Change Leadership for Student Success

Fostering Engaged Inclusivity in a Diverse Collegiate Context

Heather Maldonado, Ph.D.
SUNY Buffalo State: Assistant Provost for Academic Success

Lisa R. Hunter, Ph.D.
SUNY Fredonia: Associate Provost

AAC&U Diversity, Equity, and Student Success Conference
March 28 - 30, 2019
Omni William Penn Hotel
Pittsburgh, PA
Change Leadership

- Must think about *how* to change, in addition to *what* to change
- Thoughtful strategy and intentional process
  - Constituent support: early adopters, ambassadors, converts
  - Inclusivity and interdepartmental connection
  - Over communicate

The following are steps leaders can take to respond to the diffused decision-making processes in higher education.

- Form work groups composed of people from different parts of the institution to address strategy issues.
- Engage stakeholders in campus-wide discussions of priorities.
- Consciously develop a shared language of terms, information, and examples.
- Share data widely to create an agreed-upon basis for decision making.
- Have leaders send consistent messages.
- Use rewards and resource allocations consistently across units, according to stated priorities.
- Develop forums, projects, and interest groups that cut across boundaries of administrative areas, schools, and departments.
Institutionalized Oppression

- Privilege and Oppression
  - Power
  - Identity
  - Microaggressions

- Intersecting Dimensions of Oppression
  - Intersectionality of Lived Experiences

- Institutionalized Oppression
  - Hiring
  - Promotion
  - Advising/Mentoring
  - Student Learning
Defining Student Success

“A student-ready institution has a clear definition of what student success is, and that vision is known and valued across campus. It is part of the institutional culture. If it is not well known, then it is a critical initial charge of those leading campus dialogues” (McNair et al., 2016, p. 89)

“Current discussions and measures of student success are based on a construct that does not represent students now enrolled in U.S. postsecondary education institutions” (Higher Learning Commission, 2018, p.9)
Using Theory to Support Student Success

Student Development Theory

- “A collection of theories related to college students that explain how they grow and develop holistically, with increased complexity, while enrolled in a postsecondary educational environment (Patton, Renn, Guido, Quaye, Evans, and Forney, 2016, p. 23).”
- Multiple identity development, psychosocial, and cognitive structural theories exist to help define, explain, and predict student behavior and to develop intentional interventions to foster student development and learning.

Andragogical Theory

(1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value (Knowles, M. 1984)
Becoming a Student Ready College

- “My students are not ready for college”
- “The high school curriculum is not preparing students for college”
- “Parents are the problem”
- “We must be lowering our admissions standards”

(McNair et al., 2016)
Becoming Student Ready and a Culture of Inclusion
Culture of Inclusion: Racial Equity at Buffalo State

- Presidential mandate for leadership to attend racial equity training (March ‘19)
- Five-point building blocks-based training facilitated by the Race Matters Institute and the Community Foundation of Greater Buffalo, including introduction of the Racial Equity Analysis Tool which asks:
  - Are the racial/ethnic groups affected by the (focus) represented “at the table”?
  - How will the (focus) affect each group?
  - How will the (focus) be perceived by each group?
  - Does the (focus) ignore or worsen existing disparities? Have other unintended consequences?
  - Based on the above, what revisions are needed in the (focus)?
- Follow-up: Buffalo State’s Director of Equity and Campus Diversity will be working with campus offices to analyze outcomes and revise policies/procedures with the intent to narrow any identified racial equity gaps
Culture of Inclusion: Racial Equity at Buffalo State

❖ Men of Merit - campus

❖ Say Yes Buffalo - campus/community
  ➡️ https://youtu.be/R4uCQUXvETk

❖ Men of Color Postsecondary Persistence Project - campus/community
Student Success as Learning: What’s in a Mission Statement?

Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship.

Buffalo State is a diverse and inclusive college committed to the intellectual, personal, and professional growth of its students, faculty, staff, and alumni. Our mission is to empower students to succeed and to inspire a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity, and cultural enrichment.
Institutional Learning Goals

SKILLED
- develop knowledge, intellectual and applied skills, literacies

RESPONSIBLE
- act with commitment to ethics, leadership, professionalism, sustainability

CREATIVE
- demonstrate scholarship, artistry, innovation

CONNECTED
- engage community and diversity, local stewardship, global citizenship

ACADEMIC MAJORS AND MINORS
GENERAL EDUCATION COURSES
CO-CURRICULUM
Institutional Learning Goals & General Education

Fredonia Foundations

Fredonia Foundations is Fredonia’s general education curriculum. It facilitates students’ acquisition of the knowledge and skills required to be creative, responsible, and engaged global citizens. At Fredonia, general education integrates interdisciplinary skills, competencies, experiences, and perspectives that foster critical thought and form the foundation for lifelong learning.

General Education
Our general education curriculum is rooted in classical liberal arts traditions. These transferable skills and knowledge empower all individuals to face a complex, diverse, and ever-changing world. General education provides exposure to multiple disciplines and competencies that enhance and extend in-depth major and minor curricula. General education, minors, minors, together with co-curricular activities, help students develop intellectual and practical abilities for civic engagement (SACQU).

Fredonia Foundations requires students to complete at least 30 credits. Students must complete two courses in each of the three themes and may choose the theme for their 7th course.
Curriculum Design

What is the curriculum and how was it designed?

The Hidden Curriculum: incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued. (Leask, 2009)

“When students have been raised in conditions of economic insecurity and/or are members of a nonmajority group, and have lived with discrimination and exclusion for their entire life, they are most likely functioning with limited cognitive resources for learning and success in college.” (Verschelden, 2017, p.2)
Student Learning Assessment

- Culturally responsive assessments
- Culturally conscious development process of rubrics and other evaluation tools (Montenegro and Jankowski, 2017)
- Benchmarks
- Disaggregating Data and Achievement Gaps
Change Leadership for Engaged Inclusivity: A Discussion

- State your name, campus role/title, how far you traveled, and describe how elements of identity play into your work
- Facilitator/Notetaker Identification
- Refer to prompts on handout
Discussion Share Out

1. Predominant Language
2. Rhetorical Strategies
3. Honest and Open Discourse and Civic Disagreement
4. Declining Student Success
5. Campus Ethos
6. Flipping Orthodoxies
Taking Action

What action will you take?
Who will be part of your initial steps?
When will you take this action?
What scares you?

“There’s a crack in everything, that’s how the light gets in.”

(Leonard Cohen, Anthem)
References and Resources


Race Matters Institute: https://viablefuturescenter.org/racemattersinstitute/

Thank You

**Heather Maldonado, Ph.D.**
SUNY Buffalo State: Assistant Provost for Academic Success
[maldonhd@buffalostate.edu](mailto:maldonhd@buffalostate.edu)

**Lisa R. Hunter, Ph.D.**
SUNY Fredonia: Associate Provost for Curriculum, Assessment, and Academic Support
[Lisa.Hunter@fredonia.edu](mailto:Lisa.Hunter@fredonia.edu)