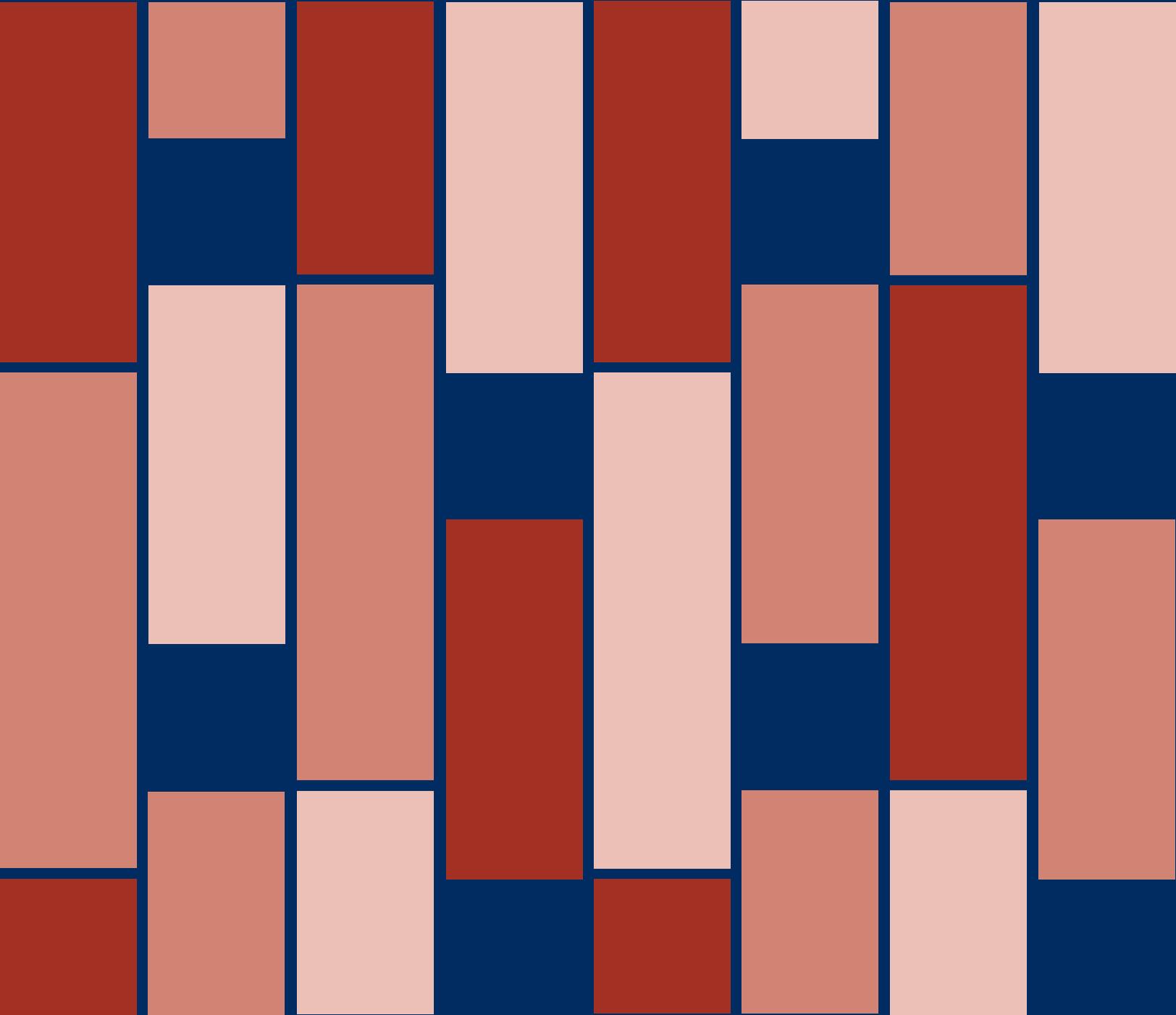


# Leadership, Diversity and the Future of Higher Education



November 11 - 12, 2015  
Ann Arbor, Michigan



## **LEADERSHIP, DIVERSITY AND THE FUTURE OF HIGHER EDUCATION**

### **AMERICAN COUNCIL ON EDUCATION**

American Council on Education (ACE) is the nation's most visible and influential higher education association. They represent the presidents of U.S. accredited, degree-granting institutions, which include two- and four-year colleges, private and public universities, and nonprofit and for-profit entities. Their strength lies on a loyal and diverse base of more than 1,700 member institutions, 75 percent of which have been with ACE for over 10 years. That loyalty stands as a testament to the value derived from membership. ACE convenes representatives from all sectors to collectively tackle the toughest higher education challenges, with a focus on improving access and preparing every student to succeed.

### **NATIONAL CENTER FOR INSTITUTIONAL DIVERSITY**

The National Center for Institutional Diversity (NCID) seeks to strengthen and integrate research about diversity, inclusion and equity in education and society, and to promote its effective use in addressing contemporary issues. We promote cross-disciplinary scholarship by engaging in its direct production, supporting the work of others, and disseminating promising findings from affiliated scholars, faculty, and graduate students. We also develop leaders and promote effective leadership programs that make use of diversity related research.

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# WELCOME!

The National Center for Institutional Diversity at the University of Michigan and the American Council on Education welcomes you to these roundtable discussions on the future of leadership in higher education.

Over the course of the day we are excited to come together and pose a series of aspirational and strategic questions to re-examine concepts of leaders, leadership, and leadership development in our nation's higher education system. During the roundtable discussions, we seek to accomplish the following:

- Articulate the responsibilities associated with college and university leadership within emerging higher education contexts;
- Explore how leaders can be prepared and encouraged to balance institutional responsibilities with the demands of protecting shared commitments across the system of higher education; and
- Propose new and innovative strategies for ensuring that future leaders serving the profession and acting throughout our institutions are prepared with the knowledge, tools, and courage to succeed in their roles and facilitate movement toward a more just and equitable society.

We eagerly anticipate the ideas and recommendations that will emerge from the discussions and thank you in advance for your contributions.



Lynn M. Gangone, Vice President  
Leadership Programs  
American Council on Education



John C. Burkhardt, Director  
National Center for Institutional Diversity  
University of Michigan

# THE AGENDA

**Wednesday, November 11, 2015**

*Rackham Graduate School (Amphitheatre, 4th Floor), 915 E. Washington St. Ann Arbor, MI 48109*

**4:00-5:30PM**      **PANEL DISCUSSION**

This public event will provide a national and system-wide context for our table discussions the next day.

While much of the discussion about diversity in higher education focuses on selective institutions and is framed in the context of contested legal frameworks, the real progress being made to assure educational opportunities to students of color, first generation and non-traditional students occurs across a vast, loosely connected national system of colleges and universities. While we are united in a commitment to equity, diversity and inclusion---at least by a common rhetoric---we don't make full use of our strengths as a differentiated system to protect our values, we seldom even acknowledge our interdependence, and we don't effectively promote our shared determination to achieve these goals when interacting with students, constituents and policy makers.

A panel of presidents representing several institutional segments in U.S. higher education will reflect on the particular roles their institutions play. They will discuss the importance of recognizing interdependence across institutional types, and the need for a more compelling way of articulating higher education's unified commitment to preparing individuals for a dynamic, increasingly diverse society.

- **Earl Lewis**, president, Andrew W. Mellon Foundation (Moderator)
- **James A. Anderson**, chancellor, Fayetteville State University
- **Nancy “Rusty” Barceló**, president, Northern New Mexico College
- **Susan E. Borrego**, chancellor, University of Michigan Flint
- **Jeffrey Docking**, president, Adrian College
- **Willie Larkin**, president, Grambling State University
- **Thomas Shortbull**, president, Oglala Lakota College
- **Steven Simpson**, president, Baker College
- **Uroyoán Walker-Ramos**, president, University of Puerto Rico
- **Christine Weisman**, president, St. Xavier's College

**5:45PM**      **SHUTTLE SERVICE**

*University of Michigan Museum of Art (UMMA), 525 South State Street, Ann Arbor, MI 48109*

**6:00PM**      **RECEPTION AND DINNER**

Hosted by President Mark S. Schlissel, University of Michigan

**Thursday, November 12, 2015**

*Michigan League (Hussey Room), 911 N. University Ave, Ann Arbor, MI 48109*

**GOALS FOR THE CONVENING**

- Articulate the responsibilities associated with college and university leadership within emerging higher education contexts
- Explore how leaders can be prepared and encouraged to balance institutional responsibilities with the demands of protecting shared commitments across the system of higher education
- Propose new and innovative strategies for ensuring that future leaders serving the profession and acting throughout our institutions are prepared with the knowledge, tools and courage to succeed in their roles and facilitate movement toward a more just and equitable society

**8:30-9:00AM**            **CONTINENTAL BREAKFAST**

**9:00-9:05AM**            **WELCOME**  
Robert Sellers  
Vice Provost for Equity, Inclusion, and Academic Affairs  
University of Michigan

**9:05-9:30AM**            **CONVENING GOALS, PURPOSE, AND OVERVIEW**  
Lynn M. Gangone  
Vice President, Leadership Programs  
American Council on Education

**9:30-10:30AM**            **THE CHANGING AND EMERGING SOCIAL CONTEXT OF HIGHER EDUCATION**  
John. C Burkhardt  
Director, National Center for Institutional Diversity  
Univeristy of Michigan

**10:30-10:45AM**            **BREAK**

**10:45-12:00PM**            **TABLE DISCUSSION ONE - LEADERS IN THE NEW CONTEXT**  
Ann E. Austin  
Program Director  
National Science Foundation

**12:00-1:00PM**

**LUNCH - REFLECTIONS ON LEADERSHIP**

Betty J. Overton

Director, National Forum on Higher Education for the Public Good  
University of Michigan

Nancy “Rusty” Barceló

President

Northern New Mexico College

Gary Wheeler

President Emeritus and Professor

Glen Oaks Community College and Ferris State University

**1:00-2:15PM**

**TABLE DISCUSSION TWO - ENACTING LEADERSHIP**

Ann E. Austin

Program Director

National Science Foundation

John C. Burkhart

Director, National Center for Institutional Diversity

University of Michigan

**2:15-2:30PM**

**BREAK**

**2:30-3:30PM**

**TABLE DISCUSSION THREE - IMPLICATIONS FOR LEADERSHIP DEVELOPMENT**

Ann E. Austin

Program Director

National Science Foundation

Lynn M. Gangone

Vice President, Leadership Programs

American Council on Education

**3:30-4:00PM**

**CLOSING SESSION**

Lynn M. Gangone

Vice President, Leadership Programs

American Council on Education

# FRAMING THE ISSUE

The concept of leadership is one that is “socially constructed.” This suggests that when we observe leaders and how they enact their roles in one context, we should be prepared for different expectations and different norms for leading as the context changes. We might predict a certain type of leadership to be effective in a community setting, different than what we might expect to work in a government agency or in a trade union. A crisis situation might evoke a different form of leadership than a long term planning process. When contexts and norms change, leadership changes and leaders—along with their followers and their organizations—either adapt or they decline.

Fundamental changes in the sociopolitical, demographic, and economic contexts of the United States over the past several decades have created a new set of challenges and expectations for institutions of higher learning. As colleges and universities respond to a dynamic environment and the expectations that it brings, they do so amid greater competition for resources, increasing demands, and under greater public scrutiny. These changes and adaptive practices are having an effect on the basic mission of institutions of higher education to the creation of new knowledge and their role as a catalyst for social transformation. Colleges and universities are withdrawing from a position of social innovation and leadership, and many have become increasingly averse to risk, particularly when they contemplate action on complex and contentious issues.

There is no denying that organizational decisions are laden with competing narratives derived from the broader national discourse about what policies and practices constitute the best course of action for colleges and universities. This dynamic tension is further complicated by the fact that postsecondary institutions have intentionally positioned themselves as “economic engines” for society and have convinced families (and even many voters) that a college education is important and largely justified by its contributions to economic success. While this framing is effective on its face, it also creates a dominant narrative which now serves to

underscore the “private” benefits of higher education to the diminishment of the “public good” benefits to society. Furthermore, whenever proposed actions are couched within a public good rationale, they are not resolved without a popular contest over both what is “good” and what constitutes the “public.”

There are profound implications in this debate both for our students and for the United States as a changing democracy. Individually and collectively, institutions of higher education play a critical role in fostering social, civic, and economic advancement. At the various times when this nation has experienced divisions regarding who should be entitled to opportunities of advancement and the benefits of fully belonging, colleges and universities have served as pathways to meaningful citizenship and participation. This was exemplified in the second half of the nineteenth century, as women, religious minorities, and some immigrants received access to higher education from a handful of progressive (or in some cases very pragmatic) institutions. In the latter half of the twentieth century, college graduation became tied to social mobility for women, veterans, and eventually students of color. There were and still remain barriers to college attendance grounded in class structures and exacerbated by a significant shift in the ways that colleges and universities are financed; as well as, a persistent responsibility to respond to gross inequities in educational opportunity and preparation.

In short, the changing environments surrounding colleges and universities can be witnessed and documented at many different levels and through many different effects on students, institutions, and across our system of higher education and society.

## **PRESSURES EXPERIENCED BY LEADERS**

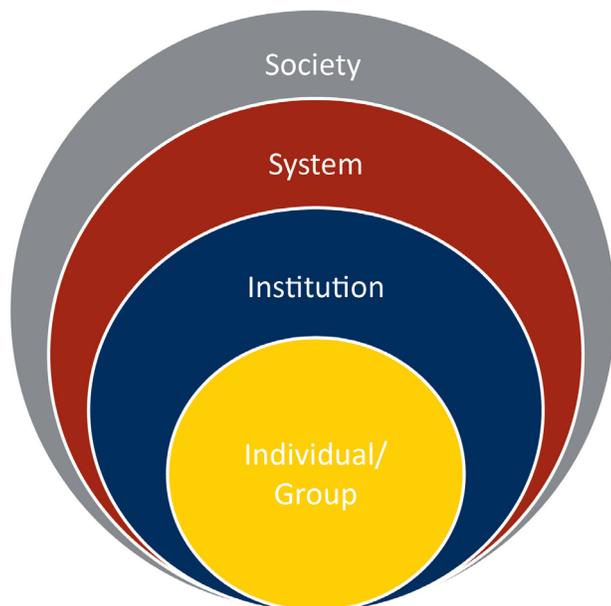
Leaders experience the pressures that surround contentious issues on their campuses, but even they are not always clear where these pressures originate.

Our previous work<sup>1</sup> suggests that the challenges faced by leaders can be attributed to:

- Changes and tensions in the broader society;
- Changes in the ways in which higher education relates to social and political forces and the ways that institutions relate within the broader system;
- Pressures within the institution extending from the governing authority to campus constituencies; and
- Challenges faced by individuals that include everything from career interests to personal dispositions, skills, and attitudes.

Some of the specific challenges identified by leaders are described below and have been organized around the different domains of the ecological model (see Figure 1).

**FIGURE 1**  
**ECOLOGICAL MODEL**



<sup>1</sup> The National Center for Institutional Diversity, in partnership with the National Forum on Higher Education for the Public Good, embarked on an 8-year ongoing effort to address issues of postsecondary success for UNDOCUMENTED and DACA-mented students. Findings from this work can be found in the following report: “Reconciling Federal, State, and Institutional Policies Determining Educational Access for Undocumented Students,” February, 2012.

## **EXAMPLES OF CHALLENGES DERIVING AT THE SOCIETAL AND SYSTEM LEVEL**

- The United States, like virtually all western societies, has already become extraordinarily diverse.
- Higher education, once accepted as an important and widespread public benefit, has been monetized and privatized.
- The independence once enjoyed by university leaders and the deference they were afforded in roles of public leadership has been diminished.
- Legislative, judicial, and referendum-based constraints play an increasingly important role in shaping the relationship between higher education and society.
- Even as public investment has declined in relative terms, public oversight and control have often increased.

## **EXAMPLES OF CHALLENGES DERIVING FROM INSTITUTIONAL AND INDIVIDUAL LEVELS**

- Decision processes within colleges and universities, specifically those regarding contested issues, are being altered by the influence of new actors.
- There is a pending wave of retirements among educational leaders who directly experienced the most dramatic changes in diversity and inclusion during their careers.
- The strategies for institutional change that once seemed effective may not be in a future context (e.g., engaging faculty governance levers versus board-level politics).
- Greater concern for career interests and security may argue against risk-taking in academic leadership.
- Emerging academic leaders are being prepared in differing ways, but it is not clear that they have both the tools and the courage to provide for the continuing challenge of transformation that lies ahead.

Leadership is a concept that is as old as human societies. And while certain observations about leaders and leadership persist, it is continually adaptive to the circumstances in which it is enacted. We argue that higher education as a context and within its context has changed dramatically in the last quarter century and will continue to do so. Arguably, it is inherent in the way that higher education functions that it will continue to experience tension with multiple aspects of society and leading within this tension and influencing the new paradigm will require insight, specialized knowledge and tools, and the personal and professional courage to be effective in complex and highly contested environments.

## CALL TO ACTION

If we are to have the impact we know is required to transform the system of higher education and have influence on the environment around us, we will have to prepare leaders who enter their roles with better knowledge of what is to be done and how to achieve it. Since we rely on an extensive infrastructure of leadership development efforts to identify and prepare future leaders we can begin this process there. We have a responsibility to examine leadership development programs across the field, infuse them with a more sophisticated understanding of dynamics related to new and emerging concerns, and push them to use evidence to guide their designs and their subject matter. Ultimately, challenge them to be focused on greater accountability for the future behaviors of their participants, the institutions that select them, and the system of higher education.

## WHAT WE KNOW ABOUT LEADERSHIP DEVELOPMENT

The very idea that leadership can be taught is fairly new in cultural history, and is still not without its skeptics. Reasonable people, even some scholars in the field<sup>2</sup>, point to the important traits, skills, and attributes that are observed in many visible leaders and contend that certain qualities necessary for

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<sup>2</sup> This is not meant to suggest that scholars in the field of leadership are unreasonable people.

effective leadership are not easily transmitted. To accept this premise and conclude that some people are born as natural leaders and others cannot be expected to lead is to make a mistake at the other end of the logical spectrum. We contend that leadership can be taught as long as it is concurrently nurtured, that most people possess a constellation of strengths around which they can construct their own leadership philosophy and approach, and that leadership development programming—if done well—can be transformative for organizers and participants.

Our assessment of the emerging leadership challenge is that in the face of contested public narratives, competing priorities, and an institutionalized and systemic resistance to change, colleges and universities will require a re-examination of leaders, leadership, and leadership development if there is to be a significant transformation of our nation's higher education system.

The continuing need for new leaders has spawned a huge infrastructure of leadership development programming across a number of professional fields and in communities, religious, non-profit, and political organizations. The current programmatic structures that advance leaders toward greater positional influence in the academy grew up during the huge expansion of higher education over the last fifty years. Consistent with the shifts in thinking taking place over this time period, these programs have moved to be somewhat more democratic in participation, but they have also acquired their own set of assumptions and beliefs about effective leadership and how it can be promoted. While some programs have invested a great deal of time and resources broadening their understanding of leadership, others are slow to adopt new pedagogical and learning strategies or incorporate the scholarly contributions made by individuals who have made a career out of studying and assessing leadership.

Such programs in the field of higher education—when faced with the challenge of adapting their programming

to respond to new and emerging contexts—have gradually evolved into two essential forms each guided by a slightly different model for change:

1. Several programs identify and select highly promising individuals and give them training in leadership that includes a compendium of management skills and best practices intended to prepare these individuals for future leadership positions.
2. Other programs identify talented individuals from diverse backgrounds and train them to navigate the challenges of upward mobility.

Common to both types is a high reliance on selection criteria coupled with the benefits of association, as opposed to efforts given to enhancing the strength and demonstrated effects of the curricula. Consistent with everything known about leadership theory and development over the last thirty years, we can state that the challenge of leading in a new higher education environment will depend on more than just choosing different leaders, parading examples, and offering encouragement, it will also require that we prepare them with equal care and assist them to have confidence in themselves, their values, and training. Above all, we must aim to prepare effective leaders with high potential to address the complicated problems of higher education and society.

## **WHY HERE AND WHY NOW**

The American Council on Education (ACE) has long been a pioneer in professional development programming for higher education and continues to embrace its role as a leader and influencer in the field. In an effort to continue providing high-quality leadership programs and services, ACE also recognizes that it must incorporate new research and innovations into its leadership development portfolio.

The National Center for Institutional Diversity (NCID), based at the University of Michigan, brings a slightly different concern to this discussion<sup>3</sup>.

<sup>3</sup> The National Center for Institutional Diversity (NCID) was established at the U-M to affirm the central value and importance of diversity to the mission of all colleges and universities.

The work of NCID is built around a conviction, drawn from experience and guided by an assessment of contemporary challenges facing higher education and society: We will be able to defend and advance key principles and commitments related to equity, diversity, and inclusion only as long as higher education leaders recognize these commitments as central to institutional, system-wide, and societal values. Leadership development programs that are focused on individual or even institutional optimization must be judged against this realization. Rather than imposing diversity training into overwrought curricula or even insisting on greater compositional diversity among participants, we believe we need to place these deeper issues at the core of all leadership development identification, selection, development, and assessment.

In a partnership that is now entering its second year, NCID and ACE are engaging in a series of discussions (both formal and informal) aimed at examining this statement of the leadership challenge facing higher education. After careful forethought, the decision was made to launch a series of Leadership Roundtables with the goal of engaging top researchers and practitioners in strategic conversations about the challenges facing higher education and its leaders. Thus embarking on a long-term process to transform leadership development programming to respond to what is now needed. Knowing full well that the answers to this pressing and timely concern did not lie at the University of Michigan nor in Washington, we recognized that the convening networks and planning protocols of ACE and NCID were extensive and could be powerful. With this initial meeting we begin a process of leveraging our shared affiliations and resources.

## **THE PURPOSE OF THIS INITIAL FRAMING DOCUMENT**

In composing the agenda for this meeting, identifying background materials, and selecting participants to engage in strategic discussions, we have conducted extensive reviews of current literature, program trends, and institutional practices. Additionally, as NCID does routinely in its programming, we will survey participants to provide a sense of their perspectives and receive their

insights on some of the critical issues and themes that we anticipate will be central to the agenda. This is done with the intention of sharing these views at the outset of the meeting, thereby reducing the need for explanatory speeches, rebuttals, and clarifications. It also has the effect of suggesting areas of group consensus and identifying where divergence might be found among the participants. Recognizing apparent convergence and finding areas of disagreement are both very important—in different ways—to moving a discussion forward in a limited amount of time.

Without suggesting that we have grasped everything that may be relevant to the topic, we put forth a framing document which is meant to explicitly state the goals of the event and to summarize and interrelate various forms of information that can push forward a useful discussion built around a selected few common ideas. We acknowledge that there is something arbitrary about this approach, but it serves a purpose. The framing document has the potential to greatly accelerate focused discussions among individuals who, by virtue of their presence, have a strong stake in the discussion but may not routinely engage with one another. This is especially important when the purpose of the meeting is to establish a new discussion among groups with common cause but different ways of pursuing their goals. It is a brief paper meant to offer common ground—without skirting real divisions in perspective or interests—that is necessary to move from courteous convergence to appropriate divergence and back toward genuine convergence within hours, not weeks or months.

In short, the framing document we offer here is represented as neither definitive nor unimpeachable. The point of the document is to show respect for the time and the effort each participant has expended by their efforts to enter the discussion, and to move a conscripted group of individuals toward a better informed and more genuine consensus about how they might work interdependently to have greater impact within shared areas of opportunity.

## **WHO IS HERE AND HOW WERE THEY CHOSEN TO PARTICIPATE?**

Invitations were issued for this convening based on a few explicit considerations:

- Is this an individual (or does this individual reside within an organization) that would suggest they are already aware of the issues we will discuss at this meeting?
- Do they have a high level of understanding of the issues and might they translate their understanding to a commitment for change?
- Can this individual, by virtue of their knowledge, expertise, or influence, contribute to the goals of the meeting in a meaningful way?

There are no doubt thousands of individuals across U.S. higher education that could meet all of these criteria. Our fourth consideration was somewhat idiosyncratic to this meeting:

- Does this individual represent a social identity, a societal sector, a perspective based on age or experience, or do they affiliate with an organization that could add something important and distinctive to the discussions?

Despite our care in extending invitations and managing acceptances, the composition of the resulting group does not perfectly represent anything except our efforts to apply the considerations we adopted and to encourage individuals to accept the opportunity we were extending to make a contribution. Given these primary considerations in composing this convening, we feel confident that we do not need to provide an exhaustive review of the literature on leaders, leadership, and leadership development. We hold the assumption that most of the participants in attendance are sufficiently aware of the scholarship in the field and how it is being applied in practice. However, as a safeguard of sorts, we have taken the time to assemble a series of carefully selected reports and journal articles intended to offer a basic orientation to that information should it be desired. What we provide in this framing document are a few observations about certain aspects of the general issue,

gleaned from our study and judged by the organizers of the event as helpful to facilitate a rapid and vigorous discussion.

## STRUCTURE OF THE CONVENING AGENDA

In the face of contested public narratives, competing priorities, and an institutionalized and systemic resistance to change, colleges and universities will require a re-examination of leaders, leadership, and leadership development if there is to be a significant transformation of our nation’s higher education system.

Accordingly, we have convened a group of experts from around the country to more closely examine the future of leadership in higher education. This meeting will incorporate cross-disciplinary perspectives, taking the best of what we know about leaders and leadership from various sectors and applying it to higher education, alongside known best practices for higher education leadership.

The day will be organized around a series of structured discussions, each building on a particular theme (see Figure 2). Each of the discussions will offer new evidence drawn from contemporary issues and provide opportunities for candid discussions among the participants. The success of this meeting will be enhanced by each member’s willingness to participate and engage in each of the structured discussions planned for the day. We ask that each participant make meaningful connections between applied experience

and theoretical insights and their expertise, even if these connections provoke some dissonance or partial (or complete) disagreement.

This is not a conversation intended to address the challenges and concerns affecting our colleges and universities as such. Instead, it is meant to be a strategic discussion about how we can better equip and prepare new cadres of leaders to effectively lead our institutions within the context of a new and emerging higher education paradigm. It is with this set of assumptions, constructs, and ideas that we offer up the following goals for the convening:

- Articulate the responsibilities associated with college and university leadership within emerging higher education contexts
- Explore how leaders can be prepared and encouraged to balance institutional responsibilities with the demands of protecting shared commitments across the system of higher education
- Propose new and innovative strategies for ensuring that future leaders serving the profession and acting throughout our institutions are prepared with the knowledge, tools and courage to succeed in their roles and facilitate movement toward a more just and equitable society

We thank you for your willingness to participate in this discussion and hope you may be inspired in some way in the work you do, and in the important work we hold in common.

**FIGURE 2**  
THEMES FOR DISCUSSION

1	CHANGING AND EMERGING SOCIAL CONTEXT OF HIGHER EDUCATION
2	LEADERS IN THE NEW CONTEXT
3	ENACTING LEADERSHIP
4	IMPLICATIONS ON LEADERSHIP DEVELOPMENT

# SURVEY RESPONSES

## BACKGROUND

FIGURE 3  
TYPE OF INSTITUTION/ORGANIZATION (n=21)

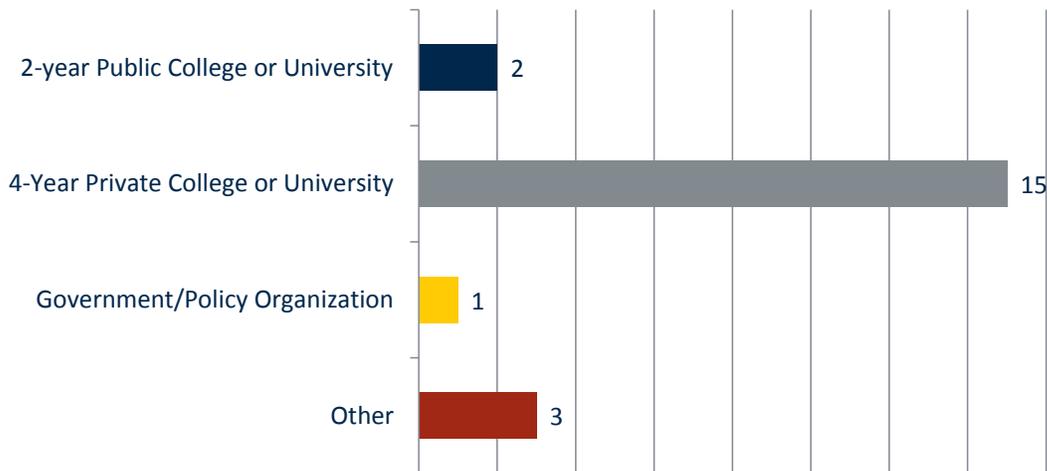
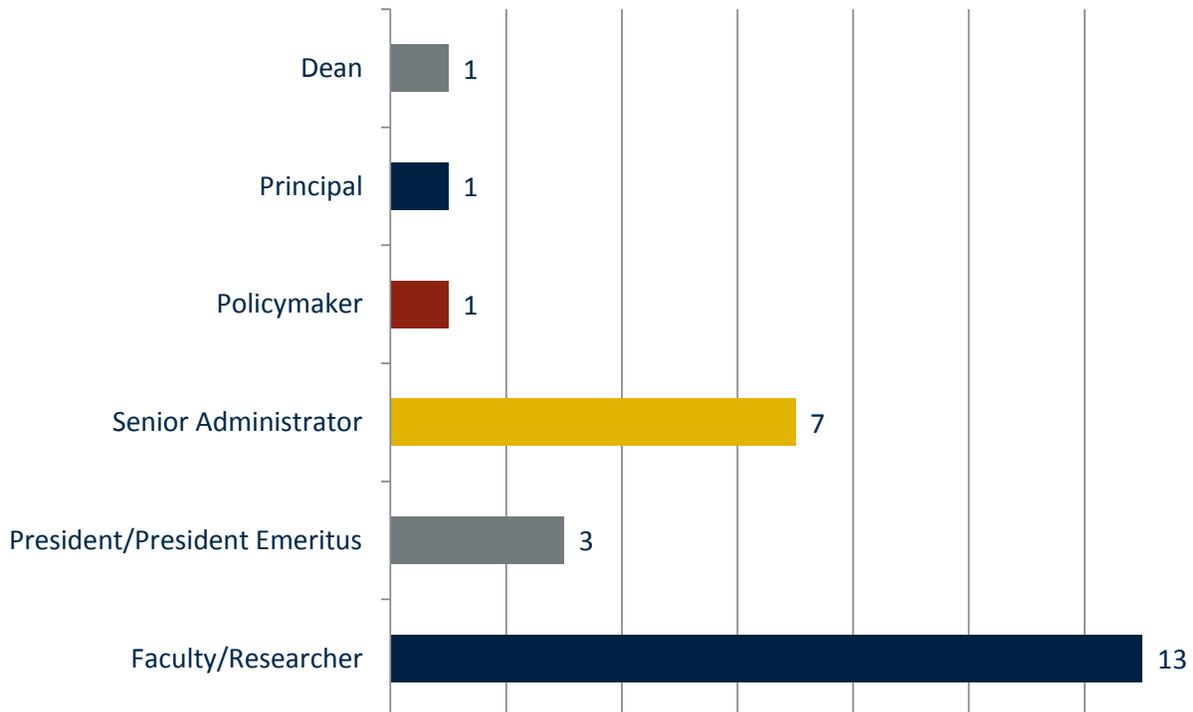
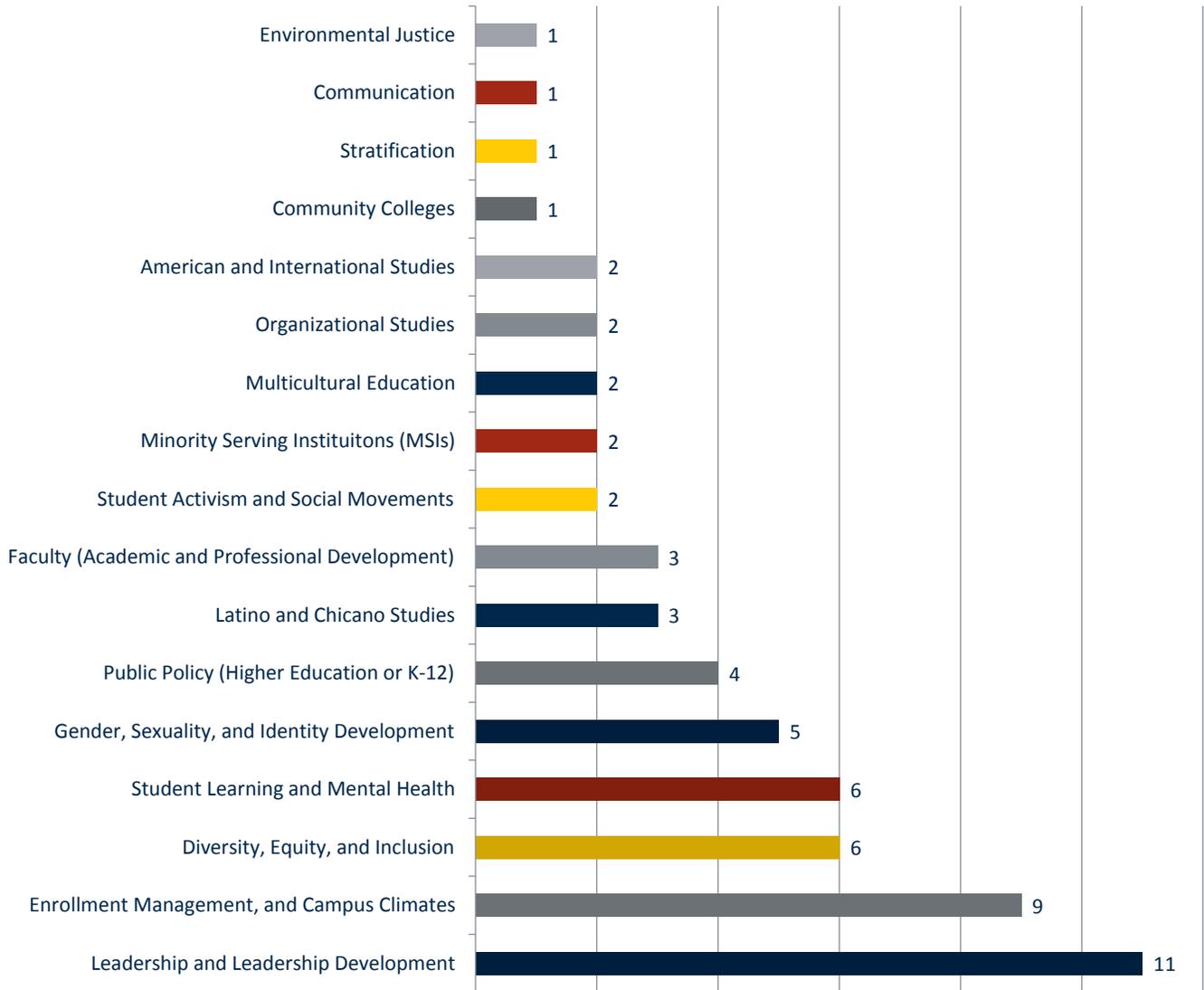


FIGURE 4  
PROFESSIONAL TITLE (n=21)



# BACKGROUND

FIGURE 5  
AREAS OF SCHOLARLY EXPERTISE (n=21)



# BACKGROUND

FIGURE 6  
RACE/ETHNICITY (n=21)

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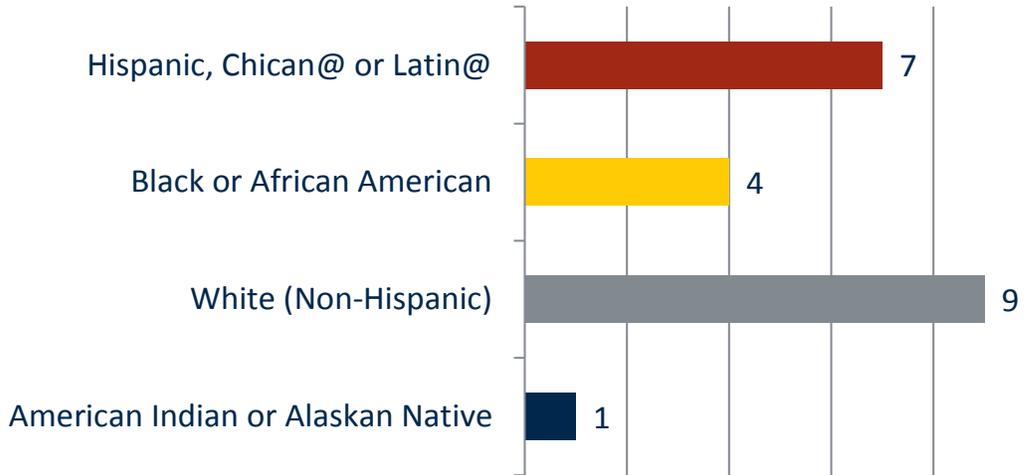
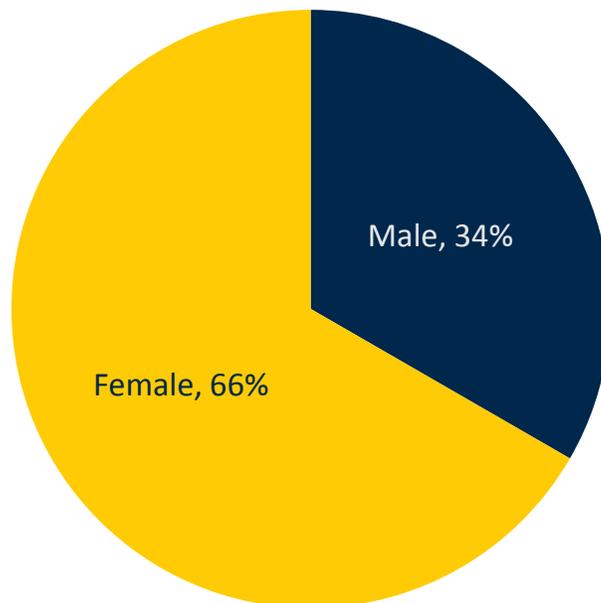


FIGURE 7  
GENDER (n=21)

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## BACKGROUND

FIGURE 8A

HAVE YOU EVER PARTICIPATED IN A LEADERSHIP DEVELOPMENT PROGRAM? (n=21)

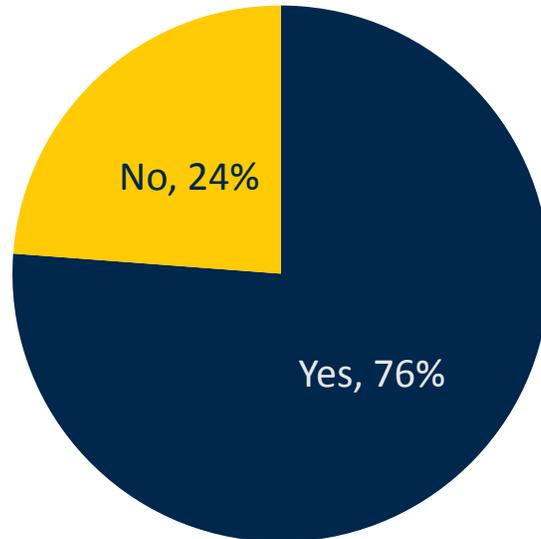
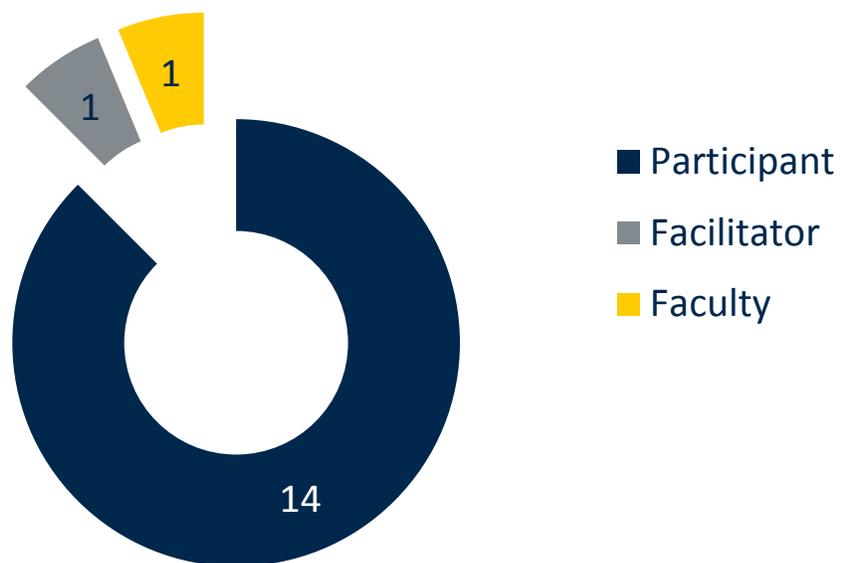


FIGURE 8B

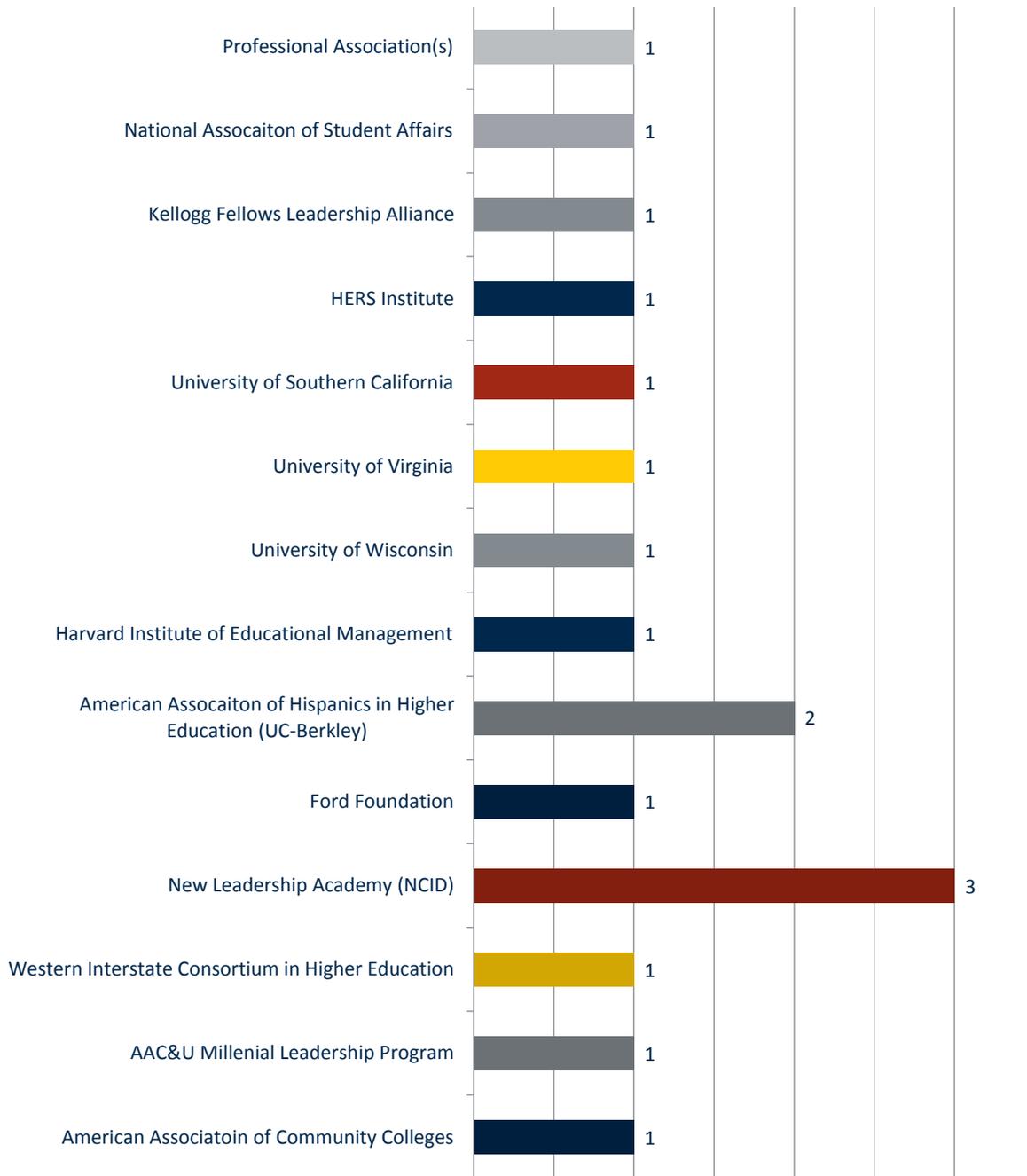
ROLE IN PREVIOUS LEADERSHIP DEVELOPMENT PROGRAMS (n=21)



# BACKGROUND

FIGURE 8C

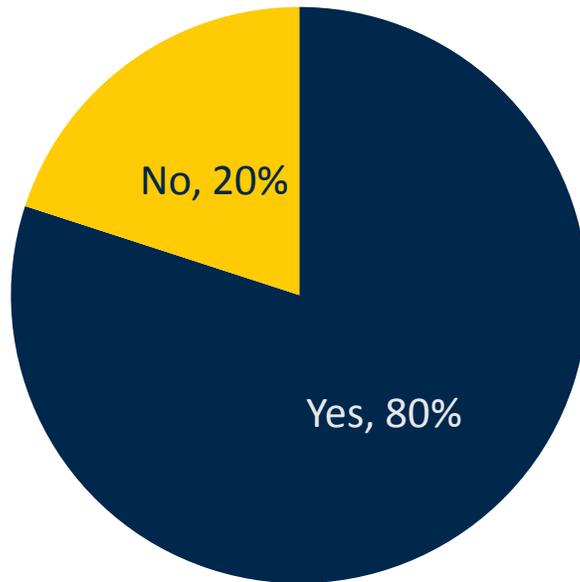
NAME OF THE LEADERSHIP DEVELOPMENT PROGRAM/SPONSORING ORGANIZATION (n=21)



## PERCEPTIONS

FIGURE 8D

CAN LEADERSHIP DEVELOPMENT PROGRAMS TEACH INDIVIDUALS TO SUCCEED AS LEADERS? (n=20)



## PERCEPTIONS

FIGURE 9

IN YOUR OPINION, HOW WELL DO MOST LEADERSHIP DEVELOPMENT PROGRAMS ADDRESS ISSUES OF EQUITY, DIVERSITY, AND INCLUSION IN THEIR **RECRUITMENT AND SELECTION PROCESSES?** (n=18)

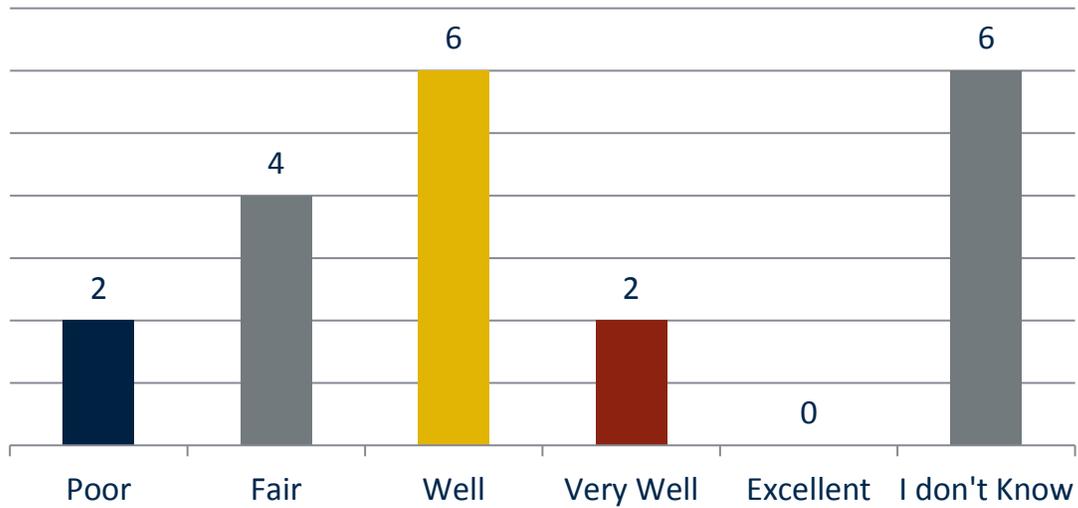
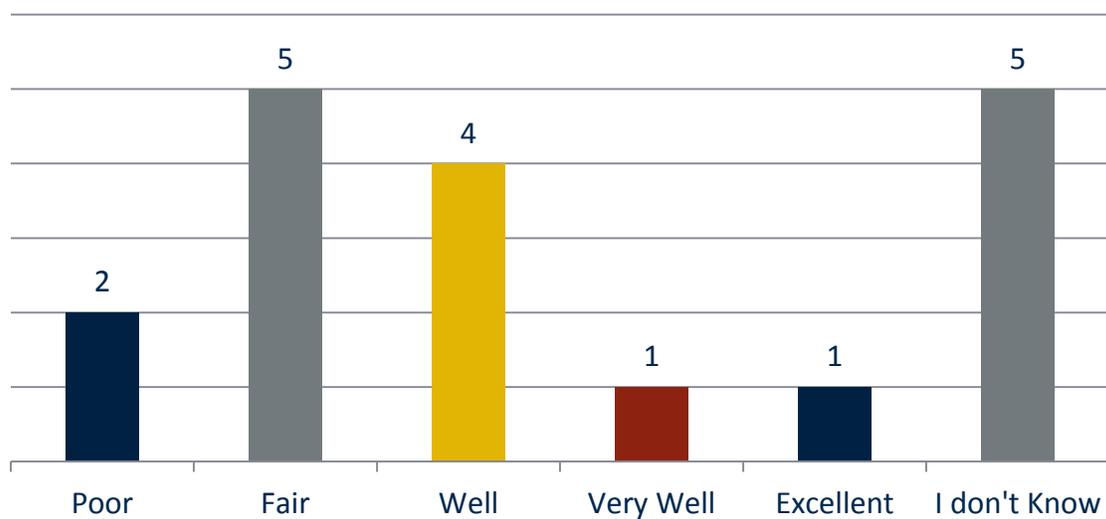


FIGURE 10

IN YOUR OPINION, HOW WELL DO MOST LEADERSHIP DEVELOPMENT PROGRAMS ADDRESS ISSUES OF EQUITY, DIVERSITY, AND INCLUSION IN THEIR **CURRICULUM AND PROGRAMMING?** (n=18)



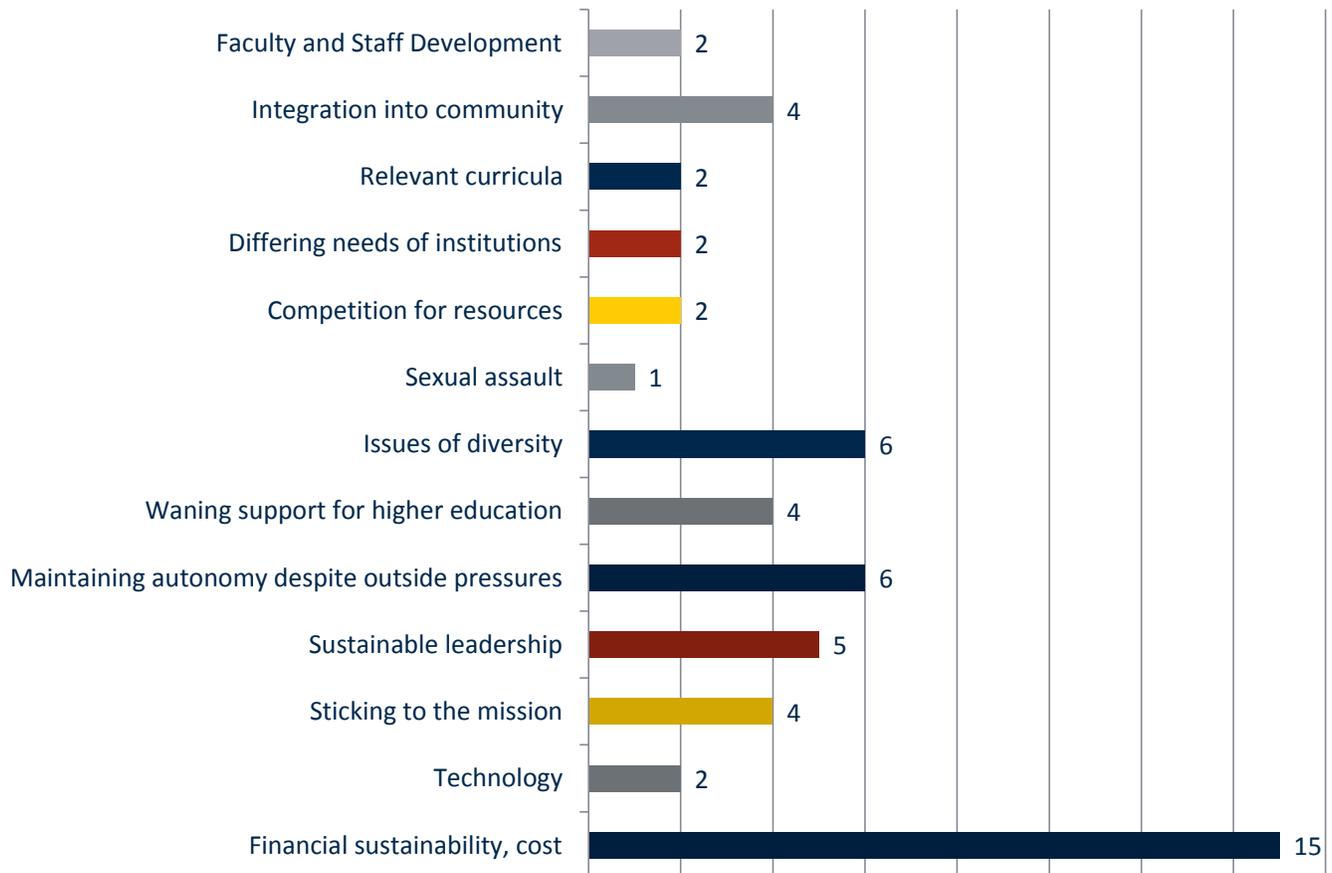




## PERCEPTIONS

FIGURE 13

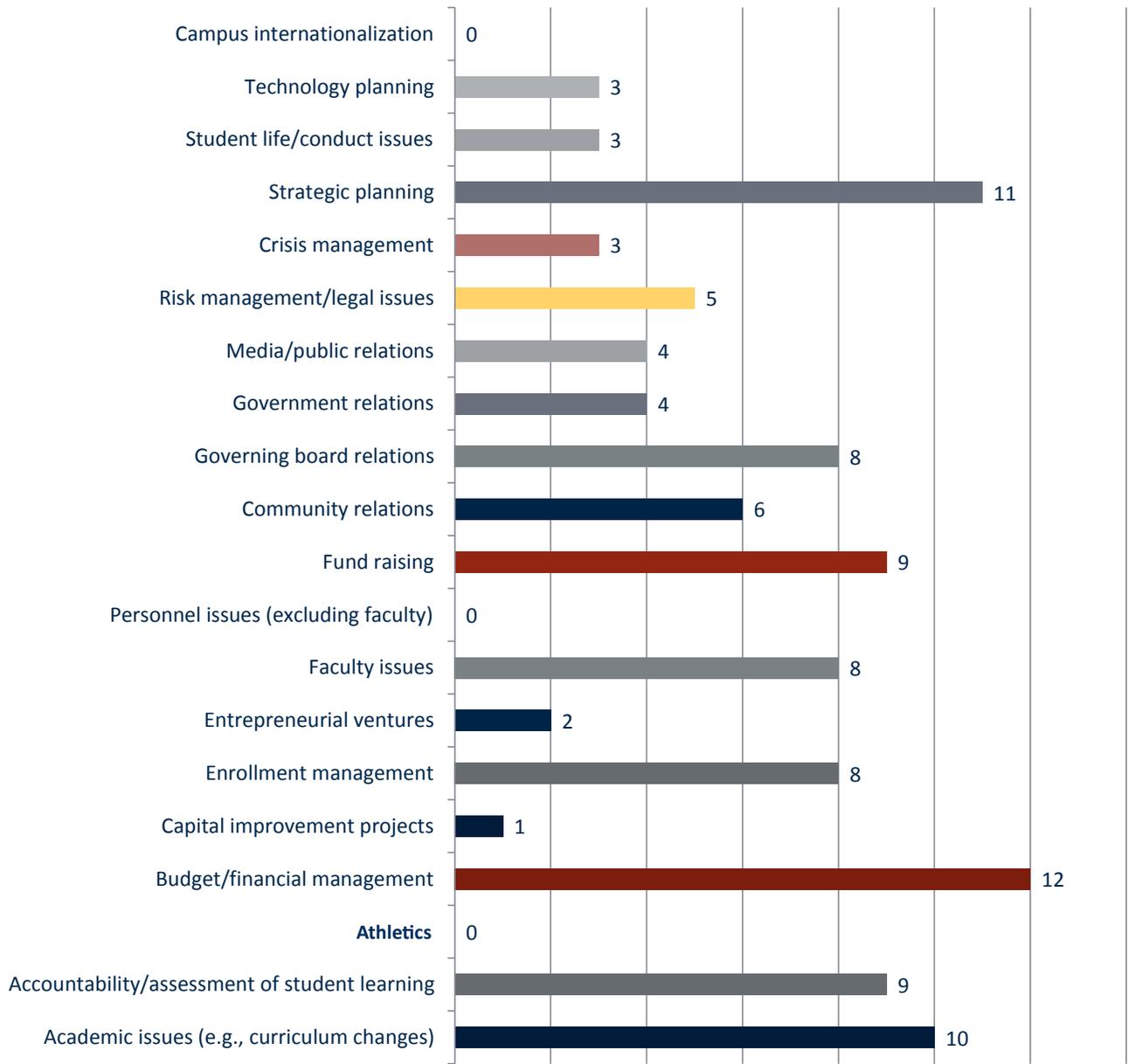
PLEASE IDENTIFY WHAT YOU BELIEVE TO BE THE MOST PRESSING CHALLENGES FACED BY LEADERS IN COLLEGES AND UNIVERSITIES TODAY? (n=19)



# PERCEPTIONS

FIGURE 14

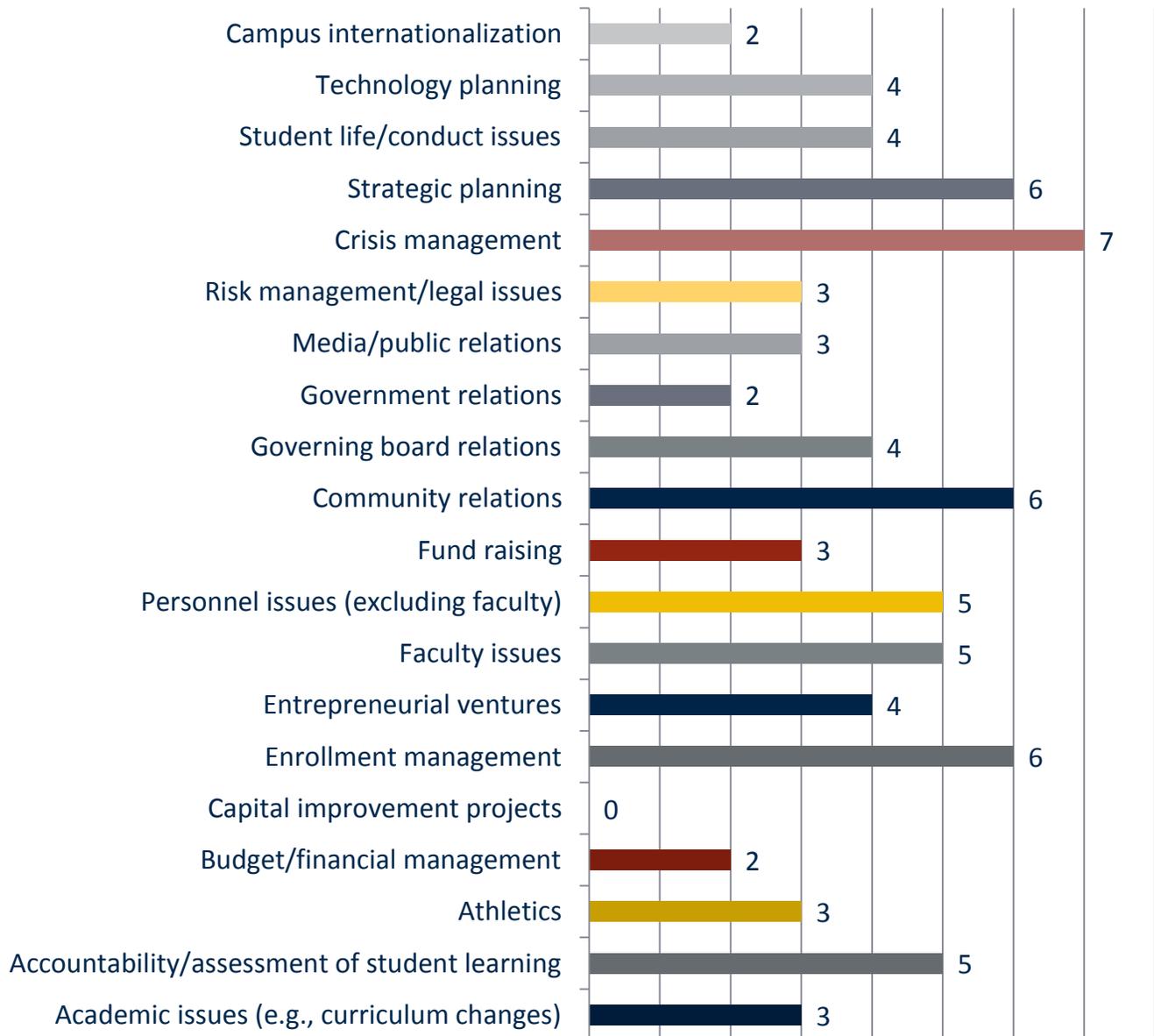
PLEASE IDENTIFY SKILLS AND CORE COMPETENCIES THAT YOU THINK/FEEL MOST IMPORTANT IN PREPARING LEADERS IN THE CURRENT CONTEXT OF HIGHER EDUCATION? (n=21)



## PERCEPTIONS

FIGURE 15

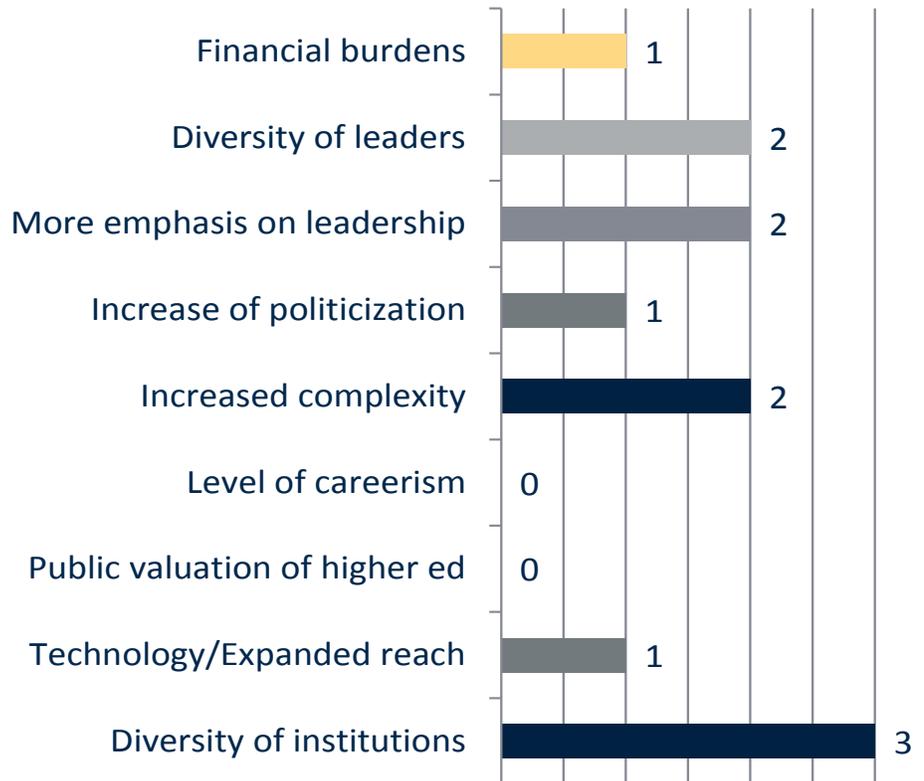
PLEASE IDENTIFY SKILLS AND CORE COMPETENCIES THAT YOU THINK/FEEL ARE LACKING IN MOST LEADERS YOU OBSERVE (n=21)



# PERCEPTIONS

FIGURE 16

DIFFERENCE IN LEADERSHIP DEVELOPMENT NOW VS. FOURTY YEARS AGO (n=16)



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