Collectivism and Inclusive Excellence: Transforming Student Success While Leading Institutional Change
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Our Narrative

• Introduction Activity
• Narrative Change Components
  – Context
  – Motivating Factors
  – Framework
  – Plan
  – Action
• Outcomes
• Closing Activity
• Questions
Learning Outcomes

Participants will:
• Identify their areas of influence
• Evaluate effective tactics to advance and sustain individual, departmental, and institutional change
• Infuse strengths-based thinking into strategic planning and implementation
Activity

- Recall the events of your day
- List them in sequential order
- Think about them from a *negative* perspective
- Find a partner
- Share the events of your day from a *negative* perspective with your partner

*What is your story?*
Activity

• Think about the self-perception of your institution
• Think about the self-perception from a **negative** perspective
• Think about the self-perception from a **positive** perspective
• Find a partner
• Share self-realizations
Narrative Change Components: Tropes
Context

Institution Background
• Private, Liberal Arts, Roman Catholic, Established in 1863
• Located in Moraga, CA (24 miles from San Francisco, 12 miles from Oakland)
• 40 Undergraduate Majors, 13 Masters Programs, 1 Doctoral Program
• Academic Calendar is 4-1-4
• 211 full-time faculty
  • 3% (7) African American/Black
  • .5% (1) American Indian-Alaskan
  • 13% (29) Asian/Pacific Islander
  • 8% (18) Hispanic/Latino
  • 67% (148) White
  • 8% (17) Unknown
Context

Institution Background
• Total Enrollment 3,544: 2,763 Undergraduate, 781 Graduate
• 41% Male, 59% Female
• 48% students of color
• 37% first generation
• 30% low-income (Pell grant eligible)
• 46.5% White
• 25.7% Hispanic/Latino
• 14.8% Asian
• 5.4% African American/Black
• 2% International
• 2% Not Reported and Other Ethnicities
• Hispanic Serving Institution
Context

Institutional Mission

• To probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking.

• To affirm and foster the Christian understanding of the human person which animates the educational mission of the Catholic Church.

• To create a student-centered educational community whose members support one another with mutual understanding and respect.

Core Principles

care for the poor and social justice
faith in the presence of God
quality education
inclusive community
respect for all persons
• What are the guiding principles of your institution?

• What is your institution’s purpose, mission and values?

Hold onto this thought . . .
Motivating Factors

- Retention and graduation rates
- Senior survey
- Shrinking resources
- Faculty-Staff disconnect
- Climate survey
- Diversity and Civility (WASC)
- Lack of standard
- Unintentional silos
When a flower doesn't bloom you fix the environment in which it grows, not the flower.

--Alexander Den Heije
Activity

• Do your structures and programs fulfill the institution’s mission?

• What are the barriers to implementing the mission/vision at your institution?

• What are possible opportunities to motivate shift?
Framework

**ORGANIZATIONAL DEVELOPMENT MODEL OF INCLUSION®**

**GOAL: Increase importance of inclusionary beliefs & identify external motivators**
- Identify legal risks/WASC
- Identify & articulate limits of conducting “business as usual”
- Training on human relations concepts
- Identify how individuality is not valued
- Make explicit impact and cost of stereotypes, prejudices & discrimination

**Interventions:**
- Structured to be exclusionary
- Structured to maintain privilege of the dominant group
- Does not understand that “standards” for inclusion are founded on dominant culture values and norms
- Will allow “others” as long as they assimilate
- Does not overtly decide to exclude; just does “business as usual”

**Exclusion**

**GOAL: Continue to increase level of importance; address motivational imperative**
- Increase the number of “diverse people”
- Individual & group support to prevent isolation
- Make visible differential treatment
- Creation of nondiscrimination policies, equitable salary scales, review of institutional policy-making
- Education about differences and differential treatment
- Identify & articulate initial benefits of inclusionary efforts
- Identify incongruence

**Interventions:**
- Usually precipitated by external forces
- “Qualified” others must fit in, ignore difference
- Fear of difference supports avoidance
- Norms don’t change
- To avoid conflict, systems place those who were excluded in “symbolic” positions

**Symbolic Inclusion**

**GOAL: Consolidate belief that inclusion effort is important**
- Accountability for recruitment, retention, integration of new people
- Clearly defined goals, timetables
- Projections; mentoring & coaching systems that articulate how to be successful in the organization
- Personal responsibility for fostering inclusion and evaluated accordingly
- Group formed to support continuation of efforts
- Initiate effort to resolve incongruence between expressed values and behaviors
- Begin to develop more tolerance for differences
- Can start to believe diverse people have a place in the organization
- Previously excluded populations develop their own networks
- Institution becomes more responsive to discrimination
- Issues of power, culture, and need for change begin to surface
- Numerical goals, culture, and need for change begin to surface
- Incongruence is recognized and addressed

**Prescribed Inclusion**

**GOAL: Inclusion is both important & internally motivated institutional imperative**
- Institutionalized, self-assessment, mechanisms and policies to help new people adapt to inclusionary culture
- Can see value of diversity
- Empowers individuals and groups (retention/integration)
- Recognizes value of diverse ideas, opinions, styles of operating
- Believes that inclusion yields greater creativity, synergy and effective outcomes
- Recognizes development and maintenance of a multicultural org. as a process; willing to learn & grow
- Congruence between expressed values and behaviors

**Inclusion**

**EXTERNAL (COMPLIANCE DRIVEN)**

**INTERNAL (IMPORTANT)**

**MOTIVATIONAL IMPERATIVE**
Framework

Deficit-Based
- Symptoms/pathologized
- Problem-focused
- Intervention
- Higher authority is expert

Asset-Based
- Unique, talents, resources
- Possibility-focused
- Collaboration
- Self is expert

Organizational Developmental Model of Inclusion
Strengths-Based Resilience Thinking
Framework

- Organizations as jungles, arenas, contests
  - Power
    - Competition
  - Scarce resources
    - Bargain and negotiate
    - Build coalitions
  - Compromise and coerce
  - Manage conflict

- Organizations as theatre, temples or carnivals
  - Engages heart/head
  - Ritual
  - Ceremony
  - Story, play and culture
  - Meaning matters more than results

- Understanding people and relationships
  - Needs
  - Feelings
    - Fears
  - Prejudices
    - Skills
  - Development opportunities

- Architecture of organization
  - Goals
  - Roles
  - Responsibilities
  - Division of Labor
  - Rules
  - Policies
  - Procedures

- Human Resources
  - Needs
  - Feelings
    - Fears
  - Prejudices
    - Skills
  - Development opportunities

- Symbolic
  - Organizations as theatre, temples or carnivals
  - Engages heart/head
  - Ritual
  - Ceremony
  - Story, play and culture
  - Meaning matters more than results

- Political
  - Organizations as jungles, arenas, contests
  - Power
  - Competition
  - Scarce resources
  - Bargain and negotiate
  - Build coalitions
  - Compromise and coerce
  - Manage conflict

Bolman & Deal, 2003
Activity

• Who in your college should be talking with each other? Imagine if they collaborated.

• Recall some of the frameworks (ODMI, Strengths-Based, Narrative Tropes, Leadership Styles). Is there one that you can use? How?
Outcomes: A Narrative of Collectivism in Practice

• Established Advising Office
• Implemented four-year coaching program
• Integrated coaching and career
• Introduced pre-enrollment process
• Improved transfer student experience
• Developed concentrated faculty advisors
• Expanded High Potential Program to four-year model
Outcomes: A Narrative of Collectivism in Practice

- Paired faculty with staff
  - Director, Advising Office and Assistant Vice Provost for Student Success
  - Director, High Potential Program and Faculty Co-Director
- Created effective partnerships between academic and student affairs
- Improved access to data through EAB Student Success Collaborative
Parting Thoughts

• Change does not occur at a constant rate
• There will be a successes and failures
• Remind yourself you’re looking for a net gain
• Find a friend
• Celebrate your successes
Questions

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