

Leveraging Leadership: Relevant History and Responsible Interventions for Educational Transformation and Inclusion the 21st Century

Seattle University Inclusion Seminar

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Organizational Change Seminar

Outline

- Overview and Framework
- Research and Publishing Foundations
- Video & Leverage Discussion
- Historical Context
- Organizational Change Scenarios Workgroups
- Reflections
- Wellness Workshop

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Mission of Center for Social Transformation and Leadership

The Center for Social Transformation and Leadership (CSTL) seeks to empower students, faculty, staff, alumni and community members with dynamic, transformative experiences through global connections and creative pursuits.

Working with organizations and change-efforts locally, nationally and globally, CSTL aims to:

- Enhance leadership preparation;
- Catalyze substantial scholarship and research;
- Foster healthy gains in community engagement; and
- Expand our potential as leaders to build a sustainable, global community that contributes to the advancement of society.

Framework & Goals:

- To illustrate how organizational change (as it relates to inclusivity) should be viewed as a strategy for the entire organization, and not just an add-on.
- To apply “leveraging differences” for the common good of the organization
- To provide tools: historical contexts for diversity and inclusion, terms and concepts, strategies for lifelong learning, reflective practices, meaningful dialogue and recommendations

Research & Publishing Foundations

- **Byrd Dissertation**, “Diversifying the Professoriate: Creative Strategies to Increase Minority Representation in the College Classroom” Research Consultant Group: SREB Doctoral Scholars Program (implemented change management)
- **Byrd Book**, *THRIVE Toward a Diverse Academy: Pipeline Programs from the Bachelors to the Professoriate*
- **Evans Dissertation**, “Living Legacies: Black Women, Educational Philosophies, and Community Service, 1865-1965.”
- **Evans Book**, *African Americans and Community Engagement in Higher Education* (AAACE)

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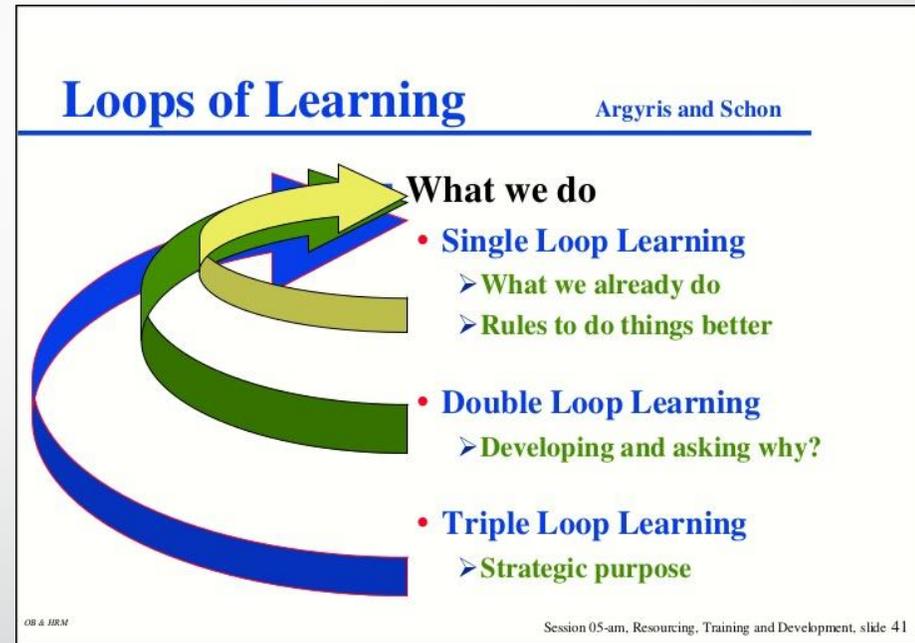
Organizational Learning Frame-process of creating, retaining and transferring knowledge with an organization, and improves over time as it gains experience; the most common way to measure organizational learning is a learning curve (affected by technology, structures, routines and methods of coordination) (Intentional change requires learning)

- Organizational Development (Argyris and Schon)-learning tool for inclusive logic, strategy and tactics. Using this philosophy of evolving, meaningful learning and change can assist organizations in developing sustainable inclusive outcomes. This can be done through: Loops of Learning

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Loops or Cycles of Learning

- Single Loop Learning (what are we going to do?)-minor fixes and adjustments; observe, reflect, decide, do
- Double Loop Learning (why did it happen?)-reconsider, reconnect, reframe and reflect
- Triple Loop Learning (what is our environmental context?)-define, understand, consider and translate



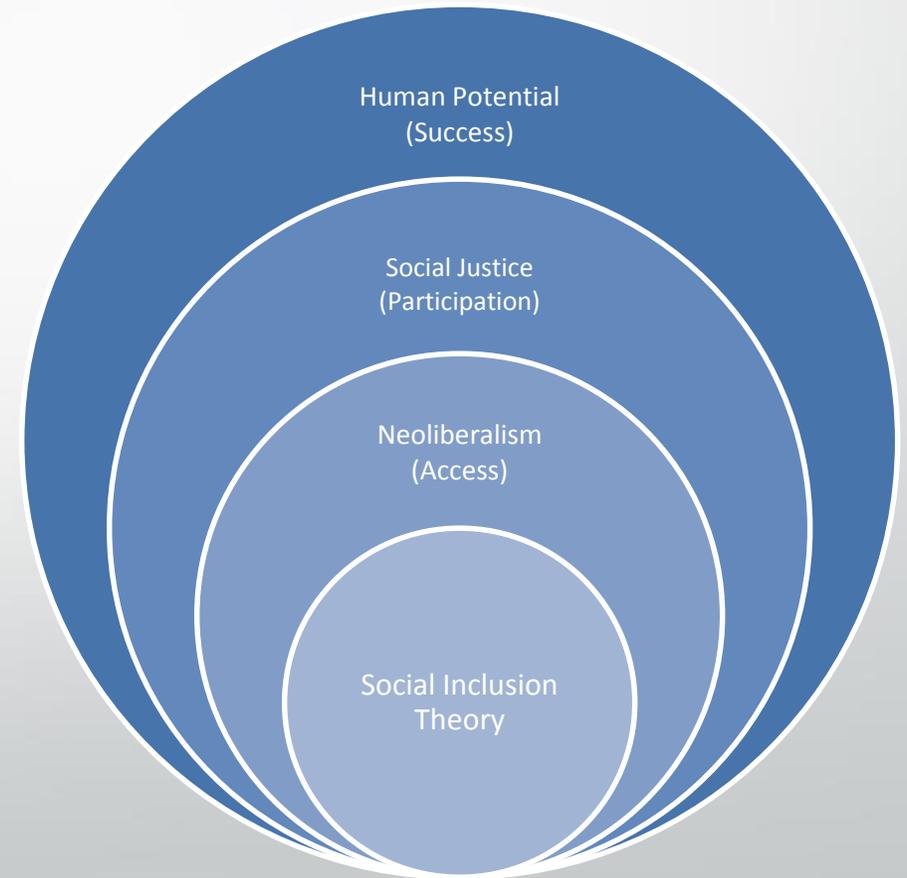
Byrd's Dissertation Framework

- Specifically, the framework serves as the bedrock of this action research case study as we looked to provide ideas around enhanced programming for an organization that seeks to increase faculty diversity. The framework argues that academic networks and leveraging connections increase social capital of doctoral students of color which enhances their success in securing faculty positions. Finally, enhancing inclusion and voice may assist in overcoming barriers to entry into the professoriate and thus may increase the likelihood that minority students will pursue the professoriate as a career option.



Byrd's Dissertation Framework

The Social Justice philosophy of social inclusion goes deeper into the interpretation of inclusion. It takes into consideration human rights, egalitarianism of opportunity, human dignity and fairness for all. Further at this level, the social justice ideology views universities in the role of creating university-community partnerships, such as creating linkages between low-income and rural areas, and academic institutions. **Gidley et al., (2010).**

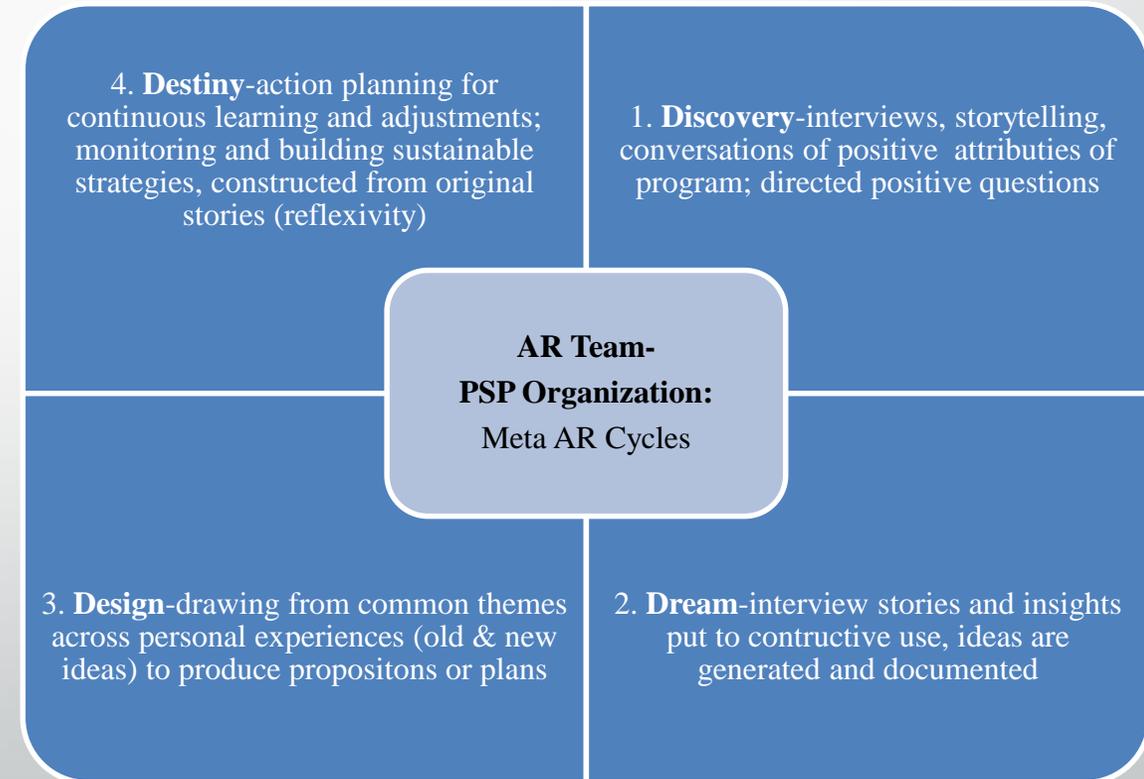


Byrd's Dissertation Framework

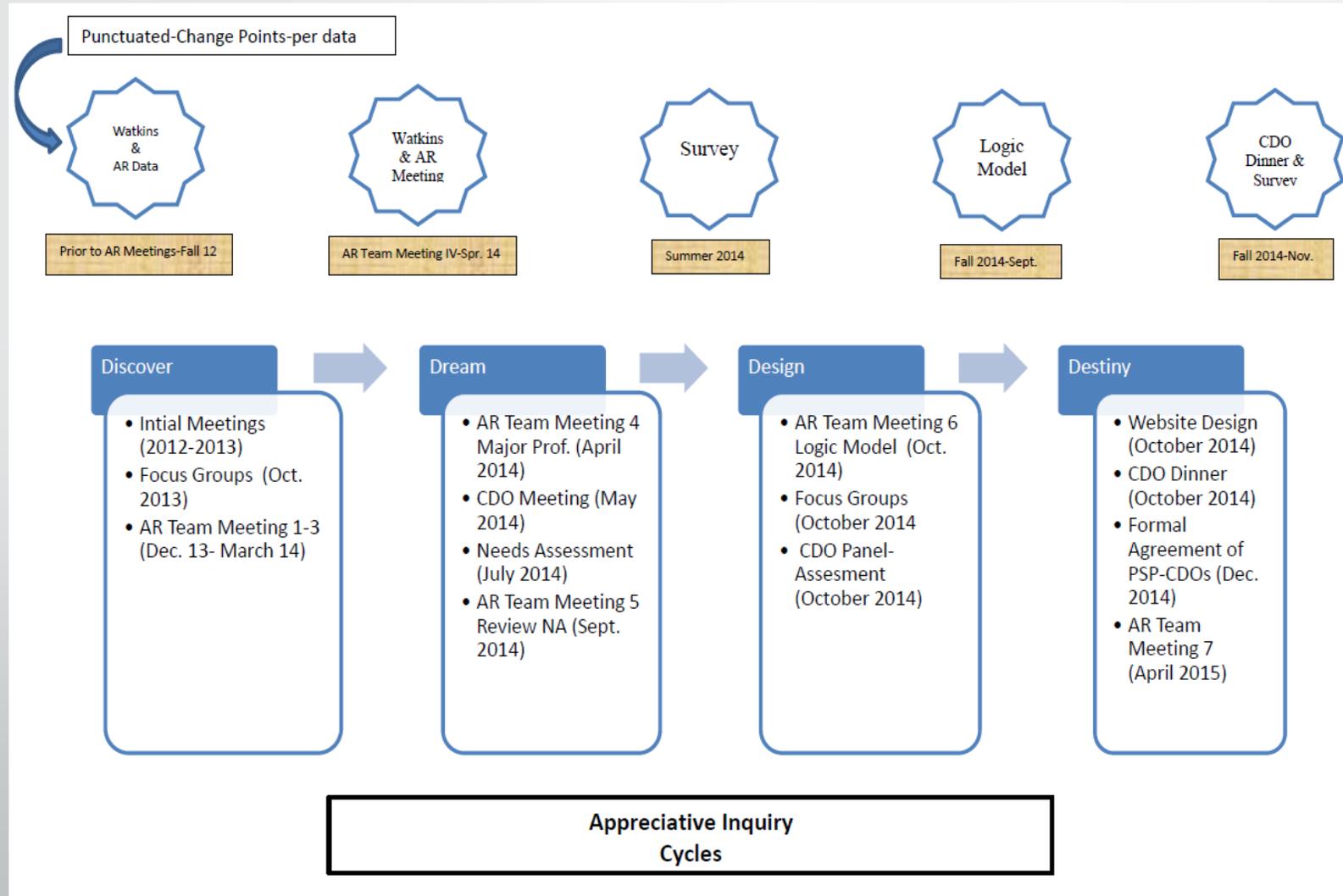
Based on my entry into this community organization (Ph.D. Minority Program), and aversion to negative interactions (Discussions on successes only), thus **Appreciative Inquiry** was used. (Cooperrider, D.)

Leadership-through the lens of appreciative inquiry reveals a creative and generative approach to research within an organizations life

Gaining awareness of your organization , using strength-based collaborative models of change for your organization and community



Byrd's Dissertation-AR Project



Byrd's Dissertation-Intervention & Findings

The interventions based on the study's framework and research questions as it related to the action research process and inclusion, voice, and overcoming barriers were the following:

- Introduction of AR to PSP
- Website on mentorship and video vignette-shorts
- Connecting Chief Diversity Officers (CDOs) to PSP students to allow better opportunities for faculty posts

Interventions that supported the AR process and organizational change:

- Introduction of AR process to PSP organization, and discovering organizational issues
- Implementation of needs assessment
- Awareness and working with one of the state Chief Diversity Officers groups

The intervention that informed academic and professional networks, along with social capital:

- Providing survey on awareness and usefulness of CDOs
- CDO panel discussion, and established relationship between CDOs and PSP



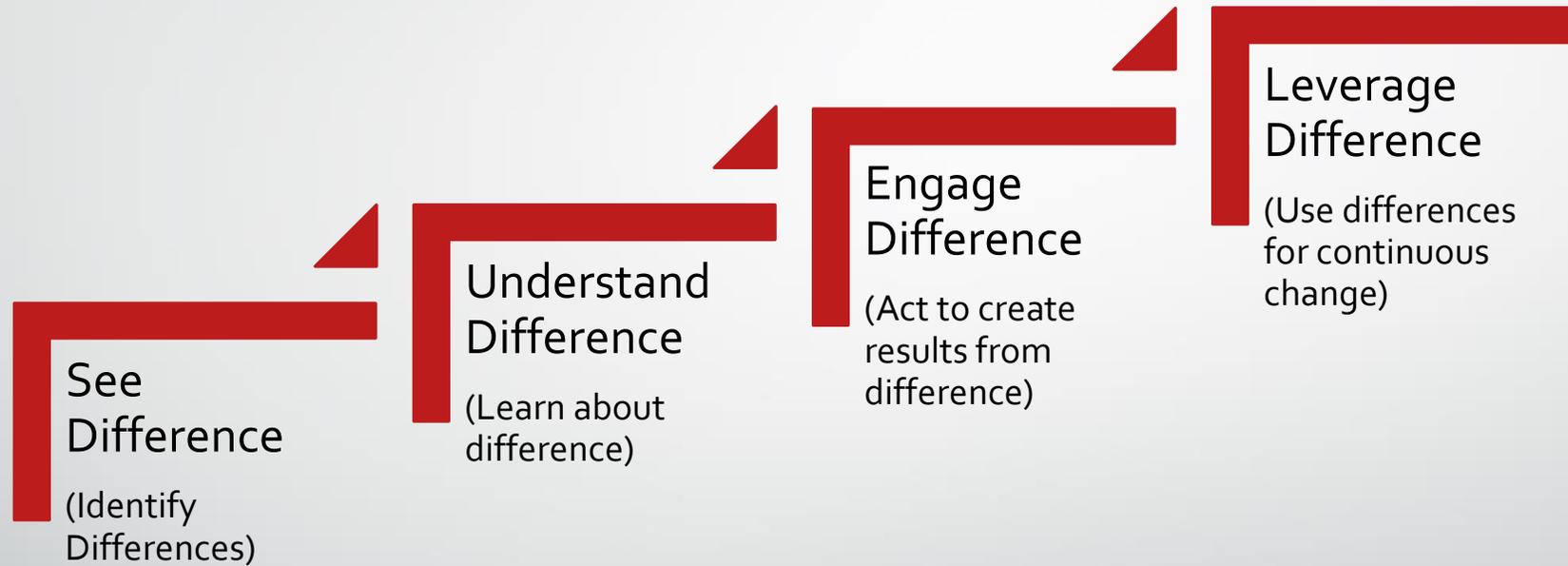
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Leveraging Difference Video

<https://www.youtube.com/watch?v=6JQNHTWtaNA>

& Discussion

Leveraging Difference



Discuss an experience where you could have leveraged difference.



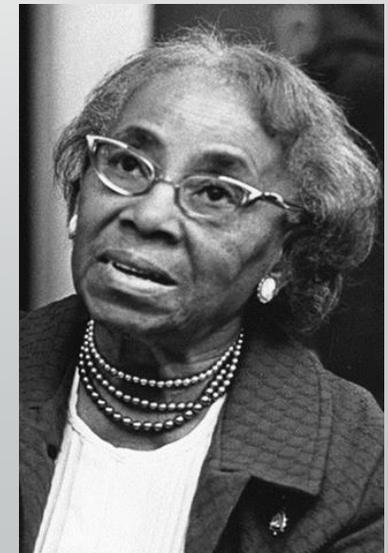
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Historical Leadership

Dr. Stephanie Y. Evans

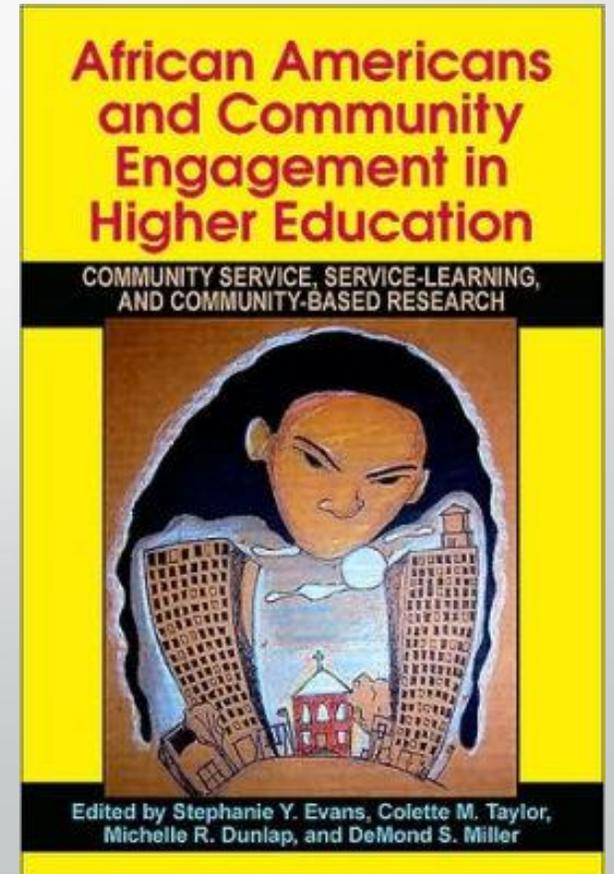
Evans' Dissertation Framework

Evans explains the contribution that Black women's educational philosophies and intellectual history can make to current practices of community service-learning. This work surveys the presence, oppression, contribution, and creative resistance of Black women in United States educational systems between 1865 and the 1965. The author presents four educators whose work provide examples of how Black women have theorized and practiced community-based education. Memoirs of Frances (Fanny) Jackson Coppin (1837–1913), Anna Julia Cooper (1858?–1964), Mary McLeod Bethune (1875–1955), and Septima Poinsette Clark (1898–1987) are presented. Evans includes observations about her own experiences as a student and practitioner of community service-learning.



African Americans & Community Engagement in Higher Education (2010)

- Centrality of race in community engagement theory and practice (Evans)
- Engagement not outreach (Taylor)
- Various disciplines and types of CS, CSL, and CBR
- Wide range of locations: California and Colorado; Chicago, Ohio, and New York; Florida, Georgia and North Carolina



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Lifelong Learning: Difference and Inclusivity

- Seeing Difference: Cultural Identity (complicating “community”)
- Understanding Difference: Intersectionality
- Engaging Difference: Consciousness-Raising
- Leveraging Difference: Social Regeneration

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Terms & Concepts

- **Xenophobia**-deep rooted fear toward anything foreign or foreigners (fear of the unfamiliar)
- **Ethnocentrism**- is the act of judging another culture based on preconceptions that are found in values and standards of one's own culture
- **Intersectionality**-the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage
- **Stereotype**-A sometimes widely-held but oversimplified image or idea about a person or type of person; usually disparaging portrayal that focuses on perceived negative qualities or failures
- **Consciousness-Raising**: Storytelling to raise awareness about systems of oppression; education and collaboration
- **Social Regeneration**: Looking backward, inward, and forward to educate, collaborate, and dismantle systems of oppression
- **Conveyer Belt**- Dismantling systems of oppression.

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Seeing Difference: Cultural Identity

Social Location (Kirk & Okazowa-Rey): Micro, Meso, Macro, Global
Learning Beyond “Race, Class, & Gender” (Evans); No monoliths

Sex /gender, sexuality

Size / physicality

Class / econ, ed,
citizenship

Age / generation, era

Ability / physical, mental

Affiliation / local, national,
political

Artifacts / aesthetics

Race / ethnicity, nationality

Religion / denomination,
spirituality

Experience / survival, travel

- Listen to other voices / step outside your own perspective

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Understanding Difference: Intersectionality

- *Kimberlé Crenshaw*, Columbia Law School & African American Policy Forum
- “Demarginalizing the Intersection of Race and Sex” in *University of Chicago Law Forum*, 1989.
- Challenging “the tendency to treat race and gender as mutually exclusive” and to make visible the “multidimensionality of Black women’s lives.”

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Engaging Difference: Consciousness-Raising

- *Byllye Avery*: 1960s feminist pedagogy
- Storytelling to build relationships and raise awareness about cultures and systems of oppression
- Talking and listening

Leveraging Difference: Social Regeneration

- *Anna Julia Cooper*: Social Regeneration: Looking backward, inward, and forward
- Working with community requires hard work, study, research, and knowledge
- Reading and writing—interacting with texts in substantive ways



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Center for Social Transformation and Leadership Goals
&
Workgroup Scenarios

CSTL Goal 1-

Enhance leadership preparation

Scenario 1-Develop Leadership Plan/outline on how you would lead an AR Team Project with an Non-Profit Organization

- Identify 2 possible organizations
- Describe how you would approach and enter the organization
- Select relevant team members (5-10), list their position/roles within or outside of the organization
- Use the loops of learning to enhance diversity and inclusion within the organization

CSTL Goal 2-

Catalyze substantial scholarship and research

Scenario 2-Create an Outline for Grant Proposal To Support Social Transformation and/or Leadership in the College of Education

- Investigate & Identify 3 Possible Funding Agencies
- Provide Title and Subtitle for the Grant Proposal
- Describe How this Grant Can Support Faculty and Student Research
- Articulate How this Proposal Leverages Difference, Diversity and Inclusion

CSTL Goal 3-

Foster healthy gains in community engagement

Scenario 3-Identify 2-3 Seattle Community Programs, Centers, Organizations or Agencies that CSTL could partner with that support some facet of Diversity and Inclusion

- Research the scope and mission of the organizations
- Use Appreciative Inquiry and develop planning around the 4 D's (i.e. positive inquiry), questions, responses, analysis, themes
- Explain how the organization could work with CSTL in their mission
- Community Engagement: What are the types of difference in cultural identity (i.e. the SCAAARRS model)

CSTL Goal 4-

Expand our potential as leaders to build a sustainable, global community that contributes to the advancement of society

Scenario 4-Develop a Plan/Outline on How to Enhance Diversity Among Students & Faculty at Seattle University

- Investigate the diversity initiatives at 2-3 peer or aspirant institutions of Seattle University
- Develop an outreach or collaboration planning with local, regional, national or international institutions or agencies
- Discuss and outline any issues and/or assets around Diversity and Inclusion and how that can be used in your planning

CSTL Workshop

Debrief on our Day

Application

- To illustrate how organizational change (as it relates to inclusivity) should be viewed as a strategy for the entire organization, and not just an add-on.
- To apply “leveraging differences” for the common good of the organization
- To provide tools: historical contexts for diversity and inclusion, terms and concepts, strategies for lifelong learning, reflective practices, meaningful dialogue and recommendations

Wellness Workshop

- Stress is normalized
- Stress management strategies
- Black women's self-care, centenarian memoirs, and intellectual history
- Institutionalizing wellness

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