

# Sense-Making and Recommitment to Transformational Antiracist Leadership Lens in SSPC

## SSPC TAL Timeline:

- Approve a TAL in SSPC - October 2021
- Participate in and put on Communities of Practice SSPC Workshops - Spring 2022
- Present on TAL nationally at NCORE - June 2022
- SSPC Training and Workshops on SAOs and TAL Inclusion - Fall 2022
- Assess TAL SAOs - Fall 2023
- Revisiting Foundational Literature - Spring 2024
  - May SSPC:
    - Read several readings and came together on how these resources inform our work
    - We spoke about:
      - humanizing student services so it's not transactional
- Discussions and Recommitment to TAL - Fall 2024

## **Recommitment Draft/Action:**

- Possible Action:
  - Have a plan for resistance (Crews, Hodges, Hussein, 2020) by creating an SSPC TAL doc or subpage on SSPC website that has our TAL SAO definition, commitment, timeline of action, and resources (intentionally add to one place in addition to various minutes).
  - Revisit how we are doing with our commitment every quarter at SSPC?
  - Max - what are ways we have reference materials or other ways we have this already in our system and things we do? Continue to talk about it and anchor it in the Fall. Or give us even more time next meeting that talks about what is the yearly cycle as a governance body operate—use that as a key opportunities informed by this model.
  - Danielle - plant some seeds now is good.
  - Gonzalo - what is transformational leadership and how it applies to what we do—I liked that deep dive and move each other through this work. Guiding questions for the deep dive because it's one thing with the resources but what is the guidance? (Like heart-forward leadership). Ways we can move our work forward?
  - Adolfo- College Council and talking about our individual why and our collective why as a college.

- Wissem - We anchor TAL as our framework and each department makes sure we have our SAOs for the accreditation but at least one of the SAOs that talks about equity and antiracism. Regular check in to see our SAOs are using TAL Framework.
- **Questions to Guide us on May 8**
  - How does this resource inform our individual why and our collective why as a college?
  - Any tools in the resources to humanize the work?
  - How does this resource inform ways we can move our work forward?
  - How does our SSPC whys align with the college why (IEPI)?
  
- Bringing our last years SAO, how can we tie this work into our SAOs?
- **Groups for May 8**
  - Givens (2008) (21 pages)  
[https://www.regent.edu/wp-content/uploads/2020/12/ELJ\\_V1Is1\\_Givens.pdf](https://www.regent.edu/wp-content/uploads/2020/12/ELJ_V1Is1_Givens.pdf)
  - Landing Page & YouTube:  
<https://www.thehumancapitalhub.com/articles/10-characteristics-of-transformational-leadership>
  - The Atlantic Institute Webinar:  
<https://www.atlanticfellows.org/news/webinar-anti-racist-leadership-commitment-action-and-sustainability>
  - Anti-Racist Leadership YouTube (Betsy Hodges 14m31s):  
[https://youtu.be/UMgex\\_d9wEI](https://youtu.be/UMgex_d9wEI)
  
- **Possible Definition, Commitment, and Goals:**
  - We, the Student Services Planning Council, define transformational antiracist leadership as collaborative and engaging work between Canada College students, faculty, staff, and administrators that actively opposes racism by creating change in individuals, in our college, and in our community that raise each other to higher levels of inclusive morality. We commit to motivating each other to power share, be more accessible in our praxis, behave as anti-racist role models, work to consciously break the replication of systems of oppression, and

radically imagine to stimulate innovation and creativity that supports our BIPOC students and colleagues.

- Our commitment to transformational anti-racist leadership spans: our personal practice, in our programs and services, in our relationships with others, and as a planning council within a participatory governance system.
  - Goals:
    - Annually reimagine how we make decisions, communicate, spend money, and serve students with an anti-racist lens through sharing collective consciousness as an SSPC
    - Review and update our Student Services policies, procedures, and expectations to change our culture and update the success rate of our BIPOC students
    - Feel brave enough as an SSPC that when we see oppression anywhere on campus, we speak up and act, and keep our own egos in check—remembering our mission of being here for the success of our students

### **SSPC TAL Timeline:**

- **Approve a TAL in SSPC - October 2021**
- **Participate in and Put On Communities of Practice SSPC Workshops - Spring 2022**
- **Present on TAL nationally at NCORE - June 2022**
- **SSPC Training and Workshops on SAOs and TAL Inclusion - Fall 2022**
- **Assess TAL SAOs - Fall 2023**
- **Revisiting Foundational Literature - Spring 2024**
  - May SSPC:
    - Read several readings and came together on how these resources inform our work
    - We spoke about:
      - humanizing student services
- **Discussions and Recommitment to TAL - Fall 2024**

### **Literature and Resources “Homework”:**

- Let's read on our own outside of the meeting, come back at the May 8 SSPC and come back as small groups to meet, then present out to the large group on the big take-aways and how we would answer the questions
  
  - Givens (2008) (21 pages)
    - [https://www.regent.edu/wp-content/uploads/2020/12/ELJ\\_V1Is1\\_Givens.pdf](https://www.regent.edu/wp-content/uploads/2020/12/ELJ_V1Is1_Givens.pdf)
      - Gonzalo, Wissem, Ron, Sergio
        - Gonzalo - a lot of researchers have built off of Burns
          - \*\*4 components (it's dynamic, it's not about one leader, it's about the collective)
            - Idealized influence
            - Inspirational motivation
            - Intellectual stimulation
            - Individualized consideration
          - Humanizing the individual
          - Aligning morals and goals with organizational goals
          -
- 
- Landing Page & YouTube:
  - <https://www.thehumancapitalhub.com/articles/10-characteristics-of-transformational-leadership>
    - Lorraine, Juan, David, Danielle, Bob
      - Difference between transactional (project management and employees telling them what to do or carrot and stick levers) and transformational (inspiring them to be greater, get out of comfort zone, aspirational, and beat your fears)
        - Leader acts as a role model
        - Stimulating their innovation and curiosity
        - Leader will act as coach and mentor
      - Someone who is comfortable in themselves to allow others to grow
      - They have the support they need to get the job done vs checking to make sure they get the job done
      - Loyalty and positive response comes from that
      - Planting a seed, provide opportunities
      - Everyone is pulling in together in the same effort
      -
- 
- The Atlantic Institute Webinar:
  - <https://www.atlanticfellows.org/news/webinar-anti-racist-leadership-commitment-action-and-sustainability>
    - Adolfo, Kathy, Michiko, Mary
      - If you don't change what the system is setup to accomplish, we will keep getting the same results

- Reimagine how you make decisions and consider possibility and communicate, budget, and define concepts (your money goes to where your values are)
  - Use your position and power to create change
  - Push the boundaries about what makes White people comfortable—you see pilot projects or task forces vs. systemic changes (sometimes it just ends there)
  - \*what does power sharing look like\*
  - This was from 2020 and are we forgetting these global conversations about what it means to be anti-racist and a lot happened in 2020 but have a changed anything?
  -
- **Anti-Racist Leadership YouTube (Betsy Hodges 14m31s):**  
[https://youtu.be/UMgex\\_d9wEI](https://youtu.be/UMgex_d9wEI)
  - Max, Jinmei, Katie, Maria H.
    - Whiteness wants comfort and not change
    - How we do DEI work and it's learning about what you don't know about the hxstories and there is an unspoken background noise of how to be a good person vs. a bad person and that approach isn't helpful (I don't share my racist thoughts vs. systems change)
    - Systems change needs to happen with policies and procedures
    - Testing pilot programs is not enough
    - We need to invest in those policy changes and tie to outcomes
    - how are we still practicing today and how we change and voice practice for little Black girls—how do we do this as a collective and and individual
    - How to raise your voice and speak your mind
    - What does democracy look like beyond elections?
    - How these concepts fit within framework - closing 51 mins in
    - 
    -
- **Questions to Guide us on May 8**
  - Overall notes from all resources
    - \*\*4 components (it's dynamic, it's not about one leader, it's about the collective)
      - Idealized influence
      - Inspirational motivation
      - Intellectual stimulation
      - Individualized consideration
    - Humanizing the individual
    - Aligning morals and goals with organizational goals
  - Questions from April SSPC:

- How does this resource inform our individual why and our collective why as a college?
  - Any tools in the resources to humanize the work?
  - How does this resource inform ways we can move our work forward?
  - How does our SSPC whys align with the college why (IEPI)?
- 5/8/24
  - As the SSPC, we commit to revisiting TAL at the first SSPC meeting
  - Look at policies and procedures that are in our purview that we can change – those policies that perpetuate White Supremacy.
    - What are those changes?
    - How do we measure our effectiveness in those changes?
    - What is something beyond SAOs we can do?
    -

## **SSPC Freedom Dreaming/Radical Imagination Place 04/24/24 Notes**

●

### **Sensemaking from Resources:**

- We commit to creating change
- We define transformational antiracist leadership as collaborative and engaging work between Canada College students, faculty, staff, and administrators that actively opposes racism, creating change in individuals, in our college, and in our community that raise each other to higher levels of inclusive morality and motivate each other to ... (Burns, 1978)
- Redesign
- Motive and inspire, behave as role models, stimulate innovation and creativity, transform leaders to act as coaches and mentors
- Power share
- Consciously break the replication of systems of oppression
- Community-led, accessible
- Reimagine how we make decisions, communicate, spend money, serve students
- Change policies and procedures and expectations to change our culture and update the success rate of our students
- When we see oppression anywhere we have to speak up and act
- We recognize and lean in on discomfort
- Use our position of power to affect change
- Paint a hopeful picture
- Our commitment to transformational anti-racist leadership spans: our personal practice, in our programs and services, in our relationships with others, and as a planning council within a participatory governance system.

- We do this work centering on radical imagination, as we see it as a revolutionary tool (Kelley, 2002)
  - Transformational Leaders: Keep their egos in check, Ability to take the right risks and Make difficult decisions, Share Collective Organizational Consciousness and inspire those around them, Entertain New Ideas/Trust in Team Members, Ability to Inspire Innovation and Intellect, Ability to Adapt Quickly and Easily, Positive and Responsive Approach, Lead With Vision, Accountability, Loyalty
- 

### **Additional Notes/Resources:**

- **SSPC Presentation from NCORE:**  
[https://docs.google.com/presentation/d/1nrUaLQydr1vuByD\\_BwFRACe8OKqeAUuBfAtT\\_aCKsHg/edit#slide=id.g11ce0467d7b\\_0\\_15](https://docs.google.com/presentation/d/1nrUaLQydr1vuByD_BwFRACe8OKqeAUuBfAtT_aCKsHg/edit#slide=id.g11ce0467d7b_0_15)
  - Definition: 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>
  - "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
  - 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
- **From webinar:** "We can make anti-racist leadership change on an individual level through micro-aggressions and being individually better but we also have to change the system or we will continue to get the same results. We have to do tough work on policy change."
  - [https://www.youtube.com/watch?v=UMgex\\_d9wEI](https://www.youtube.com/watch?v=UMgex_d9wEI)
- **From the transformational leadership article:**

Zoom Meeting Participant ID: 601344 You are viewing Manuel A. Pérez (He | Him | Él...)s screen View Options

A closed captioning transcript is being generated. OK Leave meeting

Where work happens | Slack general (Channel) CSO Assoc. Major Project 2

regent.edu/wp-content/uploads/2020/12/ELU\_V1161\_Givens.pdf

SMCCCD Portal OneDrive Caladia College Med... 2022-2023- CSO... Copy of UNDOCU... Brave Zone- Goog... Undoou Fellowsh... Minnie Villarreal - P... VPSS SS Deans Age...

Major Project 2 2 / 21 175%

The literature review will conclude with the implications for further research, theory, and practice in the area of transformational leadership and organizational and personal outcomes.

### Theoretical Framework

Transformational leadership theory was developed in the late 20<sup>th</sup> century by Burns (1978) in his analysis of political leaders. Prior to this time much attention had been given to the examination of the approaches of leaders who successfully transformed organizations. Burns characterized transformational leadership as that which “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). He believed that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslow’s (1954) hierarchy of needs.

Bass (1985) refined and expanded Burns’ leadership theory. Bass said that a leader is “one who motivates us to do more than we originally expected to do” (p. 20). He said that this motivation could be achieved by raising the awareness level about the importance of outcomes and ways to reach them. I didn’t want to print this whole article. I will read just this one line that I do want us to take advantage or not take advantage but really delved into

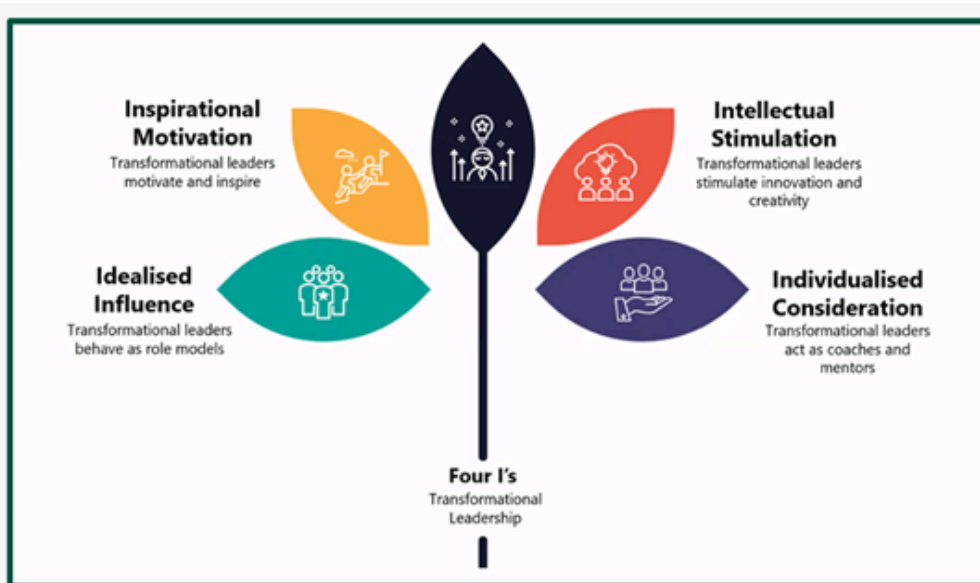
Click to join audio

Join Audio Start Video Participants 18 Chat Share Screen Record Reactions Apps Whiteboards More Leave

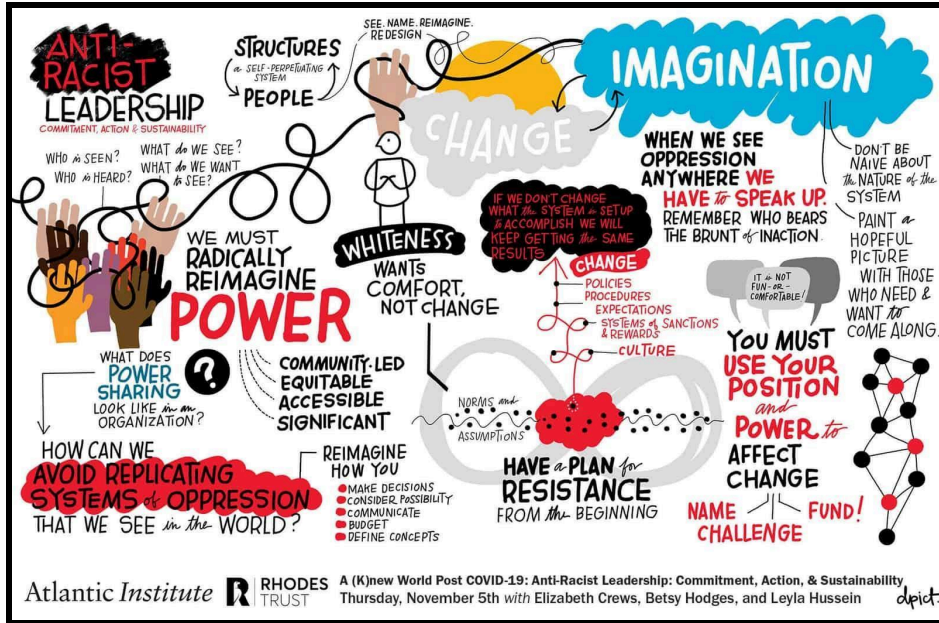
USD/EUR +0.49%

10:30 AM 4/1/2024

Participants: Danielle Pelletier, David Vera, Ed.D.







# 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?*

- We define transformational antiracist leadership as collaborative and engaging work between Canada College students, faculty, staff, and administrators that actively opposes racism, creating change in individuals, in our college, and in our community that raise each other to higher levels of inclusive morality and motivate each other to ... (Burns, 1978)
- Redesign

- Motive and inspire, behave as role models, stimulate innovation and creativity, transform leaders to act as coaches and mentors
- Power share
- We commit to creating change
- Consciously break the replication of systems of oppression
- Community-led, accessible
- Reimagine how we make decisions, communicate, spend money, serve students
- Change policies and procedures and expectations to change our culture and update the success rate of our students
- When we see oppression anywhere we have to speak up and act
- We recognize and lean in on discomfort
- Use our position of power to affect change
- Paint a hopeful picture
- Our commitment to transformational anti-racist leadership spans: our personal practice, in our programs and services, in our relationships with others, and as a planning council within a participatory governance system.
- We do this work centering on radical imagination, as we see it as a revolutionary tool (Kelley, 2002)
- Transformational Leaders: Keep their egos in check, Ability to take the right risks and Make difficult decisions, Share Collective Organizational Consciousness and inspire those around them, Entertain New Ideas/Trust in Team Members, Ability to Inspire Innovation and Intellect, Ability to Adapt Quickly and Easily, Positive and Responsive Approach, Lead With Vision, Accountability, Loyalty