

30TH NAIS PEOPLE OF COLOR CONFERENCE  
Voices for Equity and Justice  
Now and in Every Generation

LEAD, LEARN, REDEDICATE, and DELIVER

**Asleep to Woke:  
Impact of White Racial Identity on  
Colleagues of Color in the Workplace**

The emotional overload that can arise during — and sometimes before and after — racial interactions can affect workplace productivity and school climate. This workshop hopes to shed light on the cognitive, behavioral, and emotional skillsets needed to navigate racial dialogues between people of diverse racial and ethnic backgrounds. The facilitators will combine their collective knowledge of racial identity development models with the power of personal storytelling and dramatization. The goal is to create a space where self-reflection leads to personal agency.

**PRESENTERS:**

Dr. Sandra “Chap” Chapman, Little Red School House & Elisabeth Irwin School (LREI) (NY)

Marissa Colston, Westtown School (PA)

**GUEST:**

Crissy Caceres, Nicole DuFauchard, and Ali Michael

To access racial identity models visit Dr. Chap’s webpage

<http://www.chapequity.com/musings-on-identity/category/raciaethnic-models>

**What does this look and sound like in YOUR community**

	Asleep (Contact Stage)	Semi-“Woke” (Pseudo-Independent Stage)	“Woke” (Autonomy Stage)
<p>What did you notice happening in the role play?</p> <p>What might the White person be thinking and not saying?</p> <p>What might the person of color be thinking and not saying?</p>			
<p>What is resonating for you?</p> <p>Describe the feelings, attitudes and/or thoughts coming to you as you hear and see the skit.</p>			

**Presenters Note:** The skits are a dramatization that may or may not resemble your experiences. The goal of the skit is to raise awareness of the challenges people may face when discussions of race, racism, racial microaggressions, racial identity, and Whiteness happen in the workplace.

Crissy Cáceres	Crissy Cáceres, an educational leader with over 20 years of experience, is the Assistant Head of School for Equity and Social Impact at Georgetown Day School (Washington, D.C.). Along with additional responsibilities, in this role, Crissy works to ensure that all student academic and social emotional support efforts from pre-kindergarten through 12 <sup>th</sup> grade are effectively aligned and coordinated within and between divisions. Previously, Crissy Cáceres was Head of Lower School at Abington Friends School (PA) and Assistant Head of Lower School at Episcopal Academy (PA) where she also began her independent school teaching career. Crissy Cáceres was a long-time member of Call to Action, an NAIS think tank devoted to social justice efforts nationwide. She served as a faculty member at the NAIS School Leadership Institute and has been teaching for almost a decade at the NAIS Diversity Leadership Institute. Crissy also loves to salsa dance, cook, and spend quality time with her husband and three daughters, who all attend GDS.
Sandra “Chap” Chapman, Ed. D.	Dr. Chap partners with school leaders - administrators, faculty, staff, parents, and students - to facilitate conversations that matter to community members as they work towards building and sustaining equitable environments. In her role as the Director of Equity and Community at the Little Red School House and Elisabeth Irwin High School (LREI) in NYC, Dr. Chap works closely with faculty, administration, the Board of Trustees, parents, and Pre-K to 12th grade students to support the school’s diversity and equity mission. Chap has taught for 27 years in Independent Schools, working with children ages 2 to 18 years. This experience has given Chap broad knowledge and understanding of students and their social, cognitive, physical, spiritual, and emotional selves. Visit her website at <a href="http://www.chapequity.com">www.chapequity.com</a>
Marissa Colston	Marissa Colston has been working in education for almost 20 years. She started as a lower school classroom teacher and now works as Director of Diversity and Inclusion at Westtown School. Marissa has lead and created workshops and training around cultural competency to help build better understanding and empathy among diverse members of a community. She is also a trained Courage and Renewal Facilitator and leads Circles of Trust which help participants slow down to hear their inner voices and help reunite their souls with their vocations. She brings a passion for social justice and equity to her work and seeks to ignite the spark for change in us all.
Nicole DuFauchard	Nicole A. DuFauchard has been the Head of School of the Advent School in since 2013. Prior to her time at Advent, she served as the Director of Multicultural Affairs at Providence Day School in Charlotte, NC. Nicole holds a BA in Political Science and International Affairs, and a MA in Organizational Communications and Development with a concentration on Cross Cultural Communications. Nicole has spent the last 20 years exploring equity and access in education. Nicole is a faculty member for the National Association of Independent Schools’ Diversity Leadership Institute, an Association of Independent Schools of New England Board Member, a board member for Waynflete School, the Elementary School Heads’ Association (ESHA) Membership Committee Member on Diversity, the ESHA Annual Conference Chair for 2016, and a Partner for the Planning Committee for the 2017 Progressive Educators Network Annual Conference. She will be on faculty for the Heads Network Women in Leadership Forum in the spring of 2018. Nicole works with school boards across the country to engage in equity and justice and serves as a mentor for Administrators and Faculty of Color and Women aspiring for school leadership roles with NAIS and AISNE. She and her husband and son (Both Raymond) live in Boston MA.
Ali Michael, Ph. D.	Ali Michael, Ph.D., is the co-founder and director of the Race Institute for K-12 Educators, and the author of <i>Raising Race Questions: Whiteness, Inquiry and Education</i> (Teachers College Press, 2015), winner of the 2017 Society of Professors of Education Outstanding Book Award. She is co-editor of the bestselling <i>Everyday White People Confront Racial and Social Injustice: 15 Stories</i> (2015, Stylus Press) and <i>The Guide for White Women who Teach Black Boys</i> (2018, Corwin Press). Ali teaches in the mid-career doctoral program at the University of Pennsylvania’s Graduate School of Education, as well as the Graduate Counseling Program at Arcadia University. She may be best known for her November 9, 2016 piece <i>What Do We Tell the Children?</i> on the Huffington Post, where she is a regular contributor. For more details see <a href="http://www.alimichael.org">www.alimichael.org</a> .

## Concepts discussed during the workshop

- Racial Anxiety – Science of Equality Volume I - <http://perception.org/wp-content/uploads/2014/11/Science-of-Equality.pdf>
- White Fragility by Robin DiAngelo

### White Anti-Racist People

#### Writing about Whiteness, White Privilege, and White Racial Identity

- **Andrea Ayvazian**, Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change
- **Elizabeth Denevi**, *teachingwhilewhite.org*, Whiteness: Helping White Students and Educators Understand Their Role in a Multicultural Society in NAIS Magazine, Fall 2001
- **Louise Derman Sparks**, What if all the kids are white?: Anti-bias multicultural education with young children and families; Anti-Bias Curriculum: Tools for Empowering Young Children; with Olsen Edwards. Anti-bias education for young children and ourselves
- **Paul Gorski**, *paulgorski.com*, Narrative on Whiteness and Multicultural Education
- **Debby Irving**, Waking up White, and Finding Myself in the Story of Race
- **Gregory Jay**, Who Invented White People •Teaching About Whiteness
- **Judith Katz**, White Awareness: Handbook for Anti-Racism Training
- **Frances Kendall**, Understanding White Privilege; Barriers to Clarity OR What Keeps White People from being able to see our Whiteness and Therefore our Privilege
- **Paul Kivel**, *paulkivel.com*, Uprooting Racism: How White People Can Work for Racial Justice
- **Peggy McIntosh**, White Privilege: Unpacking the Invisible Knapsack
- **Ali Michael**, *alimichael.org*, Raising Race Questions: Whiteness and Inquiry in Education; with Eddie Moore, Jr., & Marguerite W. Penick-Parks, The Guide for White Women Who Teach Black Boys
- **Shelly Tochluk**, Witnessing Whiteness: The need to talk about race and how to do it
- **Tim Wise**, *timwise.org*, White Like Me: Reflections on Race from a Privileged Son

An important component to raising awareness is to read and listen to white people writing about white identity development, whiteness, white privilege, white supremacy, race and racism. It goes without saying that you should also familiarize yourself with scholars of color writing about similar topics. A list of recommended resources can be found at

<http://www.chapequity.com/resources.html>.