

Welcome - Bienvenidxs

2204 - Pandemics y Pandemonium: Reimagining Student Services, Moving Beyond Paralysis, and Building Transformational Anti-racist Leadership

Nimsi Garcia, Michiko Kealoha, Manuel Alejandro Pérez

OUR TIME TOGETHER - NTRO. TIEMPO

- Introductions
- Framing
- Sharing Our Practice & Testimonio
- Critical Inquiry & Reflection

Sharing our “Why”



Michiko Maggi Kealoha

she/her/ella

Student Life Manager and Education Instructor

Sharing our “Why”



Manuel Alejandro Pérez
he/him/él

Vice President, Student Services

Sharing our “Why”



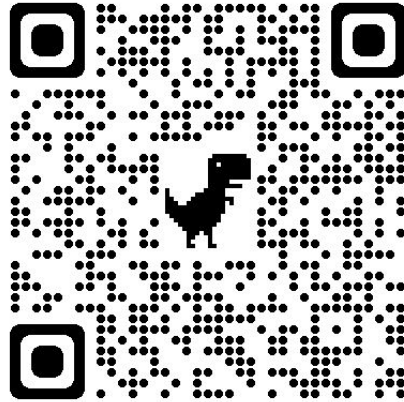
Nimsi Nain Garcia Sandoval

she/her/ella

Program Services Coordinator, ¡ESO! Adelante

FRAMING: INTERACTIVE QUESTIONS

Respond at Pollev.com/canadaadelan430



OR text CANADAADELAN430 to 22333 once to join

Transformational leadership is...

- Empathy
- Empathic
- Brave
- sharing power with others and elevating marginalized voices.
- Walking the walk
- Human centered
- Disrupting status quo
- Transparency
- Positive change
- Collaborative, equitable and sustainable
- Collaborative and impactful
- Inspiring
- Holistic
- heart work
- The ability and space to grow
- Seeing the potential in those that you lead
- empowering
- Changing the narrative
- Making change
- Person centered
- People
- Radical and unapologetic
- Accountability
- Leading from the heart
- Being able to inspire
- Changing making around the needs of those impacted
- Leading with love
- Empowering others to grow
- Leadership that inspires people to improve
- Facilitating everyone's dreams.
- Collaborative
- checking the system
- Making change
- Leading with growth of others in mind
- Based on relationship
- Understanding
- Guided heart work.
- Community centered
- Open to feedback



Antiracist leadership is...

- Intentional
- Disrupting systems
- Honesty
- is eliminating anti-Blackness
- Leading with love and acknowledging privilege
- Able to recognize bias and addressing it directly with all through education and open conversation
- Accountability
- checking your own privilege and biases to make space for others.
- Fighting antiblackness first
- rooted in racial justice
- Inclusive decision making
- A verb
- Present
- Recognizing true history
- Meaningful and intentional
- Disruptive to the norm
- Continuous
- An on-going process that requires reflection and inclusion.
- Constant learning and application
- Actively Fighting Racism
- Accountable; Adaptable:
- Restructuring Systemic Barriers
- Inclusive
- Always having all voices at the table
- Essential
- Daily focused decisions to center anti racism
- Helping to break systemic racist
- using power/privilege to be an accomplice
- Constantly reviewing policies and procedures with an equity lens
- Willing to pay the professional cost of strident anti whiteness
- Proactive
- Radical and unapologetic
- Effort led by competent, informed leadership.
- Active
- Unbiased
- decolonization
- Courage
- Taking a stand against racism
- An active process
- Mandatory



HOW WE DEFINE THESE TERMS*:

Antiracism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Antiracism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.

<https://www.racialequitytools.org/glossary>

Equity is defined as the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people. <https://www.racialequitytools.org/glossary>

Disproportionately impacted students are defined as a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population (CCCCO, 2017).

Marginalized students are defined as students who are excluded, ignored, or relegated to the outer edge of a group, society and/or community because of their identities.

<https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/edi-resources/glossary-terms>

Underserved students are defined as the students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students. [8-dei-glossary-of-terms.pdf \(cccco.edu\)](#)

***From our updated program review criteria**

"People are drawn to social movement because of hope: their dreams of a new world radically different from the one they inherited....Our imagination may be the most revolutionary tool available to us."

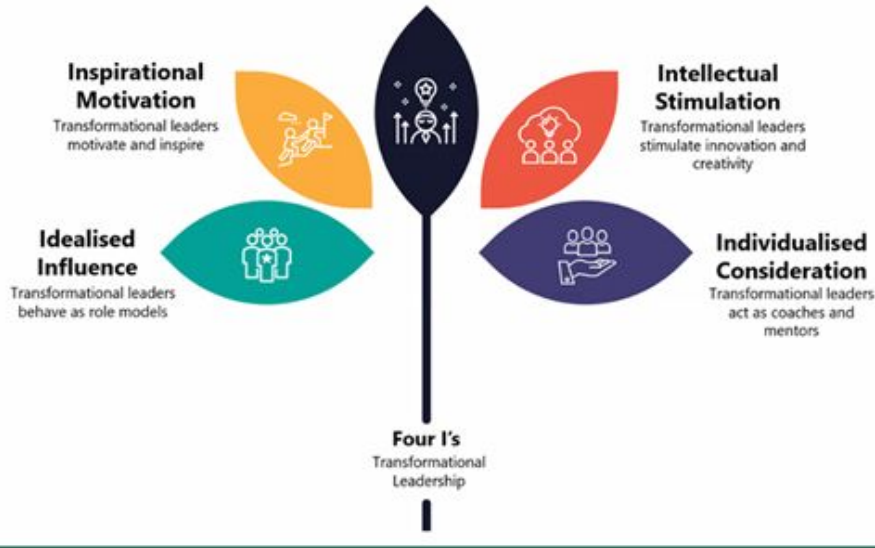
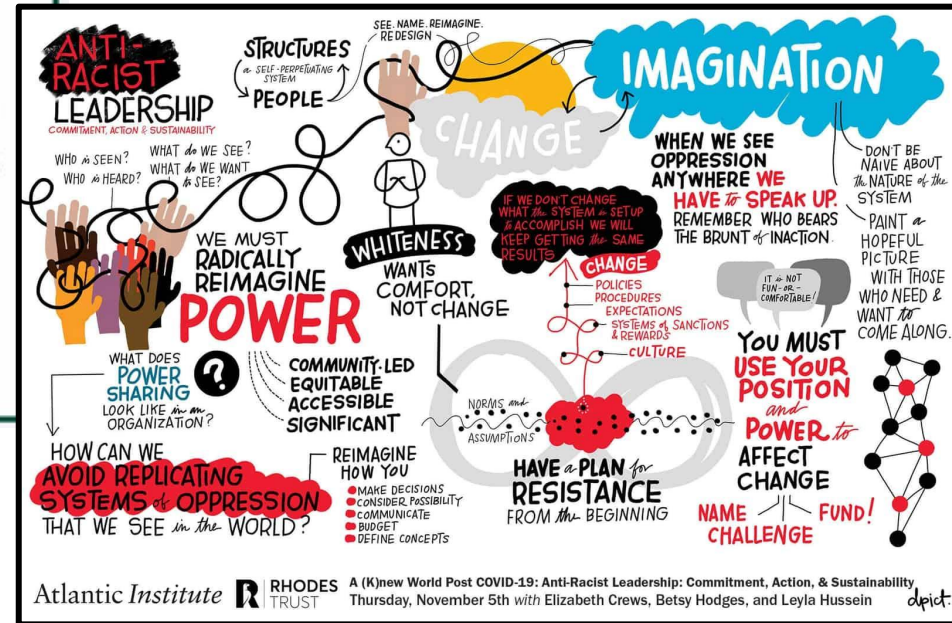
Resource guiding our practice: Robin D. G. Kelley wrote the critical book: *Freedom Dreams The Black Radical Imagination*

“How do we turn our collective full-bodied intelligence towards collaboration, if that is the way we will survive?”

Resource guiding our practice: Adrienne Maree Brown's *Emergent Strategy*, which speaks to the importance of collaboration, a cornerstone for change.

Transformational & Antiracist Leadership in Student Services

Wednesday, October 27, 2021

ANTI-RACIST LEADERSHIP
COMMITMENT, ACTION & SUSTAINABILITY

STRUCTURES → SELF-PERPETUATING SYSTEM → **PEOPLE**

SEE, NAME, REIMAGINE, REDESIGN

IMAGINATION

CHANGE

WHEN WE SEE OPPRESSION ANYWHERE WE **HAVE TO SPEAK UP**. REMEMBER WHO BEARS THE BRUNT OF INACTION.

DON'T BE NAIVE ABOUT THE NATURE OF THE SYSTEM. PAINT A HOPEFUL PICTURE WITH THOSE WHO NEED & WANT TO COME ALONG.

IT IS NOT FUN OR COMFORTABLE!

WHITENESS WANTS COMFORT, NOT CHANGE

IF WE DON'T CHANGE WHAT THE SYSTEM IS SET UP TO ACCOMPLISH WE WILL KEEP GETTING THE SAME RESULTS.

CHANGE

POLICIES PROCEDURES EXPECTATIONS SYSTEMS OF SANCTIONS & REWARDS CULTURE

POWER

WE MUST RADICALLY REIMAGINE **POWER**

COMMUNITY-LED EQUITABLE ACCESSIBLE SIGNIFICANT

NORMS and ASSUMPTIONS

YOU MUST USE YOUR POSITION and POWER to AFFECT CHANGE

NAME CHALLENGE FUND!

REIMAGINE HOW YOU

- MAKE DECISIONS
- CONSIDER POSSIBILITY
- COMMUNICATE
- BUDGET
- DEFINE CONCEPTS

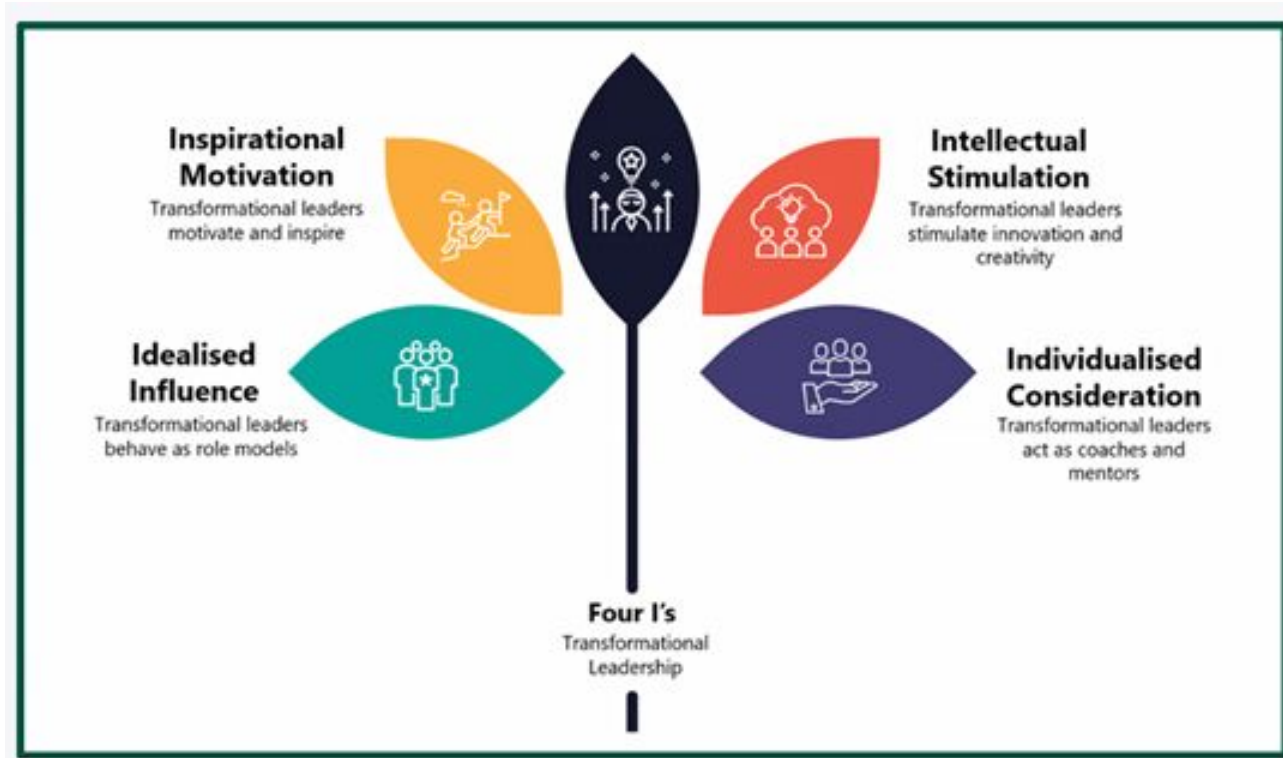
WHAT DOES **POWER SHARING** LOOK LIKE in an ORGANIZATION?

HOW CAN WE **AVOID REPLICATING SYSTEMS OF OPPRESSION** THAT WE SEE in the WORLD?

HAVE A PLAN for RESISTANCE FROM THE BEGINNING

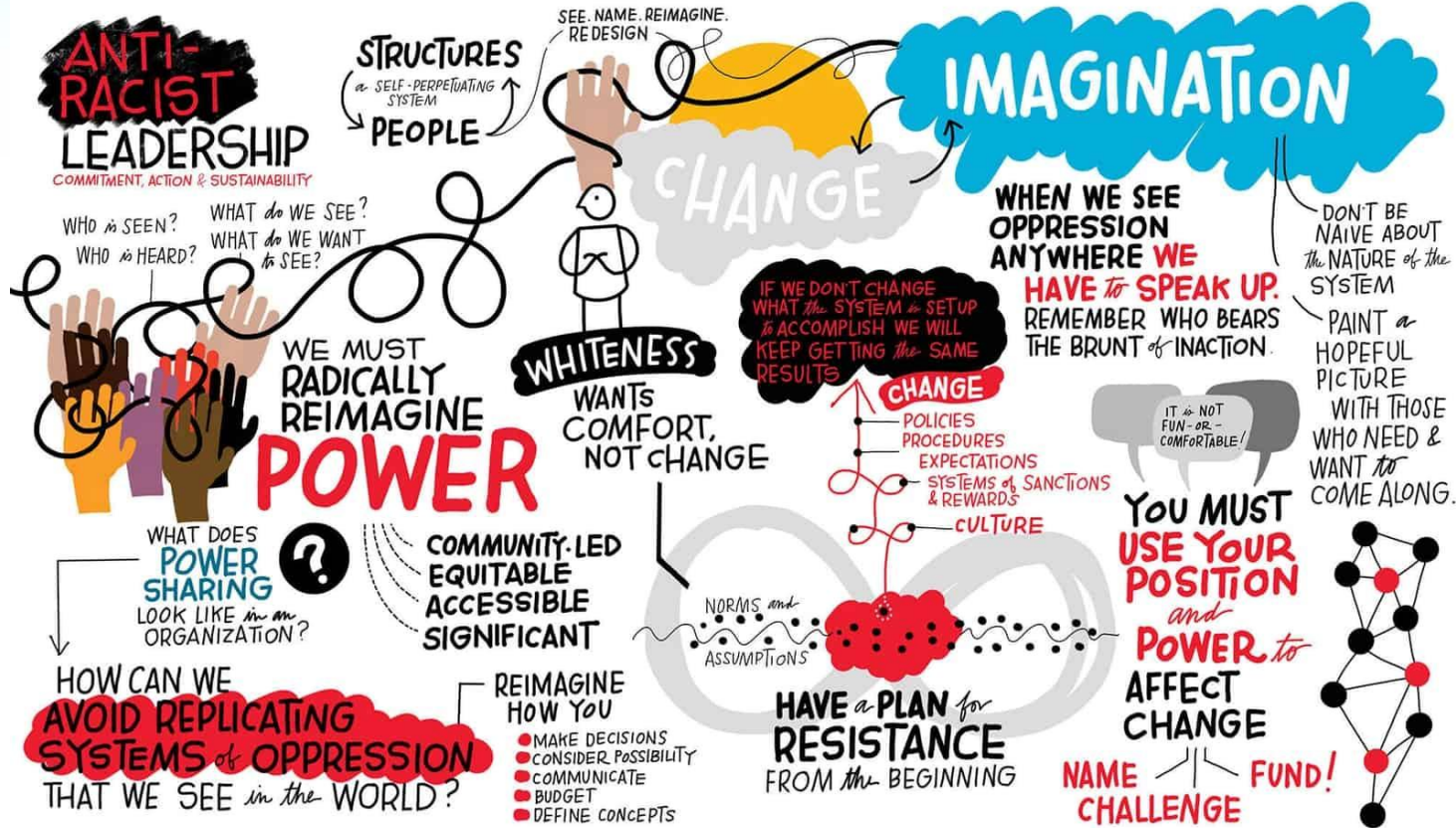
WHO IS SEEN? WHO IS HEARD? WHAT DO WE SEE? WHAT DO WE WANT TO SEE?

Transformational Leadership



The Four I's of Transformational Leadership (Bass, 1985, 1990, 1995, 2008)

Antiracist Leadership



What does this mean to you?

What does it look like in practice?

1. self/intra

*What does Transformational Antiracism look like **in my own leadership practice**?*

2. relationships/intra

*What can Transformational Antiracist leadership look like **in my relationships with others**?*

3. program/sphere of influence

*What should or could Transformative Antiracism look like **in our program or office**?*

4. Student Services Planning Council

*What should/could Transformative Antiracism leadership look like **for us as a Council**?*

SSPC 2021 - 2022 Focus Areas

Wednesday, November 10, 2021

Fall 2021 - Transformational Antiracist Leadership for Student Serv.

- *Review and locally-define the leadership framework*

Spring 2022 - Student Services Communities of Practice (in SSPC)

- *What can we learn from one another?*

Fall 2022 (tentative) - TA Leadership Focus Areas

SSPC workgroups → SSPC

- *What specific goals would Student Services like to accomplish for 21-22 relative to our operations, our prof dev, and our relationships?*



Communities of Practice

What does Transformational Anti-racism look like in my own leadership practice?
What should or could Transformative Anti-racism look like in our program or office?

Sharing our best practices at SSPC.

Topics and Presenters:

- **April 13** -The institutional pull of white supremacy, Max Hartman
- **April 27** - Creating spaces for antiracist learning, Nimsi Garcia
- **May 11** - Example of service tailored to students from minoritized backgrounds
 - Presenters = Wissem Bennani & Aricka Bueno
- **Fall 2022, tentative** - Creating an open environment for challenging racism, Candice Johnson & Maria Huning

Student Services Planning Council Testimonios

Max
*Dean of
Counseling*



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Student Services Planning Council Testimonios

Maria
*Project
Director of
Upward
Bound*



Student Services Planning Council Testimonios

Olivia
*College
Recruiter*

Olivia/Cañada College



Student Services Planning Council Testimonios

Nimsi
*Program
Services
Coordinator*



Student Services Planning Council Testimonios

Wissem
*Interim
Dean of
Enrollment
Services*



Student Services Planning Council Testimonios

Adolfo
*Director -
SparkPoint
Center*



CLOSING OUT REFLECTION

1. What policies or practices exist at your college/institution that perpetuate racism, white supremacy or oppressive structures?
2. What did this look like during the pandemic?
3. How do you, in your area of work, participate in those policies or practices?

Using the agency I have in my role, (fill in your role), I can...