

MOORPARK COLLEGE

LEADS

LEADERSHIP EDUCATION &
DEVELOPMENT FOR STUDENTS

Office of Student Life and Engagement | Fall 2024

AGENDA

- Campus happenings
- Icebreaker
- Advocacy 101 presentation
- Assessment
- Upcoming workshops

The logo for LEADS, where each letter is a 3D block with a rainbow gradient. The 'L' is purple and blue, 'E' is pink and purple, 'A' is teal and green, 'D' is orange and red, and 'S' is green and yellow.



**MC Writing Center
UC Personal Statement Assistance
Sept. 3-Nov. 30, 2024**

Drop by Writing Center (LL 3rd floor)
Monday-Thursday 10 am-5 pm

Online: Monday through Friday--make appointments with Christian, Abby, Sumaiya or Rebecca at writing center website



Faculty Assistance during November drop in times as well! Days and times TBA

BUEN VECINO & POWER CALIFORNIA ACTION

VOLUNTEERS NEEDED!

We are looking for progressive, politically active youth who want to engage with voters and energize their communities

Scan me!

MC2UCLA

The Power of Mentors

MC2UCLA offers a powerful tool to Moorpark College students through our mentorship program. Students get access to support from current UCLA students and alumni, many who were transfer students themselves. Mentors share their experience to prepare community college students for their future at a UC institution. Our program helps Moorpark College students develop study habits, connect students to helpful resources, and support them on their UC application.

Moorpark College Athletics Presents

BLUE & WHITE HOOPS NIGHT

FRIDAY, OCTOBER 4TH

FREE ADMISSION



MEN'S

VS

WOMEN'S



SKILLS COMPETITION, SCRIMMAGES & 3-POINT SHOOT OUT

Fun Games - Free Parking - Delicious Food
5 to 8 p.m. in the Raider Gym

7075 Campus Road
Moorpark, CA 93021

2024 Moorpark College

National Coming Out Day

OCT 09 | 11:00 AM
3:00 PM

Celebration in the Quad
11:00 AM - 1:00 PM

- ◆ Music ◆ Guest Speakers ◆ Desserts
- ◆ Makerspace Table ◆ Photo Booth
- ◆ Food Truck ◆ Info & Resources

Film Screening in the Forum
1:00 PM - 3:00 PM

Paris is Burning (1990)

A documentary of New York's LGBT scene in the 1980s, showing the real life of poor Black and Latin LGBT people, introduce the ballrooms, the categories, the houses, the voguing, and the dreams and ambitions of these people who are systematically excluded from society, they fight to conquer the right to be and to reinvent themselves in a world starring straight and white people. They use the balls to show their creativity, have fun with their community and family, shining, and having their names recognized in the ballroom scene.



MOORPARK COLLEGE THEATRE ARTS 2024 PRESENTS

Our Lady of the Tortilla

8pm
October:
10, 11, 12, 17, 18, 19

2pm
October:
13 & 20



By:
Luis Santeiro
Illustrated by
Andrew Perez

PAC MAIN STAGE TICKETS:
\$20 ADULTS \$15 STUDENTS & SENIORS
SAVE 20% PREORDER AT [MOORPARKCOLLEGE.EDU/PAC](https://moorparkcollege.edu/pac)



Moorpark College Performing Arts Center 7075 Campus Road Moorpark, CA 93021

ICEBREAKER



- Review the quote your table has been assigned
- Reflect on what you think it means and how it relates to advocacy or leadership
- Jot down notes and prepare to share out!

“A society grows great when old men plant trees in whose shade they know they shall never sit.”

Adaptation of a proverb written by
Elton Trueblood in his novel *The Life We Prize* (1951)

QUOTE 1

“If you want to conduct the orchestra, you must turn your back on the crowd.”

Quote from Max Lucado,
Pastor and best-selling author

QUOTE 2

“I’ve learned that in the end people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Quote from Maya Angelou (1928-2014),
American poet, singer, historian, screenwriter, playwright,
and civil rights activist, among other pursuits

QUOTE 3

**“Anyone can hold the helm
when the sea is calm.”**

Publilius Syrus (85-43 BCE)
Latin writer

QUOTE 4

“ It is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail.”

Abraham Maslow (1908-1970)
Founder of humanistic psychology

QUOTE 5



ADVOCACY 101

N.A.C.E. CAREER READINESS COMPETENCIES



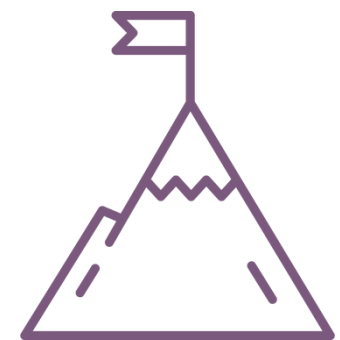
Communication



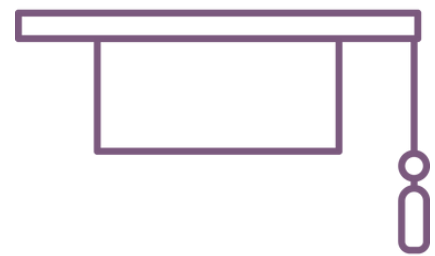
Critical Thinking



Teamwork



Leadership



Career & Self
Development



Technology



Professionalism



Equity &
Inclusion

WHAT IS ADVOCACY?

Public support for or recommendation of a particular cause, policy, or person.



ADVOCACY AT COLLEGE CAMPUSES

The civil rights movement of the 1960s marked a significant turning point in the development of student advocacy

- Students across the United States mobilized to challenge systemic injustices, leading to the formation of numerous advocacy groups aimed at promoting equity in education
- This era established a strong precedent for student-led initiatives focused on social justice

As higher education expanded through the late 20th century, the scope of student advocacy organizations evolved

- They increasingly addressed a broader range of issues, including mental health, accessibility, and financial aid
- The focus on diverse student populations and their unique challenges became a hallmark of these organizations

Student advocacy doesn't have to result in changed policies or expanded services

- It can be something as simple as advocating for a grade change or for an extension on a due date



WHAT DOES ADVOCACY HAVE TO DO WITH LEADERSHIP?

According to The Practice Space, a nonprofit that focuses on helping youth develop communication skills to promote leadership growth:

- Advocacy skills are an important tool to help leaders bring people together around significant issues and compel them to action
- People can develop into leaders when they can clearly and persuasively communicate their needs and seek opportunities to take on more responsibility

PEOPLE ENGAGE IN ADVOCACY WHEN THEY WANT TO SEE CHANGE IN



Institutional policy
and practice



Public attitude
and behavior



The political process
or system



Power/influence for
the marginalized

**A
D
V
O
C
A
C
Y**

=

Planning

Policy analysis

Research

Publicity

Lobbying

Alliance building



WHAT CHANGE DO WE WANT TO BRING ABOUT?

What is going wrong?
What evidence do we have to support this?
What do you want to see changed?
What alternatives do you suggest?

WHO CAN MAKE THIS CHANGE?

Who has the power?
Who are our allies and our opponents?

HOW CAN YOU MAKE THEM CHANGE?

How are we going to win?
How will we know if change has occurred?



ISSUES CAN BE SPECIFIC TO OUR CAMPUS OR DISTRICT, such as issues with the poor WiFi in the Campus Center or inadequate food options, or

ISSUES CAN BE AT A STATE OR NATIONAL LEVEL, such as support for the renewal of DACA or the re-authorization of the Higher Education Act.



CASE STUDY

EXAMPLE OF AN ISSUE MC
FACULTY, STAFF, AND STUDENTS
ADVOCATED FOR:

Addressing students'
basic needs, specifically
their food and housing
insecurity.



PART 1: CONCERNS ON CAMPUS

Identify 1-2 issues/concerns on campus that you think could be improved through advocacy

Write them down on your sheet and prepare to share out with the group



WHAT CHANGE DO YOU WISH TO SEE?

WHAT CHANGE DO YOU WISH TO SEE?

Your **advocacy goal** is the long term result of your advocacy effort. It is your vision for change.

Your **advocacy objective** is the specific change that you can bring about that contributes to reaching your goal.

Based on your long-term advocacy goal, develop objectives that are on the road toward achieving the goal.

Make sure your objectives are SMART:

Specific | Measurable | Achievable | Realistic | Time-bound

WHAT CHANGE DO YOU WISH TO SEE?

It's important to understand the external environment when assessing likelihood of achieving the change.

- Is our issue high up on the political agenda?
- Are there economic consequences?
- How might our advocacy be affected by community attitudes?
- What are the **environmental** opportunities and threats?

political
sociological
technological
economic
legal

WHAT CHANGE DO YOU WISH TO SEE?

What resources do we have to achieve this change?

- People with skills, knowledge, and commitment
- Appropriate funds, facilities and equipment
- Reputation, relationships, and support

What strategy do we have to achieve this change?

- Strategy should be clear, focused, coherent
- Strategy must be based on external reality
- Ideally, your strategy is matched to internal resources

PART 2: ADVOCACY ISSUES

What is your advocacy goal (or the long term result of your advocacy effort)?

What is your advocacy objective (the specific change that you can bring about that contributes to reaching your goal)?



Advocacy Goal:

Address students' basic needs,
specifically food and housing
insecurity.

Advocacy Objective:

Implement a Basic Needs Center
to provide resources aimed at
addressing students' basic needs.



WHO CAN MAKE CHANGE?

WHO? IDENTIFY THE DECISION MAKERS

For every objective, there is a "Decision Maker."

- This person may not have sole authority, but they may be a gatekeeper for any changes.

How do you influence the Decision Maker?

- Can you get direct access to your target? If not, who can?
- Will your target be persuaded by your argument alone? If not, who else is needed?
- Is your target under pressure from anyone else?

WHO? IDENTIFY THE STAKEHOLDERS

Stakeholders can be individuals, types of people, or organizations who:

- Are affected by the issue
- Can influence the issue

Why are they important?

- Some are natural or potential allies
- Some are natural or potential opponents
- Some are undecided
- All can be subject to influence

WHO? IDENTIFY THE STAKEHOLDERS

Which stakeholders will be the most important to your cause?

- You want to put your attention and resources where they will have maximum impact

To determine which are the most important, it's helpful to know:

- How much they agree or disagree with you
- How important they think the issue is
- How much influence they have over the issue

WHO? IDENTIFY THE STAKEHOLDERS

For the example of the Basic Needs Center, our stakeholders are:

- Students (mostly allies)
- Faculty and staff (some allies, some opponents, some undecided)
- Campus administration (some allies, some undecided)
- District administration (some allies, some undecided)
- Community agencies (mostly allies; potential for opposition if not transparent about how we plan to operate)
- Other higher education institutions (allies)

WHO? TAILORING YOUR MESSAGE

Sample messaging for the Basic Needs Center stakeholders:

- **Students:** Receive access to basic needs resources!
- **Faculty + staff:** Relationship between students' basic needs being met and their academic retention/persistence
- **Campus + District Administration:** Data surrounding need; this is a priority of the CCC Chancellor's Office; we have the resources!
- **Community agencies:** By collaborating, we can more effectively help our community members gain access to needed resources
- **Other higher education institutions:** We want to learn from you and create a pipeline of support for students

WHO? TAILORING YOUR MESSAGE

Where do you reach your different stakeholders?

- **Students:** Social media, ICC, in class, sometimes via email
- **Faculty + staff:** Shared governance committees
- **Campus + District Administration:** Board of Trustee meetings; district-wide shared governance committees
- **Community agencies:** Outreach via email or phone, events, going to their meetings or site visits
- **Other higher education institutions:** Outreach via email or phone, industry conferences, site visits



PART 3: IDENTIFY THE “WHO”

Thinking of your goal, who are the stakeholders? Who are your allies, and who may be adversaries?

How might you frame your message to target these stakeholders? What channels would you use to reach them?



HOW CAN YOU MAKE THEM CHANGE?

WHAT MAKES PEOPLE CHANGE?

Interest Personal self-interest and/or social or professional obligation to change

Evidence Clear evidence that change is desirable in relation to interests

Relationship Persuaded by someone they respect

Solution Know what change is desirable and how to do it

COMMON ADVOCACY APPROACHES

From what you know about your targets (Decision Makers and Stakeholders), and what you know has worked with them in the past, you should decide on which style approach you will take:

- **Cooperative** (as an insider)
- **Confrontational** (as an outsider)

COOPERATIVE ADVOCACY TACTICS

AS AN INSIDER, YOU DEVELOP RELATIONSHIPS WITH YOUR TARGETS AND GAIN THEIR TRUST AND SUPPORT.

Advantages: Get to know targets' position(s) and understand the processes they are involved with; this approach can provide more opportunities for working with others and is often seen as more neutral, less aggressive

Disadvantages: Can mean that your campaign moves more slowly, because you need to get consensus, or you may be restricted on what you can do if you need additional buy-in

CONFRONTATIONAL TACTICS

AS A COMPLETE OUTSIDER, YOU MUST TRY TO FORCE YOUR ISSUE ONTO THE AGENDA.

Advantages: Higher profile and greater freedom of action

Disadvantages: Can be counter-productive if target(s) feel under attack; can damage relationships; risk loss of funding, being marginalized, or being seen as radical



PART 4: HOW TO MAKE THEM CHANGE

Thinking of your goal and the stakeholders you are hoping to engage, do you think a **cooperative** or a **confrontational** approach would be more effective?

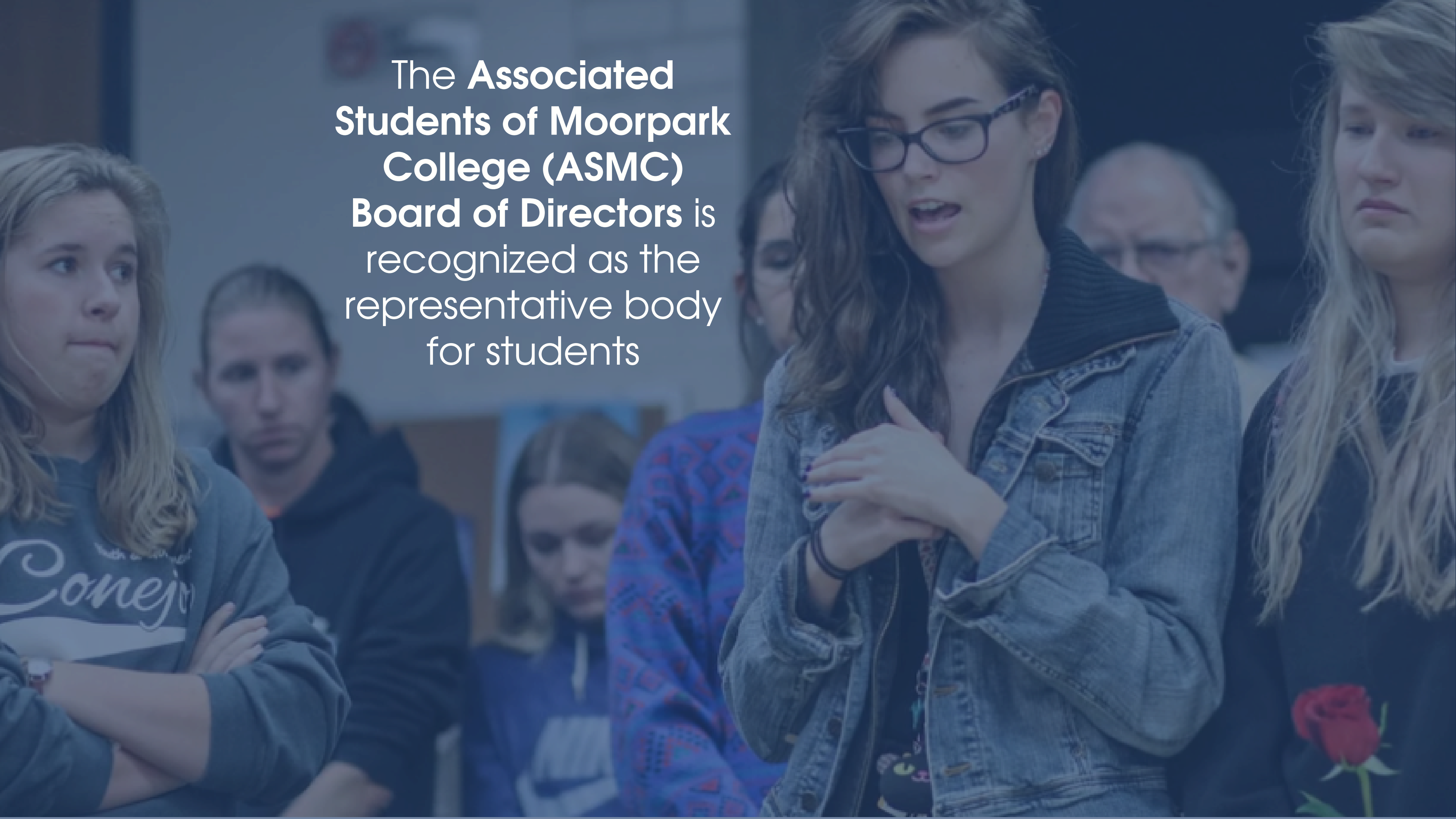
For our **Advocacy Objective** to implement a Basic Needs Center on campus, we used cooperative advocacy tactics.

We knew the campus would be concerned about financially supporting students, so we tied it to student retention and the Student-Centered Funding Formula.

ASMC AND STUDENT ADVOCACY



The **Associated Students of Moorpark College (ASMC) Board of Directors** is recognized as the representative body for students



TITLE 5 SAYS STUDENTS MUST
BE GIVEN A SAY IN DISTRICT
AND COLLEGE GOVERNANCE,
AS WELL AS A SAY IN THE
DEVELOPMENT OF POLICIES OR
PROCEDURES AFFECTING THEM



9+1: THE POLICIES AND PROCEDURES THAT MAY HAVE A SIGNIFICANT EFFECT ON STUDENTS ARE DEFINED AS FOLLOWS:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs (which should be initiated or discontinued);
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.

HOW DOES ASMC ADVOCATE FOR STUDENTS ON THESE POLICIES AND PROCEDURES, OR ON OTHER ISSUES?

- At shared governance committees
- In discussions with legislative reps
- By holding college-wide rallies
- Sending postcards or letters
- By writing formal resolutions
- Through op-eds in newspapers
- By providing or withholding funds





HOW CAN STUDENT LEADERS ADVANCE YOUR ADVOCACY GOAL?

Can you team up with campus,
district, or state student
leadership to make progress
on your advocacy initiatives?

LET'S SUMMARIZE YOUR ADVOCACY PLAN



What is your
advocacy goal?



Who are the key
stakeholders?



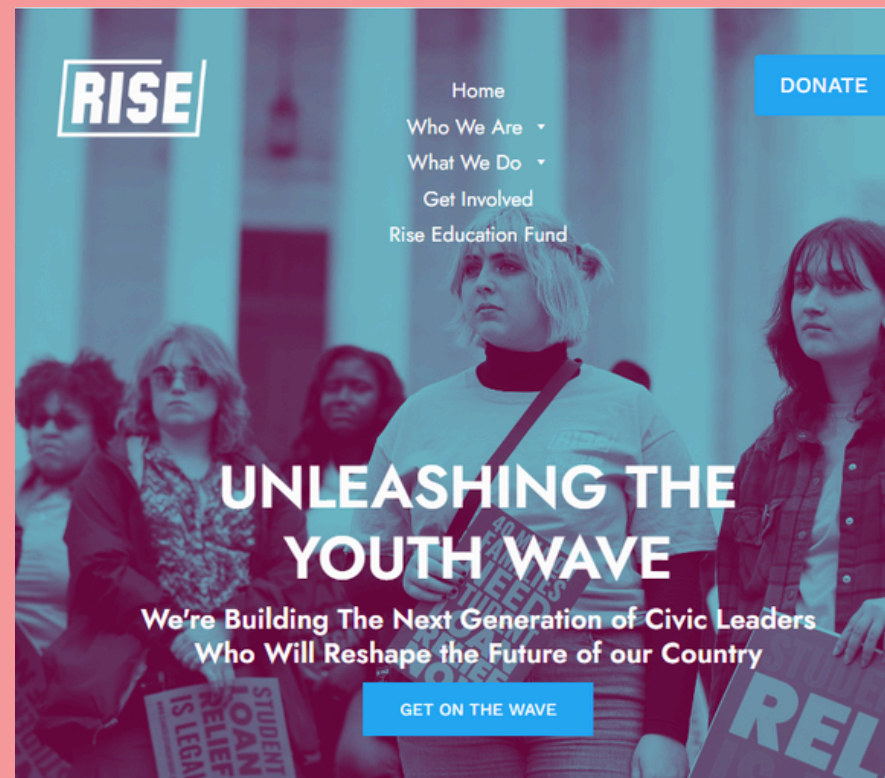
What tactics will
you use to try?

- Advocacy can force you to better understand and better articulate your points of view
- It helps you learn to develop persuasive arguments and promotes problem-solving
- Advocacy can bring light to overlooked issues or marginalized populations
- Learning to do research related to advocacy can also help you better advocate for yourself or your needs in professional settings

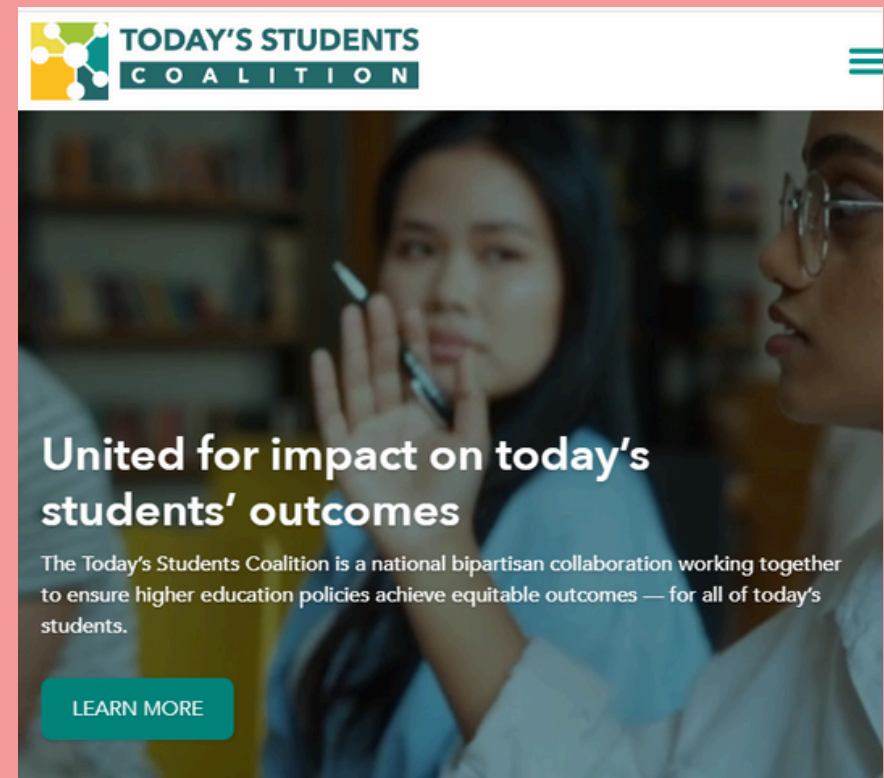




IAMANIMMIGRANT.COM



RISEFREE.ORG



TODAYSSTUDENTS.ORG



SSCCC.ORG

Assessment time!

(Please and
thank you.)



NEXT WORKSHOPS

Session 4 on October 18
Time Management Skills

Session 5 on November 1
Cultural Humility

Session 6 on November 15
Ethical Decision-Making for Student Leaders

The logo for LEADS, where each letter is a 3D block with a rainbow gradient. The 'L' is purple and blue, 'E' is pink and purple, 'A' is teal and green, 'D' is orange and red, and 'S' is green and yellow.

THANK YOU!
See you on October 18!

