to a Jamboard, an online interactive whiteboard system, was provided and used during the ice breaker to collect responses to the ice breaker question, "what does antiracism mean to you". Following the ice breaker, a panel was held, and participant questions were collected using the Zoom chat box. During the breakout rooms, a Google Jamboard collected participants' answers to the discussion questions and answers to the debrief prompt, "What does antiracism in action look-like to you?" Breakout room hosts from the program kept careful notes of additional insights from participants. Once

participants returned from break-out sessions, a post-event evaluation link was provided via weblink.

Procedure

Co-hosts and panelists will log onto the event twenty minutes prior to the start to go-over final logistics and do a technology check. A Google Jamboard with the ice breaker question, “what does antiracism mean to you” will be shared on the screen as attendees join the meeting. The weblink to the Google Jamboard will be provided in the chat and attendees are invited to add their thoughts to the board. After about five minutes, introductions will begin, and cohosts introduced themselves, co-sponsors of the event, and outlined the agenda for the evening. Simultaneously, a welcome message with an invitation to post questions and their favorite antiracism resources will be sent in the chat. The panelists are introduced, asking them to say their names, preferred pronouns, and explain their job-title a bit. Following introductions, reviews will begin, and each panelist will be asked to share an antiracism resource of importance to them. They will be asked the following about their resource: what is it about, how did you find out about it, why was this impactful for you, is there anything you wish your resource covered, and who is the person who should read/watch/participate in this?

After that round of questions, two more panelists are brought into the panel and the four panelists will engage in a lively conversation on the value of antiracism education in their everyday lives and professions. Specifically addressing the following questions: how anti-racism education is used in their profession and what is the need; what resources are used in your professions; for the professors what resources are used in their classes; and what does this knowledge do for you in real life? The question-and-answer section will begin, and cohosts will

take turns asking questions posted in the chat, as well as audience members will use the “raise hand” feature on Zoom or type “speak” in the chat to ask their own questions live.

After the panel, participants will be separated into four breakout rooms for fifteen minutes; each room had a facilitator from the Community Engagement program who guided participants in the activity. In breakout rooms, participants will read a passage from various antiracism resources (see Appendix C) and reflect on the meaning and message of the passage and how it can be used to foster action. Participants will address specific reflection questions (see Appendix C). Breakout room facilitators will take careful notes of the high points of the discussion on a Google Document. After the discussion, in the final five to seven minutes of breakout, facilitators will share a link to a Google Jamboard where participants will post the answers to the question, “what does antiracism in action look like to you.”

After break-out groups, a debrief of the breakout groups will be held in the larger space, during this time the Google Jamboard with responses to antiracism in action will be shared on the screen. Co-hosts will invite participants to either read theirs aloud and why they chose it or share their reactions to the responses. Co-hosts will thank attendees for their participation in that activity and share how these are examples of everyday actions folks could take to work towards antiracism. In closing, co-hosts will thank attendees and panelists again for their time and participation. The post-event evaluation will be shared in the chat and on the screen and participants will be invited to begin filling it out as cohosts wrap up the event. Upcoming Merrimack Diversity, Equity, and Inclusion events will be announced by cohosts and information posted in the chat. Cohosts will highlight a list of resources shared by panelists and the Merrimack College Antiracism LibGuide will be posted chat. Participants will be thanked

one final time and given to permission to log off once they finished the evaluation. After all participants are logged off, cohosts can end the Zoom Meeting.

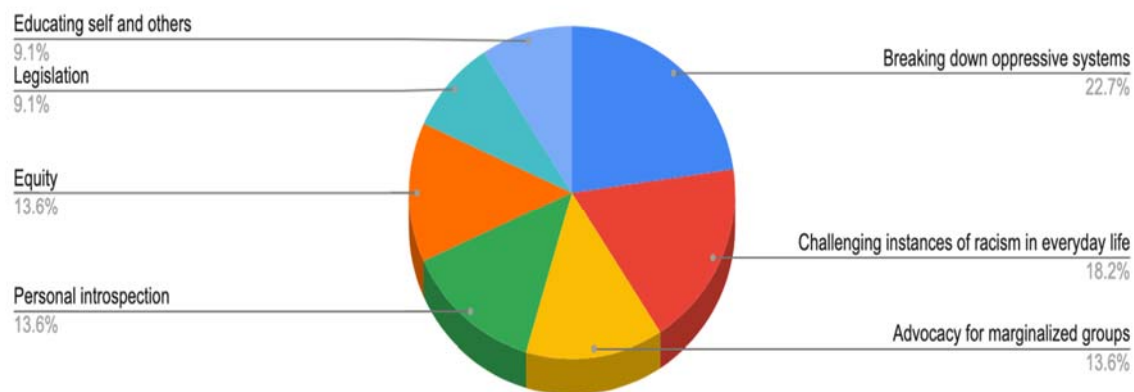
Results

Utilizing the post-event survey, activity notes, and Google Jamboard data, a unique set of findings were produced. *What Works for You: A Dialogue on Antiracism Resources* took place on April 7, 2021 from 6pm-8pm and yielded 47 participants.

Workshop Activities

During the icebreaker, when asked “what does antiracism mean to you” several common terms and themes emerged including: breaking down oppressive systems, challenging racism in everyday life, advocating on behalf of marginalized groups, personal introspection, voting and modifying laws, educating self and others, and equity.

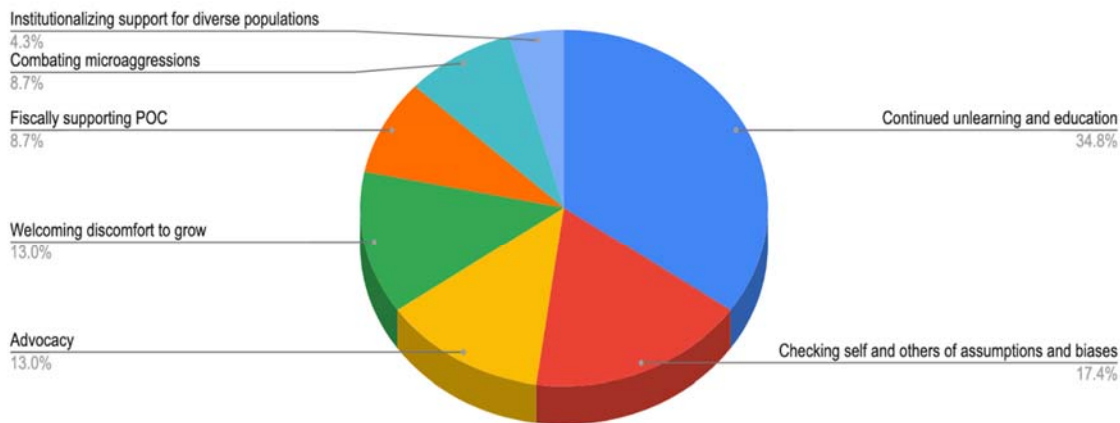
Figure 1: Meaning of Antiracism to Respondents



After the panelists spoke, the workshop participants were broken into small groups to work on the question, “what does antiracism in action look like to you?” During these breakout groups, once they had completed discussing excerpts and reflected on antiracism in action participants recorded their response on a Google Jamboard. Most commonly, participants

mentioned continued unlearning and education, checking self and others of assumptions and biases, advocacy, and welcoming discomfort in order to grow. Additional notable themes included, fiscally supporting people of color to redistribute capital, combatting microaggressions, and institutionalizing support for diverse populations.

Figure 2: Antiracism in Action Responses



Post-Event Workshop Evaluation

At the conclusion of the workshop, participants were asked to complete an online survey. Out of 47 attendees, 28 completed the post-event evaluation, representing 59% of workshop participants. On the evaluation, participants were first asked to rate the workshop from “very poor” to “very good” using a 1-5 scale. 11 participants (39%) rated the workshop a four and the remaining 17 (61%) chose five, resulting in an average rating of 4.61 out of 5.

Next, the participants were asked how strongly they agreed to seven statements regarding the workshop content. Respondents chose from “strongly disagree”, “disagree”, “neutral”, “agree”, “strongly agree.” The first statement read, “This workshop was informative”, and one respondent answered neutral, seven answered agree, and 20 answered strongly agree (n=28). The second stated, “The content of this workshop is relevant to me”, two participants selected

neutral”, one selected agree, and 25 selected strongly agree (n=26). The third statement read, “The content of this workshop is relevant to my work” which five participants answered agree and 23 answered strongly agree (n=28). Regarding the fourth statement, “The activities were meaningful,” six participants marked neutral, seven marked agree, and 14 strongly agree (n=27). Of responses to the fifth statement, “The discussions were meaningful,” there were three respondents answered neutral, six answered agree, and 19 answered strongly agree (n=28). The sixth statement asserted, “Attending this workshop deepened my understanding of the topic,” and five participants indicated neutral, seven responded agree, and 16 responded strongly agree (n=28). The last statement “The goals of workshop were clear to me” resulted in two participants selecting neutral, seven selecting agree, and 19 for strongly agree (n=28).

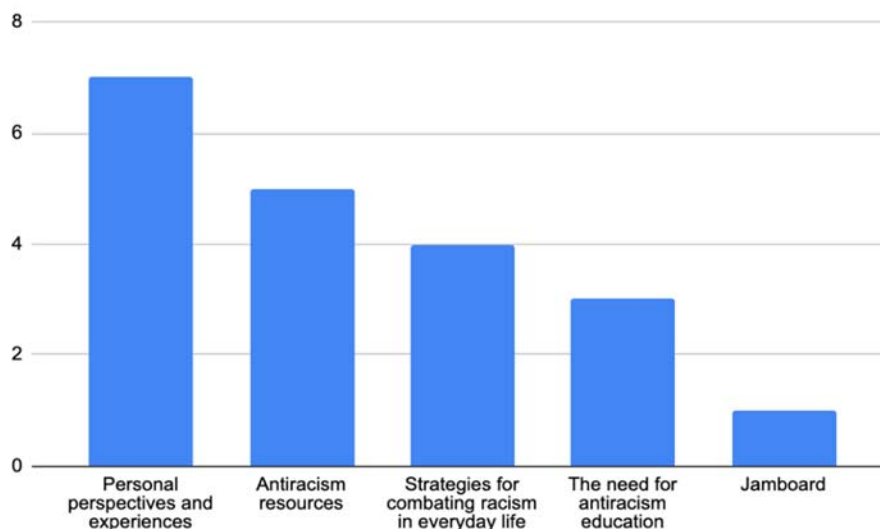
The subsequent section of the evaluation asked participants to how strongly they agreed to several statements relating to topics covered during the workshop also on a “strongly disagree” to “strongly agree” scale. Regarding the statement, “I feel comfortable defining antiracism” there was one neutral response, 16 for agree, and 11 for strongly agree (n=28). Of responses to the second statement, “I am able to use resources to better understand antiracism” three participants indicated neutral, nine indicated agree, and 16 for strongly agree (n=28). Next, participants considered the statement, “I am able to understand my individual role in combating racism in my work and everyday life”, one respondent answered neutral, 12 answered agree, and 15 answered strongly agree (n=28). The final statement in this section read, “I have identified strategies to interrupt everyday forms of racism” and four participants marked neutral, eight marked agree, and 16 marked strongly agree (n=28).

Directly after, participants moved to “Future Intentions” section and rated four statements on a “strongly disagree” to strongly agree scale. The first, “I plan to continue [sic] engaging in

antiracism resources” resulted in seven respondents selecting agree and the remaining 21 selecting strongly agree (n=28). The second statement, “I will incorporate what I learned in my life and my work,” one participant chose neutral, three chose agree, and 23 chose strongly agree (n=27). The third stated, “I will share what I have learned from this workshop with my friends, family, and or colleagues” and two attendees responded neutral, four responded agree, and 22 responded strongly agree (n=28). “I will pursue future learning opportunities on antiracism” was the final statement of the section wherein six individuals selected agree and 22 selected strongly agree (n=28).

Furthermore, most attendees found hearing the perspectives and experiences of other’s relating to antiracism as the most valuable takeaway from the workshop. Acquiring additional antiracism resources, strategies for challenging racism in everyday life, and more generally, why antiracism education is needed were other significant takeaways from the event.

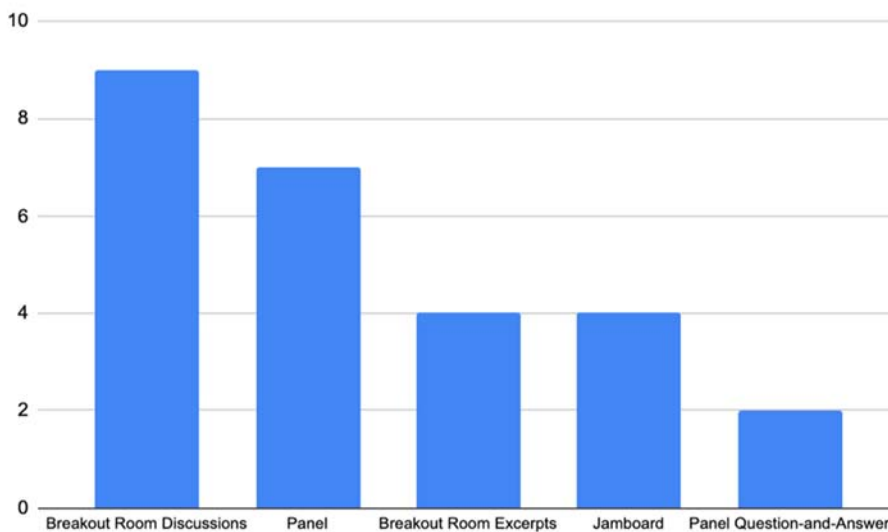
Figure 3: Most Valuable Workshop Takeaways



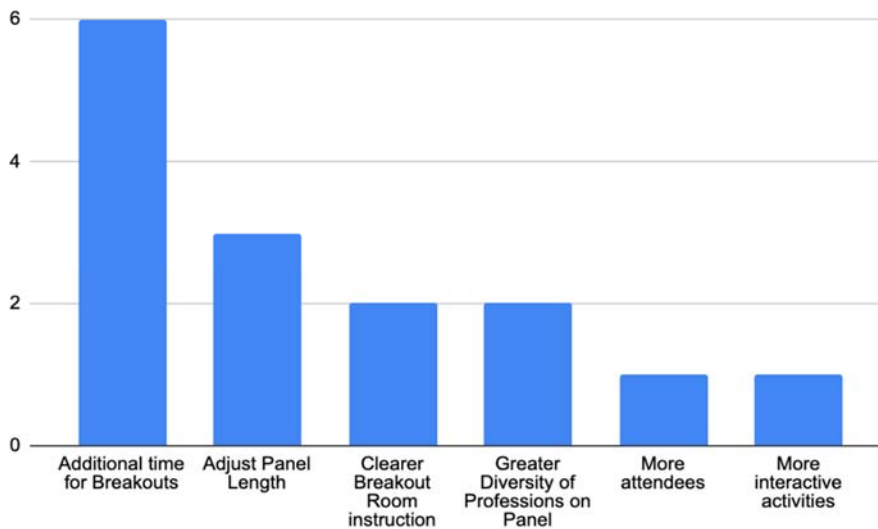
When asked which activity they liked the most, nine respondents indicated the breakout room discussions, while four attendees specifically referenced enjoying the excerpts in the

breakout rooms, (see Appendix C). Seven responses noted the panel and two responses, appreciated the panel question-and-answer section particularly. Lastly, four responses mentioned the Jamboard as their favorite activity.

Figure 4: Favorite Workshop Activity



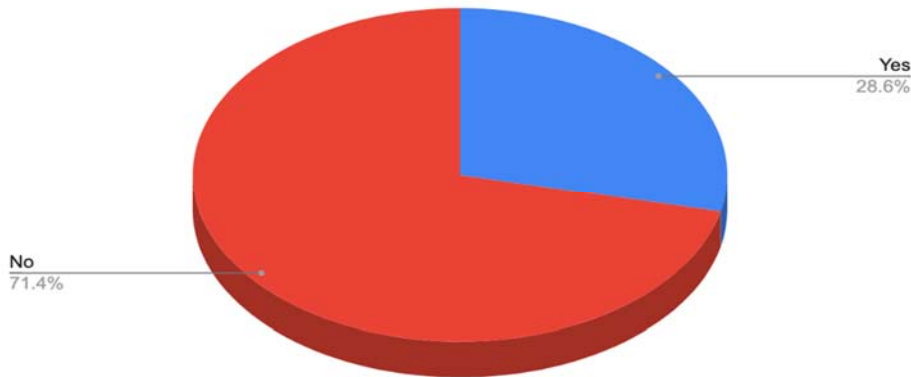
In terms of improvements to the workshop, six attendees wished for additional time in breakout room and two requested clearer instructions for breakout room activities. Much feedback on improvements related to the panel, with three responses on adjusting the timing of the panel; two indicating desire for a shorter panel discussion and one wished for longer, and two responses seeking a greater diversity of professions represented among panelists. Lastly, participants felt the panel could be improved by more attendees and more interactive activities.

Figure 5: Workshop Improvements

The last section of the evaluation asked participants a series of demographic questions to better contextualize data. Attendees were first asked to provide their current occupation, the overwhelming majority, 22 participants, were graduate students. Other occupations with two to three respondents indicating a similar profession included educators, non-profit professionals, and librarians. The remaining professions, sales agent, behavioral technician, consultant, administrative assistant, and a project and program manager for diversity equity, and inclusion; were mentioned by one participant each. Respondents then were asked to indicate their student status, in addition to the 22 graduate students, there were two undergraduate students, one alumni and administrator, and three participants were not students. It is important to note some individuals co-listed their occupations with their student status.

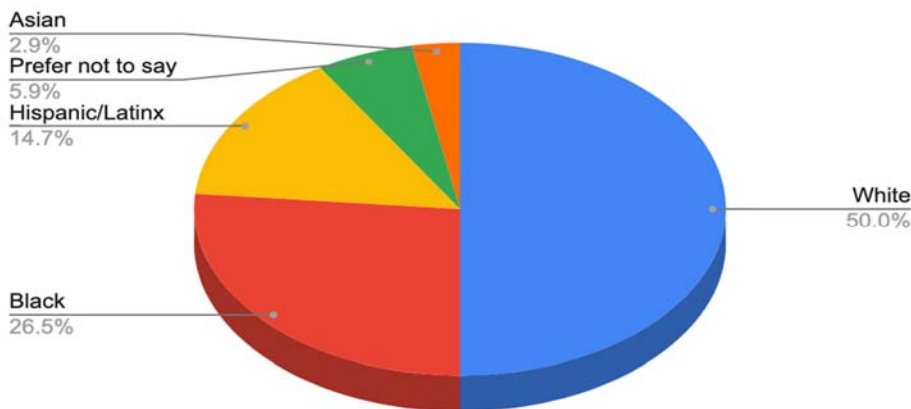
As the project is focuses on the college setting, the following question asked if the respondent worked in higher education; 20 respondents answered no, while eight answered yes.

Figure 6: Employment in Higher Education Setting



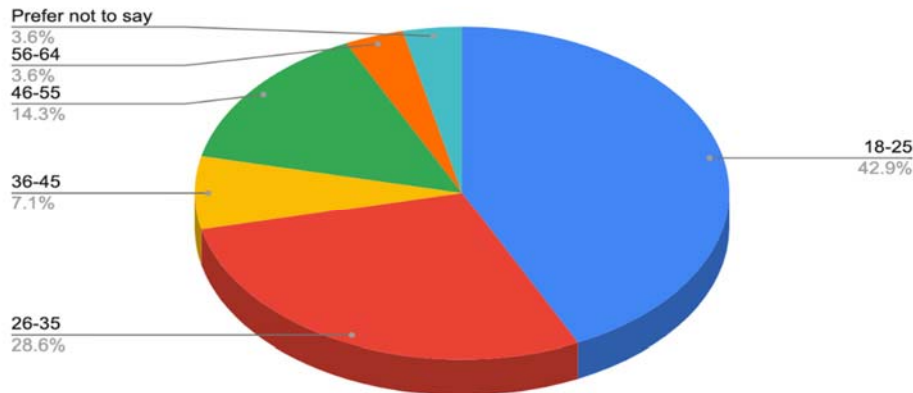
Participants were then asked to identify their ethnicity and to check all identities that may apply. Of the 28 responses, 17 (60.7%) identified as white, five (17.9%) identified as Hispanic or Latinx, nine (32.1%) identified as Black or African American, one (3.6%) identified as Asian, and two (7.1%) chose not to self-identify. Regarding racial and ethnic make-up of those working specifically in higher education (n=8), there was a diverse mix with some identifying as more than one race/ethnicity, including white, Black or African American, and Hispanic or Latinx.

Figure 7: Ethnic Identities of Participants



Lastly, attendees indicated their age-range; 12 selected 18-25, eight in 26-35, two in 36-45, four in 46-55, one in 56-64, one respondent chose not to disclose.

Figure 8: Participant Age Ranges



Discussion

This project endeavored to find out if antiracism resources could be an effective mechanism to help individuals consider personal actions they can take against racism. The event was informative, by providing reviews of antiracism resources and lists of additional resources to engage in. While also, creating space for participants to practice utilizing these resources and ponder how these resources can inspire action. The panel discussion added a human element to the workshop, panelists not only provided information on resources; they also, shared personal and professional experiences with antiracism and why they believed this education is needed. The question-and-answer section after the panel, allowed participants to ask specific and in-depth questions such as how to make these conversations more palatable in their social circles

and how to integrate antiracism in their specific professions, for instance, several educators were seeking guidance for their classrooms.

The goals for this workshop intended for participants to be able to define antiracism; utilize antiracism resources to understand antiracism; recognize their individual role in combatting racism in their work and everyday life; and develop approaches to interrupt everyday forms of racism in their lives. According to the post-event evaluation, 96% of attendees agreed that they were now comfortable defining antiracism and can understand their individual role in combating racism. 89% felt that after attending they are now able to use resources to better understand antiracism; while 86% agreed to having identified strategies to interrupt everyday instances of racism.

The two most valuable takeaways for participants were hearing the perspectives and experiences of others and discovering new resources. Correspondingly, the favorite activities were the group discussions, antiracism excerpts, and the panel discussion. These findings suggest that combination of hearing the experiences of others with the ability to learn and utilize resources was a success approach to teach individuals the value of antiracism education and how it can be used to combat racism. The panel brought a level of humanity to the subject and allowed participants to relate to one or all of them thus allowing them to develop a more meaningful connection to the subject matter. On a similar note, one attendee shared in their evaluation, “I liked the different perspectives on anti-racism from the panelists. I felt like everyone offered something good to take away”. That is an important reflection to note as it directly connects to the counter-narrative element of Critical Race Theory. These multiple narratives are key to understanding the complexity of racism and thus provided a broader outlook

on how to best use antiracism. The different perspectives allow individuals to see there is not one singular approach to being antiracist, but instead are multiple avenues to start from.

Moreover, this project was focused on antiracism education in the college setting; while only 28.6% of attendees reported working in higher education, 85.7% identified as students (78.6% graduate, and 7.1% undergraduate). Though not many were individuals worked specifically in higher education, the majority of the attendees were still involved in the collegiate setting. As two of the goals of the workshop was for participants to recognize their individual role in combatting racism and identify strategies, and 85% and more agreed with both statements; there is hope for the learning from this workshop to be applied in the higher education environment. Attendees identified strategies for intervention such as being willing to step up and step back, pausing, challenging assumptions and biases, calling out microaggressions, and having uncomfortable conversations. These responses represent antiracism in action and note the tangible ways participants can work to interfere with the cyclical nature of racism.

All of these methods and more stand to be highly beneficial to the higher education setting as if more people can recognize racism and call it out; it begins to alleviate the burden from students of color gradually preventing instances of Racial Battle Fatigue and Activism Burnout. Thus, transforming higher education environments to be more equitable places for students of color to thrive.

Limitations of the Study

While this project was highly successful, there were some challenges that may have potentially impacted the event. As the event was part of The College's Unity in Diversity (UiD) programming days there were benefits to being a featured program, but there were a few

drawbacks regarding timing. Firstly, our program occurred simultaneously as another, impacting the attendance of both events as people interested in both topics had to choose or split time. Secondly, Unity in Diversity programming began at 8 AM and our event was not until the evening making fatigue a potential factor of attendance. There may have been enthusiastic individuals who felt too tired after participating in various programs throughout the day. Although many classes, meetings, and activities paused to encourage faculty, staff, and student participation in UiD, not all classes or extracurriculars did and those with existing commitments were unable to attend.

Another challenge was the minimal amount of time participants were able to spend in their small group discussions. That singular session after the panel was the only small group space for attendees to connect and they were also tasked with reading and reflecting on quotes. Small group sessions were shortened due to the panel running slightly over time and a Zoom technical difficulty, so not every group was able to finish the quote activity, potentially impacting responses to the antiracism in action Jamboard.

Other limitations included the panelists all being from similar backgrounds of community engagement in some degree. While all represented different sectors (ex. non-profit, higher education), it did narrow the scope of conversation for some respondents as noted in the evaluation.

Implications for Future Studies

This event set the stage on how attendees' active participation in antiracism can create a ripple effect and their communities and environments. By providing individuals with the opportunity to see how antiracism can look like in everyday life, hear the need for this practice, and

resources for engagement; it provided a strong foundation of understanding. In the future, it is important to build on this momentum and continue to practice strategies to interrupt racism.

Particularly in higher education, it would be beneficial to run this workshop in each sector of an institution and tailor it to the specific context. For instance, in resident's life, to train resident directors and assistants and front desk staff about how to be antiracist when responding to noise complaints or disturbances, their approach to rounds, to solving roommate conflicts, and creation of programming. Antiracist education could enable resident's life staff to analyze existing policies and create new mechanisms of support and care for students of color in these spaces.

On a similar note, for student affairs staff such as at the career center, antiracist education can cause staff to reflect on their biases while working with students and ways to combat racism rooted in professionalism standards. While antiracism education for faculty across disciplines could resemble; decolonizing their curriculum by integrating diverse voices and perspectives in the texts on the syllabus, learning how to dispute intentional and unintentional racist comments or opinions, and the value of meaningfully acknowledge current events that may impact the performance and wellbeing of students of color.

Ultimately, creating specific learning opportunities across campus can result in a positive shift in the environment for students of color. If colleges can make antiracism education an institutional priority and give teams across the campus the knowledge and tools on how to implement this learning in their sector the burden may finally be lifted from students of color. Thus, improving their experience and allowing them to focus on just being students, if they know they have adequate support wherever they may turn.

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Appendix A: Event Agenda

- 6:00 pm: Ice Breaker (5)
 - Jamboard: **What does antiracism mean to you?**
- 6:05 pm: Introduction (10)
- 6:10 pm: Reviews Begin (40)
- 6:50 pm: Questions for panelists
- 7 pm: Break-out session
 - Activity: discussion on antiracism resources in action
 - Jamboard: **What does antiracism in action look-like?**
- 7:20 pm: Debrief
 - Review Jamboard!
- 7:30 pm: Closing
- 7:45 pm: Evaluations (15 mins)

Appendix B: Event Script**6 pm: Event Start--Let people in from waiting room**

Grace: Hello everyone, and welcome to What Works for You: A Dialogue on Antiracism Resources. Thank you so much for being here! My name is Grace Chitam, my pronouns are she/her, and I'm the Community Engagement Fellow at the Interdisciplinary Institute. This event will be co-hosted by the Interdisciplinary Institute and the McQuade Library.

This program is part of a series of educational events designed to broaden and deepen our understanding of systemic problems and social divides and to celebrate all that we have in common. Spearheaded by the President's Diversity, Equity, and Inclusion Initiative, in collaboration with the Office of the Provost and the Office of Student Involvement, the two-day virtual program features guest speakers and artists alongside Merrimack's faculty, staff, and students. A full schedule of events, including zoom links is available online and could be accessed using the address posted in the chat.

You will also find the link to a jamboard in the chat. Please click on that link and add in some answer to the question on the first page while I hand things over to Ange.

Ange: Thanks, Grace. My name is Angelique Bouthot, my pronouns are she/her, and I'm the Community Engagement Fellow at the McQuade Library.

Dr. Angela Y. Davis has said, "In a racist society it is not enough to be non-racist, we must be anti-racist." There is no in-between, no neutral space, no quiet middle ground. If someone understands the insidious nature of racism, they must embody an antiracist way of being or they allow this system to persist with their neutrality.

If you were at our event in the fall, you know that we talked about many different ways that people can learn about antiracism. It might be a stack of books, conversations with family and friends, and all kinds of media from documentaries to podcasts and even instagram or tik tok creators. We're not here tonight to talk about which avenue or mode of learning is the best. We're here to talk about what gets us going and sets us into motion, onto a path where there is no other way but to be actively working against racism and oppression.

We'll start by talking about some of the academic works used by graduate faculty here in the Community Engagement program. Then we'll have some students from the program join in as we talk about what antiracism in action looks like. Once the panel portion of our event is complete and the audience has space to ask questions via the chat, there will be space for guided discussions in breakout rooms. Here you'll be able to reflect on using antiracism resources to move toward action.

6:05 pm: Introductions (End Screen share during intros)

- And now, I am so happy to introduce you to our panelists for tonight. We'll post your full bios in the chat, but could you each say hello and introduce yourself and your role at Merrimack? Professor Zayas, we can begin with you.
 - [Panelist Bios](#) for pasting into the chat

6:10 pm: Reviews Begin

Wonderful, thank you everyone. We're going to jump straight into the review conversations now, beginning with Professor Gerardo Zayas, who is highlighting two books he used in his Diversity and Social Justice class this summer. (each of these are 4-5 minutes)

Prof Zayas "Why Are All the Black Kids Sitting Together in the Cafeteria" by Dr. Beverly Daniel Tatum

- *Tell us a little bit about the book? How did you find out about it?*
- *Why was this impactful for you? Why do you choose this for your class?*

Prof Zayas "Is Everyone Really Equal?" by Özlem Sensoy and Robin DiAngelo (2012)

- *Tell us a little bit about the book? How did you find out about it?*
- *Why was this impactful for you? Why do you choose this for your class?*

For full transparency here everyone, I took Professor Zayas's class where he used both of these books. I learned so much about myself and working with others on social justice issues through these resources. These are two required books that I'm glad I purchased so they have a permanent home on my bookshelf.

6:20 pm

Now, we'll hear from Dr. Rivera as he shares about *Global Reflections on Anti-Blackness*.

- *Tell us a little bit about this collection? How did you find out about it?*
- *Why was this impactful for you? Why do you choose this for your class?*
- *While these are the questions we plan to ask, please be prepared to elaborate on key concepts and to be asked clarifying questions if time allows -- **each person will have about ~ 8-10 minutes on the agenda.***

- **Dr. Rivera**

- [Global Reflections on Anti-blackness](#)

6:30 pm--Bringing Students Back In--STOP SCREEN SHARE

Beautiful, thank you so much Dr. Rivera. Now, we'll welcome Olivia and Tiana back into the conversation. We're going to pivot from antiracism resources to experiences with antiracism in action. In this round, we'll hear from our students first and then faculty.

-- planning to spend around 10 minutes per question (~ 2-3 per person per question):

- *What is the need for antiracism education in your profession? How do we take the next step, moving from learning about antiracism to actively engaging in the work?*

We have one more question before we open things up for questions from our audience. Please put your questions into the chat or submit them privately to Grace or Gabby Womack if you would like them to be read anonymously.

- *Can you share examples of antiracism work being successful?*

6:50 pm Questions from Audience

This has all been so incredible. Thank you so much to all of our panelists for taking the time to participate in this event tonight. We'd like to close up this portion of the event with questions from our audience. Remember, you can also submit questions that will be read anonymous by sending them privately to Grace or Gabby

Grace and Gabby, have any come in the chat during the event?

If you have any resources to share, please type them into the chat, as well. We have many, and are always looking for more!

GRACE-- Breakout Room Transition

As it's now just past 7, it's time for us to transition into our breakout rooms. In each room, you will have a discussion facilitator. These facilitators are our gracious classmates, so please be just as gracious with them. If there are any issues, feel free to hop back into the main room and we can problem solve. You will have the opportunity to reflect on some excerpts from resources shared during tonight's event and other favorite resources from our panelists. You might only cover one if everyone has a lot to share or you may review multiple excerpts.

Please share as you're comfortable reflecting on tonight's panel, your own antiracism journey, your personal experiences, and your academic work. You're welcome to speak up or keep your comments to the chat, but I encourage you to engage. This is your chance to learn with each other about what antiracism can look like. There will also be an opportunity for everyone, in all groups, to share their reflections on a jamboard that we'll review when we come back together to debrief. And with that, let's get going!

Welcome Back

Welcome back everyone! I am so eager to see what everyone had to say and what they thought about these resources. Let's get back to screen sharing so we can talk about these responses.

7:30 pm Closing Grace

In close, I just would like to thank our panelists one more time for joining us this evening and sharing their thoughts. We have a graphic of all the resources panelists mentioned this evening and have previously shared with us that Angélique will place in the chat.

I'm also placing an evaluation into the chat: <https://forms.gle/FAUoM7awd4Spskzs7>

You can also scan the QR code on your screen. This evaluation will inform my capstone project here at Merrimack College, so I greatly appreciate you taking the time to complete this.

Please, take the time to engage in other programming hosted by the President's Diversity, Equity, and Inclusion Initiative. If you have any upcoming DEI events, please feel free post the information and/or flyers in the chat

- You can find the whole list of Unity in Diversity events slated for tomorrow here:
<https://www.merrimack.edu/diversity-equity-and-inclusion/programs/unity-in-diversity-days/unity-in-diversity-spring-2021-event/>
- You can find Gabby Womack's incredible Antiracism Resources libguide here:
<https://libguides.merrimack.edu/antiracism>

Appendix C: Breakout Room Activity Instructions and Excerpts

- Now that we've discussed resources that you can engage in, it's important to practice turning these resources into action.
- We will be reading passages from various authors and discussing and reflecting on their meaning and how they may relate to antiracism.
- **@Breakout room hosts:** please take notes on this document

At 7:15pm, please pivot to the JamBoard and begin posting answers to the question:

What does antiracism in action look like to you?

Answers can be from

- your small-group discussion
- personal experience
- Insights from panel
- Responses do not have to be specific to the passages
- We will be debriefing this question in the larger group

The White Man's Guilt

James Baldwin

“White man, hear me! History, a nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all we do. It could scarcely be otherwise, since it is to history we owe our frames of reference, our identities, and our aspirations.

And it is within great pain and terror that one begins to realize this. In great pain and terror one begins to assess the history which has placed one where one is, and formed one's point of view. In great pain and terror because, thereafter, one enters into battle with that historical creation, Oneself, and attempts to re-create oneself according to a principle more humane and more liberating: one begins the attempt to achieve a level of personal maturity and freedom which robs history of its tyrannical power, and also changes history.” (Baldwin, 1965, p. 722).

Discussion Questions:

- In your opinion, what is the author trying to convey? In terms of message, emotion, etc.
- What are some current events that are a result of not acknowledging problematic histories?

**Nationalist narratives, Immigration and Coloniality. Decolonization: Indigeneity,
Education & Society.**

Leigh Patel

“The answer to xenophobic racism towards racially minoritized immigrants isn’t found in Black and brown peoples assimilating into well-being here and there. The answer to the endless conversion of land to limited resource and property rights isn’t found in securing a mortgage. The answer to contingent citizenship isn’t found in a kinder, gentler ranking of contingency.

The answer is the dismantling of citizenship as an enterprise of exclusion. The answer is in something that Robin D. G. Kelley wrote about having learned from his mother: having freedom dreams. Not citizenship dreams. Not ‘being validated as worthy’ dreams. Not dreams of getting yours and shrugging that others don’t. Collective freedom dreams”

Discussion Questions:

- In your opinion, what is the author trying to convey? In terms of message, emotion, etc.
- What does a collective freedom dream look-like?

So You Want to Talk About Race

Ijeoma Oluo

“No matter what our intentions, everything we say and do in the pursuit of justice will one day be outdated, ineffective, and yes, probably wrong. That is the way progress works. What we do now is important and helpful so long as what we do now is what is needed now.”

Discussion Questions:

- In your opinion, what is the author trying to convey? In terms of message, emotion, etc.
- According to the author doing what is needed presently is enough, if you believe that is true what are some things we should be doing now?

Is Everyone Really Equal?

Özlem Sensoy and Robin DiAngelo

“Language is a form of knowledge construction; the language we use to name a social group shapes the way we think about that group. To think critically about language is to think critically about power and ideology ... The traditional names that dominant groups use for minoritized groups have their roots in racist history and were not chosen by the minoritized group (such as “Colored People” “Oriental” or “Eskimo”, which are all terms that should be avoided). Further, it really isn’t that difficult to keep up with changes in language. Many of us manage to keep up with popular language of the day, whether it was slang like “groovy” and “cool” in the past or “OMG” and “LOL” more recently.

It is easy for us to keep up with language when we are invested in the social context. To choose not to be aware of changes in language regarding minoritized groups indicates that we may be living in a great deal of segregation from them. It is also an indication of a lack of interest that is not accidental. On the other hand, to be aware of changes in language yet still insist that we have the right to say anything we want is willful irresponsibility. Of course we all have the right to say whatever we want, but there are consequences for what we say. In a pluralistic society that claims to uphold the ideals of equality, speech must be chosen in ways that are cognizant of the context” (p. 209)

Discussion Questions

- In your opinion, what is the author trying to convey? In terms of message, emotion, etc.
- How have you seen language used to name social groups evolve over time? Have there been similar causes?

Appendix D: Post Event Resources

WHAT WORKS FOR YOU A DIALOGUE ON ANTIRACISM RESOURCES

Books and Essays:

- Me and White Supremacy -- **Layla Saad**
- Good White Racist? -- **Kerry Connelly**
- The Hate U Give -- **Angie Thomas**
- Eloquent Rage: A Black Feminist Discovers Her Superpower -- **Brittney Cooper**
- I'm Still Here: Black Dignity in a World Made for Whiteness -- **Austin Channing Brown**
- Stamped: Racism, Antiracism, and You -- **Jason Reynolds and Ibram X. Kendi**
- The Color of Law: A Forgotten History of How Our Government Segregated America -- **Richard Rothstein**
- The New Jim Crow: Mass Incarceration in the Age of Colorblindness -- **Michelle Alexander**
- "The Injustice of This Moment Is Not an 'Aberration'" -- **Michelle Alexander**
- The White Man's Guilt -- **James Baldwin**

Authors:

- James Baldwin
- Ta-Nehisi Coates

Media:

- Nice White Parents (**Podcast**)
- Dear White People (**Netflix Series**)
- The Danger of a Single Story -- Chimamanda Ngozi (**TedTalk**)
- The Urgency of Intersectionality -- Kimberlé Crenshaw (**TedTalk**)
- Race: The Power of an Illusion (**Online Video Series**)
- Do the Right Thing (**Movie**)
- I'm Not Your Negro (**Documentary**)
- 13th (**Netflix Documentary**)

Co-sponsored by the McQuade Library, the Interdisciplinary Institute, and The President's Diversity, Equity, and Inclusion Initiative

WHAT WORKS FOR YOU 2.0

A DIALOGUE ON ANTIRACISM RESOURCES

Books and Articles:

- So you want to talk about Race **(Book)** -- **Ijeoma Oluo**
- On Intersectionality: Essential Writings **(Book)** -- **Kimberlé Crenshaw**
- The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921 **(Book)** -- **Tim Madigan**
- Why Are All the Black Kids Sitting Together in the Cafeteria?: **(Book)** -- **Beverly Daniel Tatum**
- Is Everyone Really Equal? **(Book)** -- **Özlem Sensoy and Robin DiAngelo**
- Children Are Not Colorblind: How Young Children Learn Race **(Article)** -- **Erin N. Winkler, Ph.D.**
- "It will take critical, thorough scrutiny to truly decolonise knowledge" **(Article)** -- **Alex Broadbent**
- "Explainer: what is decolonisation?" **(Article)** -- **Mary Frances O'Dowd & Robyn Heckenberg**
- "Nationalist narratives, Immigration and Coloniality" **(Article)** -- **Leigh Patel**
- "Forged in Struggle: How Migration, Resistance and Decolonization Shape Black Identities and Liberation Movements in North America" **(Article)** -- **Benjamin Ndugga-Kabuye & Tia Oso**

Media:

- Judas and the Black Messiah **(Movie)**
- Let the Fire Burn -- **Jason Orders (Documentary)**
- Ruby Bridges: A real American hero **(Movie)**
- Freedom Summer -- **PBS.org (Video)**
- Student Non-Violent Coordinating Committee (SNCC) Digital **(Online Archive and Resource List)**
- White Rage: The Unspoken Truth of Our Nation's Divide -- **Emory University, Carol Anderson (YouTube Video)**

Co-sponsored by the McQuade Library, the Interdisciplinary Institute, and
The President's Diversity, Equity, and Inclusion Initiative

Appendix E: Event Flyer



The flyer features a dark blue background with orange and white decorative elements. At the top left, there is a white wavy line graphic. At the top right, there is an orange wavy line graphic. The main title is in large, bold, orange and white letters. Below the title is a paragraph of text in white. In the center, there is a call to action in orange and white, followed by a QR code and the text 'SCAN ME' in white. At the bottom, there is a paragraph of text in white. The flyer is decorated with orange wavy lines and white wavy lines.

WHAT WORKS FOR YOU

A DIALOGUE ON ANTIRACISM RESOURCES

Join us for an **interactive** workshop that will feature a panel discussion with Merrimack Community Engagement faculty and students on antiracism resources, and reflect on how you can put antiracism into **action!**

CLICK OR SCAN TO JOIN US ON ZOOM
bit.ly/antiracismtaketwo

**WEDNESDAY,
APRIL 7
6 PM - 8 PM**



SCAN ME

Co-sponsored by the McQuade Library, the Interdisciplinary Institute, and The President's Diversity, Equity, and Inclusion Initiative

Appendix F: Evaluation Tool

Incorporating Antiracism into Higher Education Spaces

Thank you so much for attending our workshop. As a graduate fellow at Merrimack College, I am conducting this workshop as an aspect of my Capstone Project.

Please take a moment to fill out these questions. All answers will be confidential and only be used for data collection purposes.

Thank you for your time and support!

1. How would you rate this workshop?

Mark only one oval.

1	2	3	4	5	
Very Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Good

2. Workshop Content: How strongly do you agree with the following statements?

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This workshop was informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of this workshop is relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of this workshop is relevant to my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The discussions were meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending this workshop deepened my understanding of the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of workshop were clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Workshop Topics: After attending this workshop how strongly do you agree with the following statements?

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable defining antiracism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to use resources to better understand antiracism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to understand my individual role in combating racism in my work and everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have identified strategies to interrupt everyday forms of racism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Future Intentions: How strongly do you agree with the following statements?

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I plan to continuing engaging in antiracism resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will incorporate what I learned in my life and my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will share what I have learned from this workshop with my friends, family, and or colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will pursue future learning opportunities on antiracism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What is the most valuable thing you learned from this workshop?

6. Which activity did you like the most?

7. How could this workshop be improved?

Information About You

This section focuses on demographic questions. Please answer them to the best of your ability.

8. What is your current occupation?

Please be as specific as possible

9. Are you currently a student?

Mark only one oval.

- High School
- Undergraduate
- Graduate
- Not a student
- Other: _____

10. Do you work in the higher education?

Mark only one oval.

- Yes
- No

11. Please specify your ethnicity (Check all the apply)

Check all that apply.

- White
- Hispanic / Latinx
- Black / African American
- Native American / American Indian
- Asian
- Middle Eastern / North African
- Native Hawaiian / Pacific Islander
- Other
- Prefer not to say

12. Age-Range

Mark only one oval.

- 18-25
- 26-35
- 36-45
- 46-55
- 56-64
- 65+
- Prefer not to say

13. Additional Comments or Suggestions

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