



CAREER & CIVIC  
ENGAGEMENT  
CENTER

BRYN MAWR COLLEGE

# Welcome

## **Volunteering and Advocacy Through an Anti-Racist Framework**

Please send your questions through the chat to Julia and they will be answered shortly.



# CAREER & CIVIC ENGAGEMENT CENTER

BRYN MAWR COLLEGE

- **MISSION:** To prepare and support liberal arts students and alumnae/i to be effective, self-aware leaders in their chosen life pursuits.

# CENTER TEAM

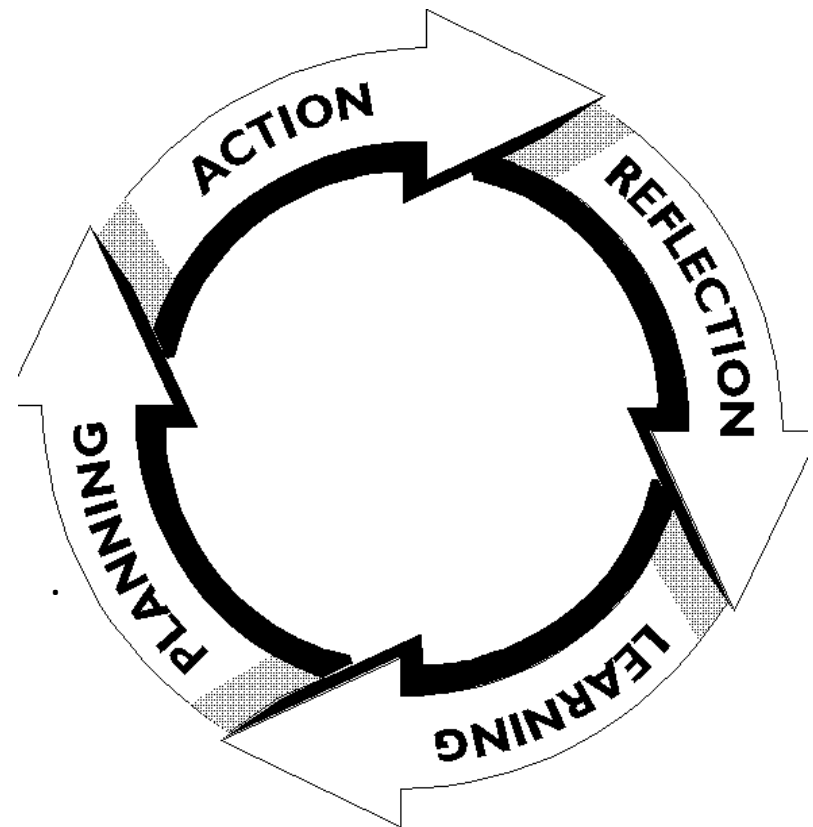
## Individual focus | Integrated services



# OUR MISSION

***Civic Engagement*** collaborates with community-based organizations to prepare students to be socially responsible leaders and citizens through purposeful *action, reflection, and learning.*

***Career Engagement*** provides opportunities for students to maximize their liberal arts education, preparing them to make intentional decisions about their futures.



# MULTIPLE ENTRY POINTS

Students can connect with Civic Engagement programming through multiple formats:

- Unpaid, direct service volunteer opportunities
- Paid (work study and non-work study) employment
- One-time service events
- Long-term commitments through structured volunteer programs (semester and year-long options)
- Funded summer internships
- Funding for student projects through Civic Engagement mini grants
- Training and leadership development workshops
- Activism events such as protests, marches, and rallies
- Praxis--academic community-based learning



# Agenda

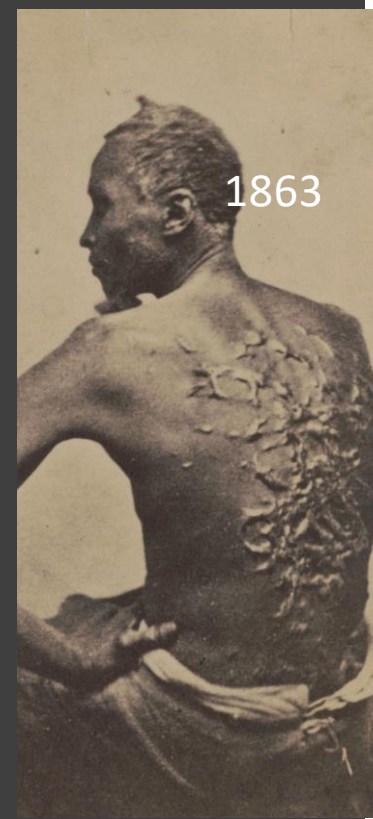
## **Volunteer Service & Activism in an Anti-Racist Framework**

- Understanding an Anti-Racist Framework
- Learn
- Reflect
- Action
- Creating Your Personal Goals



# A Country On Pause: Increased Awareness, Learning, Reflection, & Action

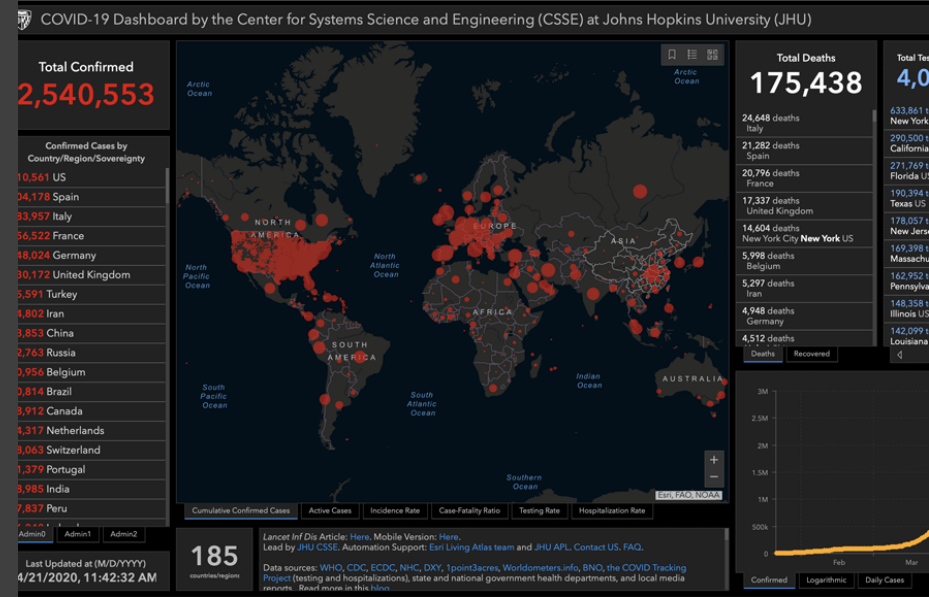
George Floyd, Breonna Taylor, Ahmaud Arbery, Sandra Bland, Walter Scott, Philando Castile, Michael Brown Jr., Trayvon Martin, Tamir Rice, Eric Garner, Sean Bell, and Emmett Till — to name just a few — along with the millions of Black bodies lost to slavery, Jim Crow, preventable health inequities, and the school-to-prison pipeline.



1863



2020



[illegible]

- 
- A word cloud graphic with a large white circle on the left. The words are in various sizes and orientations, including: Justice, Fairness, Opportunity, Access, Inclusive, Shared, Equal, Understanding, Regional, Diver, Growth, Action, Partnerships, Economic, Quality, Investment, Connection, Feed, Class, and Transportation.





# Race is the Strongest Predictor of...

Wealth

Social Mobility

Health

Education

Influences many other aspects of  
life

# Working Definition of Racism

- “individual, cultural, institutional, and systemic ways by which differential consequences are created for different racial groups. The group historically or currently defined as white is being advantaged and groups historically or currently being defined as non-white...are being disadvantaged.”



## Equality



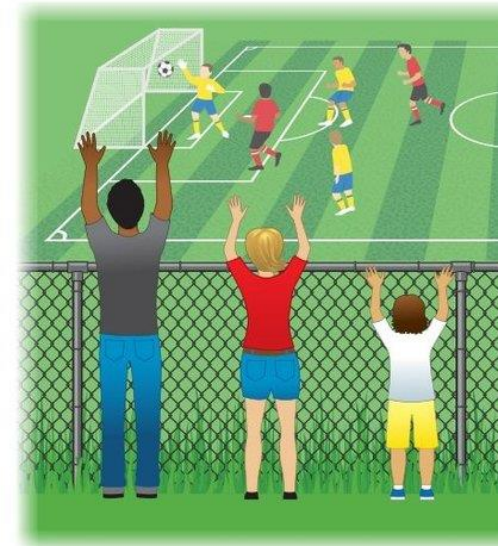
The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

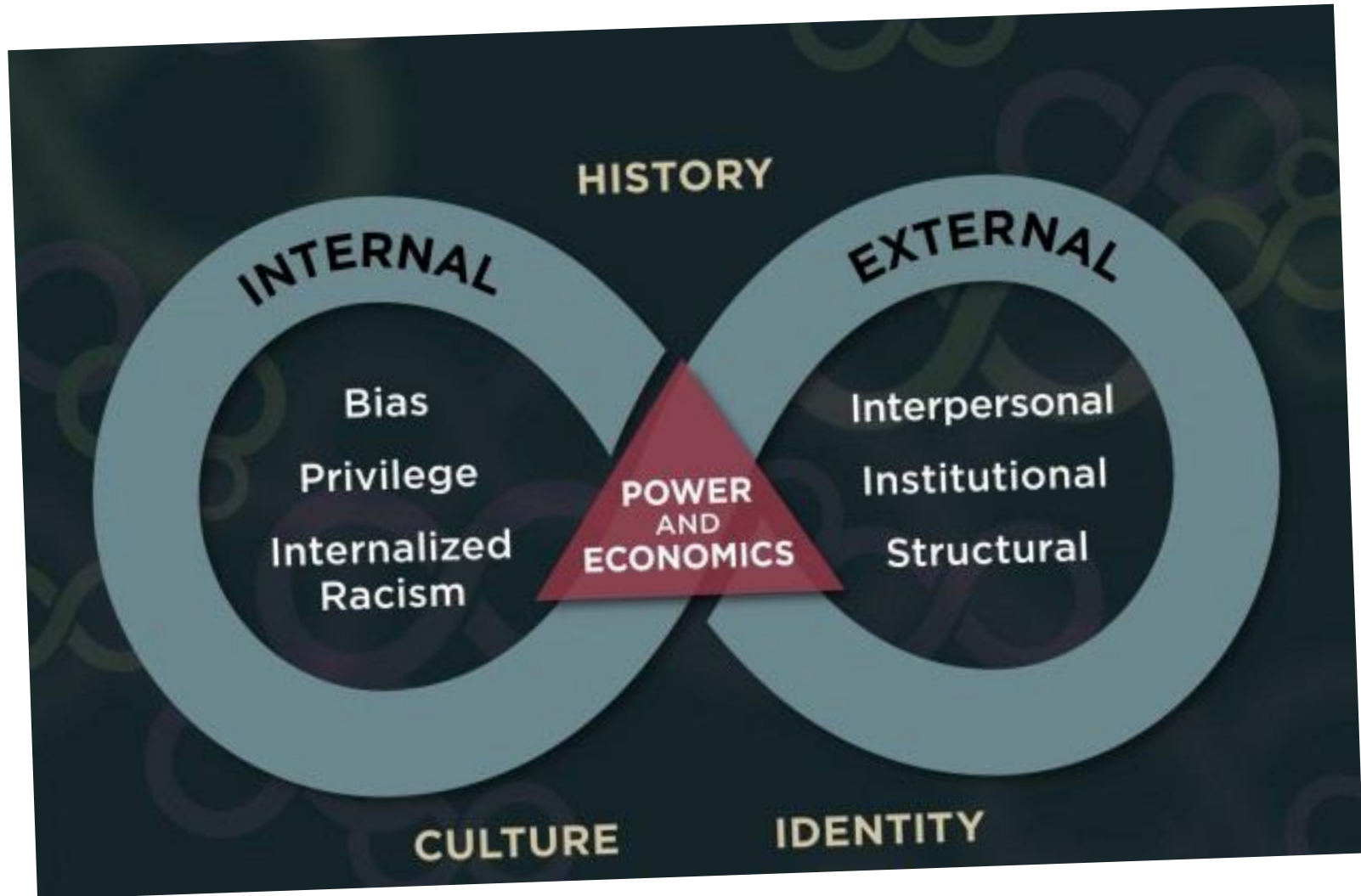
# THE R-WORD

- Implicit Bias
  - Associate certain groups with being criminals
  - Do you automatically exclude areas to live or where to send your kids to certain schools?
  - Do you have a gay friend or know a Black doctor?
- Microaggressions
  - You are so articulate
  - You don't sound Black
  - Don't blame me-I never owned slaves
  - All lives matter
  - I'm not racist. I have Black friends





# The System of Inequity



## Racist vs. Antiracist

*Not being a racist is not the same thing as being anti-racist.*

Antiracist—One who takes action to challenge racial inequality and actively resists and refutes racist policies, ideas, and beliefs.

Racist—One who supports racist policy through their actions or inaction or expresses racist ideas or beliefs.



## QUESTIONS FOR YOU TO CONSIDER: DO YOUR HOMEWORK

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- How is race constructed?
- How does racism work?
- How is privilege built into our systems?
- How are internalized racism and white superiority created and maintained?





## REFLECT

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*What more do I need to learn?*

*What are the needs of the community and how do I know?*

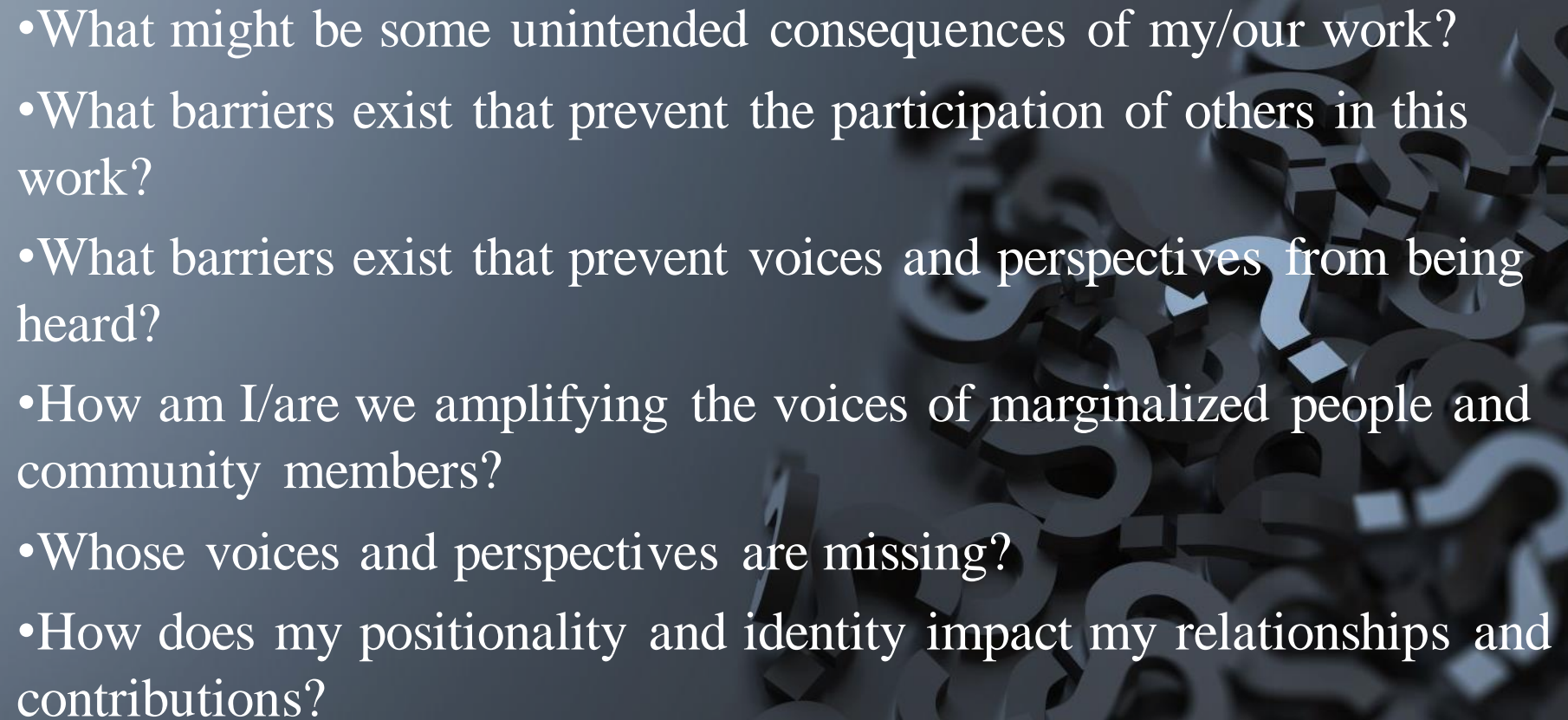
*How can I contribute to the anti-racist movement?*

# GETTING INVOLVED

some are posting on social media  
some are protesting in the streets  
some are donating silently  
some are educating themselves  
some are having tough conversations  
with friends & family

a revolution has many lanes - be kind to  
yourself and to others who are traveling  
the same direction

just keep your foot on the gas

- 
- What might be some unintended consequences of my/our work?
  - What barriers exist that prevent the participation of others in this work?
  - What barriers exist that prevent voices and perspectives from being heard?
  - How am I/are we amplifying the voices of marginalized people and community members?
  - Whose voices and perspectives are missing?
  - How does my positionality and identity impact my relationships and contributions?

REFLECTION  
QUESTIONS

# Respect Community



- Respecting individual autonomy
- Welcoming diverse ideas for action
- Trust community expertise
- Listen to community needs
- Build authentic relationships
- Invest in the long term
- Practice humility
- Share leadership
- Welcome dissent and disagreement
- Assess and respect risk
- Leverage your own privilege (image: White protestors forming a line to defend Black protestors, Source: Chicago Crusader)

# Seek to Understand Through Purposeful Narrative

- Seek clarity: “Tell me more about \_\_\_\_\_.”
- Offer an alternative perspective: “Have you ever considered \_\_\_\_\_.”
- Speak your truth: “I don’t see it the way you do. I see it as \_\_\_\_\_.”
- Find common ground: “We don’t agree on \_\_\_\_\_ but we can agree on \_\_\_\_\_.”
- Give yourself the time and space you need: “Could we revisit the conversation about \_\_\_\_\_ tomorrow.”
- Set boundaries. “Please do not say \_\_\_\_\_ again to me or around me.
- As you practice, take note of your responses and ask: *How am I processing the experience? What body sensations do I have? What is my emotional reaction?* Notice what triggers your response and how it manifests in your body.
  - African American Museum





### Designing new policies

- What outcomes do we want?
- Who should be targeted to benefit?

### Developing new processes

- How should the decision-making table be set and who should set it?
- Who should hold decision-makers accountable?
- Where should this accountability take place?

### Defining assumptions

- What are our values?
- What would it look like if equity was the starting point for decision-making?

Source: [Challenging Racialized Structures, John A. Powell](#)

## Pathways to Engagement





# Protests & Collective Action

- Safety Tips for protesters
- **Plan Ahead:** charge phones; don't go alone; have a safety plan; discuss your limits; tell someone where you are going
- **Dress for Safety:** don't wear contact lenses or moisturizers that could trap chemicals; don't wear jewelry or carry accessories that could be grabbed; wear comfortable shoes; wear shatterproof goggles
- **Don't Forget:** Bring water and snacks; carry ID & emergency contact information; bring medication you might need; bring wet wipes/tissues; wear a mask; bring money for transportation
- Research the event in advance—make sure the organizers are legitimate
- More safety tips: [Safety During Protest](#) (Amnesty International)

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# WHAT'S NEXT

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# THANK YOU!