

# Leading During Uncertainty: The Value of Diversity, Inclusion, & Equity

**2021 Board of Trustees Institute | CCATT Annual Conference**

September 16-18, 2021

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## HOW WILL WE ENGAGE TODAY?



Please be open to new ideas  
and conversations.

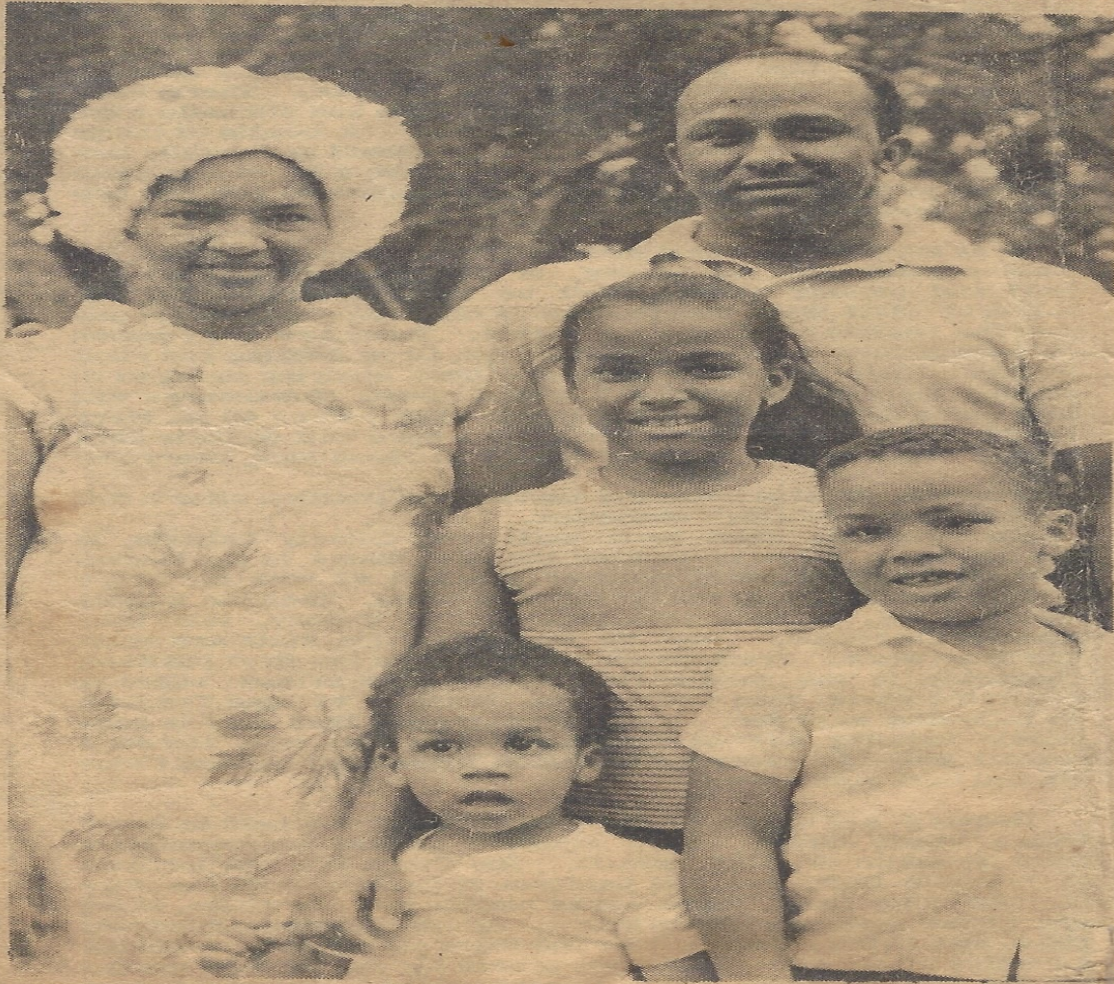


Please think about how these  
topics apply to your campus?



Please have a pen & paper  
ready for notes.

## FACES AROUND FRANKLIN



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MR. AND MRS. LUIS PONJUAN with daughter Graciela and sons Luis and Jorge. The Ponjuan family lived in Cuba during the early years of the Castro regime up until 1969 when they were lucky enough to leave the tiny island nation of so much oppression and pain and come to the United States. Mr. Ponjuan works as a sugar mill technician at South Coast Corp's, Oaklawn Plantation outside of Franklin. This past Saturday afternoon they entertained some Texas visitors with Cuban style fiesta! (Photo by Don E. Tobin, Jr.)

## MY PROFESSIONAL CAREER



TENURED FACULTY MEMBER AT TEXAS A&M UNIVERSITY, A FLAGSHIP & AAU INSTITUTION.



PUBLISHED DOZENS OF ARTICLES & POLICY BRIEFS AND A BOOK.



CONSULTANT TO THE STATE OF CALIFORNIA, KENTUCKY, & TEXAS CC SYSTEMS.

PRESENTED MY RESEARCH TO THE U.S. CONGRESS & THE WHITE HOUSE.



TRIO, Academic Advising, Residence Life, & Enrollment Management.

CUBAN IMMIGRANT, SPANISH SPEAKER, & FIRST GEN GRADUATE

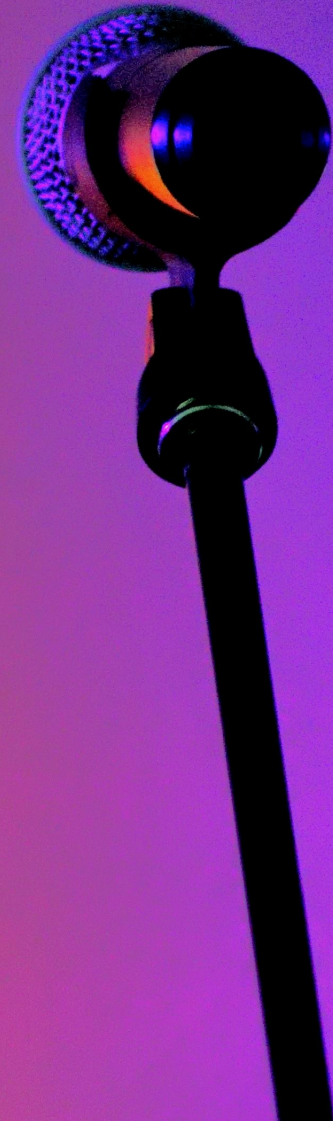


## Purpose of this workshop retreat

To engage with community college presidents and board of trustees to discuss the concepts of diversity, inclusion, and equity.

To explore how the concept of cultural humility as a leader to learn about individual differences.

To develop a network of leaders who want to explore and expand how their institution achieves organizational success with diversity, inclusion, and equity as a tangible institution-wide core value.



# What I want to accomplish today

- Be an instrumental catalyst to create **safe spaces for conversations** about diversity, inclusion, and equity.
- Empower you to **share your thoughts and opinions** with your peers.
- Inspire you to be committed to **linking diversity, inclusion, and equity to institutional excellence.**



The Covid-19 pandemic has created uncertainty, challenges, and unforeseen ongoing problems (VUCA) for many Texas Community college students and their respective communities.

VUCA: Volatility, Uncertainty, Complexity, & Ambiguity

We meet Faculty, Administrators, and students who  
are different from us.

We must recognize that everyone has unique  
visible & invisible individual identity-based traits.





Our individual identities  
are like onions which  
vary in sizes (**visible  
traits**) and with many  
layers (**invisible traits**).

# INDIVIDUAL VISIBLE TRAITS

HEIGHT

WEIGHT

PHENOTYPE

HYGIENE

CLOTHING  
APPAREL

HAIR STYLE

TATTOOS

JEWELRY

PHYSICAL  
IMPAIRMENT

TEETH

SCARS

LANGUAGE  
ACCENT

LANGUAGE  
DIALECT

OUTGOING  
PERSONALITY

LGBTQIA+

# INDIVIDUAL INVISIBLE TRAITS

ONLY CHILD OR  
MEMBER OF LARGE  
FAMILY

FAMILY OR  
INDIVIDUAL INCOME  
LEVELS

IMMIGRANT OR  
DOCUMENT STATUS

LANGUAGE  
COMPREHENSION

RELIGION

SEXUAL  
ORIENTATION

VETERAN STATUS

PARENT, GUARDIAN,  
OR CARETAKER

FOOD AND  
HOUSING  
INSECURITY

FINANCIAL STRESS

FIRST GENERATION  
STUDENT

CRIMINAL  
RECORD/FORMERLY  
INCARCERATED

ABUSIVE  
RELATIONSHIP

LEARNING &  
MENTAL HEALTH  
CONCERNS

IMPLICIT BIAS,  
PREJUDICES, & FEARS

VALUES, BELIEFS, &  
ATTITUDES

LGBTQIA+

Which of your  
identity traits  
do you allow  
others see?

## VISIBLE TRAITS

RACE, GENDER, HEIGHT,  
HAIR STYLE, & PERSONALITY.

## INVISIBLE TRAITS

FINANCIAL STRESS,  
DEPRESSION, FEARS, &  
DREAMS.

You do not know what others are dealing with in their daily lives.  
We must offer **grace, compassion, respect, and care** to help them feel a  
sense of belonging to your campus.

Everyone at your community college  
deserves to be treated with respect,  
dignity, and value regardless of their  
visible and invisible identity traits.



We must practice **Inclusion**.

Our leadership must demonstrate that everyone in our campus community feels **respected, valued, seen, and heard.**

# Questions to ask about Inclusion practices

Who is not being invited  
to the meeting?

How do others  
encourage participation  
from everyone in those  
meetings?

Why some students do  
not feel safe to ask  
questions in class?

What pronouns does the  
person prefer we use to  
value their identity?

What do you do when  
you realize that someone  
feels disrespected,  
unheard, & not valued?

What policies, programs,  
practices, & places  
makes someone feel  
excluded?

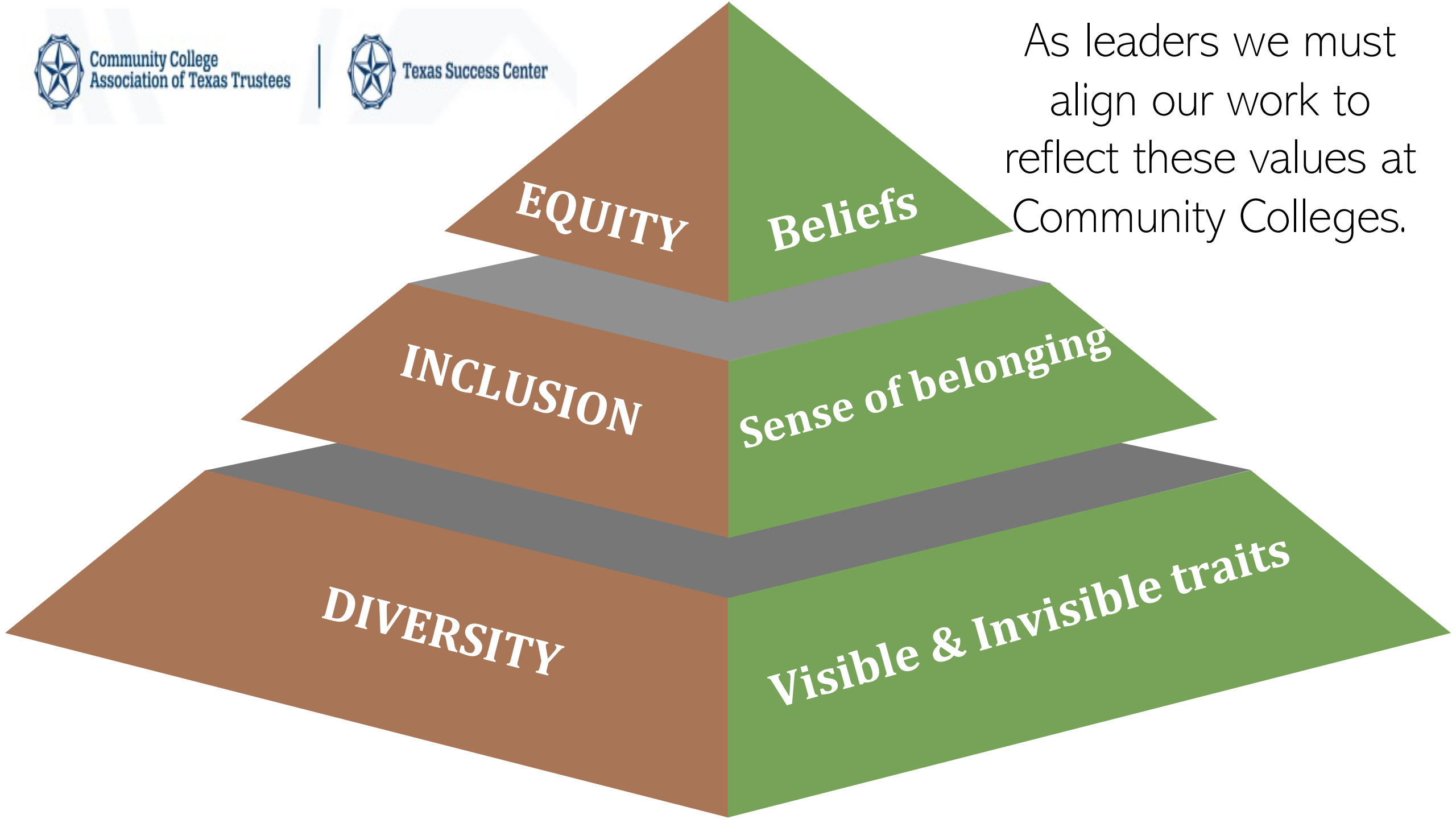




We must value **EQUITY**.

It is the belief that leaders create the campus conditions which are fair and just so that everyone can fully participate and reach their full potential.

As leaders we must  
align our work to  
reflect these values at  
Community Colleges.



# All community college leaders need to cultivate an inclusive campus climate



We must disrupt institutional complacency

11.2 /

WE  
CARE

An annual report is usually read for around three minutes. In our opinion, that was far too short for action Mensch, one of the largest organisations in Germany for people with disabilities. The solution was a tear-off calendar. For action Mensch, making through the year and ensure that the activities of ACTION MENSCH remain in people's conscience. This was designed the student report in the history of our agency, which absolutely paid off in a spiritual way was that one thing: when we carefully pointed out all the extra work it involved, it was charmingly clear that more money for the agency would mean less money for the pony stables at a home for

Awareness to Action: Activating your leadership voice to support Diversity, Inclusion, & Equity



# How does Diversity, Inclusion, and Equity exist in community colleges?

## Policies

- What Institutional policies adversely affects marginalized students, faculty, staff?

## Programs

- Which programs can we develop for to help educate, empower, and engage diverse communities?

## Practices

- How does the Board of Trustees guide their work to advance diversity, inclusion, and equity?

## Politics

- How does the Board of Trustees understand the politics of creating institutional change?

## Players

- Who are the potential shareholders that need to be heard (e.g., faculty, administrators, staff, students, families)

# Homework Assignment:

## Leading with during VUCA times to advance Diversity, Inclusion, & Equity.

### Task 1

Meet with the students, faculty, and staff and ask them if their institution values Diversity, Inclusion, & Equity.

### Task 2

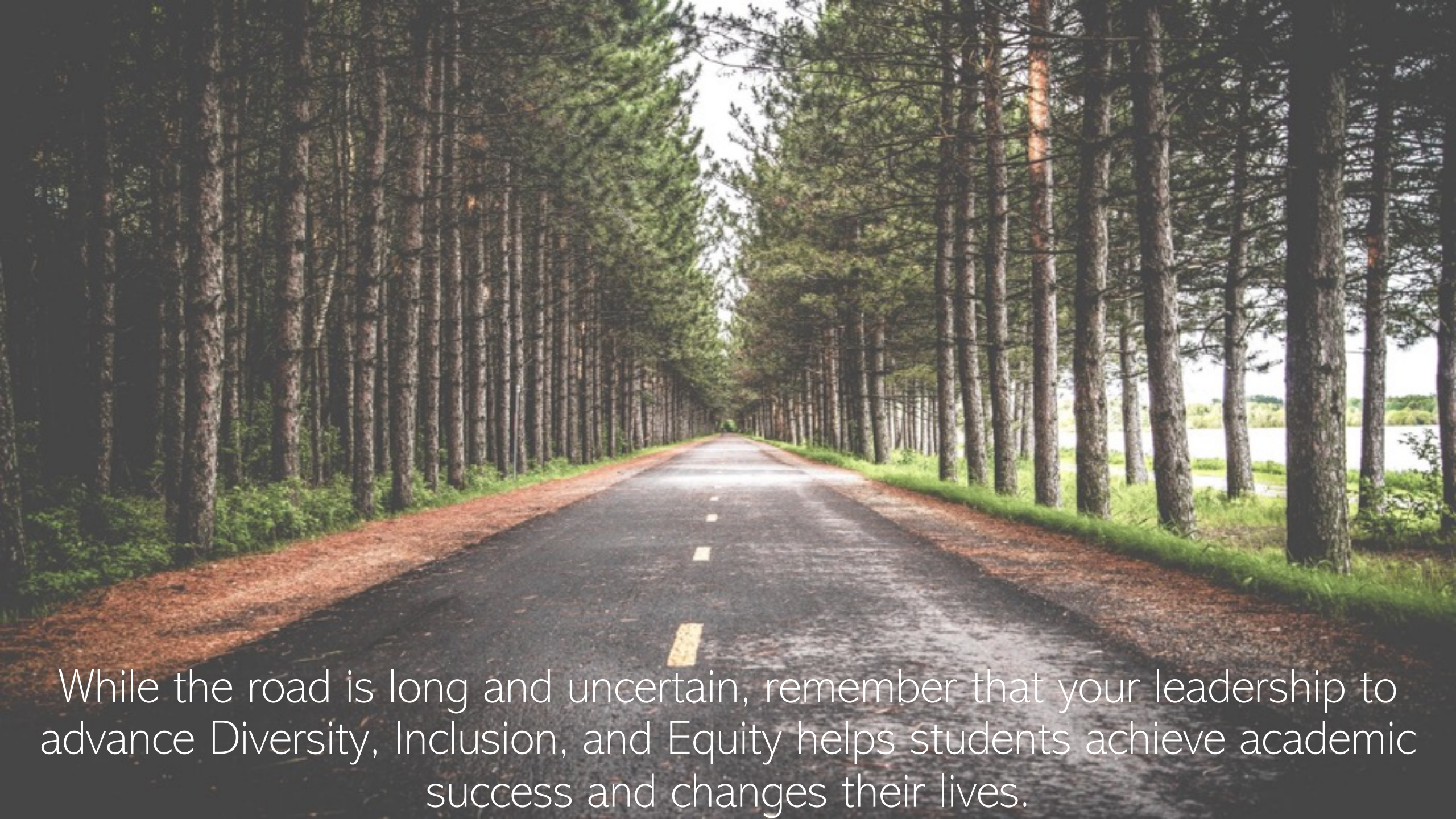
Have an honest conversation with the Board of Trustees to understand how they value diversity, inclusion, and Equity.

### Task 3

Have conversations with the Community college leadership about ways how they will infuse Diversity, Equity, and Inclusion at their institution?



In order to advance Diversity, Inclusion, and Equity, we need work as an effective team to have honest and productive conversations to achieve these institutional goals.



While the road is long and uncertain, remember that your leadership to advance Diversity, Inclusion, and Equity helps students achieve academic success and changes their lives.

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