

Land Acknowledgement

Analu Josephides

Academic Senate Vice President of
Equity, Diversity, and Inclusion

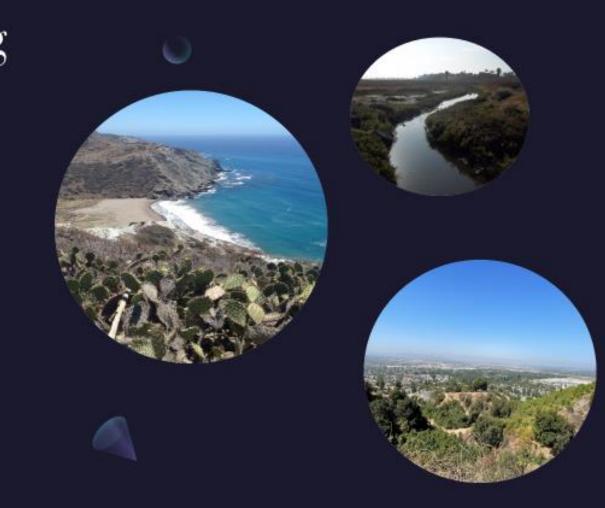


Now What?

Desiree Renee Martinez, MA, RPA Gabrielino (Tongva)

El Camino College General Assembly Professional Development Day

Acknowledging the Land



Acknowledging the Land is about Acknowledging the People

THE GABRIELINO
TONGVA ARE STILL A
VIBRANT COMMUNITY





The Other Rs



Graphic by Craig Torres (Tongva)

Relational & Reciprocity



Graphic by Craig Torres (Tongva)

Everything is in Service to Everything Else

We do this to acknowledge your lives
Your pain and suffering
Your subjugation and servitude
Your resistance and existence
That continues on...in us...and the land
SPIRIT can never be extinguished.

By Craig Torres (Tongva) 2019



Memorandum of Understanding

He'uurore hyoo'eya horuura'

Carrying Knowledge into the Future (2021)

Autry Museum of the American West



- · The Autry Is Your Home
- Land Acknowledgement
- Caring for the Ancestors, Sacred items, and Gabrielino/Tongva
 Material Culture in Collections
- · Working as Partners
- Caring for the Gardens together

Memorandum of Understanding

University of California, Los Angeles (2022)



- Outdoor spaces for Tribal gathering, teaching and other land-pedagogy functions
- · Basketry Garden



Memorandum of Understanding

Pitzer College

Robert Redford Conservancy for Southern California Sustainability (In progress)





- Access to ancestral lands
- Barbara Drake Library
- Ceremonial Space
- Community gathering space





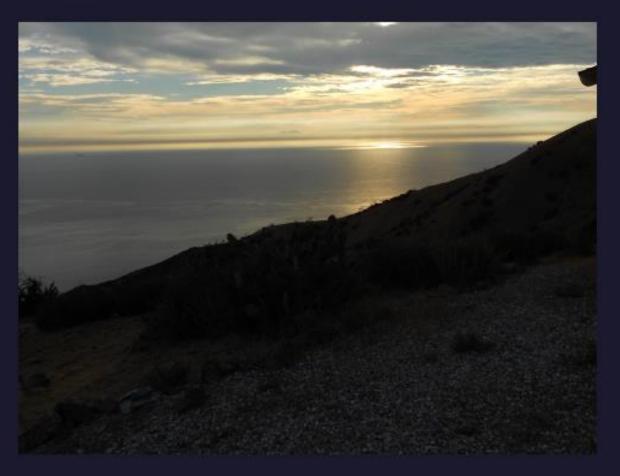
Stop. Collaborate and Listen



Achema!

Thank You!





President's Address

Dr. Brenda Thames

President/Superintendent



El Camino College

Library & Learning Resources, Student Equity Advisory Council and the Division of Behavioral & Social Sciences present...

The History

We Stand On

A Chronicle of the Land that El Camino College Occupies







Marketing & Communications

310-660-3406 · marcomm@elcamino.edu

Pay Stubs Online Portal Now Available

You asked for it, we made it happen! El Camino College employees may now access their pay stubs conveniently online, anytime and from anywhere. Also included is the ability to view leave balances (vacation and sick leave).

Use the Online Pay Stubs Portal to view and/or download your current pay stub and leave information.

How to Access the Portal

- 1. Go to the Pay Stubs webpage
- 2. Click the blue box "Pay Stubs Portal Log-In"
- 3. Check the box "I agree to the following" and click the "Log In" button
- 4. Click on "Multi-Tenant Azure Active Directory"
- 5. If prompted, enter your ECC email credentials.
- 6. Click on the "My Documents" icon.
- 7. Click on the "Pay Stubs" option in the left-hand menu.

Access Pay Stubs Portal

Questions?

Read through the Frequently Asked Questions to get started.

Volatility, Uncertainty, Complexity, Ambiguity (VUCA)

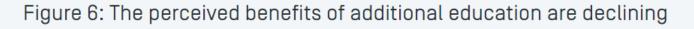
	Drivers	lmpact	Needs
Volatility	Change Nature Change Dynamics Change Speed Change Rate	Instability Loss of Control Increased Risk	Vision
Uncertainty	Unpredictability Potential Surprises Unknown Impacts Unknown Outcomes	Indecisiveness Increased Analysis Delayed action	Under- standing
Complexity	Task Correlation Interdependencies Interrelationships Interoperability	Data Overload Decline in Productivity Mistakes Learning of the fly	Clarity
Ambiguity	Unclear Cause Unclear Action Unclear Aims Unclear Effect	Doubts Distrust Lack of Confidence Delays	Agility

RIGHT NOW STUDENT NORMAL



- Role of the classroom from time and place chalk and talk- to expanded flexibility and modalities.
- Relationship of teacher and student from sage on a stage to guide on the side.
- Interest in learning aligned with purpose-driven education
- College is not a necessity but a choice and an option
- Every interaction is a moment of truth in which students evaluate and re-evaluate the value proposition

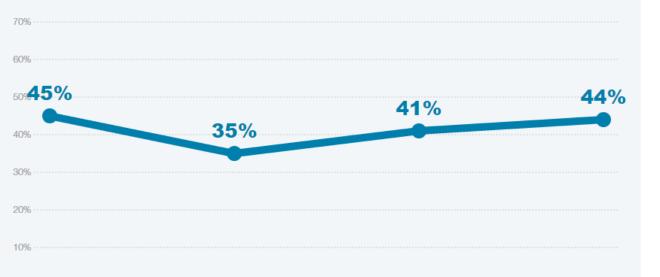
Leading Through the Hard Stuff





Source: Strada Education Survey 2020-2021. **Base**: Adults ages 18-65 with an associate degree or less and not currently enrolled. Likely to enroll within 5 years, n=varies from 1,054 to 4,005.

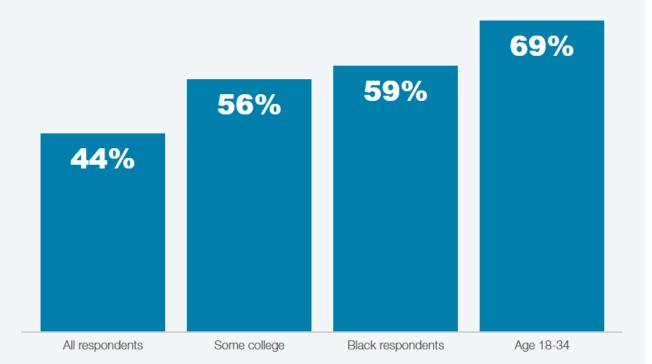




Spring 2019 Spring 2020 Fall 2020 Fall 2021

Source: Strada Education Survey 2019-2021. Base: Adults ages 18-65 with an associate degree or less and not currently enrolled. Likely to enroll within 5 years, n=varies from 1,054 to 4,005.

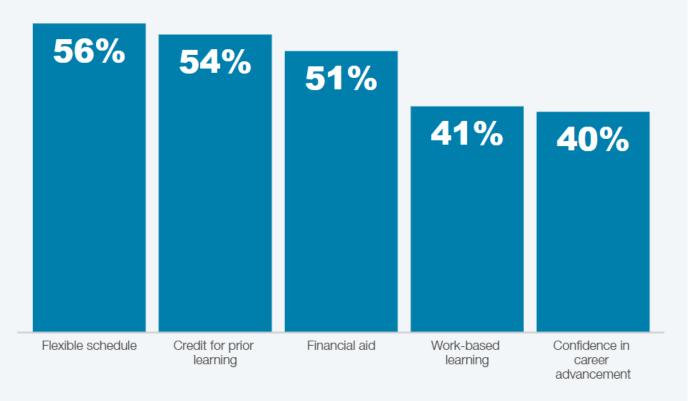
Figure 4: Younger people, Black respondents, and those with some college, no degree were most likely to report they will enroll



Source: Strada Education Survey 2021. Base: Adults ages 18-65 with an associate degree or less and not currently enrolled, n=3,074.

Figure 9: Factors most likely to increase the probability of enrollment

Percent who said the factor would make theme 'extremely' or 'very' likely to enroll.



Source: Strada Recontact Survey Spring 2022. Base: Adults ages 18-65 with an associate degree or less and not currently enrolled, n=1,387.

The Now Normal

The New York Times

Coronavirus >

U.S. college enrollment dropped again in the fall of 2021, despite the arrival of vaccines.

The new figures show that undergraduate enrollment declined at every type of college, but public two-year colleges remain the hardest-hit, with U.S. community colleges disproportionately hurt.

Tens of thousands of students, many of them low-income, were forced to delay school or drop out because of the pandemic and the economic crisis it has created. The new data showed that enrollment in community colleges was down 13.2 percent, or 706,000 students, compared with 2019.

The number of students seeking associate degrees at four-year institutions also fell, as did the number of students aged 24 and over.

"Without a dramatic re-engagement in their education, the potential loss to these students' earnings and futures is significant, which will greatly impact the nation as a whole in years to come," Mr. Shapiro said in a news release.

Leading Through the Hard Stuff

Retain our students

- We must continue to focus on retention and not just enrollment.
- Creativity will be key because retention may require more flexible schedules and self paced courses, deferred payment plans, mentorship programs, childcare assistance, or improve social opportunities for students on the margins of college life.
- We must recognize that attracting and keeping nontraditional students will require nontraditional strategies.

Reskilling, upskilling, and alignment

- We must be proactive about understanding the needs of employers and developing responsive programs to help.
- Ideally these programs should be developed in collaboration with industry partners who can also provide real work opportunities for students.
- As part of our employer engagement strategy, we must work to build programs that meet the needs of the job market, particularly as employers begin offering more upskilling or reskilling opportunities to current employees.

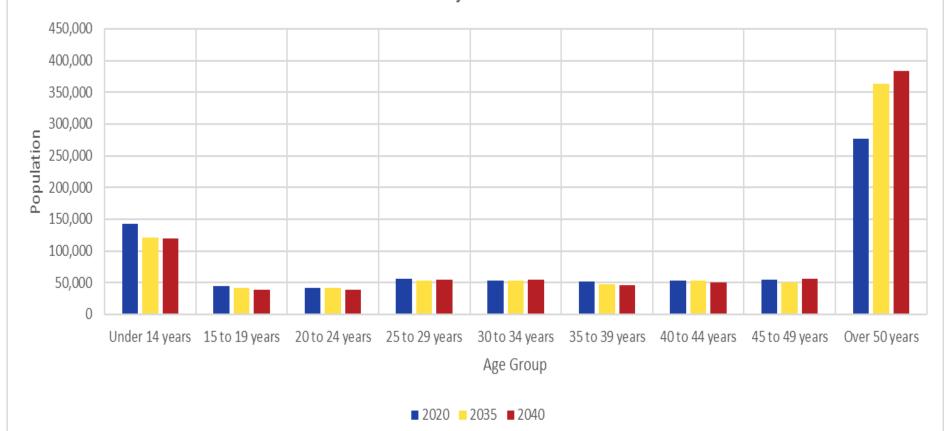


Redefining Value

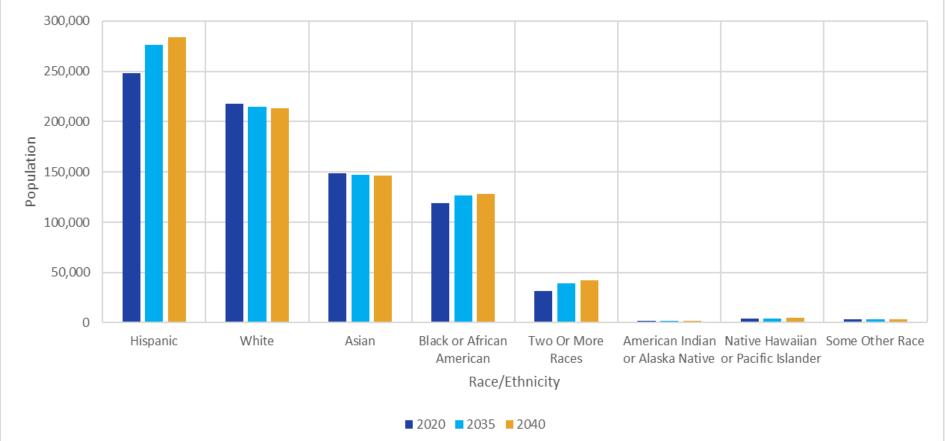




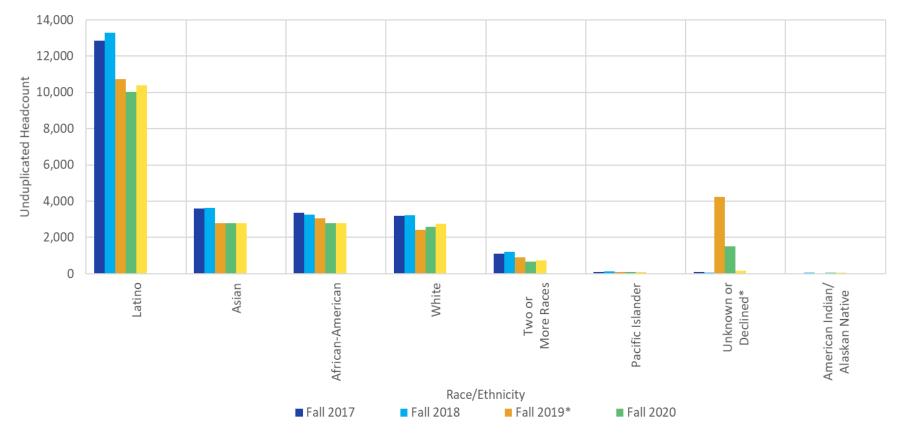
South Bay Population Projections 2020 to 2040 by Age Group using Modified SCAG Projections



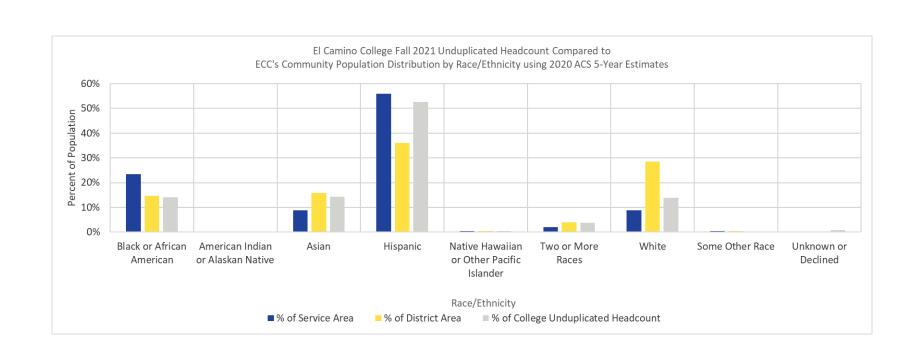


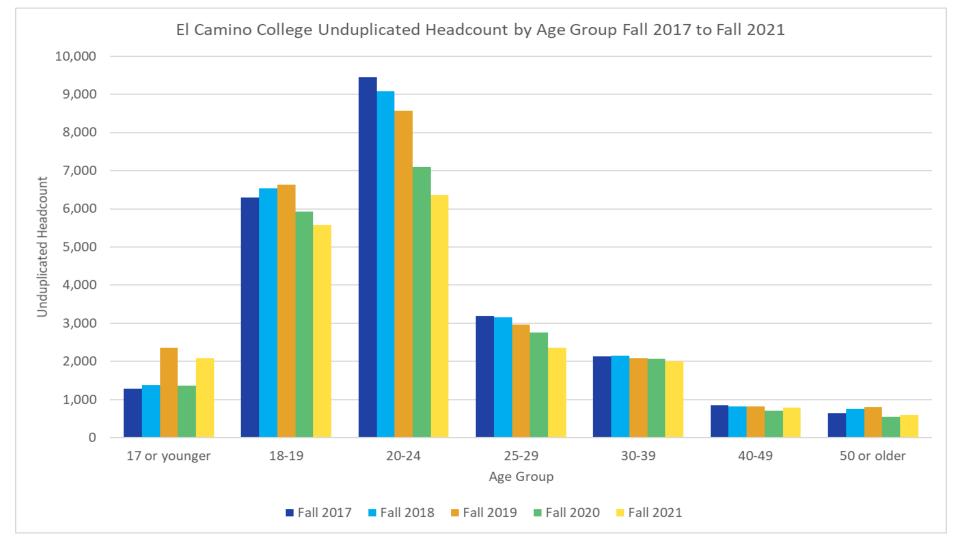


El Camino College Unduplicated Headcount by Race/Ethnicity Fall 2017 to Fall 2021

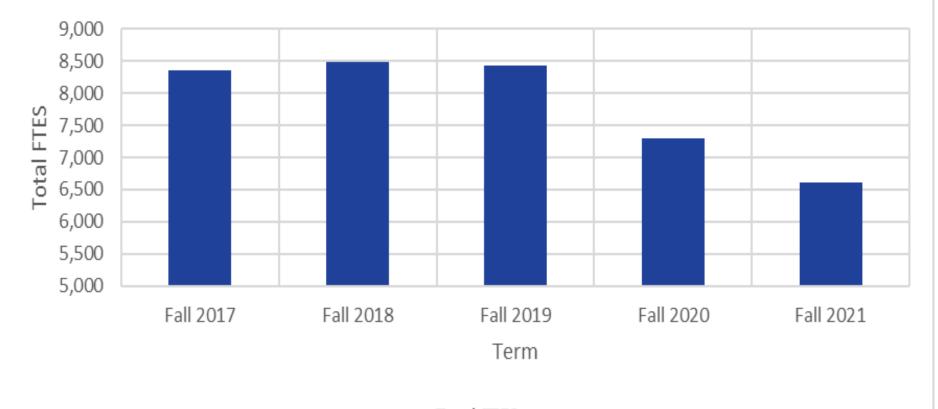


*In Fall 2019, decreases in the count for each race/ethnicity category is due to a statewide coding error affecting 2019 applicants. This resulted in an increase in the "Unknown or Declined" count.





El Camino College Total FTES Fall 2017 to Fall 2021



■ Total FTES





Inclusive Excellence



A continued focus on equity

- Developing a culture of inquiry in our quest for inclusive excellence is critical.
- Community colleges must permit themselves to ask difficult questions about the intentional and unintentional consequences of our recruitment and onboarding processes for students, faculty, and staff.
- Ask difficult questions about our student career and academic advising approaches.
- Ask difficult questions about our faculty and staff professional development programs and advancement opportunities.
- We continue to challenge the various systems within the institution that potentially serve as barriers to growth, success, and equitable outcomes for our faculty, staff, and students.



RADICALLY REIMAGINING INSTITUTIONAL CULTURE at EL CAMINO COLLEGE 2022

Rooted in Love -Jeremiah J. Sims, Ph.D. & Rachel Sims, M.A. www.rootedinlove.education





Rooted in Love, as a Force Multiplier







Today's Agenda

Institutional Culture

Radical Love

The Four Pivots

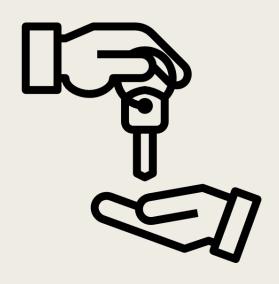
Enemies of Equity

Kaleidoscopic Convergence

Radical Inclusivity

IMPACT as an Institutional Pivot





Key Presuppositions

- System is not broken
- It's intentionally dehumanizing
- Using gaslighting and racelighting to normalize inequity and to explain away white supremacy
- Pedagogies and programming predicated on radical love can foment radical inclusivity
- Radical inclusivity- should be the end goal because it interrupts systemic dehumanization



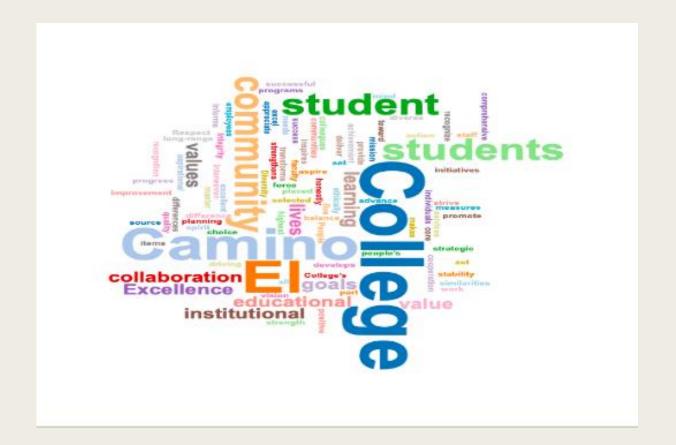
Defining Institutional Culture

Institutional culture is defined as 'the collective, mutual shaping patterns of norms, values, practices, beliefs and assumptions that guide the behavior of individuals and groups in higher education and provide a frame of reference within which to interpret the meaning of events and actions'.



(Kuh & Whitt 1988:12)

What is ECC's institutional culture?





What does an equity-centered institutional culture look like...



An equity-centered institutional culture is invested in and committed to identifying, interrogating, and ultimately interrupting (institutionalized) policies, procedures, and pedagogies that produce, maintain, and institutionalize structuralized inequities based on race, gender, sexual orientation, socioeconomic status, religion, (perceived) ability, religion as well as any other component of peoples' intersectional identities.

It is radically inclusive.



Radically Reimagining Institutional Culture

What does it mean to be radical?

"[T]he more radical the person is, the more fully he or she enters into reality so that, knowing it better, he or she can transform it. This individual is not afraid to confront, to listen, to see the world unveiled. This person is not afraid to meet the people or to enter into a dialogue with them. This person does not consider himself or herself the proprietor of history or of all people, or the liberator of the oppressed; but he or she does commit himself or herself, within history, to fight at their side." — Paulo Freire, Pedagogy of the Oppressed

Radical Love as Praxis

Radical love necessitates a radical reimagining of structures of power; it demands paradigm-shifting interrogation; it is proactive, holistic, transformative, and it is invested in treating chronic diseases like anti-Blackness, white supremacy, and racial capitalism (Sims, et al., 2020; Wallace & Sims, 2022).





"Power without love is reckless and abusive, and love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love."

— Martin Luther King Jr.

WHAT DOES RADICAL LOVE DO?

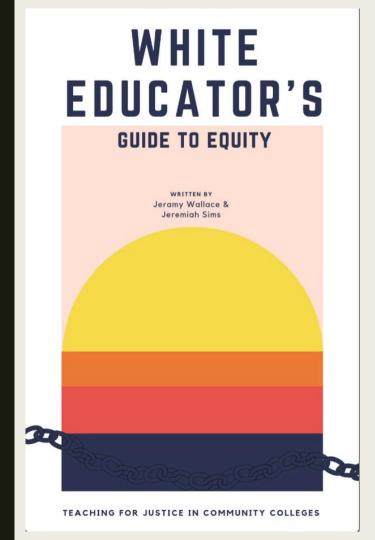
It brings us to paradigm-shifting understandings of inequity.

It helps us value the viewpoint and experience of hypermarginalized people.

And it is action-oriented.



There is no justice without
Radical honesty and
Radical integrity



Institutional culture pivots are not easy, but they are necessary.

"The point is that social change is emergent. That is, leaders need to get closer to the problem, not further away, in order to cultivate a compassionate curiosity about how to work toward a solution in partnership with communities. This type of work toward social changes takes time, efficacy, trust, skepticism, resources, scarcity, uncertainty, thinking, dreaming, relationship, confusion, clarity, frustration, work, play, analysis, and spirit. Yes, it takes leaning into the full range of our human experience that allows us to cultivate a sense of urgent faith that our collective leaning-in will yield just what we want."



The Four Pivots

Awareness

Pivot from lens to mirror

■ Connection

 Pivot from transactional to transformational

Vision

Shift from problem fixing to possibility creation

Presence

Find a flow state—move away from busy work





Why Pivot?

"That's what we need as individuals, as communities, and as a society. A pivot acknowledges collective harm and individual injury but also leans into the future and opens entirely new possibilities.

A pivot involves renewing our sense of possibility, transforming how we see the world, and shifting the values of our culture. This can only happen when we foster a collective imagination that restores communal wisdom that embraces both imagination and engagement, empathy and power, reflection and action.

A pivot means that we need to dream higher about the future we want to create."

Ginwright (2022), The Four Pivots



Focus on creating and curating healing spaces

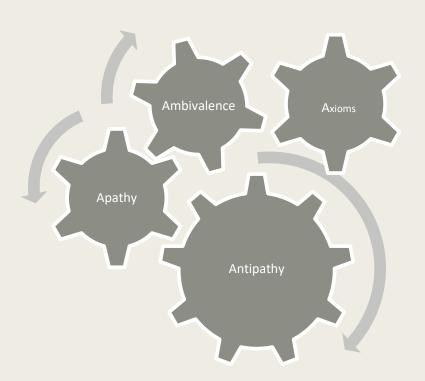
- Eliminating the things that cause harm is not the same as producing the things that heal.
- Must constantly ask ourselves: What does freedom look like here?
- Who is being served here (by this policy, procedure, practice, pedagogy)? Who is not?
- We have to stop making maps for unknown destinations
- True power comes from reflective introspection
- Social change must be recursive and emergent





Enemies of Equity:

Axioms, Ambivalence, Apathy, and Antipathy





Radical love as the antidote



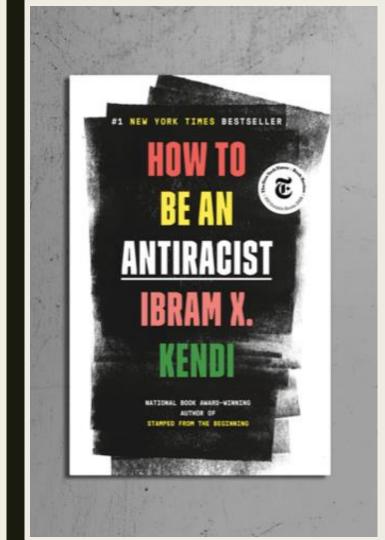
- In order to commit to radical love as methodology, one must understand and begin to envisage radical love as an antidote to inequity.
- Remember that radical love is made up of two primary components that work in concert: radical integrity and radical humility.
- Radical integrity and radical humility allow for a kind of daily dying,
 which is necessary to commit to justice work.
- The beautiful part about this daily dying is that it makes way for a daily rebirth.



Kendi: racial inequity, racist policies, and racist ideas.

"Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities." (p. 17-18, <u>How to Be an Antiracist</u>)

- "Racial inequity is when two or more racial groups are not standing on approximately equal footing." (p. 18)
- "A racist policy is any measure that produces or sustains racial inequity between racial groups. By policy, I mean written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people." (p. 18)
- "A racist idea is any idea that suggests one racial group is inferior to or superior to another racial group in any way. Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society." (p. 20)



Kaleidoscopic Convergence

Kezar argues that for justice work to become institutionalized, a convergence between top-down, and button-up leadership must be fostered (2012).

"broader leadership that involves grassroots leaders typically leads to more complex solutions and ideas, greater buy-in and consensus, increased expertise to draw on, and more energy and enthusiasm...."





IMPACT as a point of Kaleidoscopic Convergence



The IMPACT Equity Scorecard and was designed to function as a **point of convergence** for grassroots leaders and the people that have positional (i.e., formal power because of their institutional position) institutionalized authority/power.

Not only does this tool provide an equity-centered, antiracist framework, it also functions to as a kind of translator by providing IMPACT practitioners with a shared language and conceptual understanding of equity and justice.

This is how we mind the obligation gap.





RADICAL INCLUSIVITY MUST BE THE GOAL.

Radical inclusivity should be the standard because it is liberatory, affirming, and agency-inciting. We need radical love to make this real.

- Radical inclusivity is a byproduct of radical love.
 Within this orientation there is radical affirmation and radical (re)positionality. This means that we reposition ourselves vis-a-vis the students that we serve.
- It's not enough to just create spaces for students that are hypermarginalized, or in more common educational parlance, to provide "access".
- We must celebrate students' beautifully intersectional identities and carve out space for them to reach the fullest academic and human potential because this is what radical love does.

RADICAL INCLUSIVITY MUST BE THE GOAL.

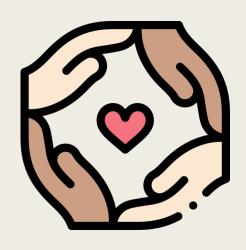
Commitment is integral.

"We have to recognize that there cannot be relationships unless there is commitment, unless there is loyalty, unless there is love, patience, persistence."

Dr. Cornel West

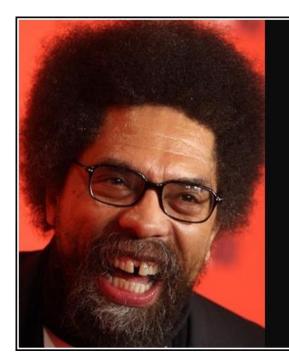






How do we get there?

- Environmental Shifts
- Radical Love & Inclusivity



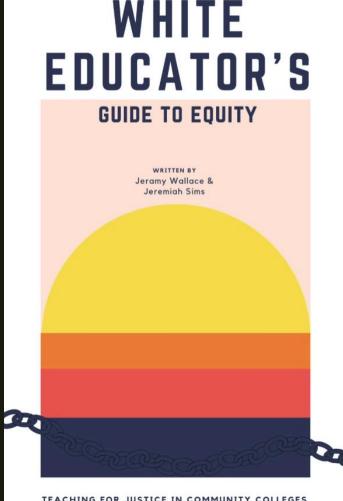
In the practice of radical love, you are embracing human beings across the board, but you do give a preference - very much like Jesus - to the least of these, to the weak, to the vulnerable. That includes poor whites and poor browns, as well as the poor in black ghettos.

— Cornel West —

AZ QUOTES

Arriving at Radical Inclusivity

- Radical Analysis
- Discussing racism, truthfully
- Radical integrity
- We must reckon with the truth
- There is no justice without radical honesty



Love is the whole thing. We are only pieces.

Radical love as methodology

We are committed to radical love as praxis. We hold that radical love is necessary to foment real justice. And while we maintain that this is vital, that is, conceptualizing radical love as a praxis, radical love should also be viewed as a methodology.

RUMI



IMPACT as an Institutional Pivot

The IMPACT Equity Toolkit is a <u>scorecard</u> and <u>straightforward process</u> that helps individuals develop an antiracist growth mindset while auditing policies, practices, procedures, and pedagogies to ensure that they are justice-centered and equity-advancing.



IMPACT°

an equity framework for evaluating policy & practice

Innovative

How does the current policy perpetuate structural inequity?

Measurable

How is the impact on equity being assessed? If it's not, how can it be?

Purposeful

Who is being privileged and who is being penalized?

Antiracist

It what ways is this policy failing to combat anti-blackness and racism?

Caring

How does this policy ignore the needs of minoritized people, in word and deed?

Transformative

How is this policy holding our institution back from having a more equitable culture?



LOVE

Finally...

We know that you want to create equitable opportunities for all of the students that you serve. And, we are confident that you are ready to commit to radical love as praxis and methodology; so, our only question is this:

What's stopping you?





Thank you!

jeremiah@rootedinlove.education rachel@rootedinlove.education



Newly Tenured Faculty

Ross Miyashiro

Vice President, Student Services

Newly Tenured Faculty

Susana Acuna Acosta – Mathematical Sciences Jonathan Bryant – Fine Arts Stephanie Burnham – Humanities Robert Eleuteri – Mathematical Sciences Ryan Gan – Library & Learning Resources Camila Jenkin – Library & Learning Resources

Newly Tenured Faculty

Julie Kim – Business

Tiffanie Lau – Library & Learning Resources

Khai Lu – Business

Victor Matos – Mathematical Sciences

Anna Mavromati – Humanities

Newly Tenured Faculty

Merium Mubarak – Natural Sciences

Adam Murdock – Natural Sciences

Shane Ochoa – Humanities

Angela Tuan – Counseling

John Yeressian – Business

Service Awards

Bob Suppelsa

Vice President, Administrative Services

Kenner Bailey - Accompanist Luis Barrueta – Student Services Specialist Linda Detwiler Burner – Business Systems Analyst Gregory Fry – Mathematics Faculty Russell McMillin – Fine Arts Faculty Debra Mochidome – Humanities Faculty Jim Noyes – Natural Sciences Faculty Lisa Richardson – Student Services Advisor Juanid Siddiqui – Business Faculty

Kate Beley – Counselor

Griselda Castro – Counselor

Maria Dominguez – Financial Aid Advisor

Robin Dreizler – Dean of Enrollment Services

Kevin Huben – HSA Faculty

Kimberly Legier – Financial Aid Advisor Mary Leiby – Humanities Faculty Luis Mancia – Financial Aid Advisor Lavonné Plum – Assistant to the VPAA Leonid Rachman – Operations Officer

Thomas Cody – Humanities Faculty

Chris Jeffries – Counselor

Roxanne McCoy – Assistant to the VPHR

Donald Riley – Custodian

Hong Tran – Accounting Technician

Lilia Velez – Printing Services Specialist

Mayda Angel-Reatiga – A & R Specialist Kenneth Lefort – Theatre Technician Linda Olsen – Administrative Assistant II Doroteo Quero – Tool Room Technician Barbara Riser – Theatre Manager Ricardo Villarruel – Senior Printing Service Spec. Andrew Wolski – Theatre Technician

New Staff & Administrators

Jane Miyashiro

Vice President, Human Resources

Staff

Vonetta Augustine – Confidential Admin Assistant I Jon Baquero – Athletic & Physical Ed Attendant Ana Celis – Clerical Assistant Jin Chon – Systems Programmer Christina Conners – Benefits Advisor Aldo Cruz Vazquez – Student Success Coordinator Steve Dao – Library & Learning Resources Technician II

Staff

Johanna Fajardo-Ferman – Senior Clerical Assistant Aileen Flores – Clerk Cashier John Gatlin – Digital Media & Design Specialist Norma Giorgi – Financial Aid Assistant Imoni Harris – Student Success Coordinator Bryan Hino – Accounting Assistant III Jenelle Lizama – Administrative Assistant II Jacklyn Lopez – Senior Clerical Assistant

Staff

Salvador Martinez – Groundskeeper-Gardener I Michelle Navarro – Library & Learning Resources Technician II Rafael Sandoval – Student Services Technician Veronica Sandoval – Clerk Cashier Susan Shapiro-Baker – Administrative Clerk Robert Swain – HR Technician Gideon Thompson – Groundskeeper/Gardener I

Administrators

Lillie Islas – Director, Grants Development & Management

Carlos Lopez – Vice President, Academic Affairs

Rita McCullum – Director of Procurement Services

Michael Miller – Director of Gallery & Museum Programming

Bob Suppelsa – Vice President, Administrative Services

Introduction of New Faculty

Carlos Lopez

Vice President, Academic Affairs

&

Dr. Brenda Thames

President/Superintendent

Faculty

Eduardo Ayala — Bio-Technology/Life Sciences Supriya Bhargave – ECHT Jessica Cruz-Special Resource Center Roger Dellaca – Computer Information Systems Ana Fernandez – Counseling – STEM Jamie Gallegos – Counseling – Transfer

Faculty

Paitzar Giourdjian – Counseling – Transfer Rebecca Hernandez – Anatomy & Physiology Janice Jefferis – Childhood Education Sanda Oswald – Anatomy & Physiology Michele Perez – Radiologic Technology Dangvinh (Vince) Phamdo – CADD

Faculty

Jesus Rubio – Computer Information Systems

Arnulfo Runas – ECHT

Christina Salo – Nursing

Weng San Sit – Photography

Sandra Sloan – Registered Nurse

Marc Yeber – Architecture & Environmental Technology



Welcome to El Camino!

Announcements

Anna Brochet

Academic Senate Vice President for Faculty Development

Instructional Faculty:



Please don't forget to include your classroom mask policy in your syllabi!

Ask Me Buttons!



It's that time again!

The Office of Professional Development & Learning, along with Outreach and School Relations, invite you to join us again and wear your ASK ME buttons during the first two weeks of the semester. This lets students know that we are here to help so they can succeed at El Camino!



Fall 2022

11:00am – 12:45pm Division/Department Meetings (Various Locations)

11:30am – 2:00pm Professional Headshop Photo Opportunity

(Library, 1st Floor, Research Center)

11:45am – 1:45pm Campus Lunch (Library Lawn)

2:00pm – 2:55pm Breakout Sessions One (Various Locations)

3:05pm – 4:00pm Breakout Sessions Two (Social Sciences Building)