



**session: 8**

# re-framing & re-thinking leadership in a state system of higher education

**noe ortega**

former secretary of education  
pa department of education



reflection.

what is working and not working for diversity, equity, and inclusion at the utah system of higher education?



(pause) before we proceed, let's do some norm-setting.



the following are a few agreements and assumptions  
that will help guide today's session.

distinguish between “i” and “we” statements.

assume good intent.

exercise forgiveness.

be present.

## some goals for today's session ("i" will...)

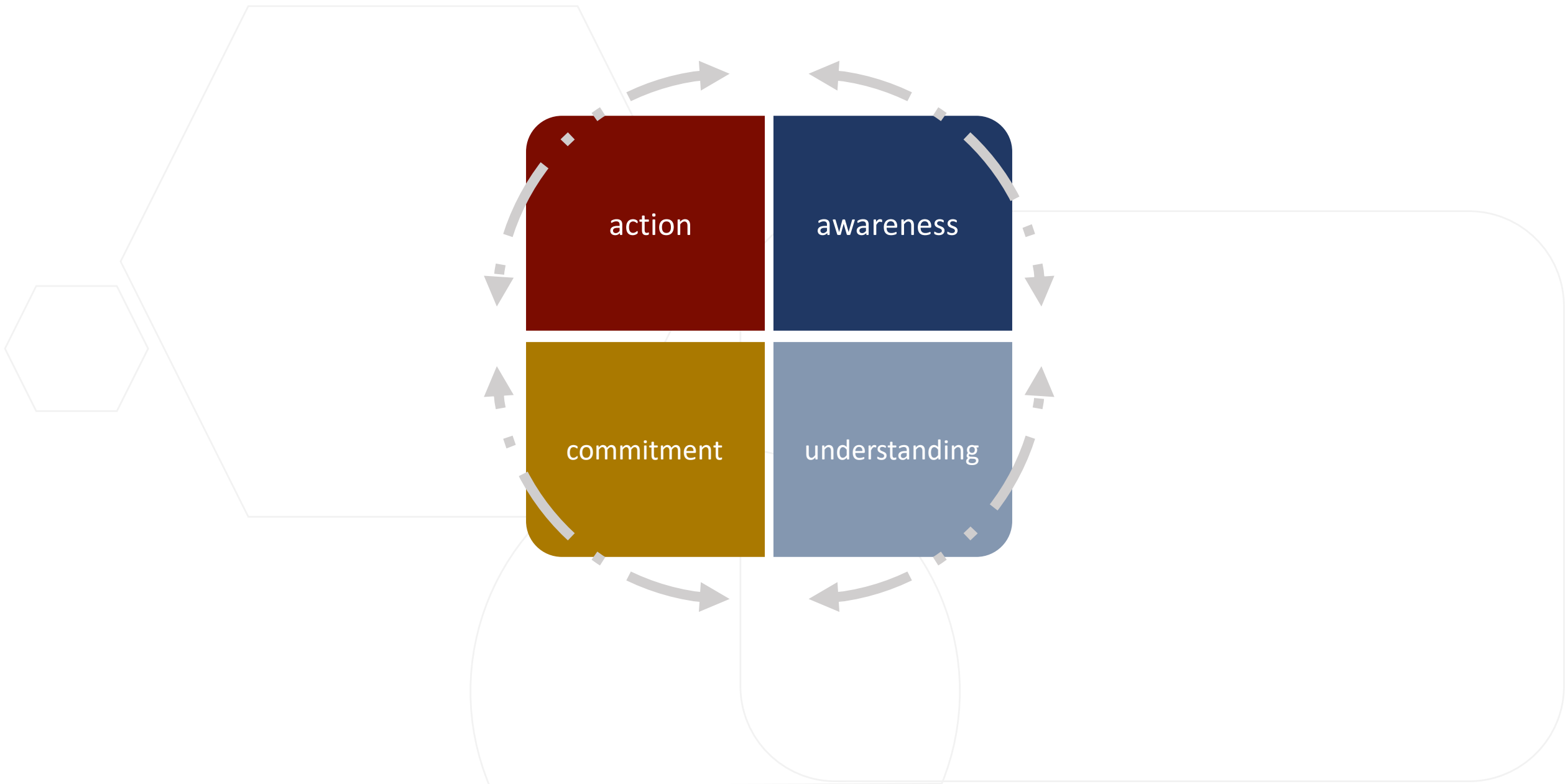
share a few strategies and perspectives that will help you continue to employ the *utah equity lens framework*.

suggest some next steps to help you move your audiences from **awareness** to **understanding** then **commitment** to **action**.

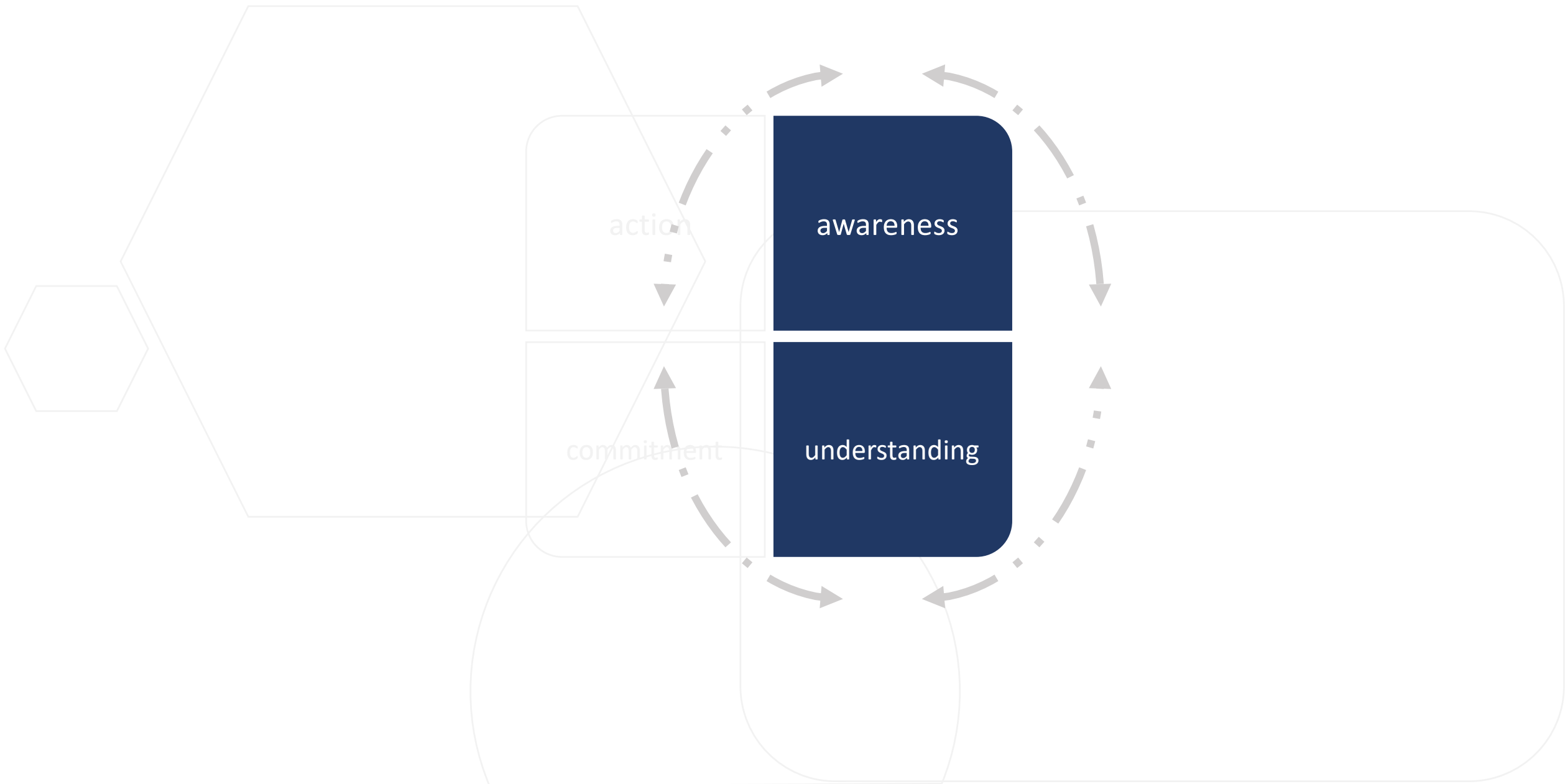
introduce a change approach of "**small wins**" and "**little bets**" for making progress toward larger equity goals of the system.

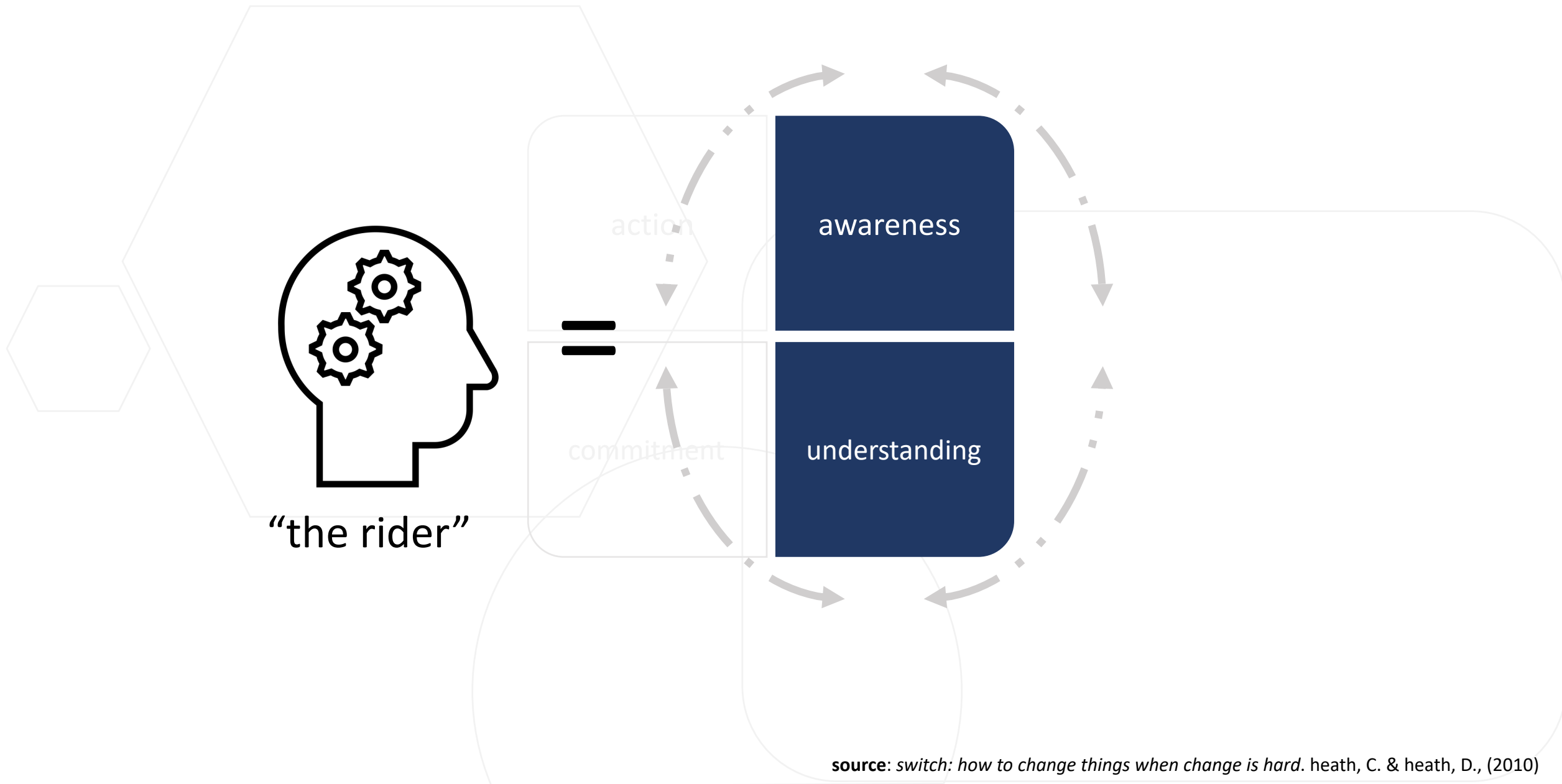


dialogic model for change



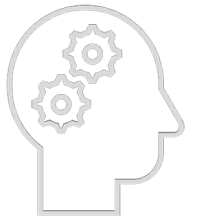








(example) so, what does this look like in practice?



“the rider”



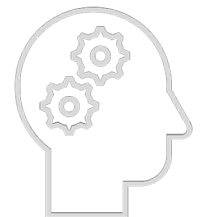
UTAH SYSTEM OF  
HIGHER EDUCATION

## Utah System of Higher Education Equity Lens Framework

An *equity lens framework* is a tool comprised of shared beliefs, common definitions, and critical questions through which an organization commits to continually evaluating any existing or new strategy, policy, or initiative. The beliefs and definitions ensure the organization begins from a common understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized populations. Underlying this framework is how data is collected and synthesized to impact policy and systemic change.

### USHE Equity Lens Framework

To guide the Utah Board of Higher Education in their implementation of strategies and initiatives, policymaking, and more, the Board must ask itself the following questions that make up the Equity Lens. These questions will guide state education leaders through the decision-making process to ultimately take action in essential areas.



“the rider”

# ONE UTAH ROADMAP

*"Together we will write the next incredible chapter of the story of our state as ONE UTAH."*

Gov. Spencer J. Cox



UTAH SYSTEM OF  
HIGHER EDUCATION

## Utah System of Higher Education Equity Lens Framework

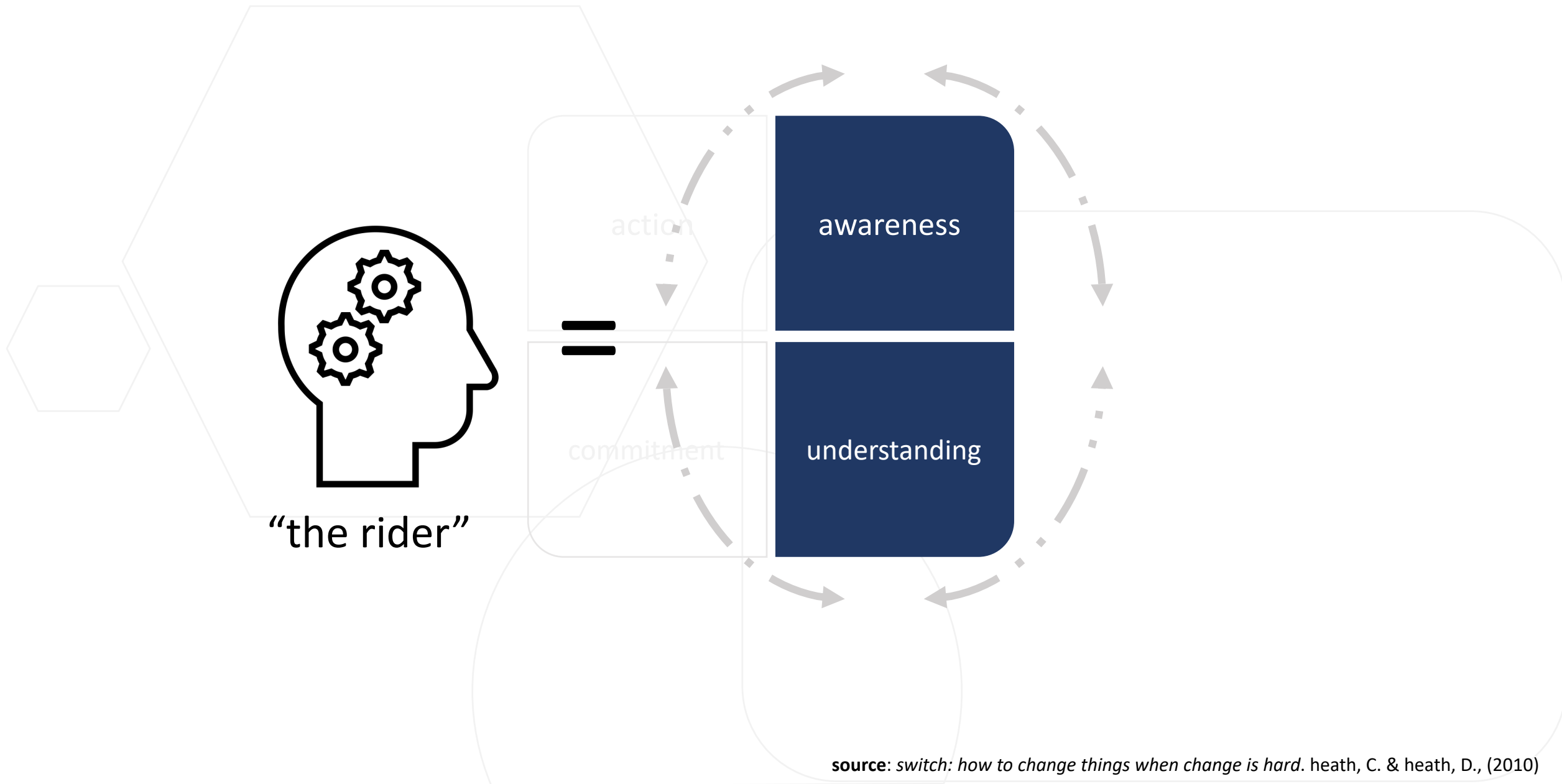
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### USHE Equity Lens Framework

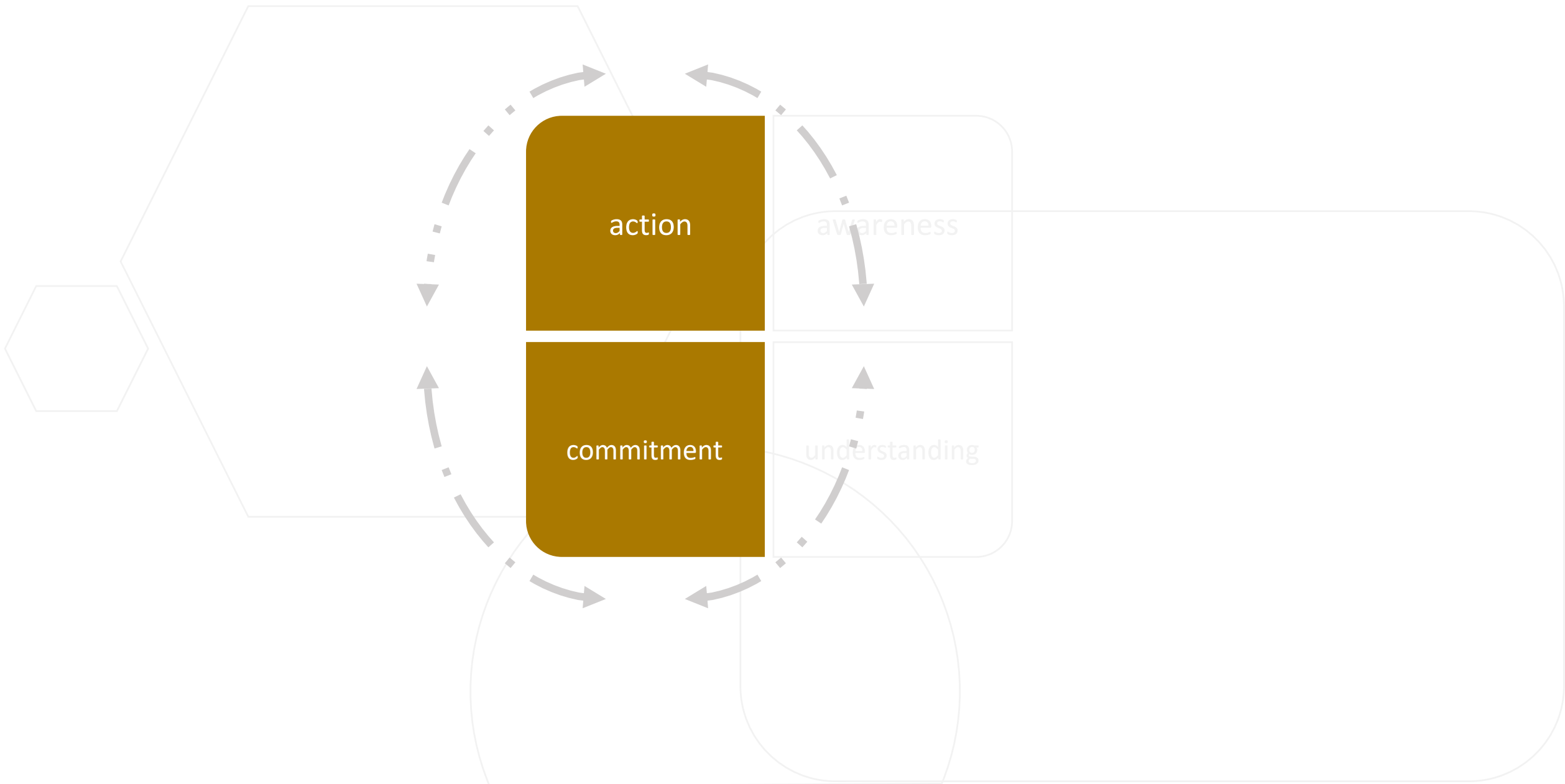
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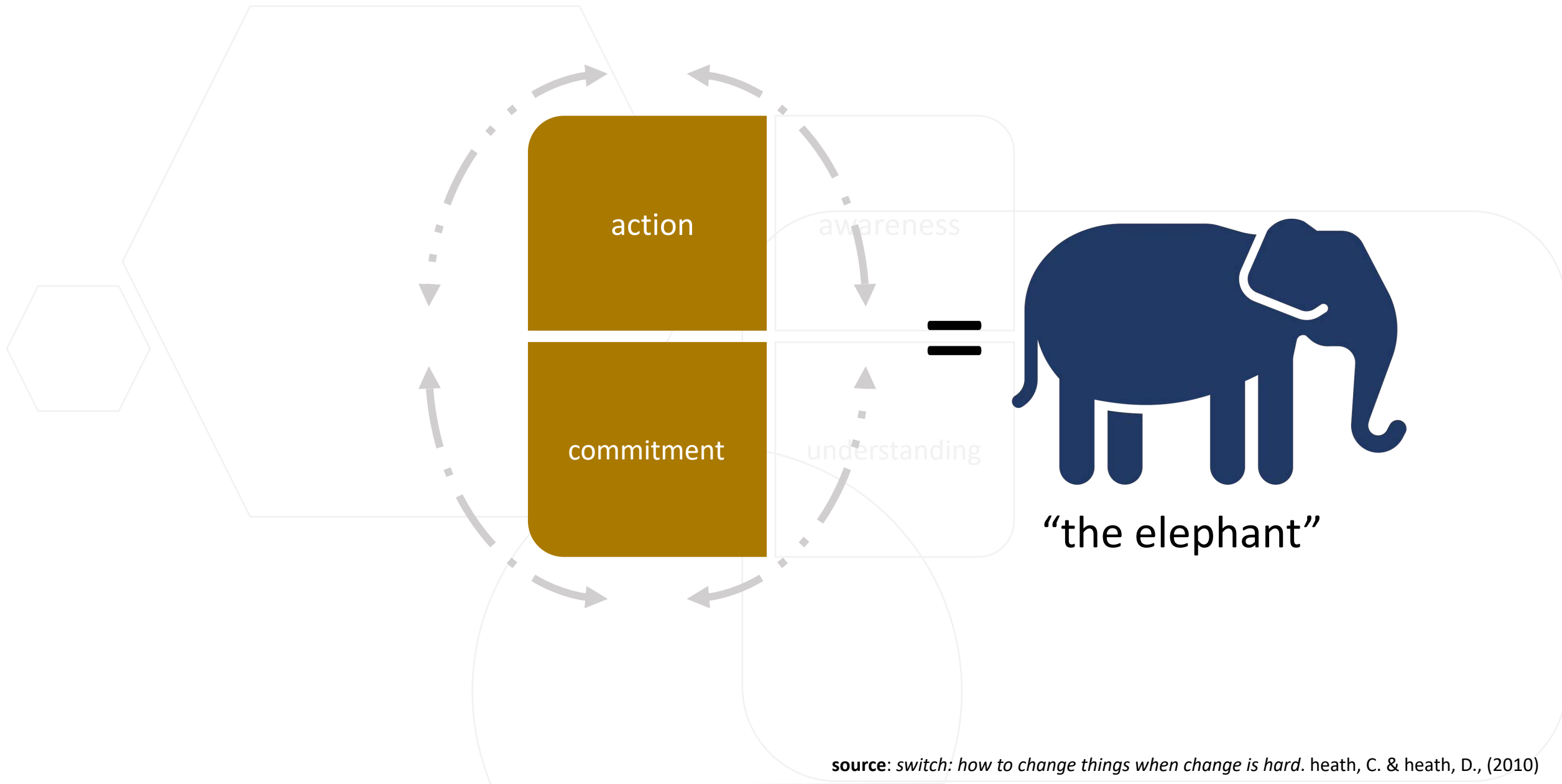


"the rider"





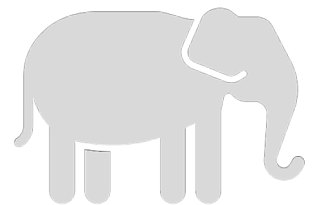




source: *switch: how to change things when change is hard*. heath, C. & heath, D., (2010)



(example) so, what does this look like in practice?




“the elephant”

WHEREAS, the Board acknowledges its position and responsibility to continue facilitating dialogue and coordinated actions between state leaders, education leaders, researchers, and industry experts to eliminate educational equity gaps and to ensure all Utahns can access and complete higher education;


THEREFORE, the Utah Board of Higher Education resolves to advance equitable systemic change through the following priorities:

1. Establish a diversity, equity, and inclusion workgroup to cultivate collaboration and coordination among the Board and System leadership. The workgroup members shall include the Board executive committee, the Commissioner and his staff, institutional representatives, and community organizations. The workgroup will meet quarterly, starting in September, to update its members on each standing committee's progress toward statewide goals and to align ongoing efforts to advance equitable systemic change. Additionally, the workgroup will be responsible for creating opportunities to hear from underrepresented students and communities to guide its work.
2. Create an equity lens framework for higher education leaders, in collaboration with institutional Chief Diversity Officers, community leaders, and System leadership, to better understand, identify, and address systemic equity issues as they establish priorities, set goals, revise System policies, and govern the Utah System of Higher Education. A draft of this document will be shared at the October Board meeting.
3. Ensure statewide attainment and performance goals include measures designed to close statewide inequities and are part of the System strategic plan. By the November 20 Board meeting, each standing committee will develop a set of aligned priorities, specific to their assigned areas of responsibility, that are equity-driven, measurable, and focused on creating meaningful progress toward removing statewide inequities.

Dated this 21<sup>st</sup> day of August 2020.

  
Harris H. Simmons, Chair  
Utah Board of Higher Education




  
Dave R. Woolstenhulme  
Commissioner of Higher Education

WHEREAS, the Board is responsible to advocate for Dreamers, undocumented, and DACA-eligible individuals and support their efforts to access higher education in the State of Utah, thereby broadening and enriching the higher education experience of all;


THEREFORE, the Utah Board of Higher Education resolves to advance changes within the Utah System of Higher Education by asserting the following:

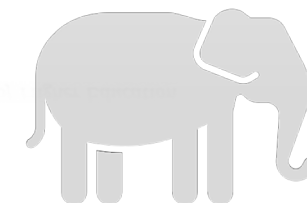
1. We welcome Dreamers, undocumented, and DACA-eligible individuals at all colleges and universities in Utah.
2. We embrace and celebrate the diverse cultures, backgrounds, and insights Dreamers, undocumented, and DACA-eligible individuals contribute, which elevate the experiences of all students, faculty, staff, and community. We must harness equity, diversity, and inclusion efforts across the System so that Dreamers, undocumented, and DACA-eligible students can persist and flourish.
3. We will collaborate with our colleges and universities and K-12 partners to expand dedicated resources and streamline processes, including but not limited to admissions and enrollment, that support Dreamers, undocumented, and DACA-eligible individuals.

Dated this 26<sup>th</sup> day of March 2021.

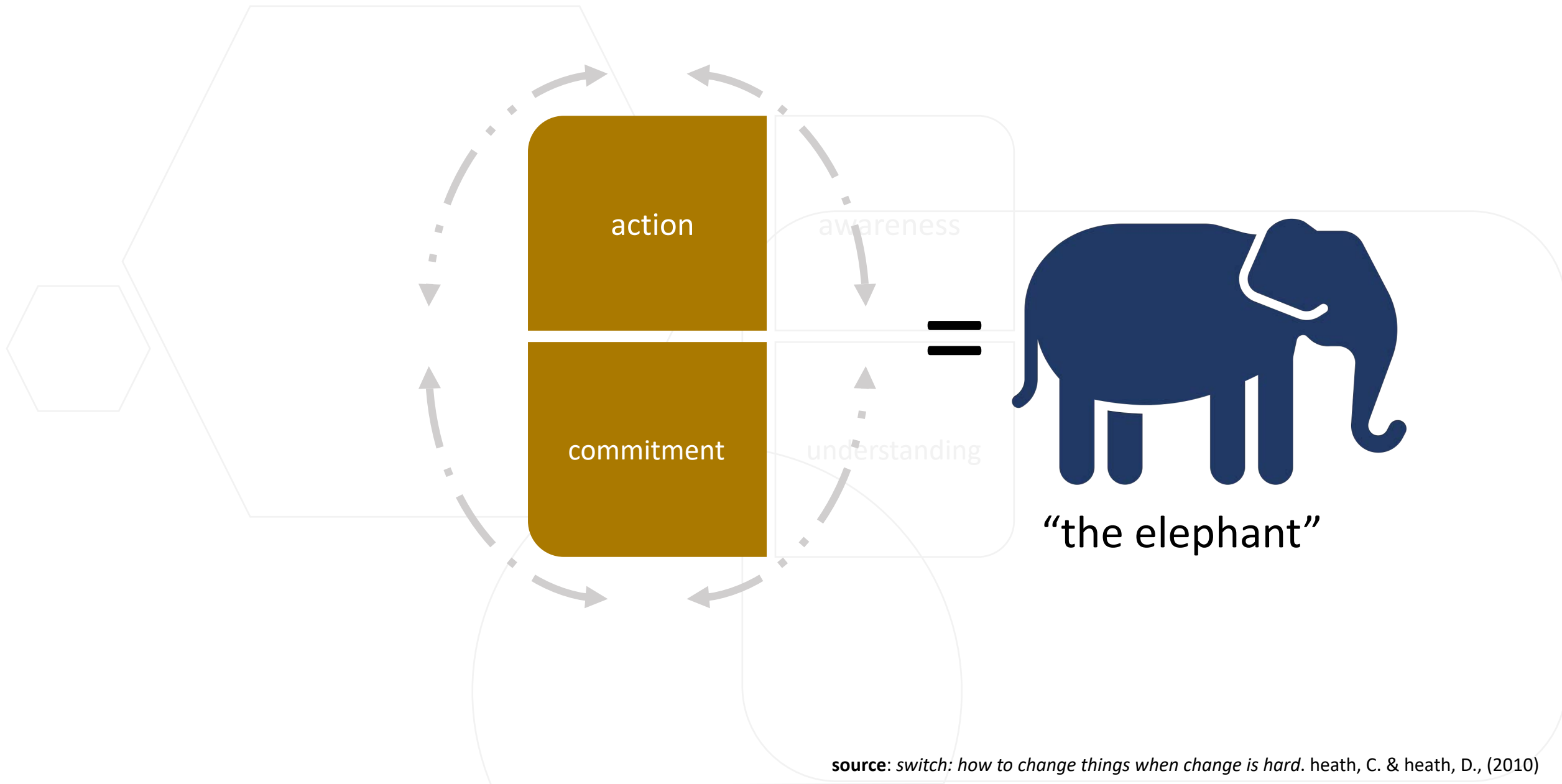
  
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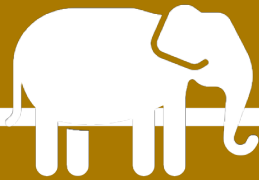


“the elephant”



source: *switch: how to change things when change is hard*. heath, C. & heath, D., (2010)

action



awareness



commitment

understanding

action

awareness

commitment

understanding



action

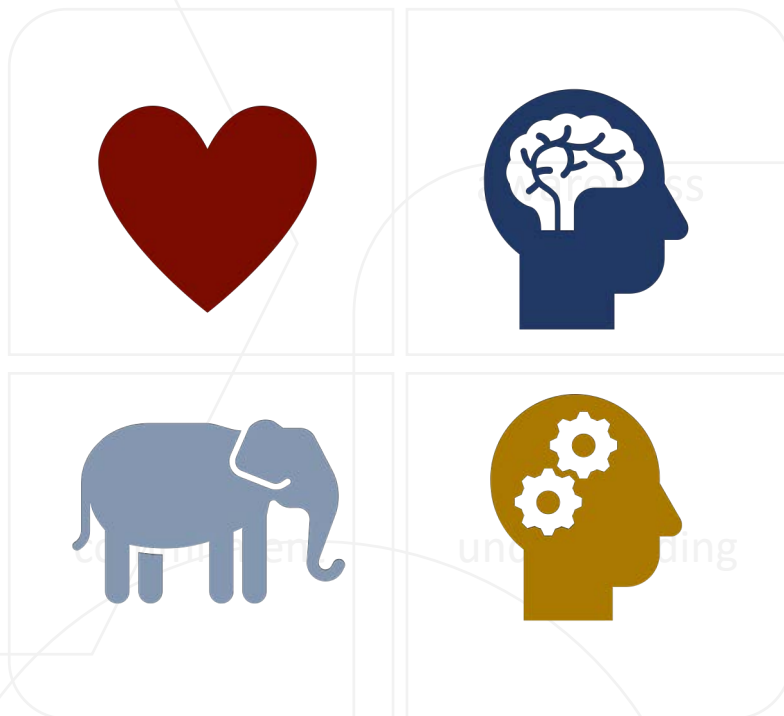


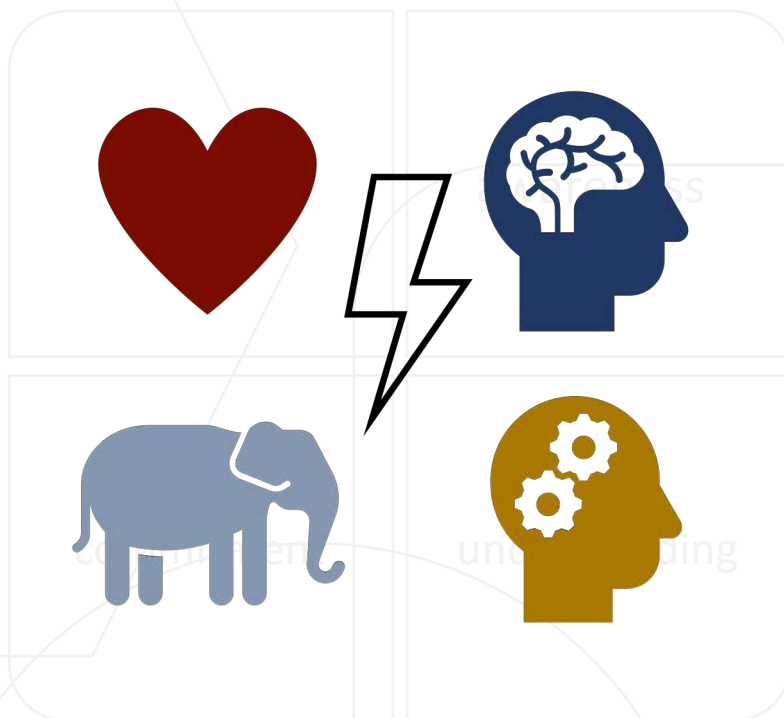
awareness



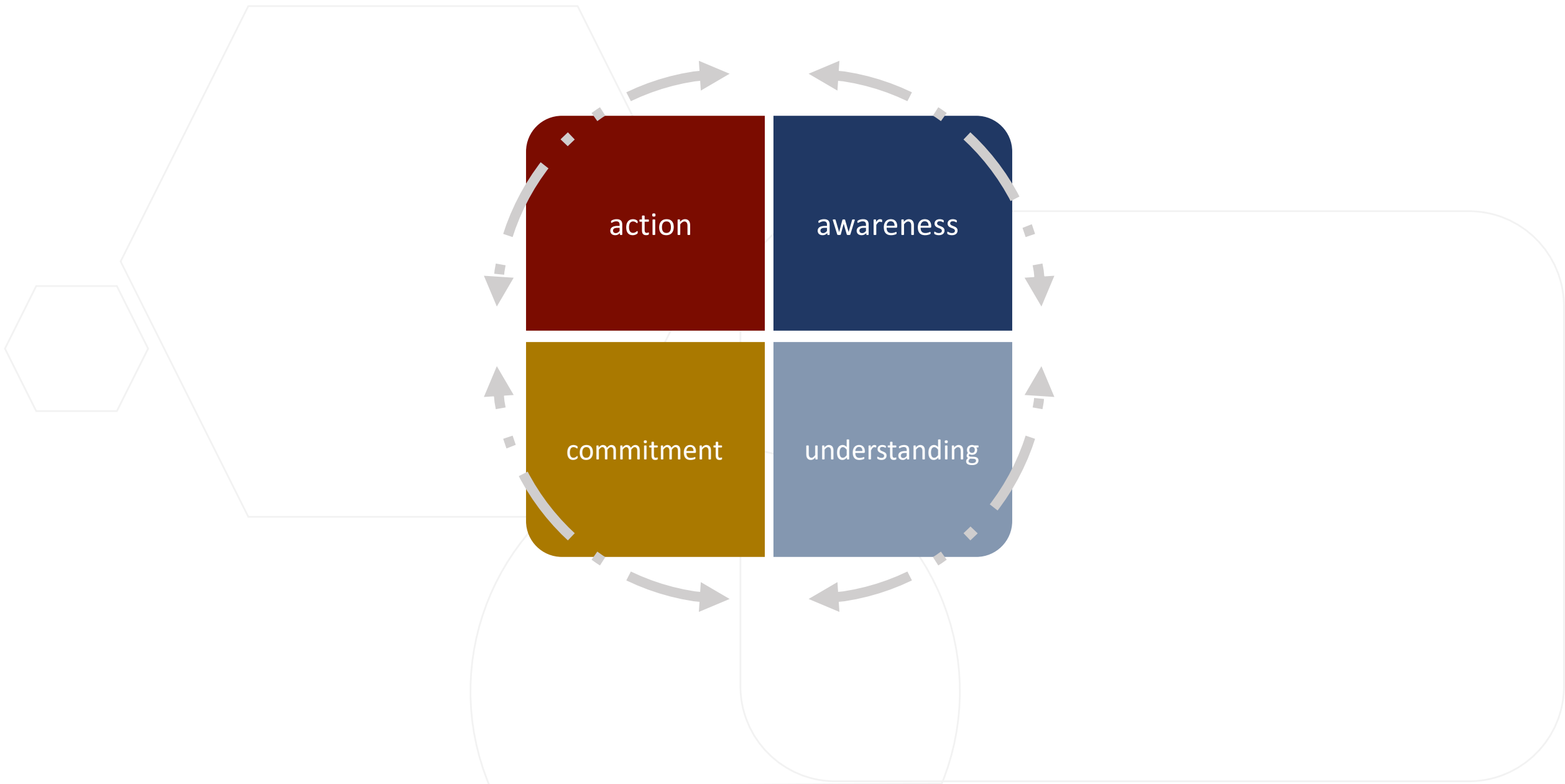
commitment

understanding











(pause) let's do a quick check for understanding.



reflection.

which of these two characterizations most closely reflects your own approach? does it differ between work and home life?



so, how do we get unstuck and move toward  
commitment and action?

how can we impel the riders (**minds**) and the elephants (**hearts**) to move the work on diversity, equity, and inclusion toward action?

**direct** and set a clear goal(s).

motivate, trigger, or inspire a **need for change**.

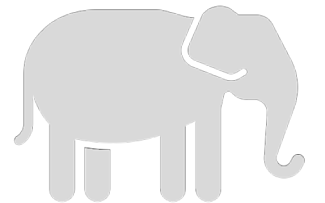
**shape the path** and create the conditions for success.



(example) what does this look like in practice?



“the rider”



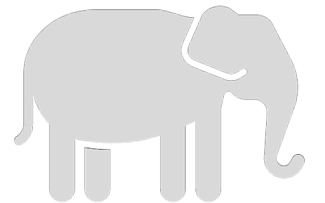
“the elephant”



and how does it differ from what we are already doing?



“the rider”



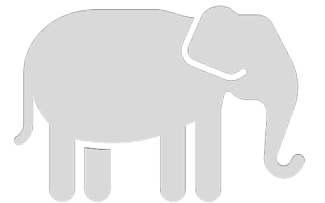
“the elephant”



(warning) the following perspective is informed by “i”, a former secretary of education from a state that is not utah.



“the rider”



“the elephant”

## desert news

October 30, 2020 (Cortez, M)

Utah Board of Higher Education member Shawn Newell, who is Black, said Utah's public colleges and universities need to do more to ensure students of color and other underrepresented communities feel safe and welcome so they can achieve academic goals they currently perceive are not possible.

"They've never been welcomed into those spaces. So if we, as leaders, start to develop a system that creates those safe spaces, we'll start to see that influence," he said.

It starts with developing an understanding of each community's barriers and working to eliminate them.

"That's where the hard work comes in," Newell said.

## desert news

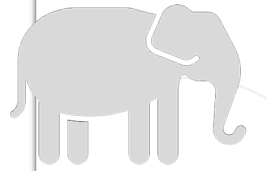
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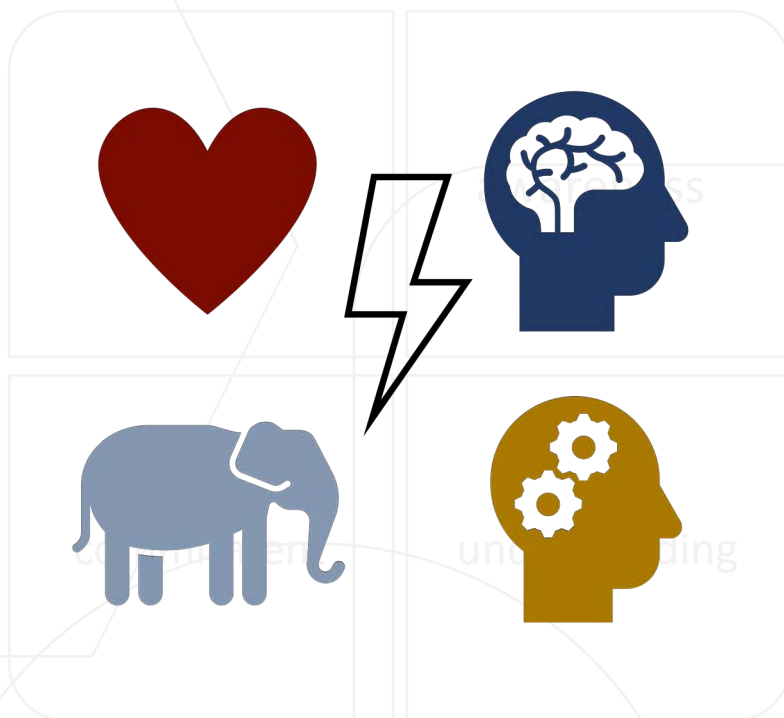
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"the elephant"



"the rider"



strategy: “small wins” and “little bets”



direct the  
riders.

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focus  
on the  
bright spots.

strategy: “small wins” and “little bets”

inspire a need  
for change.

action

awareness

commitment

understanding

## desert news

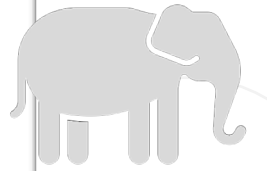
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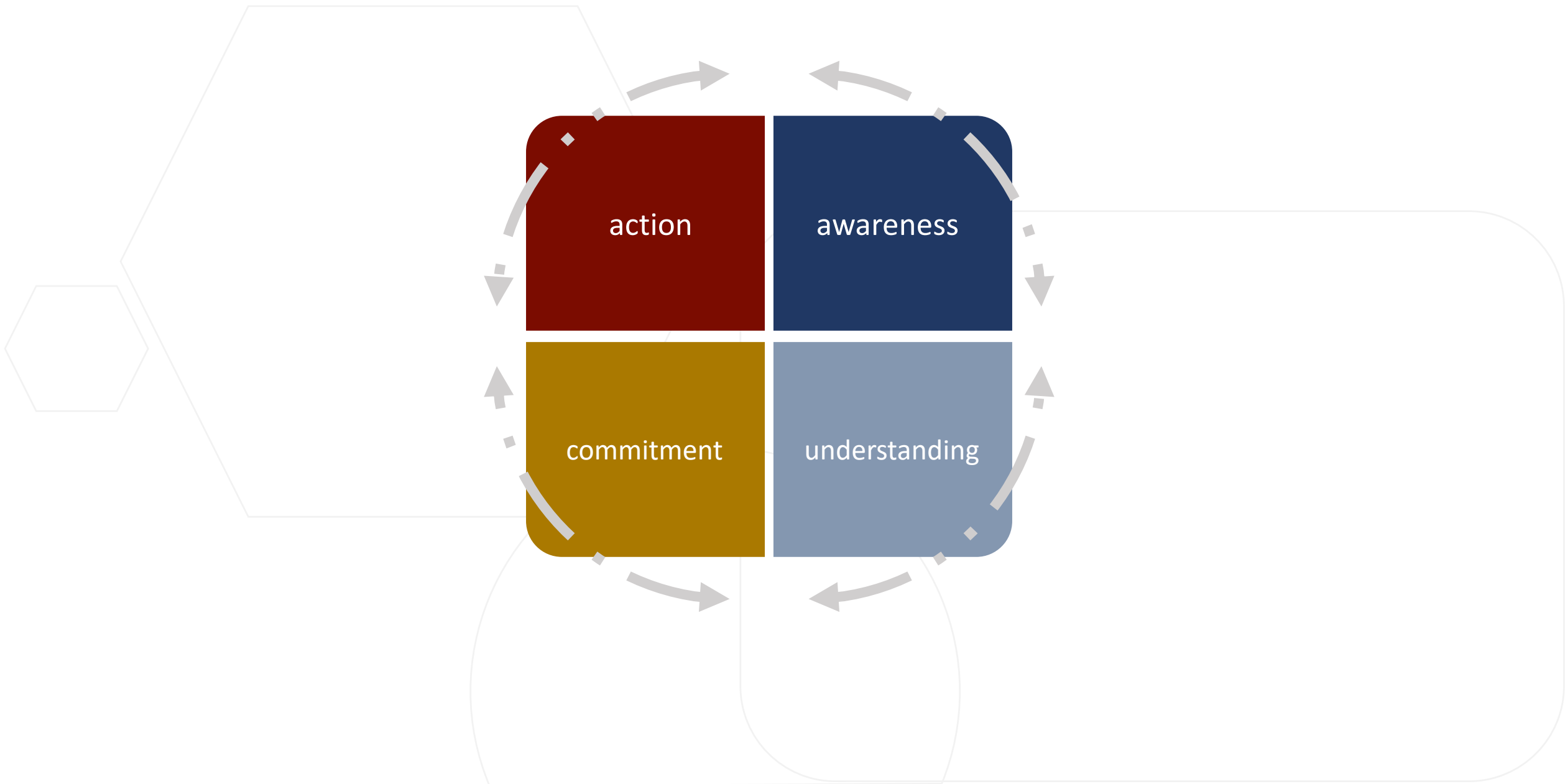
commitment

understanding

direct the  
riders.

shape the path forward

\*focus  
on the  
bright spots.





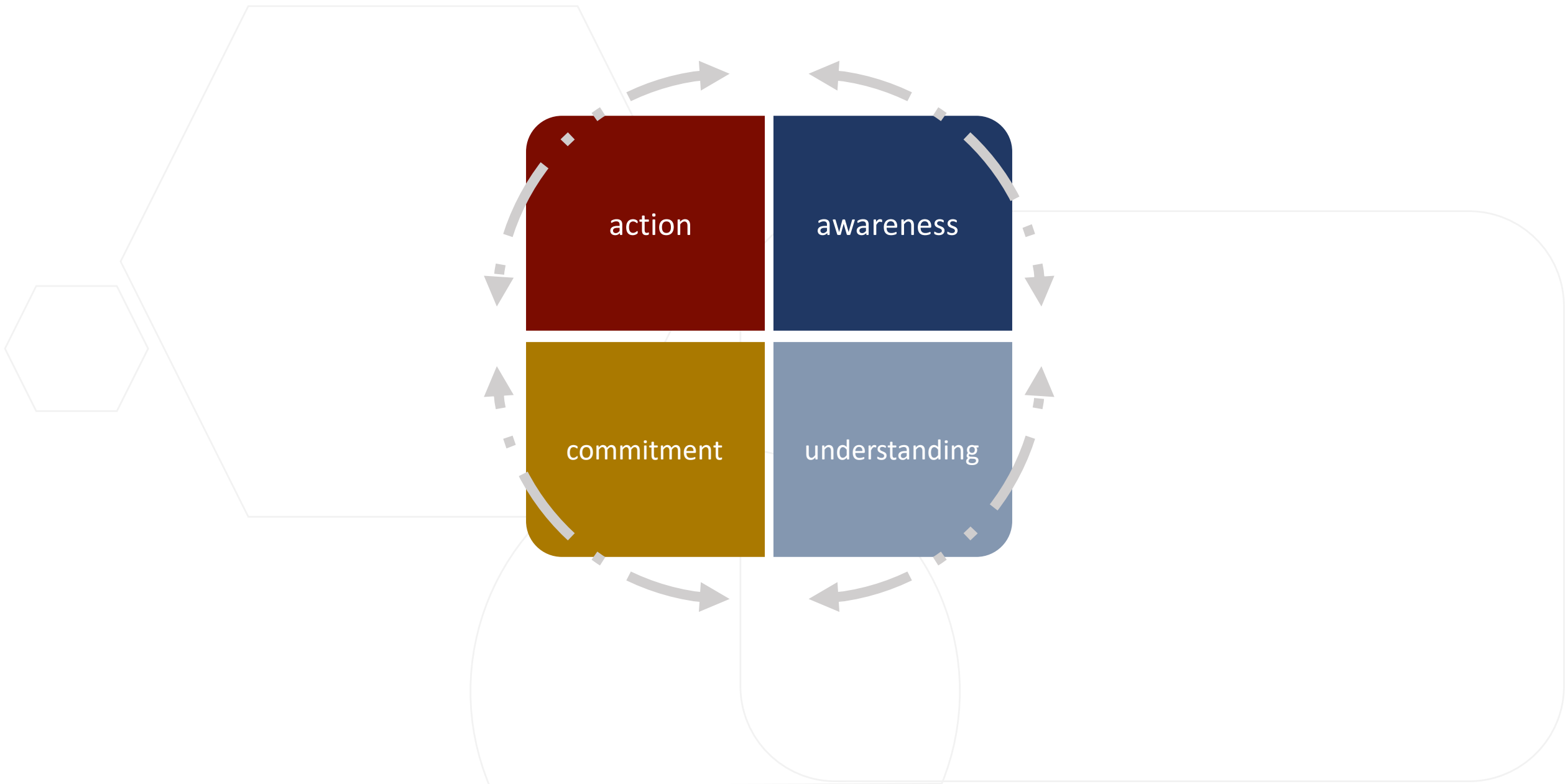
(pause) let's check for understanding, or  
clarity of information.

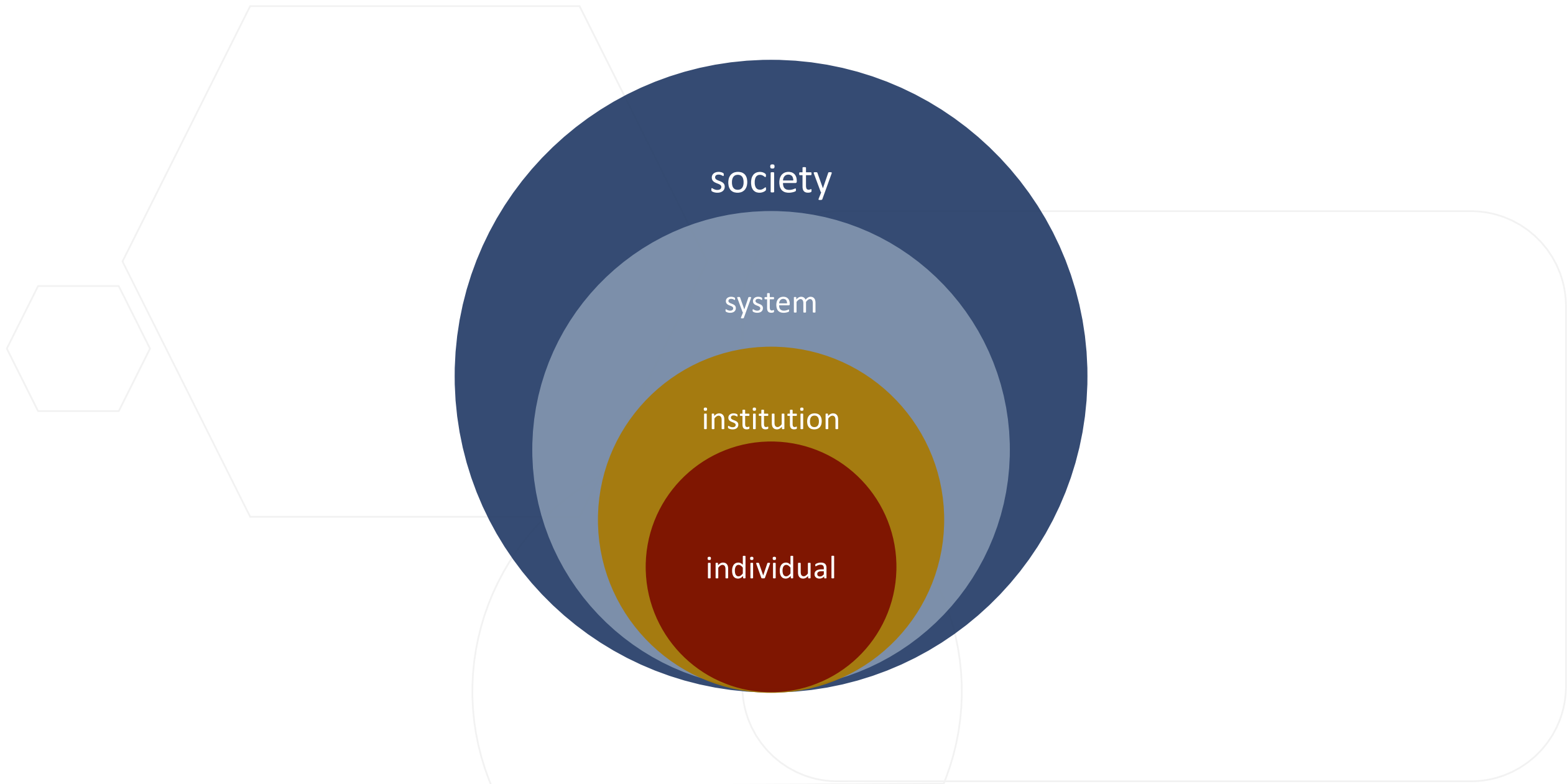


so, what does this mean for system level change?

The background features several light gray geometric shapes: a large hexagon on the left, a smaller hexagon to its left, a large rounded rectangle on the right, and a large circle at the bottom center. The text is centered in the middle of the slide.

what can "I" or "we" do?





system (the role of the board).

“the board is granted the power to **control, manage, and supervise** ushe. these responsibilities include selecting and evaluating institutional presidents, setting policy, reviewing programs and degrees, approving institutional missions, and submitting a unified higher education budget request to the governor and state legislature.”



system (the role of the board).

(simply put) you create the conditions for change.



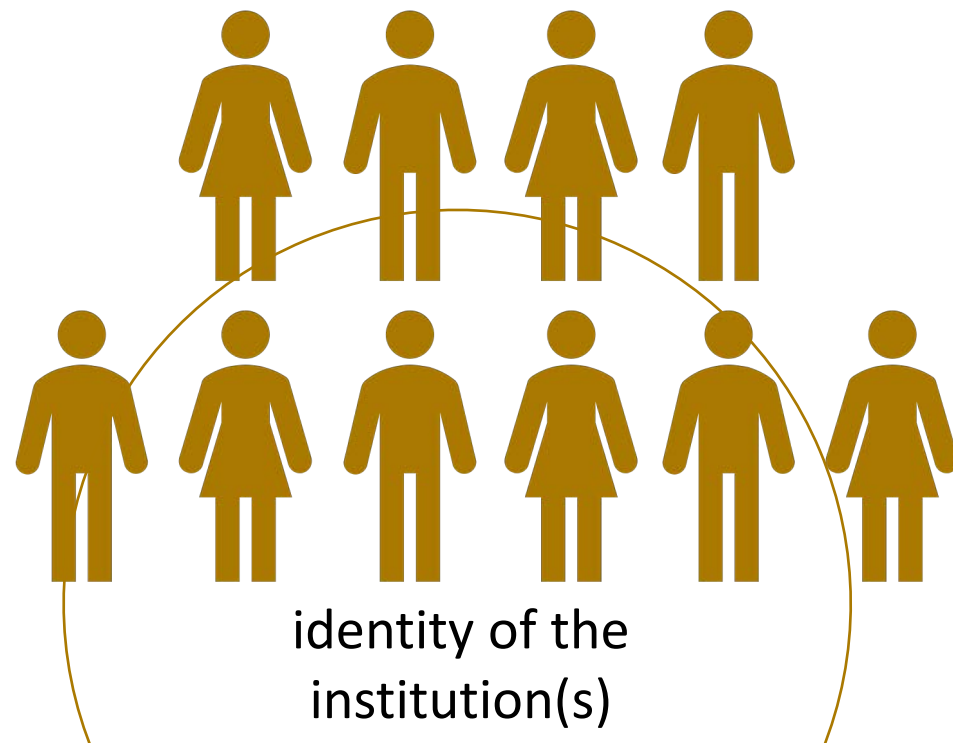
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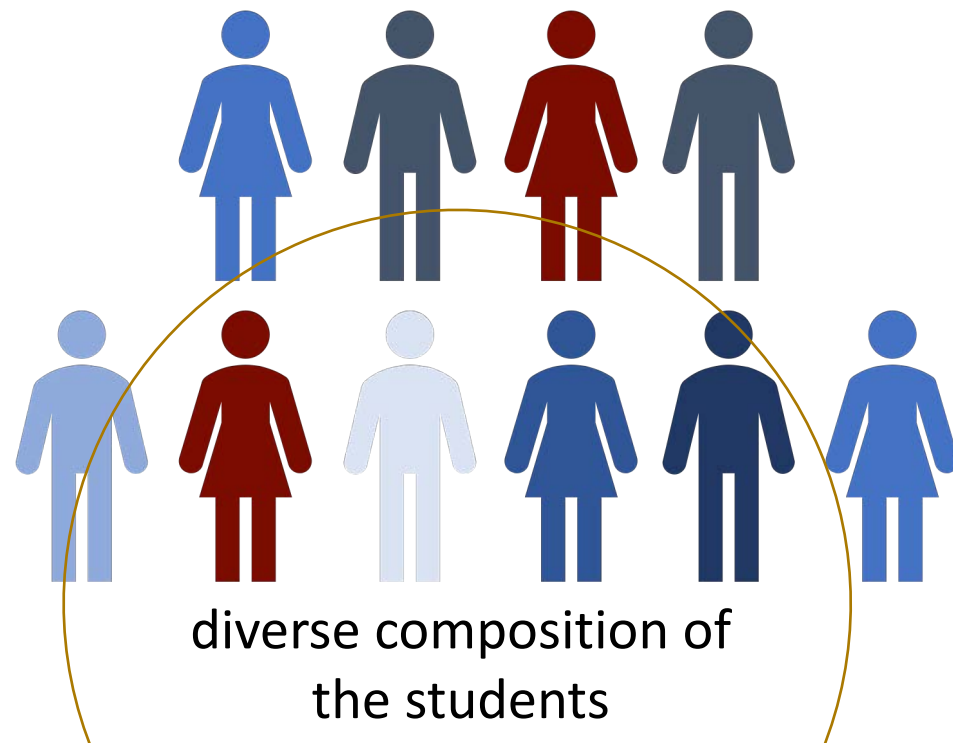
(hence) you influence who is included and who is not.

system (the role of the board).

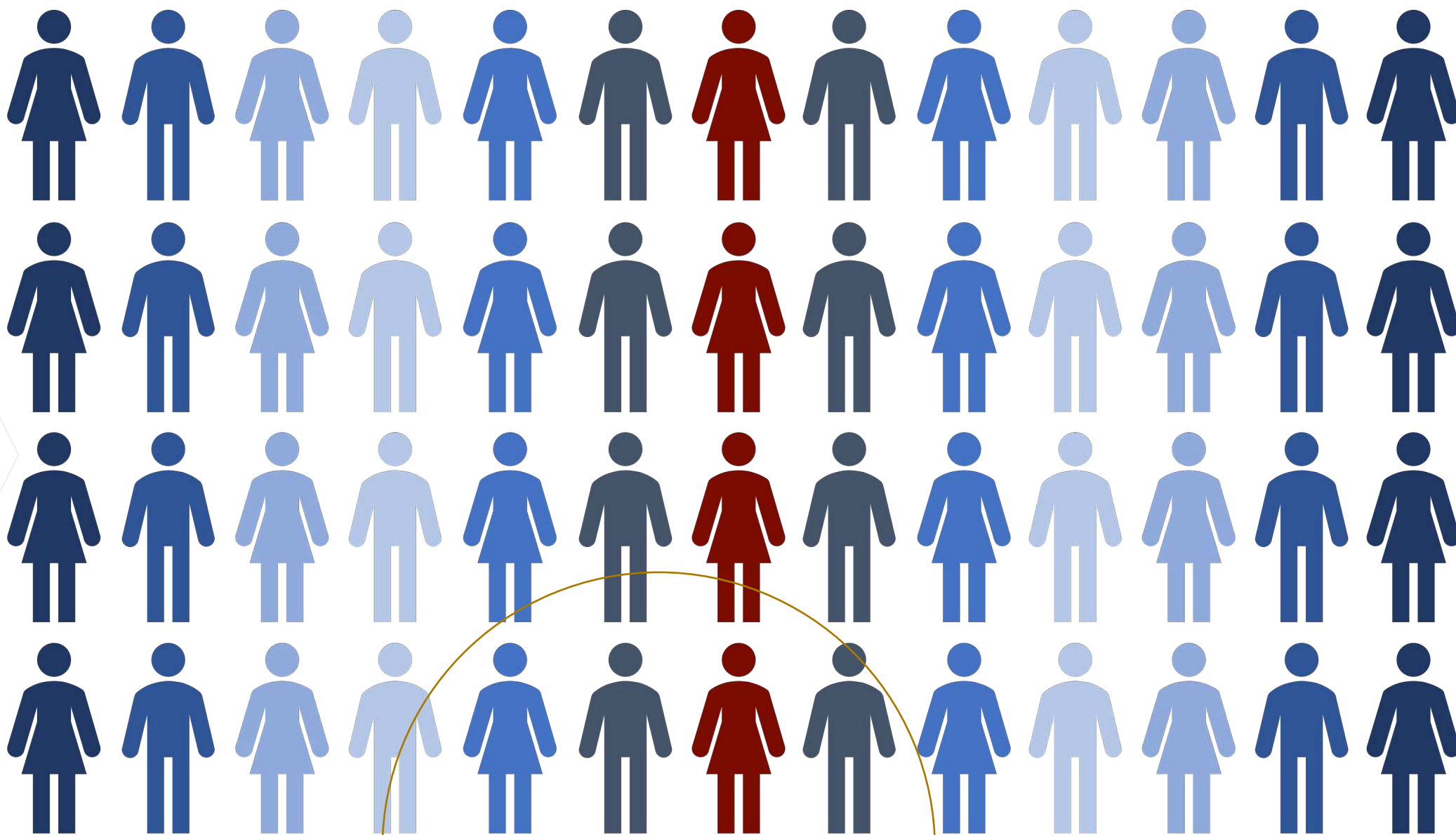


utah board of higher  
education

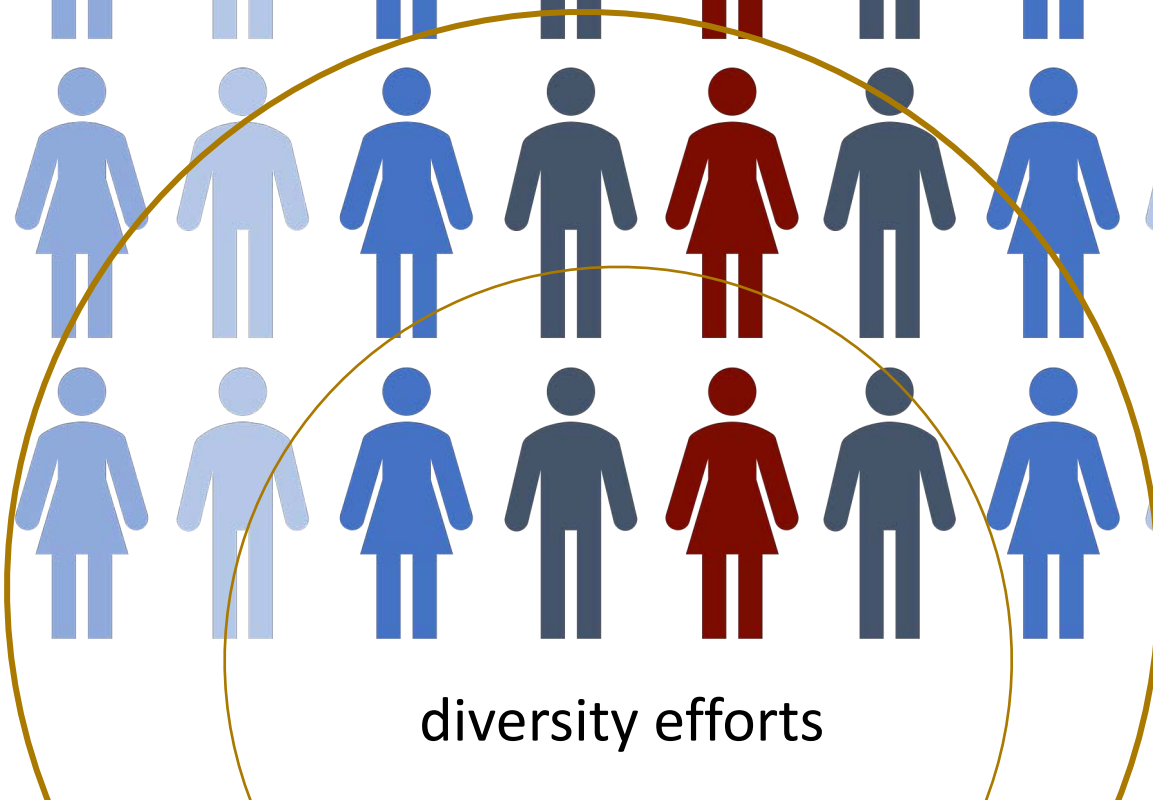
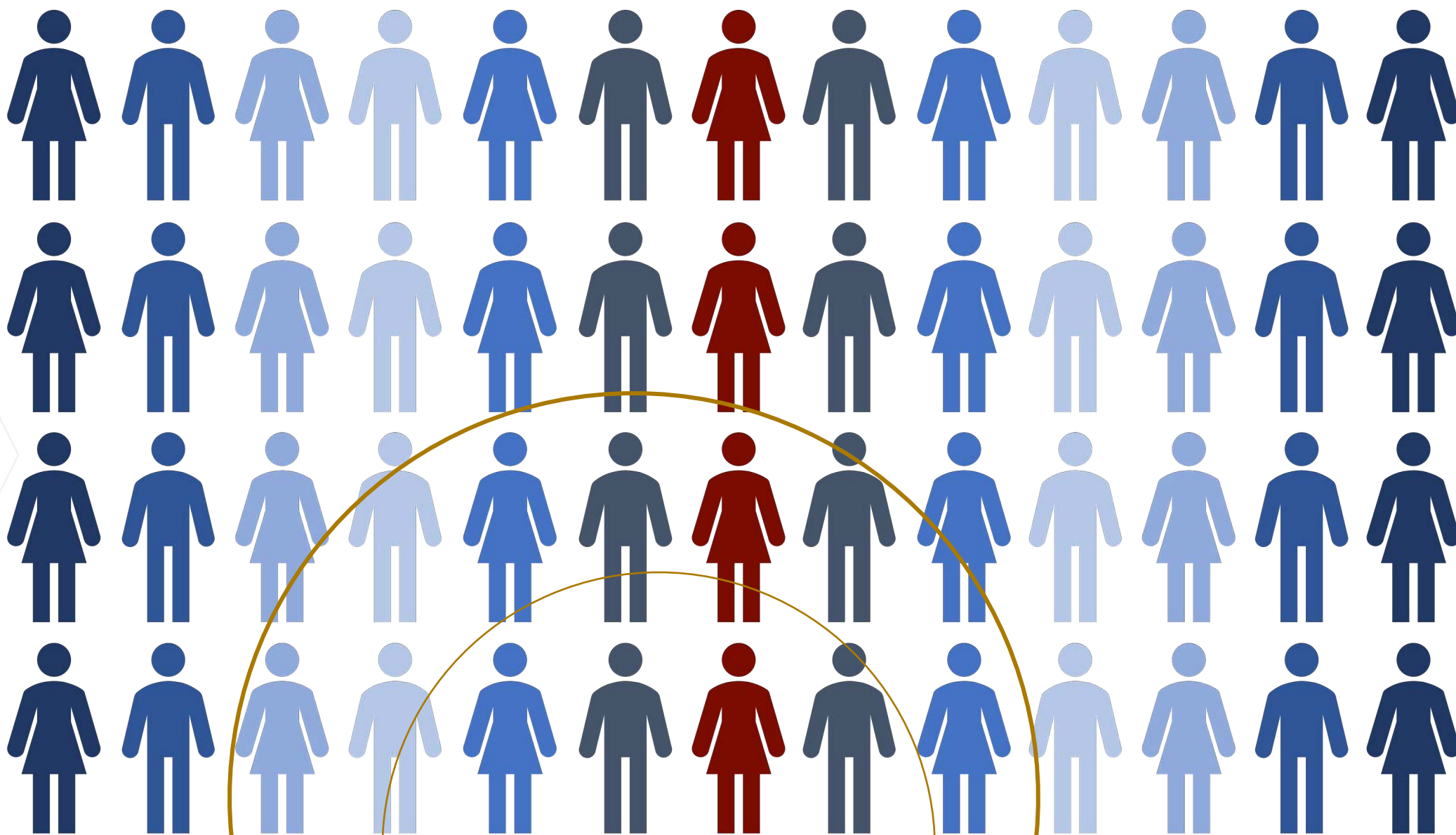




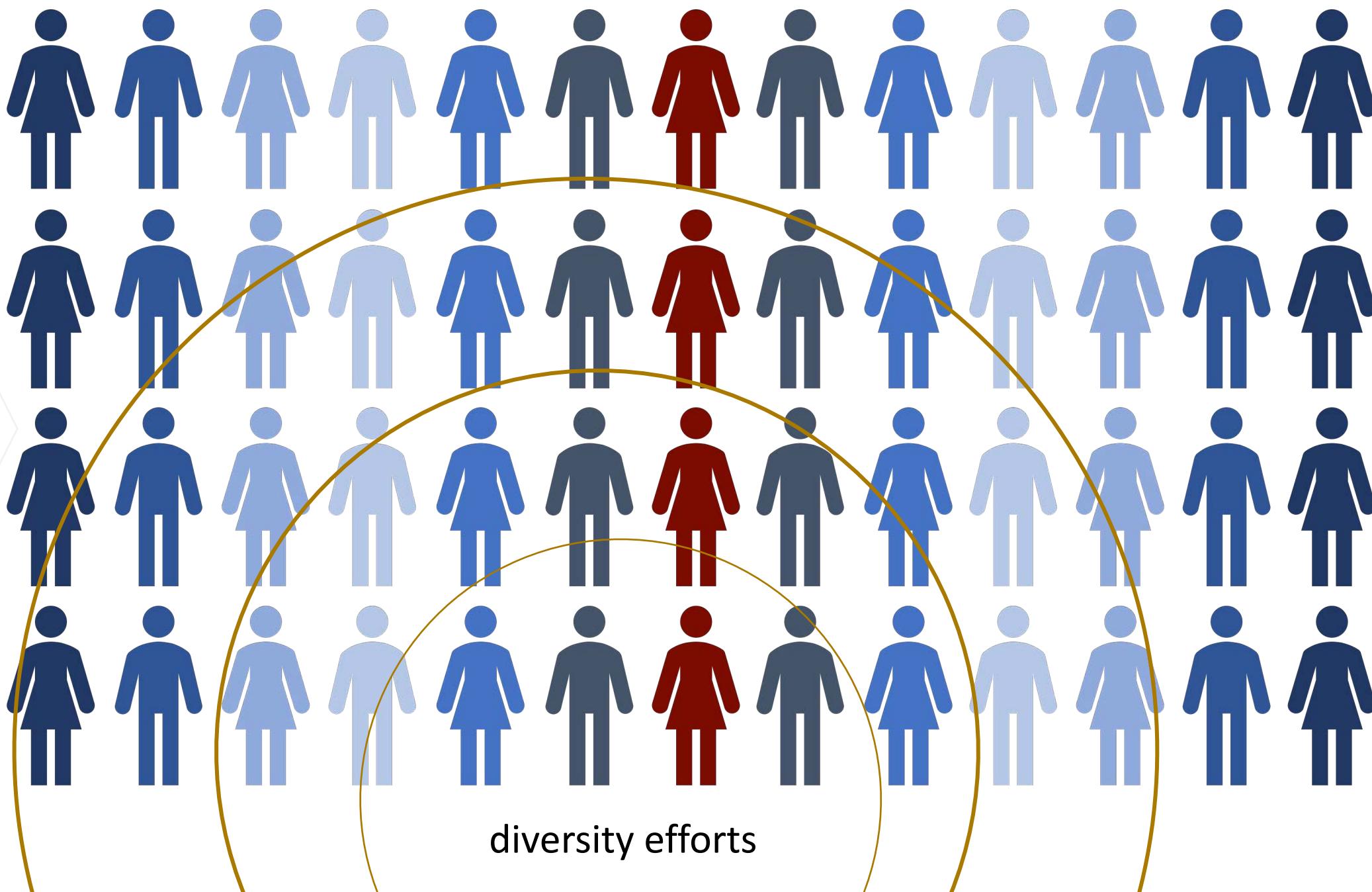
diverse composition of  
the students



institution



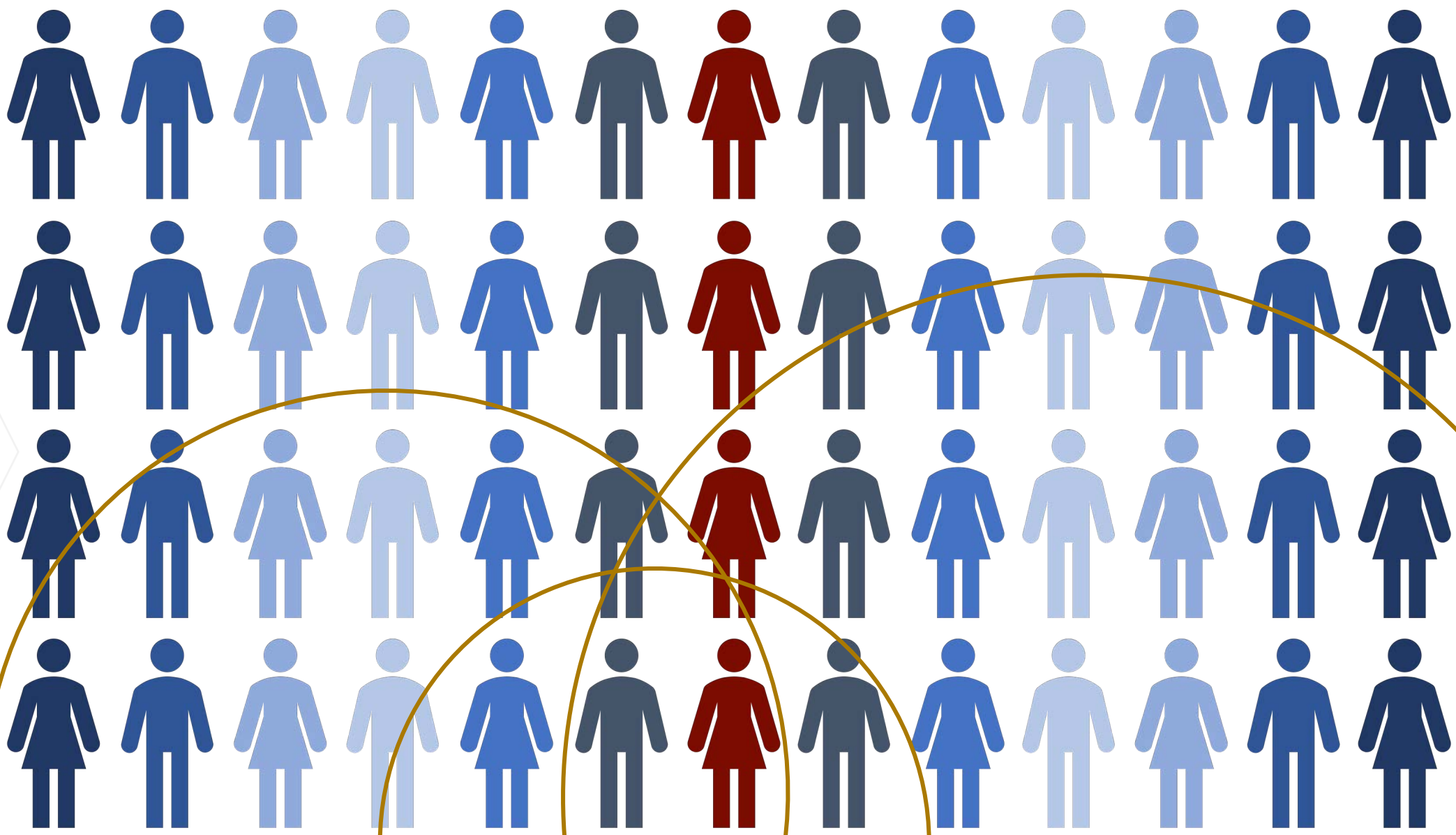
diversity efforts



diversity efforts



(pause) so, what is the student perspective of this work?



utah system of higher  
education



(pause) before you go, what might you suggest we do?

strategy: “small wins” and “little bets”

inspire a need  
for change.

action

awareness

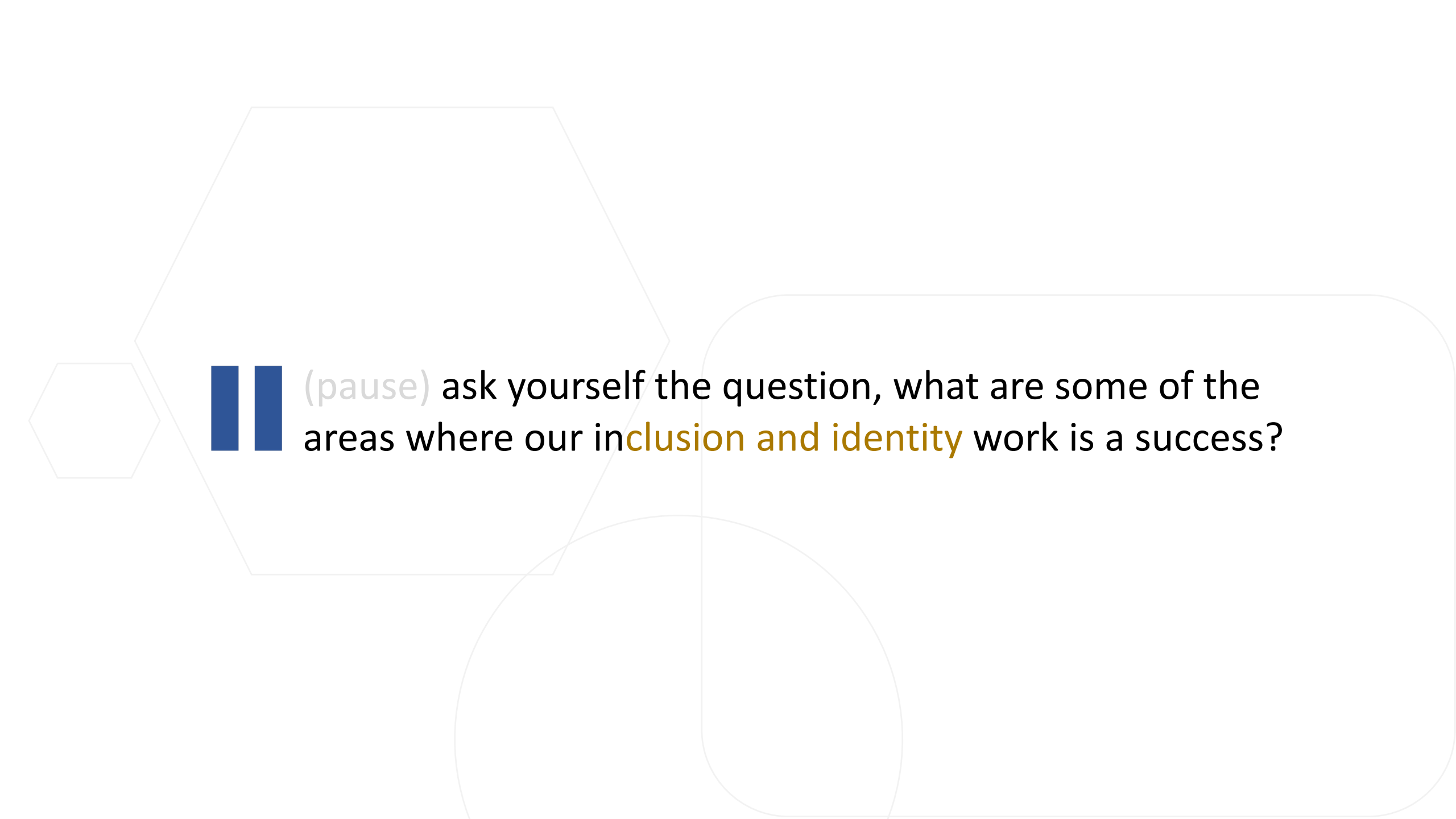
commitment

understanding

direct the  
riders.

shape the path forward

\*focus  
on the  
bright spots.



■ ■ (pause) ask yourself the question, what are some of the areas where our inclusion and identity work is a success?



■ ■ might “we” consider shifting our framework from inclusion  
to **belonging**?

The background features a minimalist design with several light gray geometric shapes. On the left, there is a small hexagon and a larger one partially overlapping it. To the right, a large rounded rectangle is positioned, and below it, a large circle is partially visible. The text "thank you." is centered in the middle of the composition.

thank you.



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