

Impactful Change Management

DIFFERENTIATED ENGAGEMENT



Skagit Valley College

Center for Participatory Excellence



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Skagit as a Change Management Case Study

- **The change:** institutional commitment to equity & student outcomes
- **Our main strategy:** learning groups
- **Outcomes:** increased retention rates, increased faculty and staff engagement, & increased student success rates in math and English

Four Change Principles

1. Sustainable change is systemic change.
2. Change requires common language, understanding, and objectives.
3. Engagement of an entire institution requires differentiated instruction.
4. Leadership, power, and responsibility must be shared.

1. Sustainable Change is Systemic Change

- Too often, diversity, equity, and inclusion are sectioned off to one part of the college
- A common top-down statement and expectation helps
Washington State Board Vision Statement: Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.
- Change has to be at the center of faculty and staff’s “real tasks”

2. Change Requires Common Language, Understanding, and Objectives

First-Generation Equity Practitioners:

- Call attention to inequities
 - Example: Tutoring Center
- Assume responsibility for the elimination of inequities
 - Example: Undocumented Students
- Focus on practitioners, not the shortcomings of students
 - Example: Clear Grading Criteria

Cognitive Frames

2. Change Requires Common Language, Understanding, and Objectives

Threshold Concept—A concept that once understood, transforms a person's perception of a subject, another concept, or experience.

In our work with the college, we have found that people's understanding of threshold concepts is a critical component of change. If there is not a shared understanding of threshold concepts, institutional initiatives stall out or, even worse, end up reinforcing historical inequities.

Discussion Questions

Does your institution have common language, common understanding, and common objectives for equity? If so, who defined them?

3. Engagement of an Entire Institution Requires Differentiated Instruction

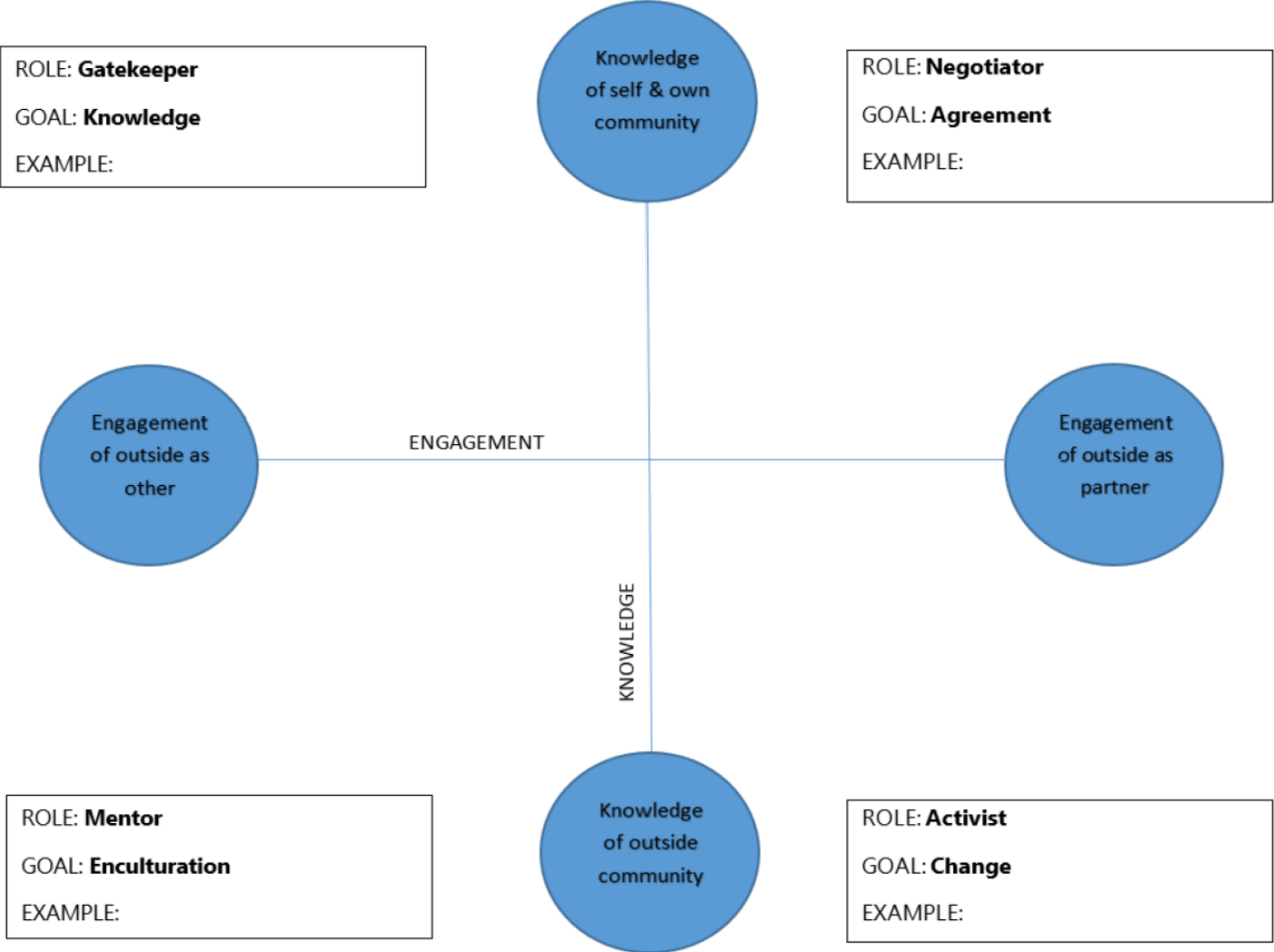
Skagit Valley College's Framework for Differentiated Instruction

- Affective Labor Map

Skagit Valley College's Mode of Delivery

- Contextualized Departmental Learning Groups
- New Faculty Orientation
- Administration Learning Groups
- Student Services Learning Groups
- Affinity Groups

Affective Labor Map



4. Leadership, Power, and Responsibility Must be Shared

- Shared power must be mandated.
- Existing structures need to be attended to.
- Existing structures need to be formally modified.

Faculty Union

Administration

Board of Trustees

College Foundation

Professional Development Structure

Community Relationships