

Leadership Development through a Lens of Equity, Diversity, and Inclusion

New Leadership Academy Modules for Utah Board of Higher Education (UBHE) and Utah System of Higher Education (USHE) Executive Staff

March

No Pre-Work for March

*Reminder to complete follow up “homework” from February’s session on data.

Friday, March 25th, 2022

- Session Hours: 9:00 – 11:00am (Two Hours – In-Person)
- Location: Mountainland Technical College

Session 3: Making Sense of Leadership and Equity, Diversity, and Inclusion

Speakers:

- *Mark Kamimura-Jiménez, PhD*
Associate Vice Chancellor for Student Affairs
Dean of the Center for Diversity and Inclusion, Washington University in St. Louis
- *John C. Burkhardt, PhD*
Professor Emeritus, Center for the Study of Higher and Postsecondary Education,
University of Michigan
Founding Director, National Forum on Higher Education for the Public Good and New
Leadership Academy, University of Michigan

Purpose: NLA emphasizes the need for knowledge, tools, and courage, for leaders who are leading in today’s complex and contested higher education environments. Leading in these contexts requires an understanding of equity, diversity, and inclusion, in addition to a set of useful tools that leaders can employ to support decision-making from a lens of equity. Further, case studies can be used to practice the skills required by leaders in sensemaking and decision-making processes. This session will explore the meaning of equity in higher education, introduce several NLA tools for leaders, and utilize vignettes and small group discussions to apply NLA Tools to real-world case studies in higher education and policymaking.

Knowledge. Tools. Courage.

Curriculum Goals:

- Provide NLA leadership development for equity, diversity, and inclusion as a guiding framework for UBHE members and reinforce USHE’s Equity Lens Framework.
- Provide a foundation for UBHE members to initiate or continue their personal journeys toward critical consciousness and equity-minded leadership. NLA’s curriculum provides leaders with the knowledge, tools, and courage needed to take an active role in improving the system of higher education for all students, especially students from historically marginalized groups.
- What are the expected outcomes? Board members and USHE Executive Staff will be able to demonstrate the following leadership competencies:
 - Acknowledge and understand historical contexts that have led to exclusionary institutions, policies, practices, and everyday behaviors.
 - Recognize the role leadership (including their own) can play in uprooting unequal practices and policies through intentional interventions and everyday behaviors.
 - Understand the unique roles of the different institutions within the USHE system and relate their missions back to quantitative and qualitative student data utilizing a lens of equity.
 - Develop a personal philosophy of leadership that centers equity, diversity, and inclusion.
 - Identify where they are on their own journey toward critical consciousness, and plan for continued progress and reflection on that journey.
 - Apply leadership development principles for equity, diversity, and inclusion to transforming processes, practices, and policies to benefit Utah students.

Knowledge. Tools. Courage.