

# Equity and Identity as an Administrator

Dr. Joshua Moon-Johnson (he/him), Dean of Student Services, American River College

Dr. Stacey Shears, Vice President of Student Services, Berkeley City College

# ACCCA ADMIN 101

## Equity and Identity as an Administrator

### Agenda

- Welcome
- Discuss hopes/hope nots and goals- [Hope Jamboard](#)
- Introductory activity on race, identity, and socialization
- Engaging in difficult dialogue
- Identity and intersections -Identity Matrix Worksheet
- Saliency - 10 small pieces of paper needed
- Break (15 min)
- Identity Conscious Supervision <https://www.youtube.com/watch?v=8QKuGI4IWSQ> -Overview synopsis, discussion, 3 Case Studies in groups of 5-6
- Action and accompliceship
- 12-12:30 Lunch Break
- Understanding “self” in equity work- Caucus space by self identified BIPOC (Black, Indigenous and other People of Color) and White (Facilitated by Emilie Mitchell)
- Return together. Debrief what came up for you.
- Closing (30 min) -Final takeaways, Action planning.

# Welcome

- 1<sup>st</sup> time including an Equity discussion for newer CA Community College administrators after many years requesting a session involving equity

- Equity is immense



- Focus on our identities as administrators, self understanding and provide some resources for the complex and challenging discussions occurring post George Floyd, Sean Monterrosa and the rise in Anti Asian violence

# Hopes and Hope Nots

- What do you hope will come from this session?
- What do you hope will not happen in this session?
- [Hope jamboard](#)

# Race, Identity and Socialization

- Concentric circles Random breakouts
  - Question 1: Growing up, how did you talk about race and ethnicity? 4 minutes in break outs
  - Question 2: How did you learn about gender and sexual orientation? 4 minutes
- Return to larger group-Discuss

# Engaging in Difficult Dialogue

- Ask inquisitive questions. Ask clarifying questions
- Focus on the issue and not the person
- Assume they have the best intentions
- Be open to learning from others
- Be patient with those who have different perspectives than you
- Recognize how your identity and lived experiences can affect your perspectives.
- Listen when someone speaks versus thinking about what you are going to say next
- Aim to make it an educational conversation for all parties and not a debate
- Agree to disagree
- Allow for silence, so all parties have time to process and reflect
- Be aware of your body language
- Notice if you are interrupting

# Activity: Identity

- Identity Matrix Worksheet
- Discuss in groups of 5-6- random breakout rooms (8) keep these groups for later
  - What came up for you?
  - What surprised you?
  - How do you think this impacts how you engage in DEI conversations?

# Matrix of Oppression

Social Identity Categories	Privileged Social Groups	Border Social Groups ↔	Targeted Social Groups	Ism
Race	White People	Biracial People (White/Latino, Black, Asian)	Asian, Black, Latino, Native People	Racism
Sex	Bio Men	Transsexual, Intersex People	Bio Women	Sexism
Gender	Gender Conforming Bio Men And Women	Gender Ambiguous Bio Men and Women	Transgender, Genderqueer, Intersex People	Transgender Oppression
Sexual Orientation	Heterosexual People	Bisexual People	Lesbians, Gay Men	Heterosexism
Class	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Classism
Ability/Disability	Temporarily Abled-Bodied People	People with Temporary Disabilities	People with Disabilities	Ableism
Religion	Protestants	Roman Catholic (historically)	Jews, Muslims, Hindus	Religious Oppression
Age	Adults	Young Adults	Elders, Young People	Ageism/Adultism



# Activity: Saliency

- Have 10 small pieces of paper
- Write an identity of yours onto each piece of paper

# Break

- Take a 15 minute break

# Identity Conscious Supervision

- Starts with understanding your own identity and how that intersects with positional power.
- Understand my own identity, trauma, and power.
- We are all humans first before employees
- Building trusts, relationships, and vulnerability.
- Naming and understanding power.
- How do we talk about
- identity with supervisees and teams.
- Fostering identity
- supervision in the workplace.
- How do we sustain identity
- conscious supervision.
- How do we support
- marginalized team members.
- How do we use our position and power for organizational change.

# Identity Conscious Supervision

- Case Studies
- Meet in groups
- Recap as a large group

# Action and Accompliceship

- What questions do you have for the group about how to be an effective ally/accomplice?
- What are your fears with leading equity efforts?
- How do you sustain equity efforts as an administrator?
- What are other questions for the group?

# Lunch Break

- 30 minutes

# Understanding Self in Equity Work

- BIPOC identified caucus
  - Guiding questions provided..
    - Refer back to earlier questions.
    - How do you ensure self care? Self Preservation?
    - When do you make a stand or not?
    - How do you create cross racial allyship and coalition building?

# Understanding Self in Equity Work

- White identified (Facilitated by Emilie Mitchell)
  - Guiding questions provided.
    - What questions do you have for the group about how to be an effective ally/accomplice?
    - What are your fears with leading equity efforts?
    - What are your fears with talking about equity efforts?
    - How do you sustain equity efforts (make a plan, implement, measure) as an administrator?
    - What are other questions for the group?
  - Some other topics to discuss could be:
    - White Fragility (book by Robin DeAngelo)
    - Privilege
    - Accompliceship, Allyship
    - Humility, learning, transparency, accountability.



# Whole Group discussion

- Debrief what came up for you
- Final Takeaways
- Action Plannint