

White Privilege Conference
Community of Action Team
Action/Accountability Pilot Program

June 28, 2015

A Project Report Prepared on Behalf of the Community of Action Team

By Jody Alyn, Principal, Jody Alyn Consulting and Co-chair, WPC Community of Action Team
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Acknowledgments

[Dr. Eddie Moore, Jr.](#) is the founder and executive director of The White Privilege Conference. None of this would happen without his vision, wisdom and leadership. He set forth and shaped the charge of the Community of Action Team. He inspired its members and accountability session facilitators to push harder, reach further and “make it happen.”

The Community of Action Team members brought a variety of perspectives to bear on the development and execution of a yearlong work plan and ultimately brought this project to fruition. Including its co-chairs, this group represents multiple identities and diversity dimensions including (at least) race, ethnicity, age, generation, gender identity, sexual orientation, religion, geography and expertise. Much appreciation goes to [Lila Cabbil](#), President Emeritus of the Rosa Parks Institute; [Charles Modiano](#), writer, lecturer, activist and trainer; [Rachel Samuels](#), student activist and youth leader at Stanford University and [Jamie Utt](#), speaker and consultant, for their respective contributions and to [Dr. Abby Ferber](#), Sociology Professor at the University of Colorado, Colorado Springs who served as WPC liaison and collaborator extraordinaire.

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Last but not least, we are grateful to the attendees of WPC 16 who gave their time, opened their hearts and minds, answered our questions and made personal commitments to carry this work forward into their communities and future. The world needs you. We can’t wait to see what you create.

In peace and gratitude,

[Jody Alyn](#) and [Vanessa Roberts](#)

Co-chairs, Community of Action Team

June 28, 2015

White Privilege Conference Community of Action Team Action/Accountability Pilot: Executive Summary

June 2015

Prepared on behalf of the Community of Action Team by:

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Co-chair Vanessa Roberts, Graduate Instructor and PhD Student, University of Colorado

The White Privilege Conference (WPC) is entering its 17th year as a nationwide, annual multi-day event. WPC brings diverse participants with varying perspectives together to examine and challenge systems of oppression. As the conference grows in size and impact, action and accountability are being more systematically integrated into the conference experience. In 2012, the Community of Action Team (CoAT) was formed to support this endeavor with designated accountability sessions. For 2015, CoAT's charge expanded with a pilot effort to gather information from session participants about some of the impacts of WPC.

Brief written narratives were collected from those who attended the WPC 16 accountability sessions. The purpose was to learn more about WPC's impacts on conference attendees; in particular, what actions were taken and what actions were planned as a result of their experience. Participants also provided information on how many times they had attended WPC and on how they intended to ensure their own accountability.

One hundred and eighty-four participants from 11 accountability sessions responded. Response themes were identified. Ten action themes fell into three general categories: personal action, community building/community action and institutional action/systemic change. Three other response types were also found. The four most frequently reported actions by theme were: taking a specific personal action, joining an existing group/event, developing curriculum to address conference-related topics and engaging in critical (community) conversations.

Within the limitations of the information gathering process, it can be said that WPC impacted or generated actions in the three general areas – personal action, community building and institutional change – and in ten more specific theme areas. The theme of curriculum development is of special note, particularly for those who had attended WPC more than one year. Many respondents also recognize the importance of “accountability partners” in achieving their action goals. WPC groups and networks serve that function for a substantial number.

Overall, this pilot program provides fodder for discussion. Accountability sessions are clearly useful. Many participants are effectively taking their new learning out into their organizations and communities. Several questions are posed about how this information can be leveraged to advance the WPC mission. It is also noted that measuring and documenting action and accountability can be challenging for several reasons. WPC leaders are encouraged to evaluate the utility of this effort based on the full pilot program report and are invited to provide direction on the ways CoAT can best contribute to WPC growth and success in the future.

White Privilege Conference Community of Action Team Action/Accountability Pilot Report

June 2015

Prepared on behalf of the Community of Action Team by:

Co-chair Jody Alyn, Principal, Jody Alyn Consulting

Co-chair Vanessa Roberts, Graduate Instructor and PhD Student, University of Colorado

WHAT IT IS

The White Privilege Conference (WPC) is a nationwide, annual multi-day event that brings diverse professionals, educators, students, activists, parents and community leaders/members with varying perspectives together to examine and challenge systems of oppression. Now entering its 17th year, WPC offers solutions and strategies to those working towards a more equitable world.

As the conference grows in size and impact, WPC has committed to becoming a “community of action,” where each person attending the conference is supported to take their learning and experience back into their own community with meaningful action. The Community of Action Team (CoAT) was formed in 2012 to more systematically integrate action and accountability into the important work of WPC.

The CoAT is in the process of creating a replicable format by which accountability can be moved out into the entire conference and every session, using particular topics chosen by facilitators as “lenses” through which accountability is explored. The CoAT ensures consistent understanding of accountability and action, organizes the WPC “accountability session” pilot program and supports those session facilitators. This year (WPC 16), the pilot program expanded to include information gathering to more specifically document some of the impacts of WPC.

WHAT WE DID AND WHY WE DID IT

As WPC shifts from its original “home” within the Matrix Center at the University of Colorado, Colorado Springs to its own, independent 501(c)3 status, it becomes increasingly important to demonstrate the impacts of the conference experience, particularly what participants get from this experience and how they bring new learning to bear on their organizations and communities.

In the accountability session preparatory materials, CoAT identifies three main “entry points” into action and accountability.¹ These are:

- I. Making personal commitments to change and action in oneself and one’s life,
- II. Making commitments to other individuals to hold ourselves accountable,
- III. Making commitments as a group to encourage widespread action around issues.

¹ See “CoAT Letter to Facilitators,” 2014, 2015. Entry points originally suggested by CoAT member Lila Cabbil.

This year, CoAT piloted a process of collecting brief written narratives from those who attended the WPC 16 accountability sessions via a handout distributed by graduate student volunteers in each session. This was different from a standard conference evaluation. The purpose was to find out what actions had been taken and what actions are planned as a result of WPC’s impacts on conference-goers. CoAT co-chairs, who both bring analytic experience to this task, identified response themes and frequencies.² Many responses described multiple actions and were coded accordingly. That information is summarized below. Other WPC attendee input from multiple years and sources (e.g., interviews, personal emails) is included in Appendices to this report so that there is a central place for action examples and testimonials that have been collected to date.

WHAT WE FOUND

Who Answered

One hundred eighty-four participants in 11 of 13 accountability sessions provided responses. The five participants in one session answered together on one handout. Those responses were counted separately. Of these 184 respondents, 75 indicated they had attended WPC once, 27 attended 2-5 times, six attended 6-10 times and one attended more than 10 times. Seventy-three respondents did not answer that question. Forty-eight people answered the “prior action” question; 182 answered the “planned action” question.

TABLE 1: WPC Attendance, COAT Pilot

How many times at WPC?	Number of Respondents
1 time	75
2-5 times	27
6-10 times	7
More than 10 times	1
Not Answered	74

What They Said

Actions Taken and Actions Planned

Responses to questions, “What specific actions have you taken in your work/life as a result of the impact of WPC?” and “What concrete action will you take as a result of participating in the WPC?” fall into three theme categories that roughly align with the “entry points” described above. Nine types of action (themes) were identified and are listed along with sample statements for each theme under the categories below.

- I. **PERSONAL ACTION.** This theme category includes activities that improve personal reflection, capacity for insight, ability to examine strengths and challenges, recognition of environmental influences, etc. and other actions undertaken as an individual.

² A minimum of 10 responses was required to count as a theme.

1. **Personal growth/awareness.**
 - *“Being more open-minded about others’ perspectives.”*
 - *“A daily reminder to build my own will, skill and knowledge.”*
 - *“Continued and strengthened commitment to community activism...”*
 2. **Specific personal action not included elsewhere.**
 - *“Consciously make an effort to change language and grading techniques (as a teacher).”*
 - *“Promote ‘Got Privilege’ – wear shirts, use hashtag.”*
 - *“Brought analysis into local art scene (Seattle Poetry Slam).”*
- II. COMMUNITY BUILDING/COMMUNITY ACTION.** This theme category covers actions that move beyond the level of the individual/private efforts and out into the community through connection and engagement with others. These actions are group and public in nature.
3. **Engage with others in critical conversations.**
 - *“Created ‘race conversations’ discussion group monthly in my community.”*
 - *“I’ve been doing this work... for 15 years and living it [but] I started dialoguing with white folks more and trusting them more as a result of WPC for sure.”*
 - *“Run a dialogue and skill building group on dismantling racism and white privilege.”*
 4. **Join an existing group or event.**
 - *“Become a member of the Equity and Race Relations department in Seattle Public Schools.”*
 - *“Rejoined local NAACP chapter.”*
 - *“I will...attend the marches that are already going to occur at Haverford (and try to support the ones my group planned).”*
 5. **Start a new group.**
 - *“I am creating a student advisory board on my campus centered around race/diversity.”*
 - *“Created an adult affinity group space.”*
 - *“Founding a policy group surrounding admissions....”*
 6. **Networking.**
 - *“Building accountable white anti-racist educators network.”*
 - *“Kept in touch with white caucus members throughout the year.”*
 - *“Nourish a relationship or hopefully more than one with people from out board of trustees.”*
- III. INSTITUTIONAL ACTION/SYSTEMIC CHANGE.** This theme category addresses broader action that affects or attempts to affect institutions, entire classes of organizations (e.g., schools), and systems, inclusive of their interrelated parts and contexts.
7. **Public event organizing.**
 - *“...we went back and hosted a lunch discussion with a huge group from the broader campus community; since I graduated, they have continued building on the work....”*

- *“Host teen forum on white privilege and racism. Commitment to same on Board of Illinois Innocence Project.”*
 - *“...using ideas from this session to connect with my local NYC community.”*
8. **Faculty development.**
- *“Organized a think tank of educators around social justice in global citizenship education. Created framework now presented at approx. six conferences/year and offered in annual workshops for teachers (prof development for k-12).”*
 - *“Facilitated faculty talks – modeling new ways of approaching students/families of vulnerable communities.”*
 - *“All faculty training on white privilege. Defining, naming, changing and taking action in our classrooms and with the Board of Trustees.”*
9. **Curriculum & program development/revision to include conference-related topics like social justice and white privilege.**
- *“I am social studies [teacher. As] a result, I have totally changed my curriculum (US History and US Government) to focus on the history of race, human rights and white privilege.”*
 - *“Created community engagement guides for displacement in the Bay Area.”*
 - *“Created a curriculum for early childhood around positive racial identity for all students.”*
 - *“I will model a math lesson on one I heard about here at WPC that uses census data, minimum wage, and local restaurant menus to ignite conversation about systemic injustice.”*
10. **Research and/or publication.**
- *“Completed my dissertation on white privilege, racism. And intersectionality. Working toward publishing...”*
 - *“Research police policies-citizen oversight and work to develop (though we recognize this is a big thing).”*
 - *“Review Louisville, KY data on school to prison pipeline and perhaps advocate for police change.”*

IV. **OTHER.** Three additional response types were identified. They are:

11. **Unique, specific response.** These answers provide examples of unique actions that may be of interest to WPC, but did occur with any or sufficient frequency to be counted as a theme. Sample statements:
- *“Proposed and developed an office of E&I [equity and inclusion] at my school, in year one of a six-year strategic plan...”*
 - *“Sending faculty and students to WPC every year.”*
 - *“Collaboration on grants with High Point Student Human Relations Commission.”*
12. **Vague or not classifiable.** These answers suggest facilitators may need to give more explicit instruction about how to provide responses.
- *“State law – discipline policy.”*
 - *“Take action/make privilege more visible on campus.”*
 - *“Continuing to... use my white privilege to move the work forward.”*
13. **“Not yet” or not answered.**

Once these response categories, themes and types were identified, the CoAT co-chairs coded responses to the two action questions. Of the 184 respondents, 48 wrote answers on actions taken and 182 wrote about actions they will take. Seventy-three people described a “specific personal action” that they had taken or would take. The other top action themes were “join an existing group or event” (58 total responses), “curriculum/workshop development” (50 total responses) and “engage in critical conversations” (45 total responses).

Table 2 summarizes the response themes and frequencies for these two questions (combined).

TABLE 2: Narrative Response Themes and Frequencies, CoAT Pilot

Theme	“What specific actions have you taken in your work/life as a result of the impact of WPC?”	“What concrete action will you take as a result of participating in the WPC?”
	# responses	# responses
PERSONAL ACTION		
1. Personal Growth/Awareness	11	12
2. Specific Personal Action	10	63
COMMUNITY BLDG/ACTION		
3. Engage Critical Conversation	12	33
4. Join Existing Gp/Event	14	44
5. Create New Group	3	19
INSTITUTIONAL/ SYSTEMIC ACTION		
6. Networking	4	24
7. Organize Public Event	2	19
8. Faculty Development	7	7
9. Curriculum/Workshop Development	22	28
10. Research/Publication	4	8
OTHER		
11. Unique Response	3	8
12. Vague	3	28
13. NA	2/139*	4

**Only 2 of the 139 in this category indicated they had attended WPC previously. Response to this question for those who had not previously attended WPC would be irrelevant.*

Accountability Methods

Responses to question, “What are some ways you might keep yourself accountable and follow through [on these actions]? fall into six categories. These are:

- A. Self-monitoring,
- B. Peer or relative accountability partner,

- C. Accountability to a superior or designated diversity department,
- D. Accountability to a group or network (external to WPC),
- E. Accountability to an WPC group or network,
- F. NA.

Table 3 summarizes responses to this question. Because some respondents said they would use more than one accountability method, the total adds up to more than 184.

TABLE 3: Accountability Methods, CoAT Pilot

How will you keep yourself accountable?	Number of Respondents
Self-monitoring	65
Peer or relative	58
Superior or department	18
Group or network (external)	26
WPC-specific grp or network	41
NA	16

Self-monitoring is the most frequent way of being personally accountable for these respondents. The group also indicates understanding of the importance of “accountability partners” in moving learning from the conference environment to their home communities. Among the different accountability partners listed by respondents, WPC-affiliated groups and networks are the second most frequently mentioned.

Other Information

Information gathered from other sources about actions arising from past participation in WPC is provided as follows:

- [Appendix A](#): Institutional Action Example. A comprehensive list of action steps from the University of Wisconsin, La Crosse delegation of faculty, staff and students who attended WPC 15 in 2014 in Madison, Wisconsin.
- [Appendix B](#): Additional action examples provided to WPC founder Dr. Eddie Moore, Jr. either unsolicited or by request.
- [Appendix C](#): List of testimonials similarly provided.
- [Appendix D](#): Structured interview examples.

WHAT IT MEANS

Because this is a pilot program, refinements should be considered for the future. Conclusions we can draw at this time are limited. The following remarks are intended as guides for further discussion and modification of the process, should WPC leaders decide that it is in WPC’s best interest to continue this kind of information gathering.

With these caveats, we can probably say with some safety that:

- Accountability sessions tended to draw those participants who are new to WPC. Is this the best audience for these sessions? If so, how do we want to use this information in planning and marketing future programs? If not, what will we do? The number and types of competing workshops that were offered during the accountability session time slot this year could also be examined for future planning with these questions in mind.
- The CoAT “entry points” into action and accountability are useful organizing ideas. Action themes fell into three corresponding categories. How might we expand the understanding and use of these concepts, especially to further the goal of demonstrating impacts of WPC experience?
- WPC impacts include all three areas of personal action, community building and institutional change for respondents in this pilot. Many of the specific response themes identified support the *relationship model* of the conference. These themes could be examined more closely, and ways to use this information to support conference growth might be explored (e.g., marketing, fundraising). Programming decisions for the future might also be made to advance additional actions in these areas.
- WPC impacts curriculum development, particularly for those who attend more than once. Almost half (46%) of those responding to the question about actions taken described making specific curriculum changes as a result of their WPC experience. This was the second also strongest theme for both action questions overall. WPC’s constituencies include strong academic and educational representation. In addition, many institutions of higher learning – as well as their accreditation bodies, such as the Higher Learning Commission – are increasing the focus on diversity, equity and inclusion. Could these results be useful in demonstrating desired outcomes and marketing to organizations that might send representatives to the conference, or to those interested in contributing financially to support those outcomes?
- Many respondents recognize the importance of “accountability partners” in achieving their action goals. WPC networks and groups are important accountability partners for them.
- There are a high number of “specific personal actions” that don’t fit elsewhere. This category may have been over-counted for “planned action” responses in particular because of coordination and time constraints. Closer inspection of these responses is warranted.

Overall, results of this pilot program provide a great deal of food for thought as WPC moves into the future. Accountability sessions are clearly useful. Are they well enough attended to warrant the efforts of the CoAT? Could information gathering and follow-up be coordinated through the existing, new and returning facilitator training sessions? Where do specific action/accountability sessions and a coordinating team fit in the overall strategy of WPC? What should the priorities be, and what resources assigned?

From this small sample, the impacts of the conference experience appear to be substantial. Participants say they get a great deal from this experience. Many are effectively taking their new learning out into their organizations and communities. Measuring and documenting this, however, can be challenging for a number of reasons. It is time-consuming. It requires a degree of technical expertise. It can also be off-putting to some because of the structure; the culture of grass roots organizing is traditionally more free flowing and organic. WPC leaders are encouraged to evaluate the utility of this effort to WPC based on this pilot program report and invited to provide direction to CoAT about its activities for the future.

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APPENDIX A: Institutional Action Example

The University of Wisconsin, La Crosse delegation of faculty, staff and students attended WPC 15 in 2014. They created their own action plan and list of action commitments after their WPC experience. This document was submitted to WPC founder and Executive Director, Dr. Eddie Moore, Jr.

Shared Learning Outcomes, Reflections & Next Action Steps by the
University of Wisconsin – La Crosse Delegates
National White Privilege Conference 15, (Thu. – Sat.) March 27th – 29th 2014
(The Madison Concourse Hotel & Monona Terrace)
Madison, Wisconsin

Primary Host Sponsor: YMCA of Madison Wisconsin

116 Total WPC15 Registrations – 91 students (3 Presenters) – 12 Faculty/Adjunct Faculty (1 Presenter) – 10 Staff (1 Presenter) and 3 UW-L Guest Connections

62 individuals responded in writing for this document

After Madison, WI (WPC15), where do we go from here? What do we do next (Think in terms of your personal development, school, organization, family, community, others spheres of influence...)

Broadening Horizons Committee in the Office of Residence Life

...between now and the end of the academic school year?

- Keep talking about these issues, program, and provide a space to challenge others to learn their perspectives in a safe space.
- Personally, I'll keep unpacking my own privileges, identities, and create my programs (I'm an RA) with a stronger and more purposeful way of critically thinking.
- Challenge my residence hall staff, exec team, and wing reps. Personally reflect on how I feel about the microaggressions that occurred in terms of intersecting identities/privileges. Attend the Heather Hackman presentation coming soon to UW-L. Debrief with Broadening Horizons. Keep critically analyzing. Start reading news from underrepresented viewpoints.
- Debrief! A lot of reflection for myself on what to do from here. Passing my story along and finding my place in this white world, probably with some crying.
- Family: Talk to my little sister about the Youth Action Project and share my experiences with my cube & staff team.
- Read more books and watch more documentations pertaining to these issues so I can be more informed. Hold conversations, teach people, friends and family that race is systemic. Have a program on "Colorism" in the hall.
- Continue my work as a resident assistant and member of different social justice organizations to unpack my identities and really invest myself in all the classes I am in, because they are giving me an opportunity to learn and grow about these things!
- Talk about what I learned with friends and classmates. Share with family, especially with teachers in my family. Stay in contact with people I met and shared my contact information with.

...before WPC16 to be held in April 2015

- Ask more people if they would be interested in going, invite others, promote WPC and continue conversations. Research authors or read more material.
- As I build my community next year, I want to be way more intentional about how I structure my community. I truly want to foster an environment that thinks critically and has discussions about race, sexuality, and other social justice topics. I know that not all of my residents will jump into it, but being more open with my knowledge and passions in these areas will challenge myself and the people around me in a fairly uncomplicated way.

- Critically analyze where the Women’s Center at Iowa State University is at in terms of white privilege. Take these critical thoughts to Iowa State in graduate school and keep talking.
- More facilitated orientations before the conference.
- Personally to work on getting rid a hometown Native American Mascot the “Chiefs.” Community: Talk to my high school about introducing the Youth Action Project to the students. Help promote WPC16.
- Continue attending and actually join Broadening Horizons! Share articles on Facebook/social media (for the people I can’t have influential conversations with).
- Get involved in campus orgs devoted to social justice in my new school (UW-Eau Claire) and figure out how to learn and grow and promote change there. I also want to implement as much as I can in my summer job as a summer school/recreation teacher, community center front desk workers, and line therapist for the Wisconsin Early Autism Project.
- Keep sharing and explore knowledge on other forms of privilege.

...long term (next five years)?

- Hold these passions and perspectives on white privilege: Make them a part of your drive and agendas for future career. Core values of love: Reflect that in work. Hopefully I will be a future educator and can keep going to these conferences, and keep learning to teach it.
- Keep working to challenge myself to be more active and push my **reason?** comfortability so as not to fall into the seduction of my privileges. I never want to fall into a routine and stop thinking critically because then I am no better than the people criticized.
- Keep working to breakdown systems of oppression, race awareness to white privilege, and figure what kind of work I should be doing as a white women anti-racist.
- Make some huge personal changes on people around me!
- Keep using the information I learned in my future as inspirations and maybe attend in the future and donate to the WPC.
- Continue attending diversity programs to increase my level of knowledge and continue to hear stories of different races, etc.
- Find ways to implement what I learned into the classroom I will work in the future as a Speech-Language Pathologist and to teach my future children and other people in my life to constantly unpack my identities!
- Continue to share with those around me. Find organizations and resources that do similar things. Further social justice and privilege knowledge. Use info I learned and will continue to learn when in grad school, internships, interviews and in fields as a school psych.

College of Business Administration

...between now and the end of the academic school year?

- Need to do more self-discovery and development. Educate my organization and sponsors. Talk to my family about something that maybe new and uncomfortable about privilege.
- I will continue to raise awareness to struggling individuals and maintain the conversations many people may feel uncomfortable with, while assessing their views to gain and understanding of my society’s belief.
- Do our best to share what we learned with others. Reflect on what impacted us as individuals the most. Make a goal to stay connected with at least one organization we learned about.

...before WPC16 to be held in April 2015?

- Reach out to allies and those unaware. Study and research more.
- Find employment in an organization that has stage 5 employee diversity rating.
- Think of issues within our community or cultures beforehand, and check to see if there are sessions being held that relate, so we can learn more about the issue and bring that knowledge back!!

...long term (next five years)?

- Educate more, learn more, know more, and love more.
- Continue to be aware and raise awareness, if I am still around.
- Make sure as many student leaders can attend as possible!!! And perhaps those who have the know-how, but need a ”push.”

College of Liberal Studies

...between now and the end of the academic school year?

- Hold myself and others attendees accountable to share our knowledge and become social justice advocates.
- Hold caucuses for the students of UW-L so we are able to process our WPC15 experience. Personally, research Puerto Rican History and find out what I can do to advocate for my people.
- I need to be doing much more reading and book lists.

...before WPC16 to be held in April 2015?

- Find more allies to attend the conference to bring back more knowledge to UWL. Also try to bring some speakers from WPC 15 to UWL to share information not only with campus, but also with the La Crosse community.
- Privilege walk, beads of privilege, Got Privilege Event, workshops. Brown Bag Lunch, and Unpacking the Knapsack.
- Work on widening the political organization of indigenous communities possibly teaching the Camp Wellstone model of political organizing to more individuals and groups.

...long term (next five years)?

- I will strive to keep working for racial and social justice. I hope to keep my drive to do this work. I also hope to do some research on this topic.
- Bring keynote by Rosa Clemente, other keynotes and hold a mini WPC at UW-L.
- Much more substantial curricular vision with more community involvement work with others in the university environment.

College of Science and Health

...between now and the end of the academic school year?

- As for me, personally, I am not one to do large things, but as long as I share the information that I've gained with my friends, I still feel like I will make a difference. This goes to all the people at the conference. If more people tell their friends, it will spread!

...before WPC16 to be held in April 2015?

- There should be more organizations on campuses or maybe even a class that people should become more aware of the situation. As a society, I feel like there should be some more information for people who don't know about the topic.

...long term (next five years)?

- In the next five years, I think that everyone should at least become aware of the situation. From there, people can do with the info what they want but the first step is acknowledge privilege and supremacy.

Office of Multicultural Student Services (OMSS)

...between now and the academic school year?

- Work on strategies (and courage) for interrupting whiteness/white privilege. Challenge myself on unlearning "praise in public, criticize in private."
- Now we take these ideas and we take them and really have those talks to see what UW-L really needs and not sugar coat things.
- I need to educate myself more and come to terms with my whiteness, my privilege, and what responsibilities come with my white anti-racism. I will use my voice against any injustices I witness.
- Accountability and applying what I know to aspects of my everyday life.
- Try to gather, organize, and distribute all of the reflections related to future actions from the 100, plus UW-L participants.

...before WPC16 to be held in April 2015?

- Self-educate on issues of classism and higher education and identify ways to challenge the system and effectively serve low income and/or first generations students.

- Really try and develop our diverse community and really take those positives strides to get involved and take a stand.
- I will be very active in my community in Milwaukee and begin my endeavors in organizing other white anti-racists. Raise awareness and educate others via the Art is for Lovers Gallery that I am affiliated with.
- Inform as many people as I can of what I have been educated on.
- Based upon the reflections by UW-L participants try to move forward on implementing some of their suggestions.

...long term (next five years)?

- Utilize the following continuum to move my office/departments/institutions towards full inclusion. 1. Exclusive, 2. Passive, 3. Symbolic change, 4. Identity change, 5. Structural change, and 6. Fully Inclusive.
- Create my own social justice student organization and make UW-L comfortable for everyone and really comfortable, not a sugar coated version on the fence or talk hope, but really make a challenge and help everyone.
- Ideally, I would like to help lead the revolution. I want to educate myself and others. I would lay my life on the line for the movement, if need be.
- Continue to participate with WPC and engage in new ways to educate myself and others on white supremacy and diversity inclusion.
- Continue to realize that positive changes for the environmental are possible, needed, and part of the educational process to create the best prepared student, faculty, staff and community populations to continue this cycle to implement positive change for long into the future. I intend to stay involved in this complicated and confusing, but very real story of improving what's in place now for those coming after us.

Ethnic and Racial Studies (ERS)

...between now and the end of the academic school year?

- I will continue my two research projects, one on teaching white privilege, and/or the other one on stereotypes and racial identities.
- Do my best to apply this knowledge to my programming and share my new knowledge and share my new knowledge with my residents.

...before WPC16 to be held in April 2015?

- Try to become a presenter at WPC16.
- Work on being accepting of more than just race in dialogue. We prepared fairly well in our pre-conference meeting, but it seemed like once our focus was on race other isms were less considered and are just as important.

...long term (next five years)?

- Grad school and new projects to present at WPC.
- Evaluate our delegation for who is all going. Everyone who wants to go should be able, but I feel like there was some delegates that didn't really gain much from the conference. So perhaps look into how many delegates get sent and from where.

Campus Climate

...between now and the end of the academic school year?

- Perhaps organize panels of WPC attenders to speak in Educational Foundations (EFN) and Ethnic and Racial Studies (ERS) classes. People who choose to participate on the panels could share their personal and collective experiences and answer questions from the audience.
- Add things I've learned to UW-L's Partners in Movement program. Have more intentional conversations with my family, extended family especially.
- Plan, organize, recruit, and educate. I want to see us all getting together and creating action plans and recruiting others to help us. I want to see a Pro-Human Rights group on campus.
- I'm ready to help in any way I can. I have discussed with many students, faculty, friends, and family, and the emotions I experience from WPC and I'm open and ready to share.

...before WPC16 to be held in April 2015?

- Bringing past and future WPC presenters to La Crosse would bring knowledge of racism and white supremacy as constructs to students raising awareness about the conference.
- Register again and begin having conversations about race and white privilege within the LGBTQ community. Make space for QPOC conversations.
- Implement the plans we made and make them successful. Motivate and inspire more students to go. Prepare them for it better.
- I have changed from a BS to a BA so now I will have a full year of Spanish which will allow me to reach communities I would never have had an opportunity to do before. Having just finished **TUM** and next year I am looking into doing a different type of program which will involve people of color and the gender spectrum.

...long term (next five years)?

- Thank you so much for this experience. Please continue sending students to WPC.
- Create a White Identity Development Workshop for white LGBT folks.
- Have the Pro-Human Rights group on campus to be active and large on campus. Have them be enacting and inspiring change and bringing the La Crosse community together to accomplish them. Be a testament and a shining example that this work is possible and practical.
- WOW! I am still processing but I predict that WPC has changed my goals and what I plan on accomplishing to reach out to and continue my education on my white privilege journey.

Inclusive Excellence Scholars in Residence (IE Scholars)

...between now and the end of the academic school year?

- It's time to communicate with the Hmong community @ UW- L. I feel that the students at UWL have created a community that is very exclusive. It almost feels as if I'm being discriminated against my own people. Also, it's time to let my fraternity brothers know.
- Have a debriefing about the ending/last day with the bus leaving and them not staying.
- Plan. I think it's important to take what everyone has learned and talked about, brainstorm, and be proactive about implementing it. That could be in the form of focus groups.
- After WPC15 I created a long extensive list of books I would like to read, in order to better my knowledge of the historical contexts with privilege at the center of the conversation; its as if we need to relearn history with this underlying component fully involved in the conversation. I have connected with students who attended the conference and spoke with them about their continued involvement and commitment to social justice, and how this could be enacted on our campus. Additionally, since attending WPC15, I have decided to apply and hopefully attend graduate school on the doctoral level - so I can be better versed in the language of privilege and how it relates to greater society; specifically education and policy.

...before WPC16 to be held in April 2015?

- Change myself even more. I know I can be racist without even realizing it and it needs to stop.
- Hold meeting for people who've been for strategies to get more people coming.
- Educate. Create student interest in diversity in what WPC stands for. Have something to show for WPC. That could be in a presentation, or having multiple workshops in preparation for WPC, Leadership Institute kinds of things. Both to educate interested students and prepare them for WPC.
- I would like to get involved in the WPC16 conference, either as a supportive administrator or a presenter. Something I am thinking about is formulating an independent program that helps students of color through their application to doctoral school, as the process is long and exhausting and a bit overwhelming. Hopefully we can increase the number of faculty and staff of color in higher education through this effort, in preparation for the larger diverse student populations that will be entering college.

...long term (next five years)?

- Advocate for all minorities.
- Be able to find a way to fund more people to go... and maybe fundraise for funds.
- Insuring that students attend, learn something, and bring it back, Hold students accountable for their participation in WPC and education of diversity.

- Hopefully in the next five years I will have completed my doctoral school classes, and will be working on research surrounding education, privilege, policy, history, and community. It seems like a lot but I think they are all tied into one another. I would like to be making an impact on low income, urban, and rural communities - focusing on multicultural students and families. I will hopefully be presenting and still involved with WPC, and on my way to being a keynote speaker for the conference at some point.

Office of Residence Life (ORL)

...between now and then end of the academic school year?

- Start confronting comments. Require professors and staff white privilege training. Doing move white privilege programs.
- On a personal level I would like to continue to evaluate my experience and develop my understanding of social justice issues. Within the school I will spread my experience and knowledge to my friends as well as seeking out experiences that I can continue to grow my knowledge through hall activities, etc. In my family I will also relay my experiences of this and spread this knowledge to my younger sibling.
- I want to continue to have discussions about WPC with those who want, as well as share what I learned with new people. I will look at everything with a critical lens and make sure to speak up about prejudice even when someone jokes. I want to put on a White Hall program about white privilege with other people who went to WPC. Lastly, I want to look into taking the White Privilege Class next year.
- Talk to someone about potentially putting chalk boards around campus to facilitate discussions. Have discussions about white privilege in my hall. Confront issues I notice within my friend group concerning white privilege and discrimination.
- Use every opportunity to talk about my experiences and share what is appropriate for the situation. I want to hold at least two different programs bringing back what I learned. I also want to talk with my teachers who discuss these topics and see if they would like me to present anything I have learned.
- Talk to friends and classmates about my experience. Talk to family about their views and changes in racism over time. Reflect on what everything I learned means to me and what I should do with that.
- I have to, I want to convert so many racist comments that I swept under the bus. I also need to share with my friends the experiences.
- Spark conversation between other “allies” and other individuals who may not understand the meaning of white privilege/colorism/racism/social justice. Seek out interest in gaining insight. Hold discussion panels and events that encourage awareness while WPC 15 ideas and discussion items are fresh in the mind
- Expand my understanding and knowledge of white privilege. Also, I need to unpack all of my dominate groups and recognize all of the privileges that I have.
- I will always be sure that my voice is heard. I will make sure that I advocate against white privilege because some people may not recognize this.
- Unpack and process myself. Try to create action plan for organizations. Talk to readers of my orgs.
- As an international student, I will take all this information to share with the Office of International Education staff as well as Reuter Hall Leadership Team. Create a program that other Reuter residents and international students so they can be aware of white privilege and social justice.
- First, I will defiantly be telling my friends and family about my experience at WPC. This conference will forever influence the way I think about things, talk about certain topics and how I live everyday life. Telling friends and family about that will hopefully change their outlook on these topics. On a bigger level, I hope to organize at least one program in my hall about white privilege to share my knowledge with those around me.
- Hold panels and discussions to help explain the basic concepts that we learned. This will also help promote WPC16 and get more people interested. Mostly just try to explain what is it and what it’s about.
- Between now and the end of the academic school year I want to work with the others members of Laux Hall who went to WPC 15 and create a program for other residents where we have discussions about white privilege and/or watch relevant documentaries.
- I plan to talk with others about my experiences at WPC, what I felt, and what I’ve learned. Additionally, I really look forward to joining an organization/club on campus which will help meet to meet students/ faculty with a passion for social justice like me. Also, I’m already in the process of planning/brainstorming events and activities to have in my dorm by teaming up with RA’s and the other students that attended WPC in my dorm hall.

- I would like to learn more. I would also like to be able to take aspects of every workshop and teach La Crosse it.
- Raise awareness in my hall. A group of girls from my hall and I were talking about putting on a movie night program with dialogue after, choosing movies with social justice themes, along the lines of what was discussed at WPC. I also thought about putting up thought-provoking posters in my hall, something like “Got Privilege?”
 - What kind of privilege do you have? Christian privilege? White privilege? Right-handed privilege? College student privilege? Think about it, just so people become familiar with the terms.
- Program: As an RA, facilitate a program that relays the info I learned to the residents of Coate Hall. Educate myself on issues of race, colorism, and privilege. Expand my knowledge and share with my family and close friends ****FREQUENTLY****
- I think I’m going to reach out to my residents and send out some resources with information on topics I learned about at the conference. I’m hoping that my residents will engage with the content and then we can follow up with a conversation or multiple conversation.
- I would like to bring an immersed awareness back to the residents in my dorm hall and widen the perspective of my peers. Also I would like to engage in more critical conversations with friends and family members.
- On a personal level talk about it as much as possible. Send letters to high school for them to join the other high schools to go to the Youth Action Project.
- Further explore white privilege and oppression my plan in the systems. Explore whiteness, what it means to be a man. Learn and critically think more. Run programs/discussions on white privileges what it means to be a male.
- I am changing my major from psychology to sociology with a minor in Racial and Ethnic Minorities. We can also go and talk to teachers and advisors and the people in charge and tell them what we learned and try to make groups like that.
- Continue to have conversations regarding race. Further explore my whiteness. Read more Critical Race Theory.
- I know that I have a lot that I still need to personally process. I want to bring this information back to National Residence Hall Honorary and back to my hall. I think there is a lot that I learned that others can benefit from. Just have conversations with others also spread this info.

...before WPC16 to be held in April 2015?

- Gain a better understanding of how communication about race in classrooms can change for the better. Continue learning so I have statements to back my argument in confrontations.
- I feel that I will continue to talk about my experiences at the conference as well as talk to others (rejoin) with people from the trip to help hold myself accountable and hold them accountable for spreading this message. I will let others know about how great of an experience it would be for them to attend. Gain more knowledge of these social justice issues. In general, I felt that I am at the beginning phases of understanding these topics so I will need to develop my self-concepts and understanding of this!
- I plan on joining Broadening Horizons. I want to continue reading around with privilege and racial injustices. I want to form an inclusive community in my cube and an inclusive Hutch Hall as a Resident Assistant next year. I want to keep fighting for equality and possibly bring one of the WPC speakers to UW-L.
- Finish reading, “Waking Up White.” Facilitate more discussions in my dorm as well as other places. Learn more about other races I don’t know much about, like the difference between Latino and Hispanic.
- Really use my knowledge to inform my residents next year who want to be more aware and more involved. If possible, I hope we would be able to send people to WPC16. I also want to get more comfortable recognizing white privilege in myself and others, and being able to point it out to other individuals. Mainly, I want to spread awareness.
- As I form new friendships, have these conversations and talk through the confusion and discomfort. Figure out my role on campus and how I can implement what I learned to help raise awareness on the issues.
- Take this information with me to my hometown, as well as the multiple organizations, I am involved in. I would also take this with me into public settings. Social justice should not take place in only your comfort zone. It should take place in every aspect of life.
- Reflect on progress throughout the year. Have held numerous events surrounding white privilege/social injustice. Connect with friends/networks from WPC15. Mentally prepare lists of discussion ideas.

- I will try and help others see the privileges they have and encourage them to go to WPC. I will also talk to my family about what I learned and help them see how important social justices is.
- I will get group of people to have a conversation about privilege and what it is like to be a minority on the UW-La Crosse campus.
- Have the conversations with wider organizations.
- I will be graduating in December. Unfortunately, I can't attend the next one. Since I was really grateful and thankful to attend this WPC15, I will encourage my friends and other residents to attend WPC16 in Louisville. Also to share how much I learned and had awaking moments in Madison. To persuade other people to get curious about WPC and to make them search WPC themselves.
- Before WPC16, I plan to explore and research the idea of white privilege and race even more. I feel like this conference had a lot of "shock" involved in it, because it has my first time really exploring this topic. Therefore, before attending (hopefully!) next year, I want to go in with more knowledge.
- Spread the work about it more, get people more excited about how positivity it will change their lives. Emphasize that every single person can learn something at this conference. Also, have speakers from WPC15 come to campus for lectures, discussions, etc. My suggestions are Vanessa Roberts, Joe Feagin, Lonnie Lusardo, Derrick Gray & Kim Radersma.
- Before WPC16, I want to bring my new knowledge home with me and get my family and friends interested or at least make them aware of the things that go on and what white privilege means.
- I look forward to not only continuing to share my new knowledge on social justice with other, but I will be advocating the white privilege conference to my peers and hopefully I will successfully recruit individuals to attend WPC16.
- I would like to take more classes on these issues and feel more knowledgeable.
- Get involved in an organization on campus that deals with these issues, and also so that I can keep coming to WPC every year. There's so much more that I need to work on!

- PS. Any suggestions of organizations? My email: mark.bria@uwlax.edu if you have the time!
Thanks!

I'm going to suggest that the high school I went to send people to WPC, because my high school really needs it. I hope they send teachers as well.

- Research ways to help my sister (17) get to WPC next year, as a mentor of Youth Action Project (YAP). Are there grants and/or scholarships for YAP?
- I want to reach out to fellow Residence Life colleagues and share my experience of WPC15, also with some at the things I have learned. I am hoping that reaching out and starting conversations with my staff team and other colleagues will encourage them to think about attending WPC16.
- Become involved in some sort activist group.
- Hold events that spread what we learned. Fundraise to have support from La Crosse going next year.
- I want to hold a White Privilege/Social Justice Summit on campus targeting people who are unaware of anti-racism actions and those who are further along in their journey. Create opportunities for discussion and Change culture of UWL
- Make groups for the people who could not go and even if they are not ready, we could have meetings and try to get people involved
- Read, educate myself. Better learn how to engage in conversations about race when the forum isn't expected. Navigate continual self-education and teaching.
- With being a Residence Life Staff Member next year on campus. I have new info. that I want my residents to have because of this conference. I want to challenge myself to keep thinking about these topics. I want to keep having open conversations.

...long term (next five years)?

- Continue seeking ways to dismantle the institutional structures of oppression. I hope I have not forgotten to keep an open mind.
- After understanding it more myself I would love to go again if given the chance. As well as, in the more long term I want to have a greater impact on the community by establishing a program or event. At home I feel this is something that we were never taught and I would love to bring this to my home town. I could see myself bringing this to our study abroad students, so they can gain a better understanding of their privilege and give them a better perspective.

- I want to keep on attending WPC15 and keep on staying informed about racial injustices. I want to keep sharing the knowledge I gained so I can help others learn about injustices and get involved. I want to make UWL inclusive for everyone and make people feel safe talking to me about race and privilege. I want to help, being an inclusive RA and possibly pursue a Master Degree in Student Affairs in Higher Education.
- Attend one more WPC. Feel comfortable enough to address injustice among strangers. Dive into depth about how I've been accountable with someone who has gone to a conference, so we can both be held accountable.
- Recognizing white privilege in my life, and turning and going against the norms of that. I would like to attend at least one more conference involving sociological influences and work in whatever community I am in to start making large scale changes.
- As I venture out of school and into new areas, notice differences in these areas and talk about them. Continue conversations with family and friends. Find ways in which I can help my community.
- I need to be the change I wish to see in the world. If by then my career is not making a difference, I plan to support any efforts to organizations like WPC. I also would like to write a book on being multi-cultural. I don't think they are enough books on this.
- Keep in touch with networks. Continue attending WPC conferences. Keep accountable in regards to race issues. Ensure that a career in education is providing an environment that is EQUAL and conducive to all students reaching out to all students to try and close the achievement gap and end school to prison!
- I will open people's eyes to how lucky they are and how they can share their privilege and use it to help those with less privilege.
- Remain positive. Advocate for my fellow minority student. Have a campus wide campus. STAY PROUD!
- Attend WPC every year I can. Move towards dismantling oppression. Give back and present at WPC
- I will take my step to acknowledge of myself first then. I will inform other people about white privilege and education excellence equity, since I am the person who will work in education/school settings. Also, encourage youth to join the Youth Action Project program to prepare for WPC.
- I would like to get involved in more organizations involved with social justice to help make a change and challenge white privilege. I also hope to attend WPC for many years to come.
- Connect with other universities to promote the concepts discussed at WPC and organize events together via Facebook, Twitter and Instagram, including planning at date when all campuses will participate. Also, try to incorporate ideas from WPC into courses, events and panels on campus.
- For the long term, I want to keep learning new information on the topic of white privilege, maybe attend another WPC conference and keep sharing new knowledge with others. I also think I might promote programming in the residence halls on the subject.
- I want to get involved and stay involved in the community through the advocacy of social justice. Also, I wish to keep updated on current events/issues/topics revolving around racism and privilege so that I can be the best social justice advocate that I can be.
- I would like to take more classes on these issues & feel more knowledgeable. Bring what I learned to individuals in a small setting and be able to feel like I taught someone something.
- I don't know what my job will be in five years, but I hope that it will allow me to incorporate what I've learned and teach and spread this to others. WPC has me reconsidering my career options so I hope that whatever I chose will directly relate to concepts discussed at WPC. Thanks for all of the work you've done in allowing me to go to the conference. I was/is life changing!!!
- Attend WPC a 2nd (and 3rd/4th/5th) time and make an effort to introduce the Youth Action Project to Oconto Falls, WI.
- I plan to constantly work on understanding my own privilege and breaking down my own prejudices. I also want to continue learning about topics on social justice work so that I will continue to expand my understanding of inequality and injustices that people face every day.
- Remain connected to the things I learned. Never lose the feeling of inspiration that I've never felt after experiencing this.
- Continue to have programs, continue to send many students, and spread the love!
- Continue learning and moving towards non-racist identity
- Start grassroots organizing talk about those issues-start engaging white people, especially white males. Contribute to dismantling white privilege.
- Really get the word out to people and try to get them involved.
- Get into a Doctorate Program.

- Again having open conversations that should not stop. Reflecting back to where I was and where I'm at, to where I'm going. I have no clue where I will be in five years or what I'll be doing but I want to keep challenging what I believe because that helps me confirm what I do believe in.

School of Education

...between now and the end of the academic school year?

- Work to gain further education on the topics I find questions and interest about. I also plan to put the programs on my residence Hall, and I may collaborate with the other Education students to create programs for other Education students or people invested in attending.
- Talk about my experiences at WPC15 within the SOE and IPSE, as well as Campus Climate and University events. Talk with family and friends outside the university. Help clarify to colleagues, family, and friends the concept of White Privilege.

...before WPC16 to be held in April 2015?

- Join some different campus organizations to continue education on these topics. Also talk about my experience and get people excited to go in future years. Continue to learn more to educate myself and the people around me.
- Reconnect with participants I met at WPC15 to plan for WPC16 in terms of sessions, caucuses, social events. Plan IPSE's 17th Annual November Conference by inviting speakers to talk about White Privilege.

...long term (next five years)?

- In five years, hopefully I will have a classroom of my own, as will be teaching these topics in my classroom. Along with working with my colleagues and school board to better the education we provide, and work to change and better the institution of education in my district and beyond.
- Work on diversity and White Privilege issues at UW-L. Help students, faculty, and staff get a better understanding of White Privilege through open, honest, and safe conversations about the topic.

University Centers – 1 Professional Staff and All Other's Graduate Students

...between now and the end of the academic school year?

- Continue to process through the information I obtained here and in my White Privilege Class in my graduate program. Further my learning by reading more on the concept of white privilege and also to connect with others who attended the conference to help my processing. Talk about the concepts I learned with others who were not able to attend and speak up when I hear microaggressions.
- Share personal and group experiences across campus with students, staff, and faculty. Continue to connect, discuss, and unpack aspects of self, identity, and WPC15 with peers, staff and faculty.
- Look for more conferences focused on social justice/diversity. Share what I learned with friends and family. Originally thought about my **ARP** topic as strategic planning in Student Affairs, but I would like to now consider focusing on social justice strategic affairs. Connect with the people I met at WPC to share ideas. Ask my office how they are implementing social justice concepts in policies, hires, etc, and ask what we can do differently.
- Finish white privilege class. Start conversation with supervisor on how to incorporate a social justice lens in our program. Share experience at WPC with students and peers.
- Blog reflection. Utilize programs for tools in my Educational Foundations course for pedagogy. Challenge Development Committee of options **eli** to think how rep. rights are connected to issues of race, privilege, and oppression. Engage in dialogue with my Student Affairs Administration cohort.
- Continue to advocate to better myself with others, family, friends, not heavily involved with social justice and continuing our walk with white privilege.
- Share some privilege knowledge personally with 5 people who aren't my mom or close friends and read some articles on the white racial framework and learn more about the Native American Groups and movements in Minneapolis.
- Process individually and with other group members. Contact/email all the contacts made at WPC. Debrief plans on how I use what I have learned in my work.
- Between WPC15 and the end of the academic year I completed my White Privilege Class final project, where I developed a UW-L staff and faculty training workshop. The knowledge that I learned at the conference was

also applied to in many of my classes and is assisting in the foundational elements of my final graduate program research project. As an individual committed to leaning, this conference enhanced my critical thinking skills. I have since been focusing on issues involving society, race, and identity development.

- I'd like to have a plan to bring more topics to campus that get students talking about real issues in the world and the communities they will be active in as adults.

...before WPC16 to be held in April 2015?

- Register for it and encourage other students to go to it. Continue to educate myself and encourage the students I advise to explore their own identities. Also to help bring more speakers and performers based in social justice to campus via the Campus Activities Board and to increase a better dialogue on campus about social justice issues.
- Be accountable to yourself and others in applying the knowledge and wisdom learned and passed on from WPC 15. Connect with others and bring/raise awareness of WPC16, especially for administrators to attend WPC.
- Sign up for WPC16. Advance my **ARP** research. Try to suggest implementing strategic planning at department/institutional level in College of Liberal Studies, if there is not already incorporated into planning.
- Look into the University of Colorado – Colorado Springs Graduate Certification Program. Create partnership with other offices on campus to bring a wide variety of programs to students. Host conference program with section about the white savior complex and solidarity vs. charity. **Hot** service trip and incorporate racial issues with homeless being **explored**.
- Share my experience with others to recruit people to attend. Utilize tools for my assistantship in the Campus Climate Office. Continue my pursuit of education regarding: isms, privilege, etc. Seek out collaborations with other campus offices. Challenge my family and share my experience.
- Spread my experiences and satisfaction with what WPC has to offer and how anyone of all backgrounds needs to have opportunity to be a part of something greater than you.
- Register for WPC16. Get a job (after graduation) at a school that cares about privilege and race issues. Learn more about the gentrifications going on Minneapolis, so I can make a more educated decision about where to live.
- Create a collaborative meeting with students of color. Begin research of black men/people of color that identify with LGBT.
- My personal goals involving White privilege is to continue to educate myself and engage in dialogue with others about social justice issues. In order for me to become more fluent with issues of racial injustice, I will need to practice having conversations with others and continue to do research on the topic. My final graduate school capstone project will include concepts of racial identity development in higher education, so my learning on the topic will continue throughout the next year.
- I hope we can look at getting “New” people to sit around the table, to bridge these topics. To be active participants in conversations with students. It's always the same people trying to start the conversations and finding teachable moments.

...long term (next five years)?

- Continue to explore my White-American identity and what all of my identities mean for my life and further my education of the topics I discussed and heard about here at WPC15. To attend at least one WPC conference within the five years. Also to use social justice in my professional career, hopefully with the future students I advise in a higher education setting.
- Start a campus wide cultural competency assessment within organizations and departments of the institution. Continue to raise awareness of the mission of WPC and reflect on our institutional mission statement. Outreach our campus initiatives and services to local area school districts to raise awareness.
- Continue to attend WPC and bring new people with me! Encourage my sister to join the Youth Action Project. Advocate for data-driven assessment and evaluation of institutions based on a social justice framework. Hopefully I will be in a position to help implement social justice policies at institutions of higher education.
- Start and hopefully finish graduate certificate program from the University of Colorado- Colorado Springs. Begin involvement in education reform by joining local school board.

- Make sure when I search for jobs in a year, that my job description includes diversity initiatives.
- Holding myself accountable along with others in the race for privilege and continue the success of educating the ignorant and those unaware, and not yelling or using poor choice of words. **Bring** ally for all oppressed groups.
- Keep learning! Go to at least one more WPC. Be an activist/scholar at the institution I end up at- spread awareness to my students.
- Continue to come to the conference and use the white privilege as a way to diversify my community involvement and work life. I recommend that we bring Rosa Clemente and Jacqueline Battalora.
- Over the next five years I would like to find a Student Affairs position that allows me to work towards making positive social change. My goal is to break down barriers for students on college campuses and to be a professional that fosters environments conducive to growth and development in all students. I plan to continue to attend WPC as my schedule allows so I can stay connected to that community and continue my learning.
- Start series of campus programs where Black Student Unity is not the end all to Black History programs. And the Latin American Student Organization is not end all to programs surrounding Hispanic Heritage and so on... Bring controversial but impactful programs to students and bridge their class experiences with other activities to stimulate conversation and understanding with a dash of uncomfortability.

UW-La Crosse Guest Connection

...between now and the end of the academic school year?

- Bring speakers to campus, keep the conference goers engaged, get an honest conversation about race and culture going on campus.

...before WPC16 to be held in April 2015?

- Encourage certain campus administrators who have sooo much to learn about these issues to go to future WPC's.

...long term (next five years)?

- Keep the conversation going on campus and find ways do have it spill out in the community

APPENDIX B: Additional Action Examples

These more detailed action examples were provided to WPC founder Dr. Eddie Moore, Jr. or other members of the WPC organizing team over time, either unsolicited or by request. They were not included in the theme analysis.

1. Ana V. Flores described the following actions following her participation at WPC 16: Currently, I have Gyasi Ross, a keynote speaker from the WPC conference, coming to my high school for a presentation on May 29th and I'm working on coordinating a Black Lives Matter panel with local community leaders and youth during the same week. I've also been working with teachers and community members to create lesson plans prior to the Ross presentation and Black Lives Matter panel. Fortunately, I have the support from my administrators and staff (some of these folks also went to the WPC with me) but I did not anticipate the energy I would expend having conversations with those who are resisting my plans. Despite the resistance, the next phase of my plan is to invite the youth from Lost Voices in Ferguson to my high school in the Fall of 2015. Just yesterday, I received word from my union (minority affairs branch) that I will be able to fund a Lost Voices presentation!
2. After presenting at WPC for five years, Stacey Gibson channeled the experiences from those presentations to collaborate with Teaching Tolerance, Joe Brewster and Michele Stephenson to create ready-to-use online teacher resources to accompany Brewster's and Stephenson's 2013 documentary, *American Promise*. Along with that collaboration, Stacey continues to support institutions by providing experiential seminars, workshops, and lectures to educators, administrators, staff members, students, board members, parents, and other stakeholders who are interested in both examining the role of race in their institution and building and practicing more inclusive, anti-oppression curricula. Stacey continues to help students begin to name then talk about oppressions in a responsible way by examining both personal and historical experiences.
3. Ilana Morris facilitated a training on micro-aggressions among my team of staff that work with Transition-Aged Youth emancipating from foster care, who are disproportionately experiencing poverty and youth of color. Learning how oppression operates helps our team be more aware of the power we hold and how to avoid recreating systems of historical trauma within our work as supportive change agents with young adults.
4. Rachel Samuels ran for Undergraduate Senate at her University, where she now serves as Chair of the Advocacy Committee, committing to addressing the concerns of historically underrepresented community groups on campus. Working with directors and student leaders, she has focused one of her main projects on returning and prioritizing University funding toward campus community centers, including the Native American Cultural Center, the Asian American Activities Center, the Black Community Services Center, El Centro Chicano y Latino, the Women's Community Center, and the LGBT Community Resources Center.

5. Rachel also joined in the #HandsUpWalkOut protest to continue to disrupt daily life to keep in mind recent events in Ferguson and police brutality against black lives around the nation. She continues to participate in social media promotion and continued events on campus as a part of the #BlackLivesMatter Movement.
6. Dr. Shelly Tochluk and Jamie Utt co-authored an article entitled "White Teacher, Know Thyself: A Framework for Anti-Racist Praxis and Identity Development" currently under review by journal *Urban Education*. The article argues that White teachers will be more effective practitioners when they undertake the difficult, long-term work of developing an anti-racist racial identity as part of their teaching praxis.
7. Jamie Utt joined Charles Modiano in Ferguson and St. Louis as part of the #FergusonOctober demonstrations, not only acting in solidarity with local activists for a number of actions but helping to plan a major action taking place during the weekend.
8. One Notre Dame student attended WPC, interviewed student attendees and wrote an article for the University paper. Actions reported in the article were increased awareness and openness to discussion (students) and writing assignments (professor).

APPENDIX C: Testimonials

Every WPC adds valuable information to my bank of knowledge. At every WPC I have been presented a shift in perspective or paradigm that rocks my place in the world or way of seeing and making sense of it. And every WPC touches my soul and leaves me more fully human.

Jackie Battaloria, Lawyer & Professor

I've learned to head to WPC each year fully aware that I will learn something I didn't know I didn't know and that that will inform my work in ways I wouldn't have anticipated. It takes me the full year to unpack and put in to motion what I end up learning, and, just when I think I've got it all figured out, it's time to head to WPC again! I experience the full range of emotions each year as my belief system gets expanded and my commitment to the work deepens. My biggest challenge is to limit my action plan to ONE item!

Debby Irving, Racial Justice Educator & Writer

I risked being a target of racism because of my commitment to anti-racist white allyship.... Despite all the trauma, I'm not scared and my pledge as a white person practicing allyship was strengthened through this horrific experience. They aimed to instill fear in me, but because of the relationships and pledges I have made through WPC and beyond—I am instead more proud to be a part of this movement than ever before. WPC has strengthened my commitment to anti-racism, human-centered relationships, and the basic understanding that reclaiming my humanity in this world comes with worthwhile sacrifices.

Ilana Morris

We had a fantastic day! Maybe our best yet. Thanks again for giving us the opportunity to do this. We learn more every time -- and have instituted an accountability practice, at your suggestion.

Penny, Elizabeth, Doug, and Carole (and Alec and Linda in absentia)

I gained knowledge on oppression and the difficulties that other races face. It opened my eyes and will make me think twice before judging or thinking about other people of all different races.

Workshop Participant 2014

It hurts to hear these stories as a white man, but the hurt is necessary. I think for change to occur for me. I know any little hurt I feel is nothing in comparison to what people of color have felt. I will strive to educate myself and other white people on our oppressive culture.

Workshop Participant 2014

Very thought-provoking conversations! Thank you!

Workshop Participant 2014

Received valuable insights, learned not to depend on institutions to educate on these issues, SELF EDUCATE, internalization, stereotypes

Workshop Participant 2014

APPENDIX D: Interviews

Graduate students were given a structured format and asked to interview identified WPC presenters to learn more about actions taken as a result of their participation in WPC. Two completed interviews are provided here:

Tiffany Taylor Smith
Founder, Culture Learning Partners
tiffany@culturelearningpartners.com

Tiffany first became involved with WPC in 2008—WPC9, the year that it was Springfield, Massachusetts (she is certain about the Springfield, MA part; so if it is off, go off that as a benchmark). Since her inaugural year, she has been apart of 7 WPCs. Currently she holds a National Committee position overseeing the YAP program.

Tiffany has done four major things as a result of her involvement with the WPC:

1. Created the film *Teens Talk About Privilege* with Mariama Richards and Elizabeth Denevi. This film was screened in multiple WPCs (10 and 11) and continues to be used as teaching tools.
2. In her work as a consultant, Smith has integrated conversations about Whiteness into her trainings and planning. She has developed unique and meaningful ways to engage in these important dialogues across multiple constituents, including youth, adults in education, and adults in the private sector. In this respect, WPC has helped her increase her breadth of expertise.
3. Smith's work with youth has also taken off as a result of her involvement with the WPC. This is best exemplified in her work with the Youth Action Project (YAP) at WPC, which she works at the national-level with. Specifically, she brings specific skills of recruitment, organization, management, facilitation and leadership to this ever-expanding effort.
4. At a personal level, Smith continues to understand herself—her identity and her own privilege. WPC has provided an intentional space to engage in critical dialogue, and has empowered her to take these transformative experiences back to her personal and work lives and continue to develop as individual and advocate.

Elizabeth Denevi, PhD
Director of Studies and Professional Development
Latin School of Chicago
edenevi@latinschool.org

[How many times have you attended the WPC?]
Each year since WPC3 in 2002.

Since Elizabeth began her involvement with WPC, she has been a leader of building culturally-inclusive schools in the following ways:

1. She has advocated for, and seen to fruition, the development of anti-racist White affinity groups on independent school campuses and in the community. This has manifested itself within schools as groups for both students and faculty, as well as regionally in D.C.
2. She has brought the topic of Whiteness into the curriculum in innovative and integrative ways at the institutions that she has been apart of. For example, in an 8th grade history curriculum, she has worked with teachers to develop lessons and objectives that unpack the idea of “becoming White” for new immigrant populations, particularly those of recent generations (i.e., Italians, Irish, and Jews). Another example is working with lower school teachers to develop age-appropriate lessons about racial difference, premised on an anti-deficit framework. Finally, she has integrated these conversations into a course that she teaches at her current institution, The Latin School of Chicago, called “How to be Your Best Self at Latin” where she engages in critical conversations about Whiteness, identity and privilege. Systemically, she has helped institutions develop benchmark curriculum standards for multicultural education.
3. Most recently, as a senior administrator, she has integrated the WPC and its objectives to her role as a senior administrator, working with other senior leaders and school governance. A key element of this work is “equity leadership”, which implores senior leadership to think critically about the ways in which their institutions can promote racial awareness and anti-racist ideologies rooted in theory and research, and affected through strategic planning.