Strengths Based Institutional Change: Inclusive Excellence in Action to Positively Impact Student Success

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Agenda

- Opening Reflection
- Learning Outcomes
- Context
- Framework
- Action
- Dynamic Outcomes
- Next Steps
- Closing Reflection
- Questions
Opening Reflection

• Recall the events of your day
• List them in sequential order
• Recount the story of your day from a negative perspective
• Tell your neighbor next to you about this day
Learning Outcomes

• Participants will:
  • Consider how to develop and infuse strengths-based resilience thinking into strategic planning
  • Understand how the Organizational Developmental Model of Inclusion (ODMI) can impact student success
  • Outline steps to engage campus-wide allies
Context

Institutional 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
Context
Institutional Background

- Total Enrollment 4,109
- 2,778 Undergraduate, 1,331 Graduate
- 40% Male, 60% Female
- 45% White
- 26% Hispanic/Latino
- 11% Asian
- 4% African American/Black
- 2% International
- 12% Not Reported and Other Ethnicities
- Developing Hispanic Serving Institution
Mission and Core Principles

• 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
Mission and Core Principles

- concern for the poor and social justice
- faith in the presence of God
- quality education
- respect for all persons
- inclusive community
Context
Motivating Factors

Western Association of Schools & Colleges
• 2004 – College was reaffirmed its accreditation
• 2005 – First Special Visit reviewed Doctorate in Educational Leadership, resulted in positive review
• 2007 – Second Special Visit addressed three topics: Library, Adult and Graduate Education, Diversity and Civility, resulted in progress noted and issued formal notice of concern
• 2009 – Special Visit
• 2010 – Removed notice of concern
• 2013 – Participated in WASC institutional review process
• 2015 – Reaffirmed accreditation for 9 years
Context
Paradigm Shift

• February 2008 – Provost and Vice President of Academic Affairs, Dr. Bethami Dobkin
• March 2008 – Inclusive Excellence
• April 2008 – Sponsored a workshop on organizational change and diversity
  • Led by L. Reuben Mitchell and Moises Baron
  • Introduced Organizational Development Model of Inclusion (ODMI) as a framework
• May 2008 – College Committee on Inclusive Excellence (CCIE)
• Improve success among all students of color
Context

High Potential (HP) program

- Founded in 1973 to boost minority enrollment
- Started as conditional admit
- Summer Bridge for traditionally underrepresented students
- In 2008 Climate survey results – students of color are underprepared
- Stereotype is magnified by misinformation
- Graduation rates for students lag behind majority white population
- Improve student success through adopted institutional frameworks
## Framework: Organizational Development Model of Inclusion (ODMI)

### Organizational Development Model of Inclusion (ODMI)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusion</td>
<td>Increase importance of inclusionary beliefs &amp; identify external motivators</td>
</tr>
<tr>
<td>Symbolic Inclusion</td>
<td>Continue to increase level of importance; address motivational imperative</td>
</tr>
<tr>
<td>Prescribed Inclusion</td>
<td>Consolidate belief that inclusion effort is important</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Inclusion is both important &amp; internally motivated institutional imperative</td>
</tr>
</tbody>
</table>

### Interventions

**Exclusion**
- 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"

**Symbolic Inclusion**
- 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

**Prescribed Inclusion**
- 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 as plans
- Incongruence is recognized and addressed

**Inclusion**
- 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
Framework
Organizational Development
Model of Inclusion (ODMI)

Exclusion

• Intangible BUT Palpable
• Conserve power structure
• Maintain privilege of dominant group
• Expect assimilation
• Preserve status quo
Framework
Organizational Development Model of Inclusion (ODMI)

Symbolic Inclusion
- HP represents the Mission
- First Generation Center
- Cultural Coordinators
  - Asian Pacific Islander Achievement
  - Black Student Achievement
  - Latino Student Achievement
Framework
Organizational Development Model of Inclusion (ODMI)

Prescribed Inclusion

• Intercultural Center
• College Committee on Inclusive Excellence
• Campus of Difference
• Institutional Research
• Strategic Plan
  • Academic Blueprint
  • Pathways to Inclusion
• Highlighting areas of disconnect from the Mission
Framework
Organizational Development Model of Inclusion (ODMI)

Inclusion

• Institutional self-actualization (aspirational)
• First non-religious President (2013) in 150-year history
• Transformation of High Potential program
  • Beginning elimination of silos
  • Systematic and continuous assessment
  • Comprehensive evaluation and informed decision-making
• Strengths-based resilience thinking reflected in ODMI
Framework
Strengths-Based Resilience Thinking

- Exclusion
- Symbolic Inclusion
- Prescribed Inclusion
- Inclusion

Deficit-Based
Symptoms/pathologized
Problem-focused
Intervention
Faculty/staff as expert

Strengths-Based
Unique, talents, resources
Possibility-focused
Collaboration
Student is expert

Social Justice Advocacy Model
Action
High Potential (HP) program

• Regular admit (Fall, 2010)
• Appointed Faculty Co-Director (Fall, 2013)
• Applied for and awarded College assessment grant
  • Conducted comprehensive assessment
  • Hired Graduate Intern for assessment
  • Interviewed and engaged current and past program staff and faculty, current students, alumni
  • SWOT analysis with current staff
  • Interviewed founder, previous directors, staff and faculty, alumni
• Celebrated 40-Year Anniversary
Action
High Potential (HP) program

- Summer Bridge became Summer Bridge Initiative
- Enhanced Peer Mentor Program
  - Hired Peer Mentor Coordinator
  - Extended Peer Mentor Program to academic year
  - Conducted monthly trainings and focus groups with Peer Mentors
  - Selected Peer Mentors to participate in national mentoring conference
- Submitted Federal TRIO Student Support Services grant
  - Implemented Narrative Project with MFA
Dynamic Outcomes
High Potential Sphere of Success

- Resilience and Sustainability
- Psychosocial Development and Engagement
- Academic Resources and Technology
- Leadership Development
- Research and Scholarship
- Career/Graduate School Exploration
## Dynamic Outcomes
### High Potential Sphere of Success

<table>
<thead>
<tr>
<th>Vectors</th>
<th>High Impact Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resilience and Sustainability</td>
<td>Financial literacy programming</td>
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<tr>
<td></td>
<td>Early registration</td>
</tr>
<tr>
<td>2. Psychosocial Development and Engagement</td>
<td>Regular meetings with Peer Mentor</td>
</tr>
<tr>
<td></td>
<td>Residence in living-learning community</td>
</tr>
<tr>
<td>3. Academic Resources and Technology</td>
<td>First Year Advising Cohort</td>
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<td></td>
<td>Online community</td>
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<tr>
<td>4. Leadership Development</td>
<td>Summer Academic Institute for Leaders and Scholars</td>
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<td></td>
<td>Community engagement</td>
</tr>
<tr>
<td>5. Research and Scholarship</td>
<td>Faculty-student research</td>
</tr>
<tr>
<td></td>
<td>Narrative Project</td>
</tr>
<tr>
<td>6. Career/Graduate School Exploration</td>
<td>Internships</td>
</tr>
<tr>
<td></td>
<td>Attend Graduate and Professional School fairs</td>
</tr>
</tbody>
</table>
Dynamic Outcomes
High Potential Sphere of Success

• Live College’s mission
• Concretize change to narrative
• Establish strengths-based resilience mindset
• Re-focus academic and leadership initiatives
• Actively connect students to college community
• Create and sustain continuum of support
Dynamic Outcomes
High Potential Sphere of Success

• Engage faculty, staff and students
• Develop institutional and campus-wide awareness and support
• Establish allies
• Locate significant institutional resources to supplement TRIO SSS grant and enhance HPSS
• Allocate $300,000 in supplemental institutional grant aid each year of the initiative, a total of $1,500,000
Dynamic Outcomes
High Potential Sphere of Success
Logic Model

<table>
<thead>
<tr>
<th>Resources and Participants</th>
<th>Program Dimensions</th>
<th>Program Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Resilience and Sustainability</strong></td>
<td><strong>Short-Term</strong></td>
<td><strong>(+)</strong> Institutional Commitment</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td><strong>Psychosocial Development and Engagement</strong></td>
<td><strong>Dean’s List</strong></td>
<td><strong>(+)</strong> Persistence in Years 3 and 4</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td><strong>Academic Resources and Technology</strong></td>
<td><strong>Structural and Monetary Support</strong></td>
<td><strong>(+)</strong> Internship and Employment Rates</td>
</tr>
<tr>
<td><strong>Money</strong></td>
<td><strong>Leadership Development</strong></td>
<td><strong>College Readiness</strong></td>
<td><strong>Faculty-Student Research Activities</strong></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td><strong>Self-awareness</strong></td>
<td><strong>Leadership</strong></td>
<td><strong>Campus Diversity and Inclusion</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td><strong>Career/Graduate School Readiness</strong></td>
<td><strong>Service</strong></td>
<td><strong>Career or Graduate School Attendance</strong></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Probation Status</strong></td>
<td><strong>Tutoring Participation</strong></td>
<td><strong>Post-Graduation</strong></td>
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<tr>
<td><strong>Resources</strong></td>
<td><strong>Diff Mid-Term List</strong></td>
<td><strong>Campus-wide Resources and Services Utilization</strong></td>
<td><strong>Retention</strong></td>
</tr>
<tr>
<td><strong>Sphere of Success</strong></td>
<td><strong>Student Satisfaction</strong></td>
<td><strong>On-Campus Residence</strong></td>
<td><strong>Good Academic Standing</strong></td>
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<td></td>
<td><strong>Resilience</strong></td>
<td><strong>Self-awareness</strong></td>
<td><strong>Graduation</strong></td>
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<td><strong>Participants</strong></td>
<td><strong>Belonging</strong></td>
<td><strong>Career/Graduate School Readiness</strong></td>
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<td><strong>First Generation and Low Income Students</strong></td>
<td><strong>Internship</strong></td>
<td><strong>Probation Status</strong></td>
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<td><strong>Project Staff and Faculty</strong></td>
<td><strong>Job Shadowing</strong></td>
<td><strong>Diff Mid-Term List</strong></td>
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<td><strong>Campus Partners</strong></td>
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**KEY:** (+) indicates increase, (-) indicates decrease
Next Steps

• Consider context and history
  • Where have you been?
  • Where are you now?
  • Where are you going?
• Review framework
  • What are the organization’s guiding principles?
  • What is the organization’s mission and values?
• Adjust Lens, Shift Perspective
  • What are strengths?
  • Who are your allies?
  • How can you change the narrative?
Closing Reflection

• Recall the events of your day
• List them in sequential order
• Recount the story of your day from a strengths-based perspective
• Tell everyone you know to change the way you see things
High Potential Program Questions?

Contact Us
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http://stmarys-ca.edu/hp

Yes, We Can!
**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:**
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- Structured to maintain privilege of the dominant group
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**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:**
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- “Qualified” others must fit in, ignore difference
- Fear of difference supports avoidance
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**GOAL: Consolidate belief that inclusion effort is important**

- Accountability for recruitment, retention, integration of new people
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**GOAL: Inclusion is both important & internally motivated institutional imperative**

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RESOURCES


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