

NORTHWEST LEADERSHIP FORUM
September 30, 2022

The Northwest Leadership Forum met on Friday, September 30th, 2022 at 1:00 p.m. in the Athletic Multipurpose Building.

Dr. Michael Heindl, President

Mr. Jeff Horton	Dr. Andrew Dale
Dr. Tonyalle Rush	Dr. Matthew Domas

Dr. Stephanie Mullins	Mr. Dwayne Casey
Dr. Keith Reed	Ms. Patti Gordon
Angel Nickens	Dr. Don Jones
Dr. Carolyn Wiley	

Mary Ayers	Steven Bennett	Dr. Blake Bostick	Joel Boyles
Katie Broadway	Ed Carroll	Dwayne Casey	Jennifer Casey
Kristen Davis	Zabe Davis	Troy Day	Angela Dortch
Brie Corlew	Doug Freeze	Kerry Goff	Jake Gordon
Melissa Greene	Jenn Griffith	Josh Guest	Lee Lee Haraway
Jerre Herrington	Dr. Lekeisha Hibbler	Jenny Hurt	Dr. Jeremy Isome
Dr. Parker Jones	Katina Johnson	Connie Joseph	Amy Latham
Todd Latham	Brian Lentz	Audrie McCann	Lillian Morris-Hilson
Dr. Laquita Parker	Robin Robison	Lt. Mark Sansom	Erika Stanford
Jeff Triplett	Dr. Emily Davis	Dr. T.J. Walker	Jennifer Williams
Denise Willis	Dr. Melissa Wright	Mark Crockett	

I. CALL TO ORDER/REVIEW OF AGENDA

Dr. Heindl called the meeting to order.

Joel Boyles made a motion that the agenda of the Northwest Leadership Forum meeting dated September 30, 2022 be approved. The motion was seconded by Josh Guest and carried unanimously.

II. APPROVAL OF NORTHWEST LEADERSHIP FORUM MINUTES

Josh Guest made a motion that the minutes of the Northwest Leadership Forum meeting dated August 26, 2022 be approved. The motion was seconded by Jenn Griffith and carried unanimously.

III. AGENDA ITEMS –Leadership - Dr. Michael Heindl, President

Given the guests on campus with ATD, Dr. Heindl opted to forgo the monthly leadership lesson.

IV. AGENDA ITEMS – Jenn Griffith

Jenn Griffith passed out a small calendar and asked for help identifying the big communication moments for the year for each department. She asked that everyone turn in the calendar to her or through campus mail within a short time span.

Mary Ayers suggested that Jenn Griffith be placed on the Calendar Committee that Natalie is a part of.

V. AGENDA ITEMS – ATD VICKIE AND NANCY

Dr. Domas Introduced the Achieving the Dream coaches, Vickie Lock and Nancy Ramsey and gave them the floor to present an equity presentation to the leadership forum.

PRESENTATION AGENDA

- The meaning of equity
- Look at some data
- Look at an example of an equity plan
- Brainstorm action steps

ATD will help our network colleges catalyze **anti-racist, equitable, and economically vibrant communities** through institutional transformation that advances community colleges as **profoundly accessible hubs** of learning, credentialing, and economic mobility that **eliminate inequities** in educational and workforce outcomes.

Higher Ed. As the Pathway to a better life

“The prevailing narrative about higher education is that it serves as the most direct pathway to a better life, and this is especially true for community colleges that serve the most diverse student populations”

Karen Stout, ATD President and CEO

Colleges as Engines of Mobility

Some colleges do a good job of launching students from poor families into the middle class, but, overall, community colleges are not strong engines of social and economic mobility

- Less than 1 in 3 associate degrees lead to median incomes greater than \$40K
- Only about 20% students nationally increase income level by 2 quintiles or more

And, as many as 40%+ of population do not participate in post-secondary education or training in some areas

Defining Social and Economic Mobility

The Postsecondary Value Commission: Earning enough to enter the 4th income quintile (60-80%) within 10 years (\$42K nationally)

Urban Institute’s “Boosting Upward Mobility”

- Power and autonomy: control over one’s life, the ability to make choices, and the collective capacity to influence larger policies and actions that affect one’s future
- Being valued in community: feeling the respect, dignity, and sense of belonging that come from contributing to one’s community

ATD's Equity Statement

Achieving the Dream believes that equity — our core founding principle — is the driving force to achieve the educational, economic, and social benefits of higher education for the students we serve. We believe that when colleges intentionally design and implement antiracist and just structures, policies, and practices that combat oppression, students and their communities thrive. Higher education must interrogate the disconnect between institutionalized practices that impact student success and the systemic structures and processes that continue to oppress and exclude students based on the intersection of race, ethnicity, gender identity, language, (dis)ability, sexual orientation, economic status, and/or religion.

Achieving the Dream remains steadfast in our commitment to delivering student-centered strategies to guide and support colleges to disrupt and dismantle historical systemic discriminatory legacies, structures, and barriers that prevent community members from prospering. We expect ATD Network colleges to honor their institutional responsibilities to create and invest in thriving local communities by leveraging their leadership positions to actualize social, economic, and racial justice. Through bold actions, colleges must transform their practices to target and eliminate specific barriers to student success and address their students' needs by centering equity within their local context.

Equality imagines an equal world

But the World isn't Equal, and it has bias and systemic racism.

Within this same picture, a diversity lens focuses only on bringing more students into an unequal pathway.

In contrast, Equity redirects resources to the pathways with greatest need to fix barrier and intentionally provide support.

Using Data to Inform Equity-Minded Action

“Dashboards can be an effective tool for using and communicating data to advance equity when institutions provide the scaffolding that promotes equity-minded sensemaking.”

Process is Equally important to Data Capacity

REFLECTIVE PROCESSES:

- Intentional data visualization & dissemination strategies
- Convening to discuss data & implications via:
 - Data Summit
 - Standing Meetings (College leadership team, Core Team, departmental meetings, etc.)
- Closing the feedback loop is important for college learning, transparency, and trust-building

ASSET BASED + EQUITY MINDED SENSE MAKING:

- Making sense of data in terms of college practices **instead of student deficits**
- Using data to stimulate new equity-minded questions about how and why current college practices are failing to serve students
- Using data to inform redesign of college structures, policies and practices

Defecit oriented questions

Why do so few Black male students enroll in college?

Why are Black male undergraduates so disengaged in campus leadership positions and out-of-class activities?

Why are Black male students' rates of persistence and degree attainment lowest among both sexes and all racial/ ethnic groups in higher education?

Asset Based Questions

How were aspirations for postsecondary education cultivated among Black male students who are currently enrolled in college?

What compels Black undergraduate men to pursue leadership and engagement opportunities on their campuses?

How do Black male collegians manage to persist and earn their degrees, despite transition issues, racist stereotypes, academic under-preparedness, and other negative forces?

- What patterns do you notice in the data?
- Which student groups are experiencing inequities?
- Which student group would you prioritize for goal setting and why?
- What equity-minded questions might the college ask themselves (to ensure change to structures, policies, practices, etc. that create barriers for various student groups)?

Example: Growing an Equity Culture and Northwest Technical College in Wisconsin.

Profile of NWTC

- 650+ full time employees
- 12% Employee of Color
- 1,200+ part time employees
- 12,482 post-secondary students
- 5,624 FTE
- 19% Students of Color
- 57% Women
- 34% Pell Eligible
- 49% 1st Gen
- 80% employed
- Average student age: 26.7 years
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2023 College Goal

Decrease the gap between the percentage of students of color and the percentage of the college workforce of color, at all levels (goal 12.5% of workforce)

Racial Equity in Hiring Plan

NWTC remains committed to its value of everyone has worth and to hiring diverse professionals from all demographics, this document has been developed specifically in support of the College's Strategic Direction of hiring a racially diverse workforce that mirrors the racial diversity of our student body.

Table Tal: Design an appropriate structure for NW Mississippi.

What areas of the college should be the focus of the Equity Plan? (i.e. hiring and retention, education and training, curriculum revision, etc)

What will be the structure of the team?

- how does it fit into your organizational structure?

- relate to the Core team?

Who will be the Executive Sponsor?

VI. ADJOURNMENT

There being no further business to consider, Dr. Heindl adjourned the meeting.