Leadership Through Self Transformation

David Paul

Western Michigan University, david.paul@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/acad_leadership

Part of the Educational Leadership Commons, and the Philosophy Commons

WMU ScholarWorks Citation

https://scholarworks.wmich.edu/acad_leadership/80
In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.

Before 2014

In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.

In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.

Before 2014

In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.

Before 2014

In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.

Before 2014

In the Spring of 2006 I taught PHIL 3150: Race and Gender Issues for the first time. In my preparation for the course I was overwhelmed by my own lack of education. I was humbled by the experience and motivated to inform all of my teaching by what I came to understand through teaching the course.

Years later, in the Spring of 2013, I was again asked to teach the course and felt more prepared. Though I introduced substantial changes to the course, I was again overwhelmed by my own ignorance as I pushed deeper into studies of exploitation, oppression and dominance.

In September 2014 I participated in Allan Johnson’s facilitation of a workshop for the Everyone Counts Diversity Learning Communities. I was yet again overwhelmed by the scale of my ignorance and dove deeper into the role social systems play in maintaining power imbalances.

During my fall 2014 and spring 2015 Race and Gender Issues courses I pushed myself and my students to grapple with the consequences of the shooting of Michael Brown and the following protests in Ferguson. My teaching is now infused and informed in ways they never had been before. The nature of my new course has been to make students aware of and more informed about the scale and scope of the power imbalances. Power imbalances change the way we inform and evaluate our own actions and those of others.

Ultimately, we used our resources to provide copies of Allan Johnson’s Privilege, Power and Difference to dozens of First Year Experience instructors with the aim of improving the facilitation of the PBS documentary film Race. The Power of an Illusion in class. Our group helped train the classroom facilitators and instructors with the aim of improving the impact of the film.

This work led me to the Broncos FIRST program where I learned the importance of a student’s sense of belonging to student success.