

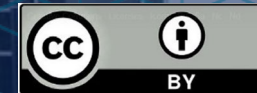


COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

LEADERSHIP: STRATEGIC AND EQUITY MINDED PART II



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INTRODUCTION

In Part I of our discussion, we focused on the definition and history of leadership, followed by a review of various theories. We ended our discussion with a challenge, noting that there is no ideal theory of leadership and urging instead that we seek to identify the kind of leader we want to be and to construct a personalized model that adopts and adapts portions of various theoretical structures to create our own.

We hope that as we begin Part II of this podcast, we can bring to light elements of successful leadership practices, thus enabling you to narrow your search for an ideal fit.

Narrator:

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SUBTOPIC 1: KEY ELEMENTS OF EFFECTIVE EDUCATIONAL LEADERSHIP

Educational leaders have the opportunity to make a huge difference in their organizations by:

- Inventing leadership and administrative paradigms that are suitable to educational organizations.
- Solving the problems that may have been created by past practice.

SUBTOPIC 2: CORE MOTIVATORS FOR EDUCATIONAL LEADERSHIP

Educators often describe their chosen path **not as a career but as a vocation**, which comes from the Latin verb *vocare*, meaning “to call.” As such, you listen to a call from within when choosing the field of education as a profession.

We choose education in response to a series of core motivators:

1. A strong desire to make a positive difference in the lives of others and the institution.
2. A deep sense of purpose guided by foundational ethical and moral principles.
3. Enjoyment of challenges and problem-solving.
4. View of change as stimulating as you become adept at seeing the interconnections and possibilities between issues, programs, and most important of all, people.

So, what can you expect in your path as a leader in education?





SUBTOPIC 3: EDUCATIONAL LEADERS AND MANAGING FOR CHANGE ARE SYNONYMOUS

• Education by its very nature is change. As a leader you will witness and participate in:

- Transforming the individual as a student
- Transforming the faculty and staff as they face increasingly diverse students
- Trustees meeting sociopolitical concerns in communities that may be divided by political issues or political parties

• You, as CEO, by virtue of your role as *a change agent*, will also transform. And as you navigate difficult waters, you will find that you can only lead through constant self-awareness as you become a catalyst for achieving the vision and mission of your institution.



Subtopic 3a: You As an Instrument of Change

What does it mean to be an instrument of change?

- As a *change agent*, it is important to begin with a deep sense of self-awareness.
- You should feel reasonably comfortable with the parameters of your leadership style as an amalgam of your values and life experiences.
- You should be able to identify which leadership model or combination of models best suits you.
- You must be ready to look at your actions, behaviors, questions and choices in a very intentional way.
- You need to choose those skills and abilities that are most relevant to the institution's environment.
- You must be willing to develop and change as you live and learn.
- You can never be a passive observer; you must also be an active participant.



SUBTOPIC 4: WHAT IS EQUITY MINDED LEADERSHIP?

- Equity Mindedness has filled a gap in our educational toolbox by focusing on the attainment of educational excellence through the process of educational equity.
- This approach is beautifully suited to the extremely diverse nature of our students and the fact that we are the "people's college."
- The term "Equity-Mindedness" refers to the perspective (or mode of thinking) exhibited by practitioners who call attention to patterns of inequity in student outcomes.
 - These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their practices.
 - It also requires that practitioners be race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.
- The schools of education in several universities nationwide have dedicated a great deal of effort to the issue of educational equity and created specialized certificates designed to provide a foundation in concepts of equity minded leadership.
- For more information, visit: <https://cue.usc.edu> Center for Urban Education | USC.





Subtopic 4a: Component of USC's CUE Equity Mindedness Leadership Certificate

The Leadership Certificate offered by USC includes an enormous body of study, research curriculum and extremely pragmatic tools for educators. There are five critical, interrelated components or tenets that are central to their work:

1.Evidenced Based

2.Race Conscious

3.Institutionally Focused

4.Systemically Aware

5.Equity Advancing

As educators, we are particularly enamored with qualitative outcomes. An easy and perhaps simplistic way to explain this is that we are very adept at using well-meaning and lofty terminology to describe our work, we use "words." Quantitative methodology, on the other hand, uses numbers. We would be wrong to assume that these are opposites, in fact, the equity-minded process and tools developed as part of that process clearly enable us to use quantitative means to describe to reach qualitative goals. To this end, CUE has developed several tools, each of which are described in detail on the website cited earlier. Following is a brief description of these tools.

Equity-minded process and tools enable us to use quantitative means to describe and reach qualitative goals. CUE tools include:

Equity Score Card

- A quantifiable and data-driven process to assess student performance, identify intervention points, and establish short- and long-term goals to increase the college completion rates for students of color.
- Combines a theoretical framework with practical strategies to initiate institutional change that will lead to equitable outcomes for students of color.
- Creates a team approach by engaging individuals from different departments and divisions to investigate campus data, practices and policies.

STEM Toolkit

- Latina and Latino student population is significantly underrepresented in their opportunity in the fields of science, technology, engineering, and math (STEM), and there is an urgent need for colleges and universities to enroll and graduate more Latina and Latino STEM majors successfully.
- CUE's STEM Toolkit features resources that help colleges and universities reflect on how institutional practices and resources, as well as individual actions and behaviors, affect Latina and Latino student success.
- The complete STEM Toolkit can be found at: <https://app.box.com/stemtoolkit>



DATA: Development and Uses

- The Center for Urban Education uses disaggregated data and one-of-a-kind innovated and user-friendly data tools that include Vital Signs and BESST.
- CUE disaggregates data by race and ethnicity with specific racial-ethnic groups defined by the institution's unique student population and demographics.

Vital Signs

- Provides a visual representation of the starting point when investigating the system or college equity.
- Breaks down large data sets into smaller, disaggregated ones and presents them in an accessible manner, a snapshot of the "baseline" of current student performance.
- The baseline data on student outcomes examines three perspectives: access, retention, and excellence and completion.

Benchmarking Equity and Student Success Tool™ (BESST)

- Web-based data tool that allows evidence team members to examine disaggregated data by race and ethnicity, see their institutional data in graphic form and use these data findings to set short- and long-term goals.



Self-Assessments

- Valuable tools designed to be used in various settings, from an individual working on their own to a group of people using the self-assessment as a discussion tool in a workshop setting.
- Transfer Access Self-Assessment Inventory for Two-Year Institutions:
https://cue.usc.edu/files/2016/05/CUE_Transfer_Access_Self_Assessment_Inventory_2Year.pdf
- Transfer Access Self-Assessment Inventory for Four-Year Institutions:
https://cue.usc.edu/files/2016/05/CUE_Transfer_Access-Self_Assessment_Inventory_4Year.pdf

Closing Racial Equity Gaps

- The Center for Urban Education at USC has identified five major obstacles that stand in the way of our goal to close the gap, including:
 - Not knowing how to talk about race, not knowing how to make racial equity operational and not understanding that racial inequity is a product of racialized structures.

- Not setting goals by race and ethnicity, not establishing racial equity indicators, and not reporting racial equity outcomes routinely.
- Not having a strategy to engage institutions in adopting racial equity benchmarks and a plan of institutional transformation.
- Not having a set of racial equity best practices to implement systemically.
- Not having the know-how and procedures to assess the ways in which policies, practices, and initiatives undermine racial equity.

- CUE has created tools to address each of these obstacles: <https://cue.usc.edu>.
- Additional document by Dr. Estela Bensimon, USC, CUE Director, provides 11 indicators designed to Develop and Practice of Equity Mindedness: <https://cue.usc.edu/files/2016/02/Developing-a-Practice-of-Equity-Mindedness.pdf>

SUMMARY

As we reach the end of our conversation, we have been through a long journey together. Beginning with Lao Tzu in 604 B.C, we:

- Travelled through the history of leadership theories to the present day, reviewing various models and looking for an idealized framework that best seemed to suit us.
- Learned that there is no one “best model” because the ultimate yardstick is each of us as human beings and our “positional” standpoint on this earth, including gender, ethnicity, and socio-economic standing.
- Learned about the impact of our social reality on leadership, including the power structures of the governments of institutions within which we serve.
- Narrowed our scope as we looked for models that resonated with our choice of education as a vocation.
- Looked for strategies to guide us in our vocation, learning that authenticity and integrity are core to ethical behavior. Ultimately, we narrowed our focus as educational practitioners on the great notion of **equity mindedness**. We concluded with specific tools for the actual development of equity mindedness.
- Developed an understanding that we must depend on quantitative tools to ensure that we deliver on our words.



SUMMARY (Continued)

In her book, *Leadership in Turbulent Times Is Spiritual*; Margaret Wheatley provided us with a set of principles to aid us in our journey:

Principles of Spiritual Thinking Traditions

- Life is uncertain
- Life is cyclical
- Meaning is what motivates people
- Service brings us joy
- Courage comes from our heart
- We are interconnected to all life
- We can rely on human goodness
- We need peace of mind

(Leadership in Turbulent Times Is Spiritual, Margaret J. Wheatley ©2002)





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