

SOCIAL JUSTICE ACADEMY

Inaugural Cohort
June 26– 28, 2024



California
Community
Colleges



Social Justice & Career
Advancement Institute



ASSOCIATION OF CALIFORNIA
COMMUNITY COLLEGE ADMINISTRATORS

We are in the homelands of the Tongva people and recognize this land is one piece of a larger, boundless terrain for Indigenous peoples.

We hold deep gratitude for the people that have cared for and stewarded these areas in the generations of the past and of the future. We invite us to acknowledge and reflect on the history of genocide and forced removal of Indigenous people on the lands we occupy and the ongoing injustices committed against Indigenous people.

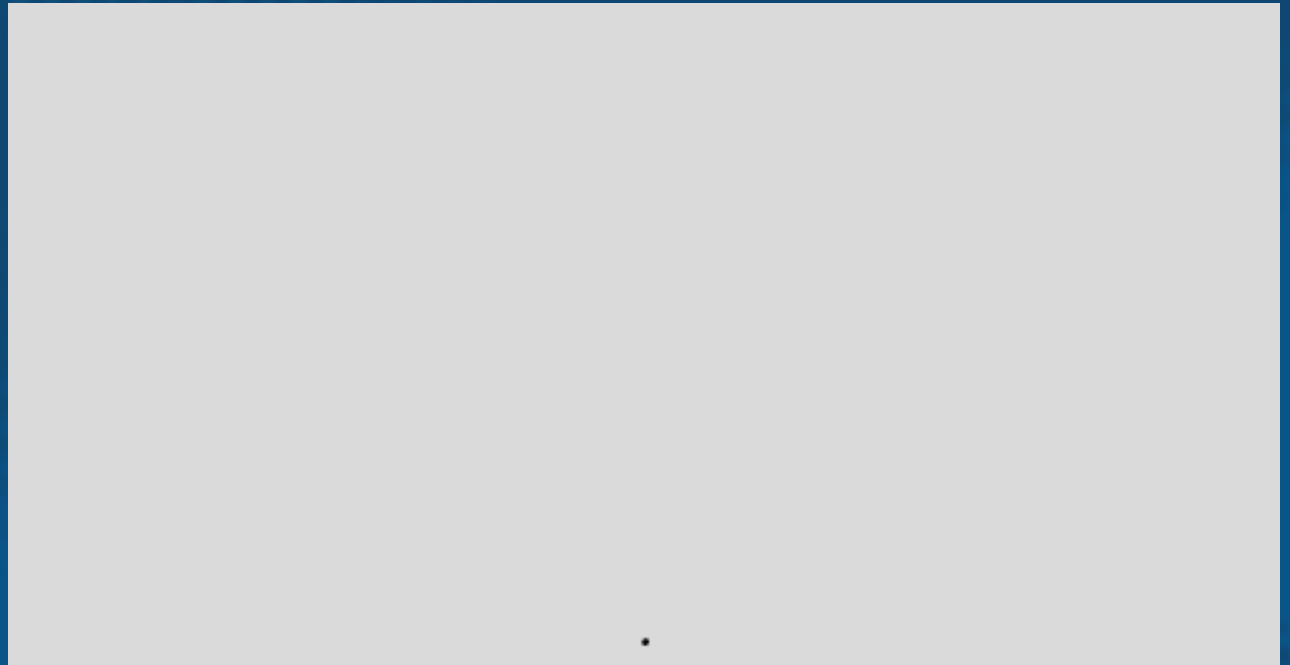
This acknowledgment does not take the place of authentic relationships with Indigenous communities; it serves as a first step in honoring the land and the people.

* Adapted from St. Olaf College and the Santa Fe Playhouse

INTENTIONS

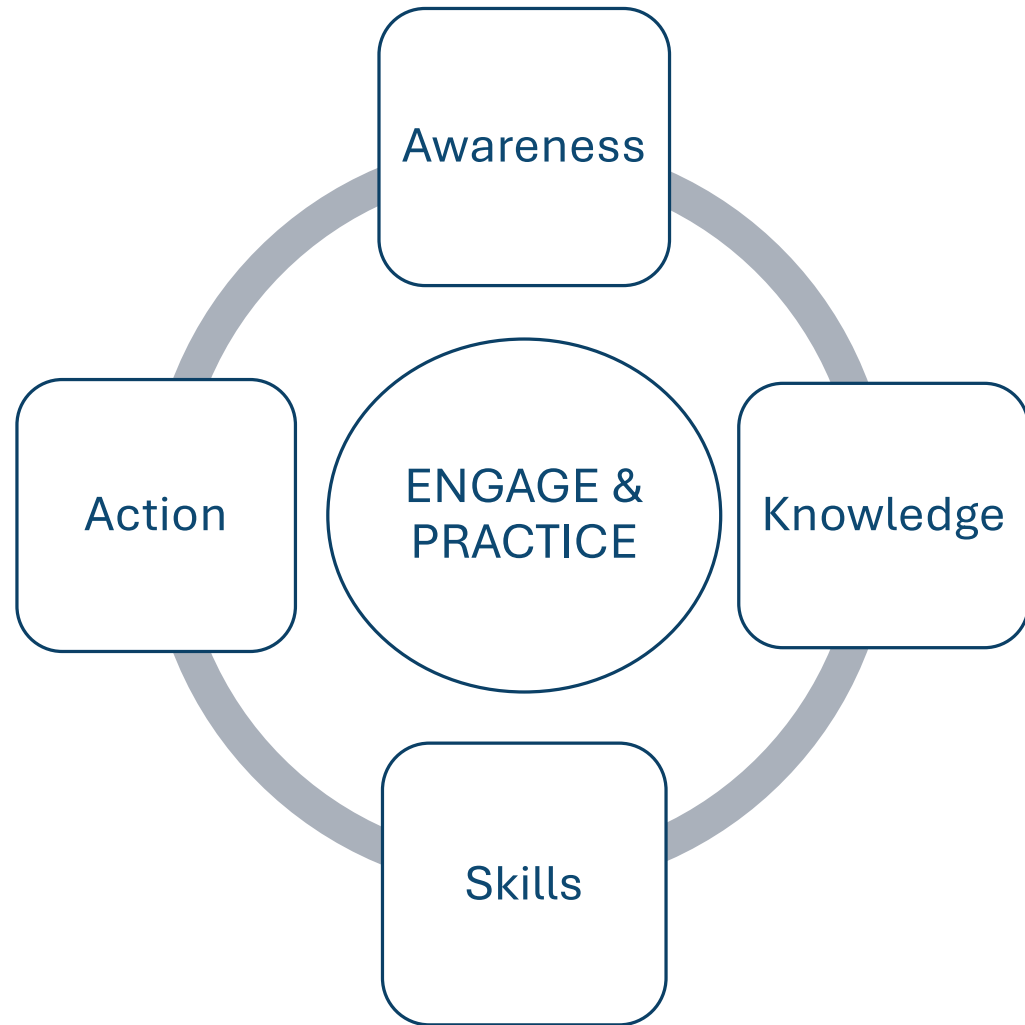
- Create an environment for practicing authentic dialogue across difference
- Deepen self-awareness as a necessary tool for equity-minded leadership
- Share key concepts that inform engagement in social justice work
- Offer tools, skills and strategies to effectively engage inequity back on campus
- Make intra and interpersonal connections with the content in a meaningful way
- Develop a community of social justice centered educators within ACCCA

BODY CHECK-IN



ENGAGEMENT PROCESS

Adapted from Sue & Sue



FLOW FOR THE DAY

- Foundational setting
 - Land Acknowledgment
 - Intentions
 - Body check-in
- Getting started
- Courageous Conversations
- Agreements & Community Norms
- Engagement Process
- PAN
- Social & Emotional Intelligence

GETTING STARTED

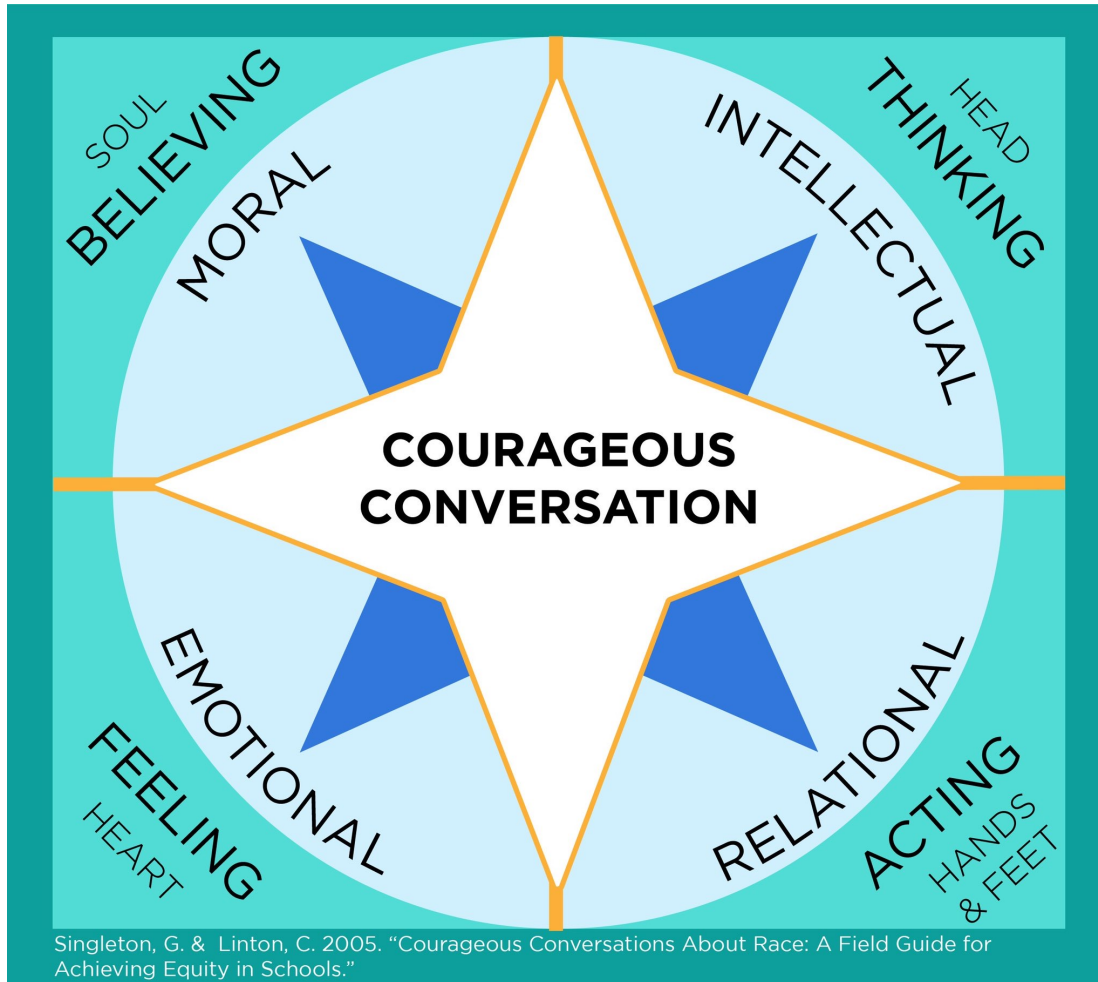
- Name, pronouns, institution
- Share the story of your name...first, middle, last, nickname, a combination - you choose your adventure
- What is the context you are bringing into this retreat – personal, organizational, societal?

INTRODUCTIONS

- Name, pronouns
- Campus
- Something delightful about yourself
- One hope for our time together

A large iceberg floats in a body of water under a clear blue sky. The iceberg is white and jagged, with a large shadow cast on its side. The water is a deep blue, and the sky is a lighter blue. The overall scene is serene and cold.

HOW ARE YOU?



From what quadrant do you engage during a courageous conversation?

How would this model be helpful to you engaging across difference?

1. Stay Engaged

Staying engaged means remaining morally, emotionally, intellectually and socially involved in the dialogue

2. Experience Discomfort

This norm acknowledges that discomfort is inevitable especially with identity and that participants make a commitment to bring issues into the open.

3. Speak your truth

This means being open about your thoughts and feelings and not just saying what you think others want to hear.

4. Expect & accept non-closure

This agreement asks participants to “hangout in uncertainty” and not rush to quick solutions, especially in relation to identity understanding

THE FOUR AGREEMENTS OF COURAGEOUS CONVERSATIONS

Singleton & Linton

- Listen with Purpose
- Participate with Presence
- Speak From Own Experience and Use “I” Statements
- Be Open to New and Different Perspectives
- Respect and Maintain Confidentiality
- Practice Holding Complex Thoughts & Feelings
- Notice What’s Happening in Your Body
- Notice When Judgement Arises
- Be Curious

COMMUNITY NORMS

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- Person for the retreat
- Continuous conversations
- Go deeper
- Check-in and accountability person

PAN:PAY ATTENTION NOW

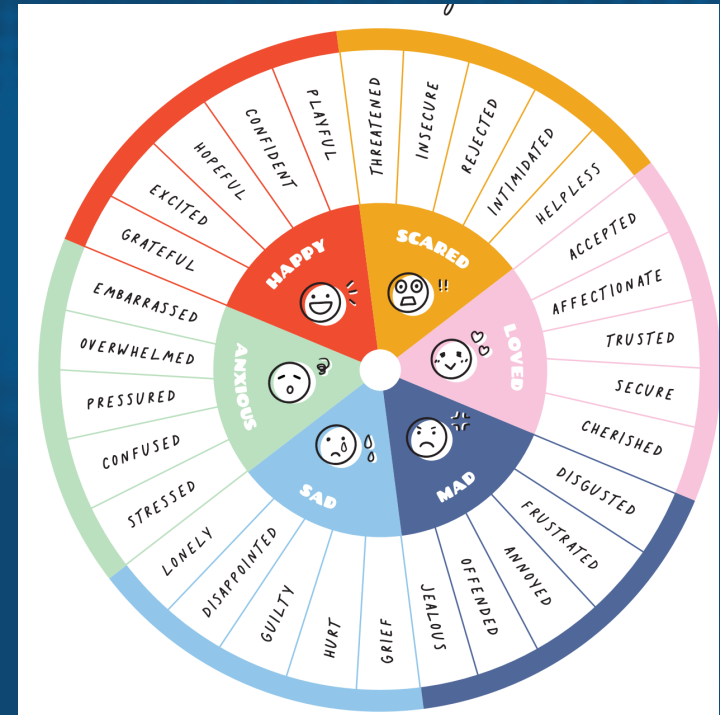
- Notice and Name
- Separate the Details and Facts from Assumptions, Judgements, Interpretations, Meaning Making
- Be aware of Assumptions, Judgments, Interpretations, Meaning Making – and manage it
- PAN self (internal) and others (external): feelings, behaviors, silence, impact...
- Notice by identity
- Look for patterns

Personal Check In:

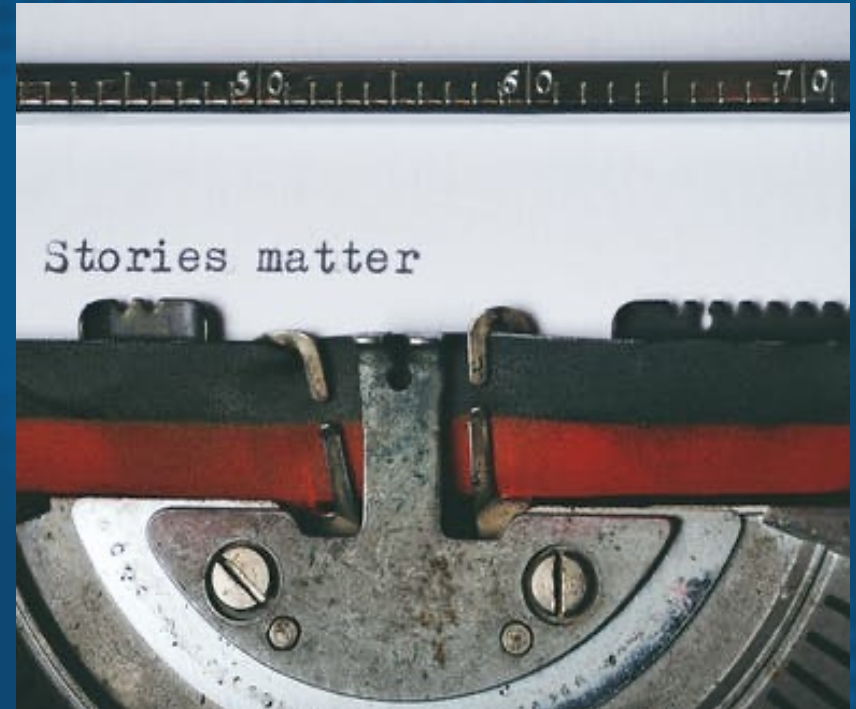
How are you feeling?

- **Take a moment to note what was the strongest emotion you felt since we have started today to this point?**
Try to name it specifically.
- **Why were you feeling it?**
Maybe it was a particular incident which activated it, or a person, or something you're stressed about.
- **How is this emotion affecting your behavior as we continue the day?**

*This is a good habit to develop – check in once a day/once a week, etc.



- We all tell stories.
- You have stories you are telling yourself (consciously and unconsciously) about yourself and those you work with, often connected to identity and difference.
- These stories tend to drive our emotions and behaviors (consciously and unconsciously).



What's your story?

Social and Emotional intelligence is a key to help us be **more aware** of the stories we tell ourselves; and make sure these stories are accurate and **servicing us and others well**.



EMOTIONAL INTELLIGENCE

The ability to be aware of my own emotions, in the moment, and to use that information to manage my behaviors appropriately.

SOCIAL INTELLIGENCE

The ability to be aware of the emotions of others, in the moment, and to use that information to manage **our relationships***.

*not manage other people

DEFINITIONS



THE FOUR QUADRANT MODEL

Social and Emotional Intelligence Competencies

Self-Awareness

- Emotional Self-Awareness
- Identity and Self Knowledge
- Growth Mindset & Purpose

Other Awareness

- Empathy and compassion
- Perspective taking
- Understanding social context

Self Management

- Managing Emotions
- Motivation, agency, and goal-setting
- Planning and organization

Relationship Management

- Communication
- Building relationships and teamwork
- Conflict management



Social & Emotional Intelligence Self Reflection

* Activity in Handout

- Which competencies are your areas of strength?
 - How have you directly used some of these skills to be an effective leader and advocate for equity, inclusion and belonging?
- What is one competency that is an area of growth for you that would help you be a better leader?
 - How have you struggled with this competency as a leader in the past?
 - How come this area of growth is important to you as a leader and advocate for equity, inclusion and belonging?

REFLECTION QUESTIONS

1. Pick an S&EI competency you would like to improve to be a stronger leaders for equity, inclusion, and belonging
2. Find a partner and share what you picked and why it is important to you
3. Ask your partner for 2 suggestions for the future that might help you improve in this area
4. Listen attentively and say, “Thank you”

***Only one ground rule: you not allowed to judge, rate, or critique the suggestions**



Helps us understand our own emotions



Strengthens our ability to perceive what others are experiencing



Allows us to feel more stable in our narrative in a way that makes us better understand ourselves and the world around us

**STRONGER
S+EI**

HOMEWORK:

PAN through the lens of Race, Gender or Class

WELCOME DAY #2

**There is no
power greater
than a
community
discovering
what it cares
about...**

Margaret Wheatley

Ask “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about.
Assume that many others share your dreams.

Be brave enough to start a conversation that matters.
Talk to people you know
Talk to people you don’t know.
Talk to people you never talk to.

Be intrigued by the differences you hear.
Expect to be surprised.
Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible.
Acknowledge that everyone is an expert about something.
Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know.
Real listening always brings people closer together.

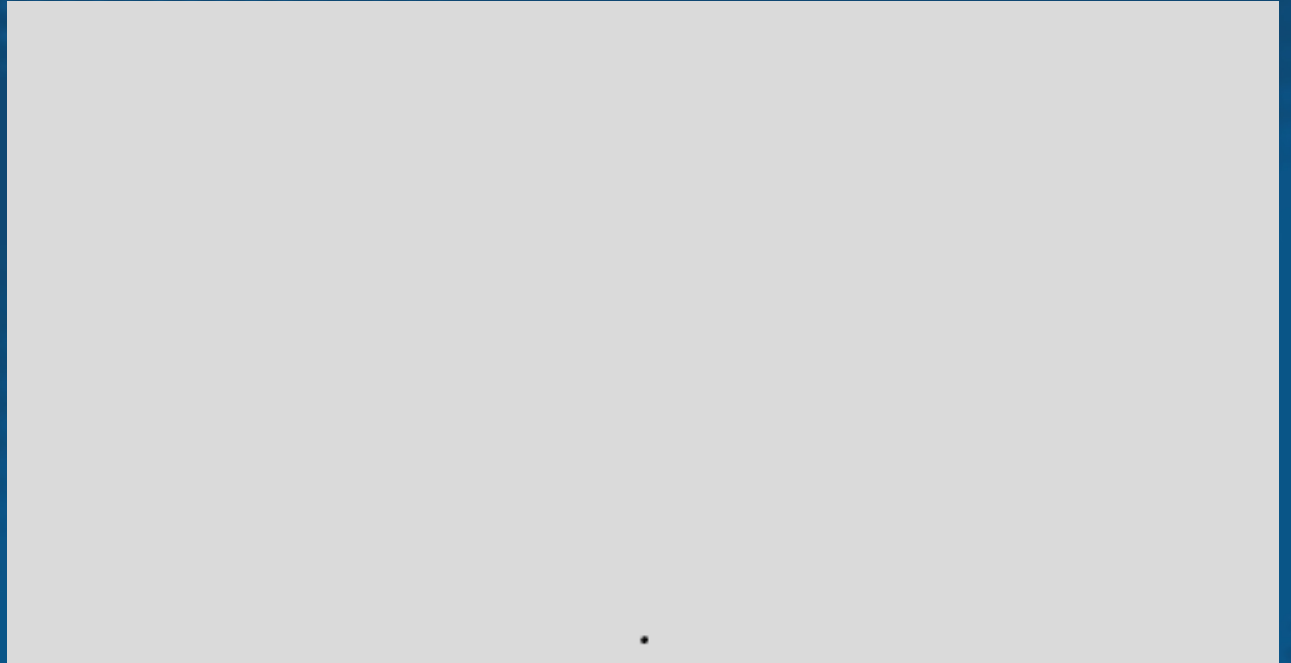
Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together.

FLOW

- Body check-in
- Review of yesterday
- Getting started
- Review PAN
- Context - Content
- Storytelling
- Terms/Language
- Cycle of Socialization
- IGO Dynamics

BODY CHECK-IN



REVIEW

- Foundational setting
 - Intentions
 - Engagement Process
- Getting started
- Introductions
- Courageous Conversations
- Four Agreements & Community Norms
- Skill: PAN
- Social & Emotional Intelligence

GETTING STARTED

- I enter today feeling..
 - Give context to your feeling
- What's one insight from yesterday?
- Anything left unfinished/you need clarification about from yesterday?
- How do you want to show up today?

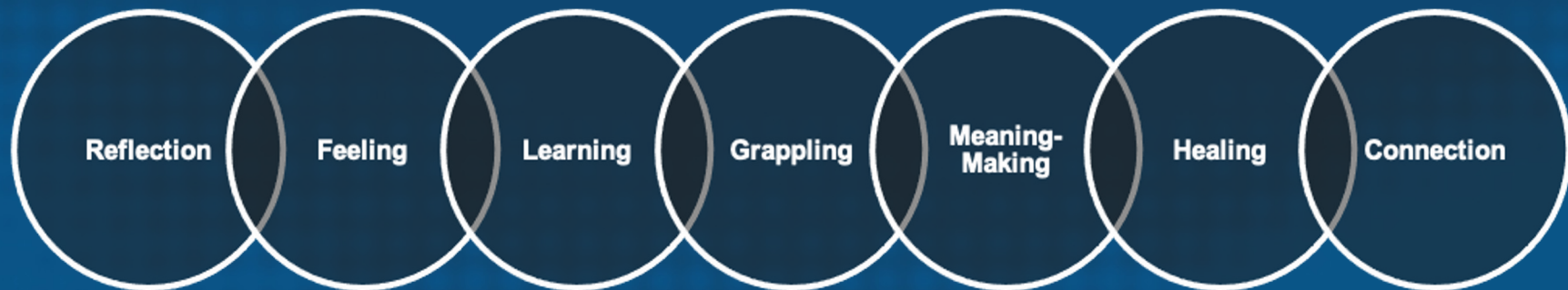
WHY PAN?

- Helps us to separate stories from facts
- Minimizes Judgment, Interpretation, Assumption, Meaning Making
- Slows us down
- Raises self-awareness
 - Who am I, What am I carrying?
 - Thoughts, feelings and reactions
 - Reaction aligns with our values
 - Helps to better understand the origin of our narratives

CONTEXT before CONTENT

- Individual – Me/You
- Group – Us/Them
- Environment
- Time. Timing.
- Emotion
- Engagement

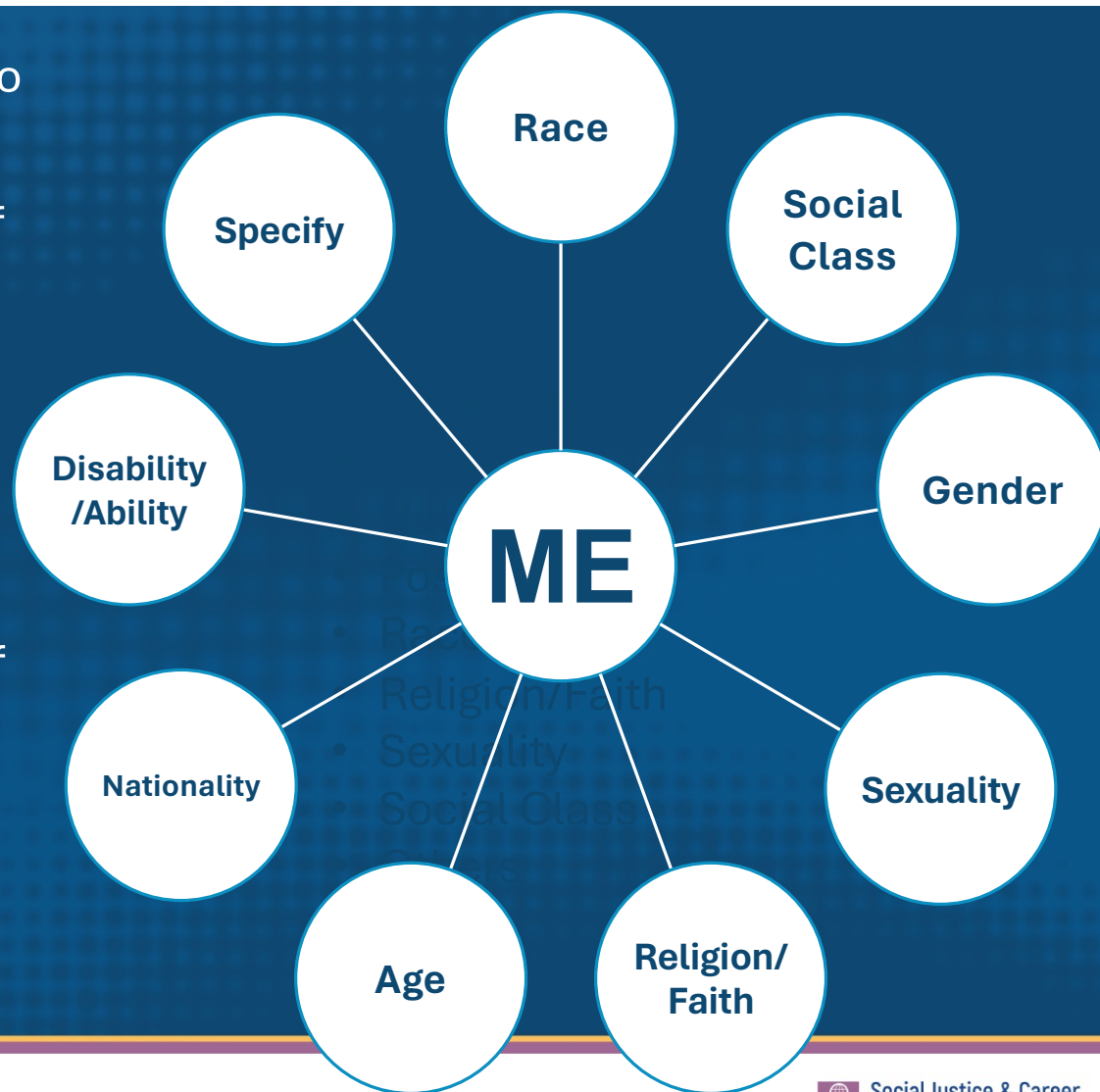
“Stories are one of the most powerful and personal ways to learn about the world, passed down from generation to generation through the family and cultural groups to which belong.”



Stories “help us connect individual experiences with systemic analysis, allowing us to unpack in ways that are perhaps more accessible than abstract analysis alone.”

Storytelling for Social Justice, Bell, 2010

- The identities that are most salient to you/you're most aware of? Why?
- A time I have experienced a sense of inclusion based on one of my identities.
 - What feelings were associated?
 - How did I behave?
- A time I have experienced or witnessed exclusion based on one of my identities...
 - What feelings were associated
 - How did I behave?
- Why this matters as a leader?



- What's your definition?
- How/where did you get these definitions?
- What's the right definition? Is there a right one?
- How do these terms influence your work?

TERMINOLOGY

DIVERSITY

EQUITY

INCLUSION

SOCIAL JUSTICE

- **Diversity:** The differences that make the difference.
 - Numerical representation of differing of people, viewpoints, experiences.
 - **Count the people**
- **Inclusion:** Embracing differences
 - Actions, behaviors, policies & practices that support the differing experiences, and perspectives of “diverse” people being taken into account.
 - **The people count**
- **Equity:** Addresses the disparity of resources and how they are structurally allocated to marginalized communities.
 - Resources include money, power, access, information, human resources, etc.
 - Outcomes focused. Geared to ameliorating the disparities caused by structural and systemic impediments to access and opportunity
 - **The outcomes count**

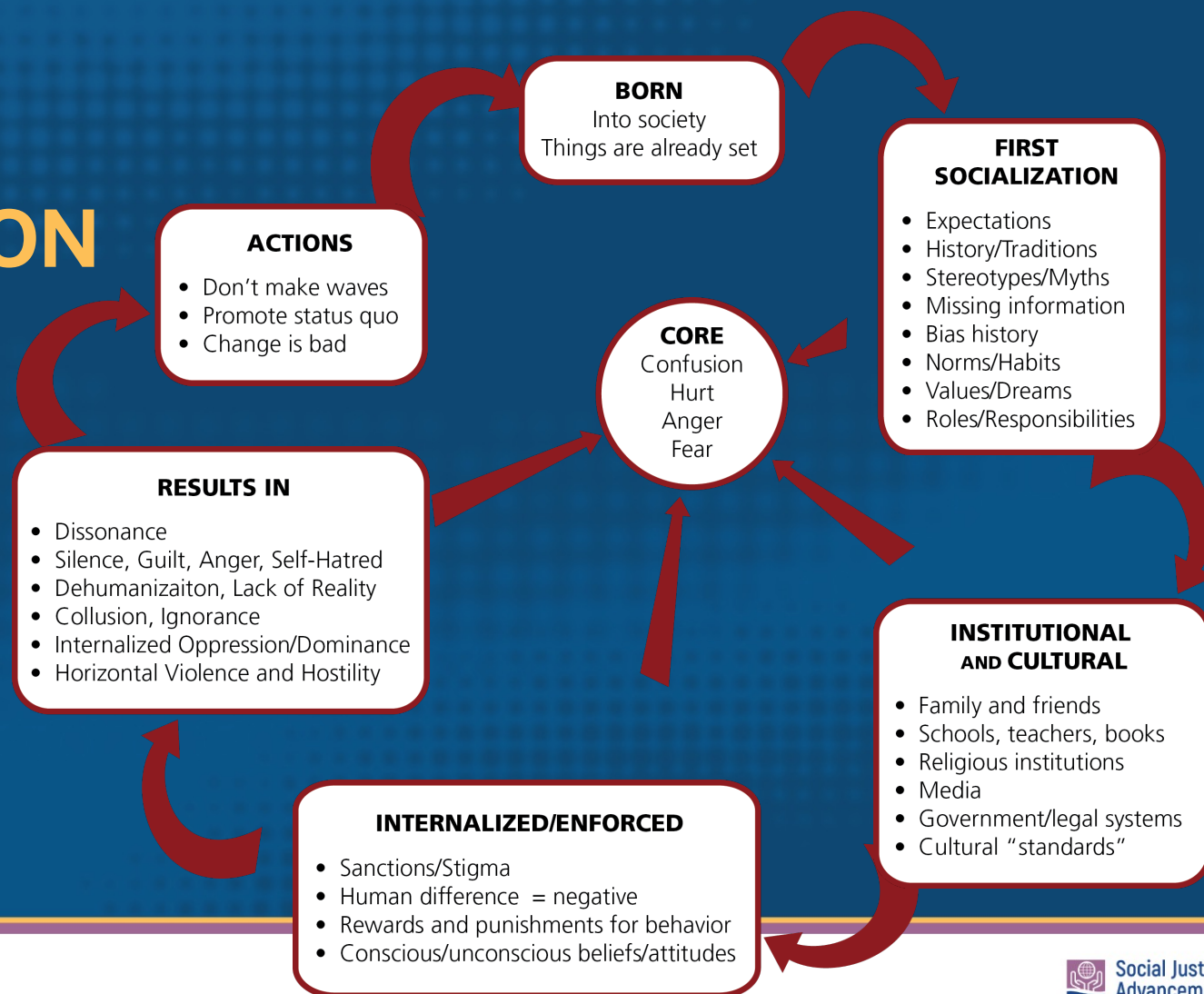
**DIVERSITY
EQUITY
INCLUSION**
Beth Zemsky

Social Justice is both a process and a goal. The process is an analysis of how power, privilege, and oppression impact our experience of our social identities. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are psychologically and physically safe and secure.

SOCIAL JUSTICE
Adams, Bell & Griffin, 2007

CYCLE OF SOCIALIZATION

Created by Bobbie Harro



DIMENSIONS OF DIFFERENCE

BREADTH OF AWARENESS



INDIVIDUAL
(Identity)

What I know about
SELF?

GROUP
(Membership)

What I know about
GROUP identities?

SYSTEM
(Dynamics)

What I know about the
SYSTEM dynamics?

Privileged Groups

| | |
|--|---|
| Have access to power | Need access to power |
| Make the rules, decisions | Adapt to rules, decisions |
| Control the resources | Need access to resources |
| Define the organizational culture | Work to assimilate and fit in to dominant culture |
| Fit into organizational culture | Feel out of place |
| Assumed capable | Often assumed to be deficient |
| Assumed to belong | Viewed as outsiders |
| Approached | Suspected |
| Seen as normal | Seen as special exception |
| Given the benefit of the doubt | Have to earn benefit of doubt |
| Often less aware of differential treatment | Often very aware of differential treatment |

Marginalized Groups

DYNAMICS

ABOUT PRIVILEGE, POWER, AND ACCESS BASED ON GROUP IDENTITIES

We all have **multiple** group memberships

Both **visible** and **invisible** group identities

NOT always about numbers

NOT always about you individually

Innate, Chosen, and Societal defined

You didn't ask for it and you can't give it back:

What's your responsibility?

**THANK YOU FOR
A GREAT DAY**

WELCOME DAY #3

LISTEN TO YOUR BODY

Pay attention to:

your breathing



your heartbeat

your belly & muscles

your energy level

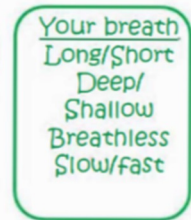
the temperature
of your skin

What do you notice?

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LISTEN TO YOUR BODY

Pause & check-in with yourself.
You can pay attention to:



Your Energy

Ants in my
pants
Energized
Alert
Calm
Relaxed
Shaky
Tired
Sleepy
Squirmy
Still
Tingly
Buzzing
Wiggly
Rested



There are many different sensations. What
sensations do you notice right now?

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REVIEW

- Getting started
- Skill: PAN
- Terms/Language
- Cycle of Socialization
- IGO Dynamics

FLOW FOR THE DAY

- Getting Started
- Needs and Practices
- Cycle of Liberation
- Insights & Appreciation
- Move to Closing
 - Sending you good energy!
- SJCA Coordinator

GETTING STARTED

- As a (identity), I enter feeling today...
 - Give context
- Anything left unfinished/need clarification from yesterday?
- What I am learning about myself in the context of social justice and DEI?
- What do I want to practice/integrate when I get back to campus?

NEEDS & PRACTICES

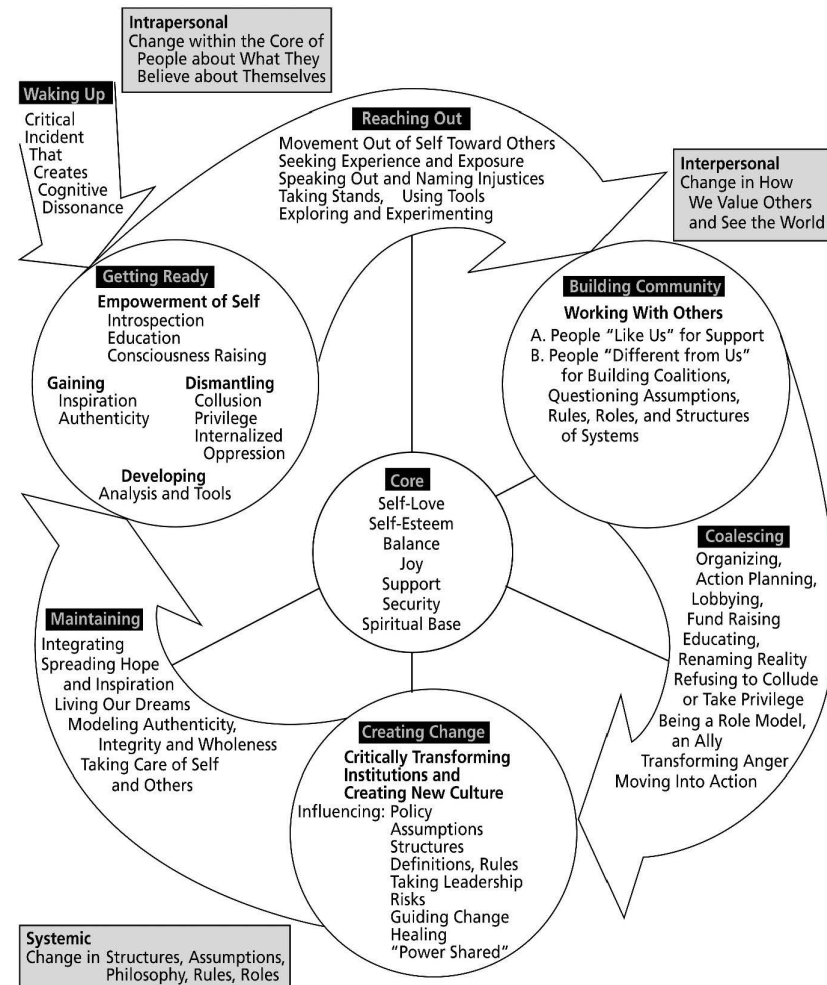
- What do you need to continue to build community?
- What are practices for building community based on those needs?

What does liberation look and feel like for you?

What are your practices towards liberation?

CYCLE OF LIBERATION

Bobbie Harro



Source: Developed by Bobbie Harro

© Readings for Diversity and Social Justice, Routledge, 2000

INSIGHTS AND APPRECIATION

- Something I've learned from the group
- Something I've appreciated about our collective

THANK YOU!



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