Transforming White Privilege: A 21ˢᵗ Century Leadership Capacity

Preliminary Survey Findings for Discussion

April 30, 2009

Why do survey?

► Observed struggles among leadership groups:

- Naming racism, privilege
- Addressing consequences of racism, privilege in the moment
- Supporting leaders to name and address as a leadership capacity

► Hoping to learn more for leadership learning community

► Hoping to share/develop supportive tools that can be embedded in existing leadership

Transforming White Privilege: A 21st Century Leadership Capacity

CAPD (Sally Leiderman)

MP Associates (Maggie Potapchuk)

Flipping the Script

Training for Racial Equity and Inclusion

www.racialequitytools.org

www.evaluationtoolsforracialequity.org

www.capd.org

www.mpassociates.us

World Trust (Shakti Butler)

Films:

Mirrors of Privilege

The Way Home

Light in the Shadows

www.world-trust.org

SURVEY - WHO

► Members of the Leadership Learning Community (www.leadershiplearning.org)

► Design, run, fund or evaluate leadership programs (123)

► NOTE: findings are descriptive of the group who responded – not necessarily descriptive (generalizeable) of a larger population

► Group responding:
- 61% involved with 4 or more leadership programs
- 60% identify as white (non-Hispanic); 25% as African American or Black; 10% as Asian-American or Pacific Islander; 6% as Latino or Hispanic; 5% as Native American
- 45% over 50; 6% under 30
- 80% identify as female

Range of Sectors/Issues Represented

▶ Non-profit 74%
▶ Grassroots leadership 46%
▶ Youth or emerging leadership 45%
▶ Social justice leadership 45%
▶ Specific racial, ethnic or cultural groups
  or leaders of color generally 34% -- 38%
▶ Education or health leadership 37% -- 38%
▶ Business leadership 25%
▶ GLBTQ leadership 17%

Survey topics: Terms

Terms:
- ► Diversity
- ► Race Relations
- ► Oppression
- ► Structural Racism
- ► Institutional Racism
- ► White Privilege
- ► Immigrant and Refugee Concerns
- ► GLBTQ Concerns

Questions re Terms:
- ► Familiarity?
- ► Extent used?
- ► Use in same way as definitions offered?
- ► Intentionally address?
- ► Prepared process to address if it comes up (react)?
- ► Challenges?
- ► Helpful resources to recommend?

Survey Topics: Outcomes

► Intentions

► How successful in helping leadership participants achieve each intention

► Resources that would be helpful

► Descriptors of respondents, leadership programs

- ► Thanks to all of you who responded
- ► Thanks for being part of this call
- ► Thanks to the Leadership Learning Community Seed Fund
- ► Still analyzing
- ► Looking forward to your insights and stories

Respondent's Personal Familiarity with Terms

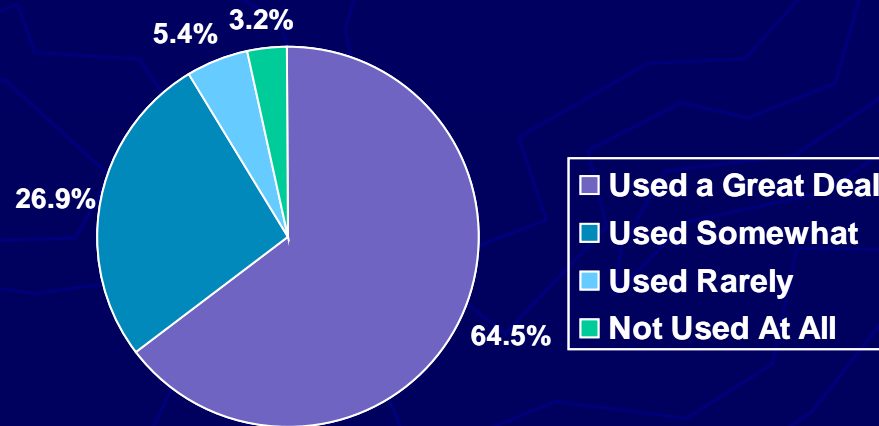▶ Diversity: 91%

▶ Race Relations: 72%

▶ Oppression: 70%

▶ Structural Racism: 62%

▶ Institutional Racism: 69%

▶ White Privilege: 70%

▶ Immigrant and Refugee Concerns: 40%

▶ GLBTQ Concerns: 47%

Percent who use this term "a great deal" in their leadership programs

- Diversity: 65%
- Race Relations: 28%
- Oppression: 29%
- Structural Racism: 31%
- Institutional Racism: 26%
- White Privilege: 31%
- Immigrant and Refugee Concerns: 19%
- GLBTQ Concerns: 13%

Diversity

► **Diversity**: a term used to describe the fact that there are differences within and among people, including differences of racial and/or ethnic identity, gender, age, class, sexual orientation and other characteristics. People sometimes consider diversity an asset, and sometimes a challenge.


- Used a Great Deal
- Used Somewhat
- Used Rarely
- Not Used At All

64.5% Used a Great Deal
26.9% Used Somewhat
5.4% Used Rarely
3.2% Not Used At All

Structural Racism

► **Structural Racism**: An analytic framework that identifies aspects of our history and culture that have allowed the privileges associated with "whiteness" and the disadvantages associated with "color" to endure and adapt over time. Such an analysis often points out ways in which public policies and institutional practices contribute to inequitable racial outcomes. It may also lay out assumptions and stereotypes that are embedded in our culture that serve to legitimize racial inequities


24.7%
30.1%
19.4%
25.8%

- Used a Great Deal
- Used Somewhat
- Used Rarely
- Not Used At All
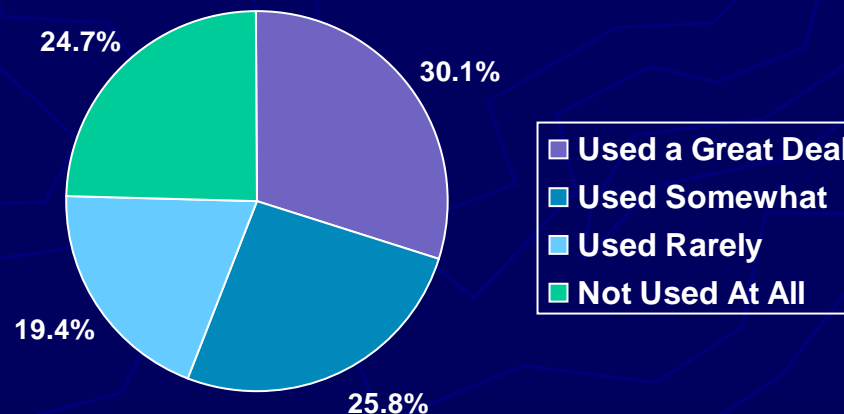
White Privilege

► **White Privilege:** The unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally, white people who experience such privilege do so without being conscious of it.

20.2%

30.9%

19.1%

29.8%

■ Used a Great Deal
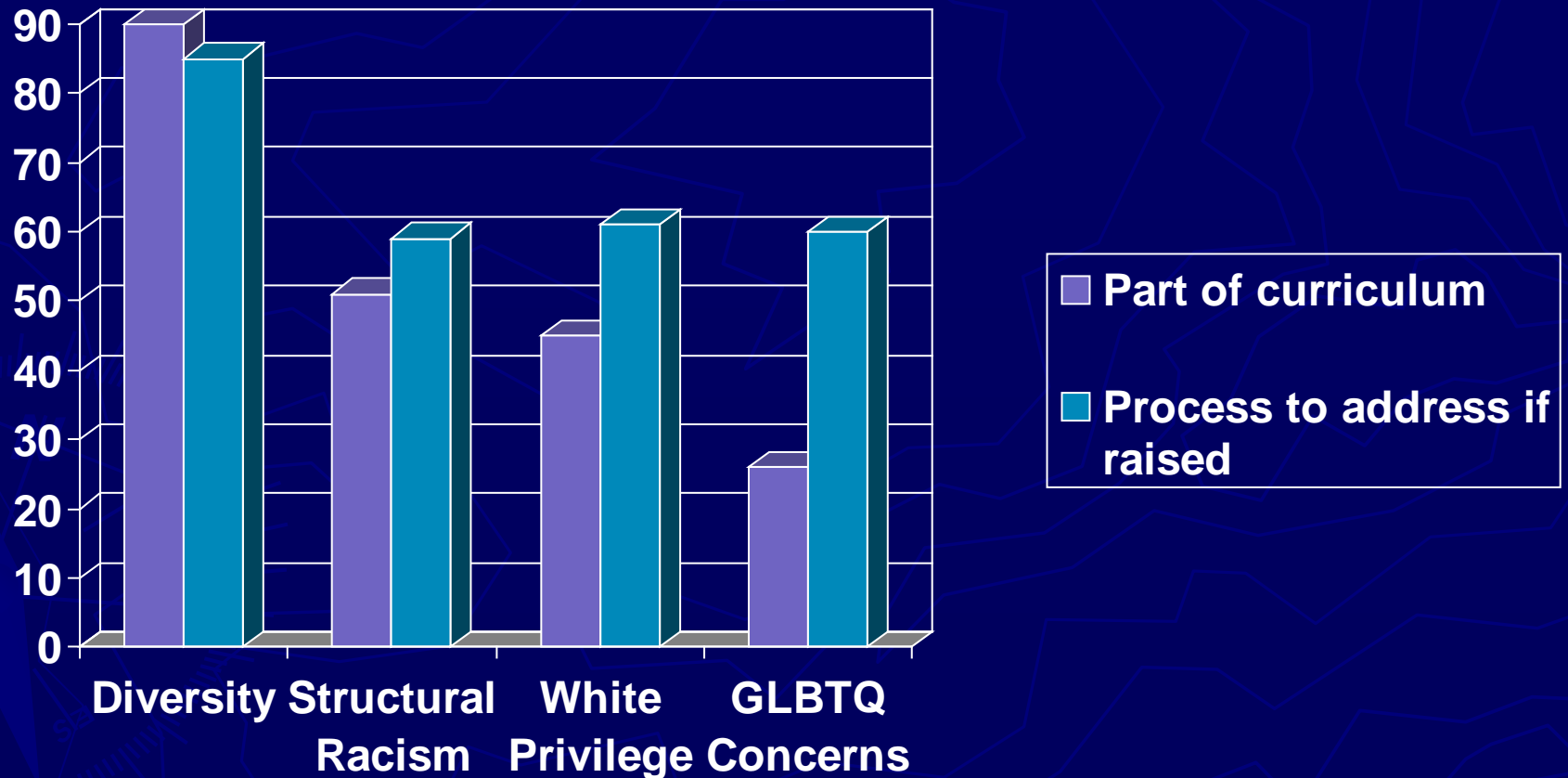■ Used Somewhat
■ Used Rarely
■ Not Used At All
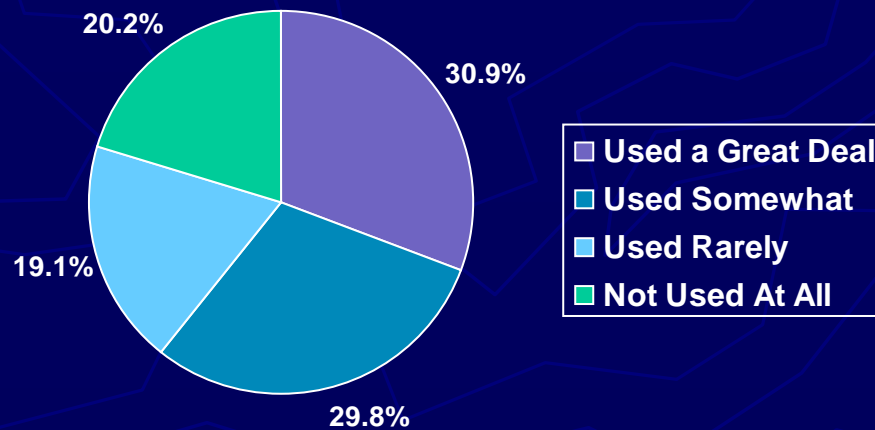
GLBTQ Concerns

▶ **GLBTQ Issues:** (Gay, Lesbian, Bisexual, Transgender or Transsexual and Queer or Questioning issues). All of the issues (the on-going struggle for basic civil rights, the ever-present threat of physical violence, continuing economic marginalization in some communities, etc.) that surround questions of sexual orientation, particularly for people of color.

12.6%
27.4%
30.5%
29.5%

- Used a Great Deal
- Used Somewhat
- Used Rarely
- Not Used At All
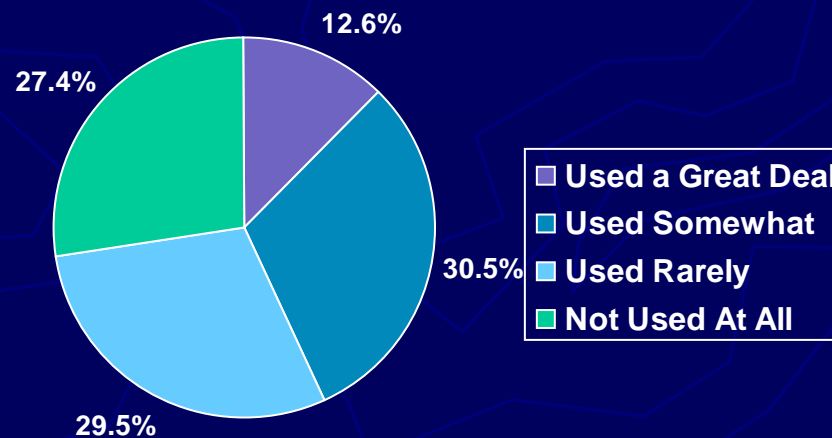
Percent whose programs use the term essentially as defined in the questionnaire
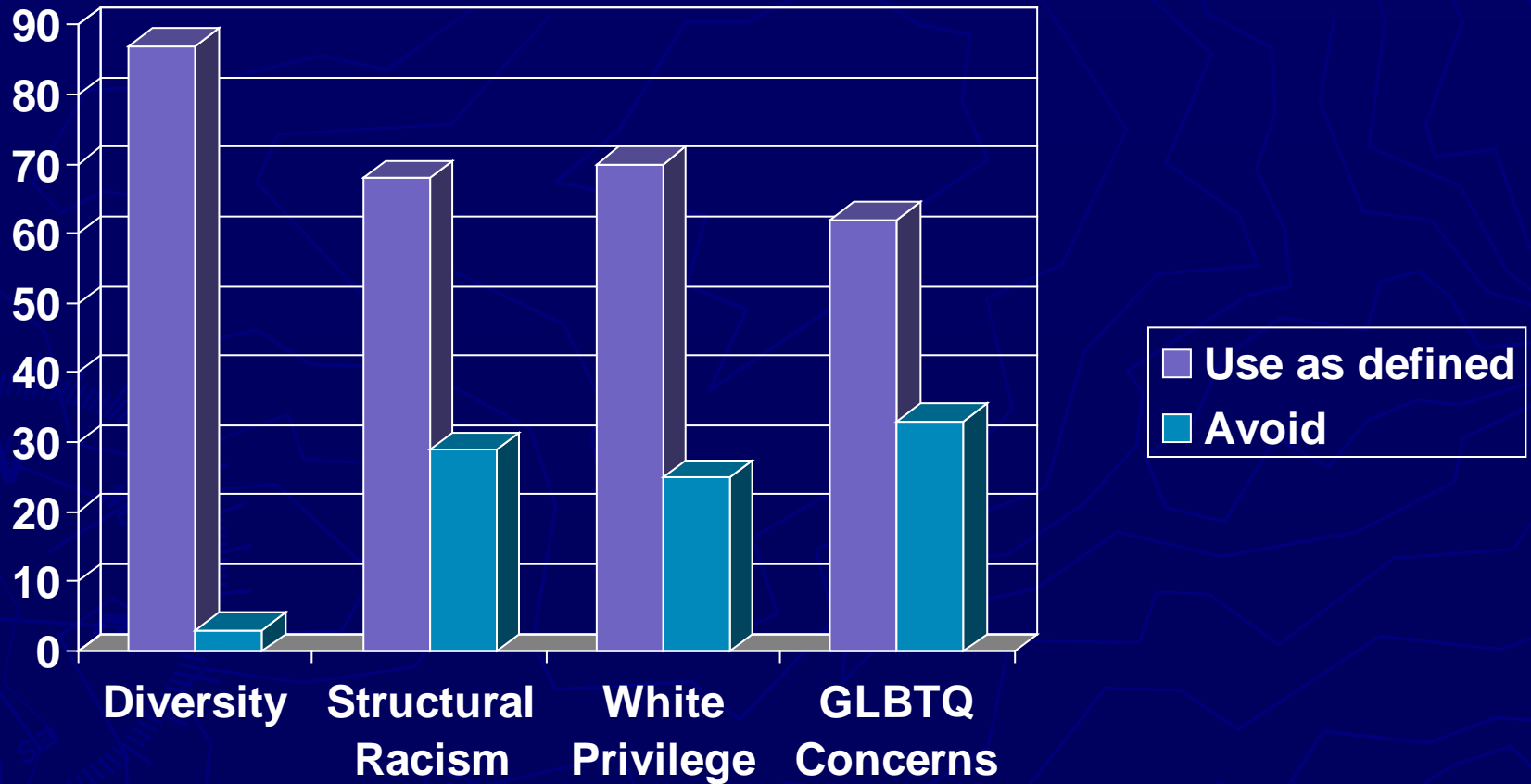
Percent whose programs include the concept in their curriculum (proactive) & percent who have a plan to address when it is raised (reactive)

Legend:
- ■ Part of curriculum
- ■ Process to address if raised

Categories: Diversity, Structural Racism, White Privilege, GLBTQ Concerns

FINDINGS: INTENT & RESULTS
(percent who strongly agree)

INTENT		RESULTS	
Actions taken	75%+	People act	30-46%
Relationships built	70%	Relationships built	49%
Able/will hold up mirror to own organization	64%	Able/will hold up mirror to own organization	25%
Acquire basic knowledge		Acquire basic knowledge	
race and racism	39%	race and racism	30%
structural racism	36%	structural racism	22%
white privilege	31%	white privilege	20%

Challenges mentioned by several

► Resistance around white privilege

► Effective programming, particularly in addition to or broader than black/white issues

► Creating "safety"

► Moving out of a "comfort zone" – not making things too safe or too comfortable

► Our own sense of competence, capacity, courage around these issues

► Movement to action

Challenges mentioned by one or two

► Getting people to stay the course

► Pacing the work – tending to privilege those with less experience; frustrating for those with more

► Lack of global worldview – US colonial paradigm

► Focus needs to be on equal opportunity based on individual responsibility, content of character, merit rather than birth characteristics

► Lack of demonstrated impact, lack of simple evaluation tools, processes

Challenges: Quotes

► *Getting past the fact that folks have different definitions/understandings of key concepts and the worldview and analysis that underlie them (e.g. what is race, racism, structural oppression); helping people with privilege see it, acknowledge and move forward without denial and guilt; attempting to build agreements about where an organization is going when the individuals don't share worldviews, [or] analysis of the underlying problems or strategies for solving them (e.g. privileged people preferring to "fix the individuals" and marginalized people preferring to "fix the system").*

► *Programming around these issues is a big challenge. We follow a facilitation model that has proven effective in dealing with historical black/white racism and white privilege, but we are still struggling with how to effectively address issues of gender, GLBT, issues specific to Asian, Latino and Native Communities, etc.*

► *Many of these topics come across as "old school" or not issues that are important enough to decouple from other initiatives. Many of the Youth Leadership and Youth Development intermediaries shy away from these topics as integral to their work*

► *While the Jewish community is increasingly eager to talk about "diversity" there is little openness to talking about more difficult topics such as structural racism, oppression, white privilege*

► *When discussing health disparities, the focus is on race and ethnicity but there are those working with mental health who see health disparities only through a lens of mental health (e.g. people with mental illness live 25 years less than the average person)*

► *Field of coaching – focused on the individual – there is very little need to take culture into account when coaching*

► *Lack of demonstrated impact of this organizational (and important work) on program "output" … [demonstrated impact] needed to secure funding and resources… [and] lack of resources …appropriate for busy organizers and small organization like ourselves…we don't have time to read a whole book on this!*