AN ACADEMICS FOR BLACK WELLNESS AND SURVIVAL LIBERATION BOOTCAMP PROJECT

TRANSFORMATIVE ACADEMIC FACILITATOR TOOLKIT

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INVITATION TO A BRAVE SPACE

by Micky ScottBey Jones

Together we will create brave space
Because there is no such thing as a “safe space”—
We exist in the real world.
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love.
We have the right to start somewhere and continue to grow.
We have the responsibility to examine
What we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But
It will be our brave space together,
and
We will work on it side by side.

https://thepeoplessupper.org/
https://writingforyourlife.com/micky-scottbey-jones/
PURPOSE, VISION, ASSUMPTIONS

**Purpose:** Provide tools for facilitators working in academia to set up a transformative space to facilitate meetings with guidelines for how to create and use community agreements.

**Vision Statement:** Inspired by the principles of Transformative Justice (TJ), this toolkit aims to address white supremacy in academic culture, create space for honest conversations, and reduce harm to BIPOC in academic settings while engaging in anti-racist institutional change.

**Assumptions:** This is a flexible and evolving toolkit that can and should be adapted for different situations and people. We anticipate that the tool will change with practice.

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**TAFT is a project of the A4BL Liberation Bootcamp 2021**

[https://www.academics4blacklives.com/](https://www.academics4blacklives.com/)
DEFINITIONS

Transformative Justice (TJ)
TJ is understanding the context of the harm and oppressive structures we operate in and working toward Black liberation. TJ is a response to punitive justice; punishing and controlling and doing more harm. It is beyond restorative justice; not just getting back to where we were before the harm. TJ is resilience, healing, and connection. For more information, see https://www.youtube.com/watch?v=U-_BOFz5TXo.

Community Agreement (CA)
A CA is a set of statements that become agreements to guide meetings and discussion. CAs require that people give their individual consent to a set of agreements. CAs create a culture of intervention where calling each other in is expected and encouraged. This concept comes from the work of adrienne maree brown in Emergent Strategy: Shaping Change, Changing Worlds (2017). For more information, see https://adriennemareebrown.net/.

PRINCIPLES

- While this Toolkit is inspired by transformative justice (TJ) principles and ideas, we acknowledge that there are systemic barriers to transformative justice in academia.

- We acknowledge that racism and harm always happens, it is always present, and it is a part of day-to-day existence. We aim to create mindfulness and an honest conversation about how we engage with systemic issues and address them as they come up using TJ principles.

- We work intentionally when setting up the spaces where this work happens. Having a vision for the work, creating community agreements, and naming our values is essential.

- We start by shifting power in the room. Distributing power among all attendees and acknowledging when a person speaks are key ways to do this. As we do this work, we are mindful of racism and intersectional power dynamics, always seeking to center those with the least power in the room.

- We check in on the process and hold ourselves accountable. Remember that the goal is transformation, not the status quo.
**DEVELOPING COMMUNITY AGREEMENTS**

This section discusses how to create community agreements by giving specific examples. At the start of a meeting, it is helpful to read your community agreements out loud. A suggested practice is to put your agreements in writing on the wall or find other creative ways to place reminders in physical meeting spaces. For virtual meeting spaces you can "pin" the reminder on a main page or location in your Learning Management System (e.g. Canvas) or within your online meeting provider (e.g. Zoom).

The following examples were inspired by these resources:


<table>
<thead>
<tr>
<th>COMMUNITY AGREEMENT</th>
<th>WHAT IT IS-- EXAMPLES</th>
<th>WHAT IT IS NOT-- EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Rituals</td>
<td>Giving land acknowledgements; acknowledging local history/context of harm/anti-black racism; reminding ourselves of who we are working with and naming the groups and communities to remind us of the work to be done; opening the meeting recognizing racism; increasing mindfulness; balancing between ritual and freshness</td>
<td>Launching into a meeting without acknowledging people or the space</td>
</tr>
<tr>
<td>Active Listening</td>
<td>Constructively affirming people whose voices need hearing; Listening and noticing with all our senses; actively reading the space</td>
<td>Seeking to be the smartest person in the room; being on a cell phone or dividing attention, leaving the meeting</td>
</tr>
<tr>
<td>Be Present</td>
<td>Being present, and describing what that means; silencing inner chatter; managing challenges and refocusing</td>
<td>Being on two Zoom calls at the same time; doing other things or work</td>
</tr>
<tr>
<td>Push through the Growing Edge</td>
<td>Moving out of a comfort zone to a place of learning; taking risks; when things get hard, leaning into it</td>
<td>Being defensive; feeling you have the answers; not being open to learning from others</td>
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### DEPLOYING COMMUNITY AGREEMENTS

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<tr>
<td>No Quick Fix</td>
<td>Recognizing the importance of relationship and belonging; recognizing the focus is not just on outcome; acknowledging justice takes time; allowing questions and thoughtful deliberation</td>
<td>Rushing the meeting to the next agenda item at any cost; expecting a solution to happen before the next meeting; expecting someone to tell you what to do</td>
</tr>
<tr>
<td>Trust the Process</td>
<td>Defining what the group believes this process should be, checking in how it is being experienced; trusting the process will unfold with accountability; trusting the values inherent in the community agreement</td>
<td>Not acknowledging when harm occurs; not remaining accountable to the group</td>
</tr>
<tr>
<td>Learning Space</td>
<td>Listening to students as teachers and learning from them; appreciating intersectional wisdom</td>
<td>Making assumptions and generalizations about groups - especially of BIPOC communities; using statistics for harm</td>
</tr>
<tr>
<td>Brave and Safe Spaces</td>
<td>Being able to fail and consider that part of learning; calling in with love; reacting to being called out by making amends; allowing for differing needs depending on the positionality of participants</td>
<td>Not addressing harm; not willing to engage; lacking of awareness by privileged folx in the dominant group</td>
</tr>
<tr>
<td>Racism and...</td>
<td>Acknowledging and practicing intersectionality while centering race; being intentional and specific about the language we use (e.g. anti-Black racism, anti-Asian racism)</td>
<td>De-centering race by focusing on different intersections of power and privilege</td>
</tr>
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<td>Intent and Impact</td>
<td>Apologizing for harm done; centering impact over good intentions</td>
<td>Thinking “but I didn’t mean it that way”; failing to apologize for unintended harms</td>
</tr>
<tr>
<td>No Right to Comfort</td>
<td>Understanding that the right to comfort is a white supremacist value and privilege; being in a space where you are the only one</td>
<td>Expecting people of color to accept discomfort, while white people expect comfort; complicity in the status quo; giving up when things get hard</td>
</tr>
<tr>
<td>Culture of Intervention; Recognize that Addressing Conflict is Liberatory</td>
<td>Creating a culture of intervention; handling difficult situations in a way that leads to growth and/or action; being thoughtful in calling people in</td>
<td>Expecting perfectionism; not being allowed to fail; being silent in response to problematic behavior as a consequence of “niceness”; fearing conflict and a loss of power</td>
</tr>
<tr>
<td>Move up/Move up</td>
<td>Moving up into speaking for those who often withdraw; moving up into listening for those who often dominate</td>
<td>Maintaining traditional roles</td>
</tr>
<tr>
<td>“I” Statements</td>
<td>Speaking about your own experience and knowledge; allowing others to use their own voice</td>
<td>Making generalizations about groups; putting words in someone else’s mouth</td>
</tr>
<tr>
<td>Closure</td>
<td>Thanking participants; putting in cushion time and being considerate of different cultural norms; asking for feedback from folx in the room</td>
<td>Ending abruptly; running out of time; making assumptions about how the meeting went for different participants</td>
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FACILITATION PRACTICES


"Facilitate: To make easy, or easier. To facilitate movements for social and environmental justice is to support movement workers to bring about change. People are complex! Organizations are complex, society is complex. The work of a facilitator is:

- To make it as easy as possible for complex people to do the complex work of shaping change together;
- To make it easier for a group or organization to understand where they are going and how to get there;
- To understand the culture they are trying to create, and give them a place to practice;
- To understand how their visions can be made manifest, and can shape their decisions in the here and now;
- To support solid, authentic organizing;
- And to use every space to dismantle colonial legacies of oppression and supremacy."
(brown, 2021, pg 95)

"Facilitation is a way of listening through and beyond the words being spoken, feeling for the current of longing underneath what can be spoken, listening through the fear, listening through the scar tissue: What is possible? What is the next step towards that possibility?"
(brown, 2021, pg 97)

Address Microaggressions
We need to address microaggressions in our meetings. A helpful resource is Microintervention Strategies: What You Can Do to Disarm and Dismantle Individual and Systemic Racism and Bias. (Sue, Calle, Mendez, Alsaidi & Glaeser, 2021).

Model Apologies
To learn how to use this approach consider The 9 Rules for True Apologies in an article by Harriet Lerner. [https://www.psychologytoday.com/us/blog/the-dance-connection/201409/the-9-rules-true-apologies]

Engage Deep Listening
"Facilitation is a practice in deep listening, noticing and engaging with words, body language, facial expressions, vocal tone, and the energy within the space." (Ejeris Dixon, 2021, p 85). Learn more by reading "We Keep Us Safe: Facilitating Safer Spaces” (see next page for reference).
"WE KEEP US SAFE: FACILITATING SAFER SPACES"


- Preparing to Facilitate: Safety and security Considerations
  - Why you?
  - Understanding Context
  - Unlocking Necessary Truths
  - Safety and Security Structures

- During the Meeting: Facilitator Opportunities
  - Create a Culture of Intervention
  - Avoid Defensiveness
  - Deep Listening [see above]
  - Navigating Unknown Dynamics
  - Interrupting Violence and Harm
  - Adhering to Security Agreements

- After the Meeting: Supporting Reconnection, Accountability, and Repair When Needed
  - Be available
  - Be accountable.

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REFERENCES AND RESOURCES

CITED REFERENCES


ADDITIONAL REFERENCES AND RESOURCES

Books and Journal Articles


REFERENCES AND RESOURCES

Videos

Dr. Ebony Green; From Empathy to Equity - The ebb and flow of reciprocal leadership - https://www.youtube.com/watch?v=ASlIRAGq15Q

Websites

Community Accountability - https://transformharm.org/community-accountability/

Community Organizing - https://communityaccountability.wordpress.com/resources/


South Asian Queer + Trans Collective - https://www.saqtc.org/transformative-justice

Sparq Raceworks Toolkit - http://sparqtools.org/raceworks/


Transformative Justice Journal - https://transformativejusticejournal.org/
