

# Building the Architecture of Inclusion

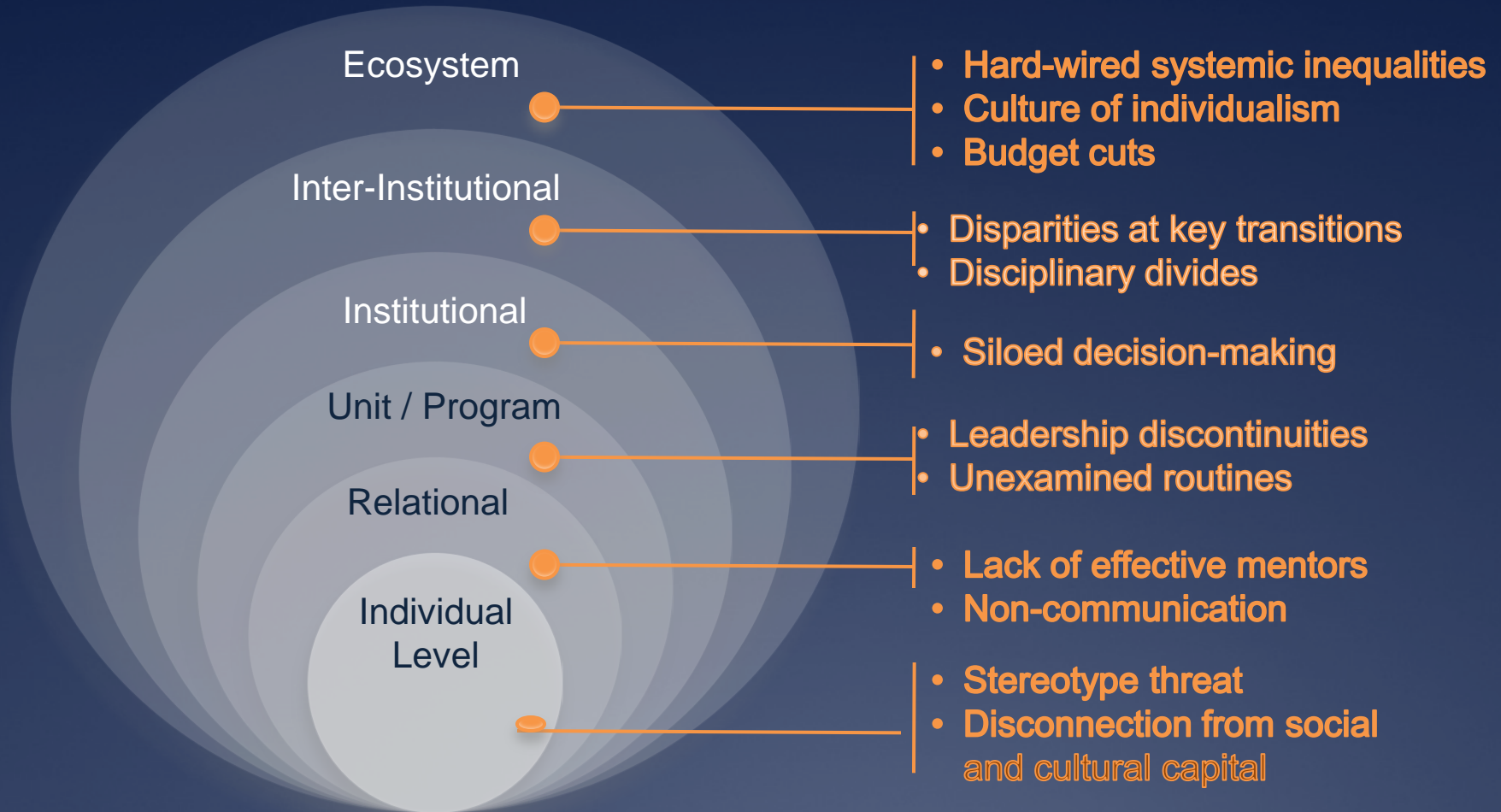
Susan Sturm

Columbia Law School

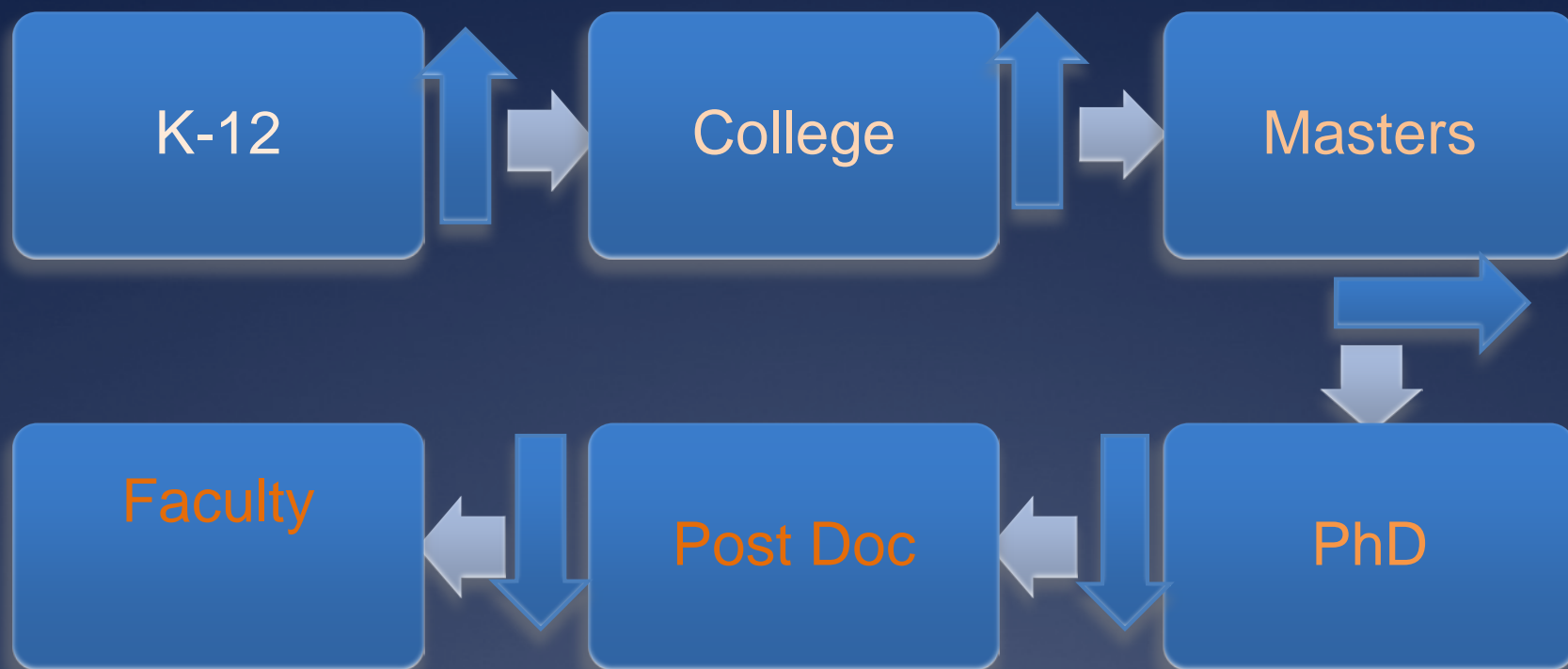
Center for Institutional and Social Change

[www.changecenter.org](http://www.changecenter.org)

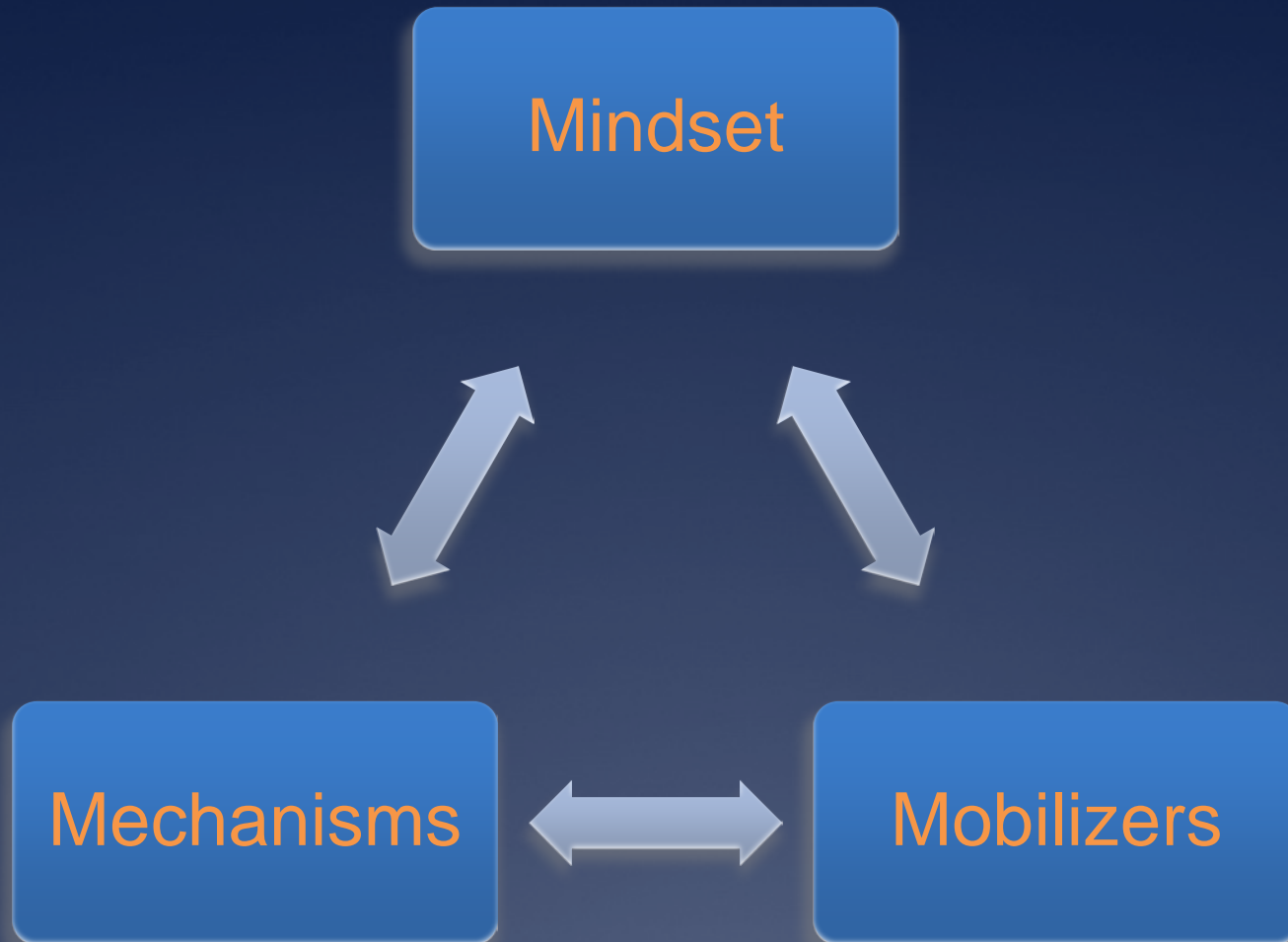
# Framework for Understanding Under-Participation



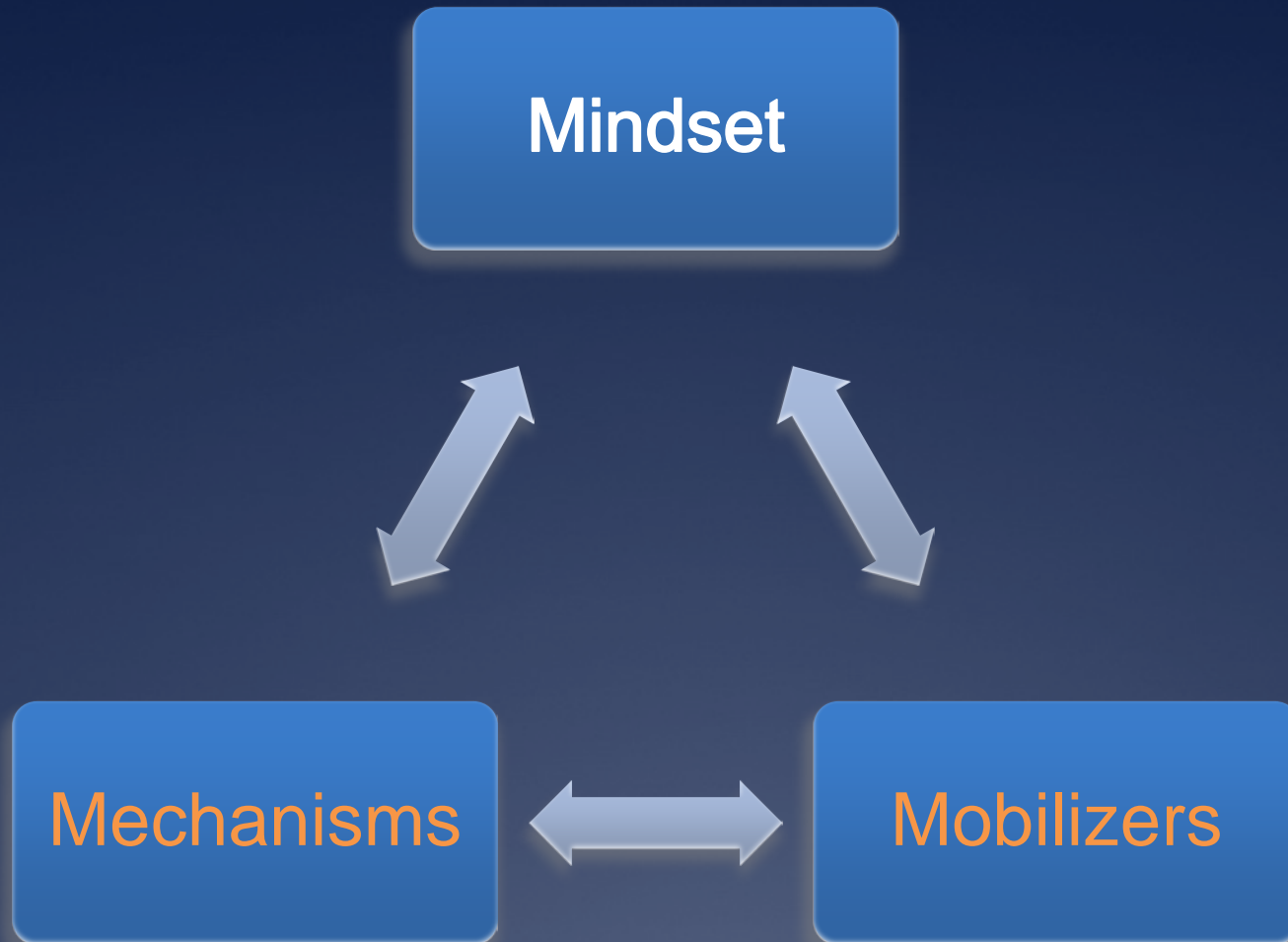
# Navigating Across Key Transitions and Barriers

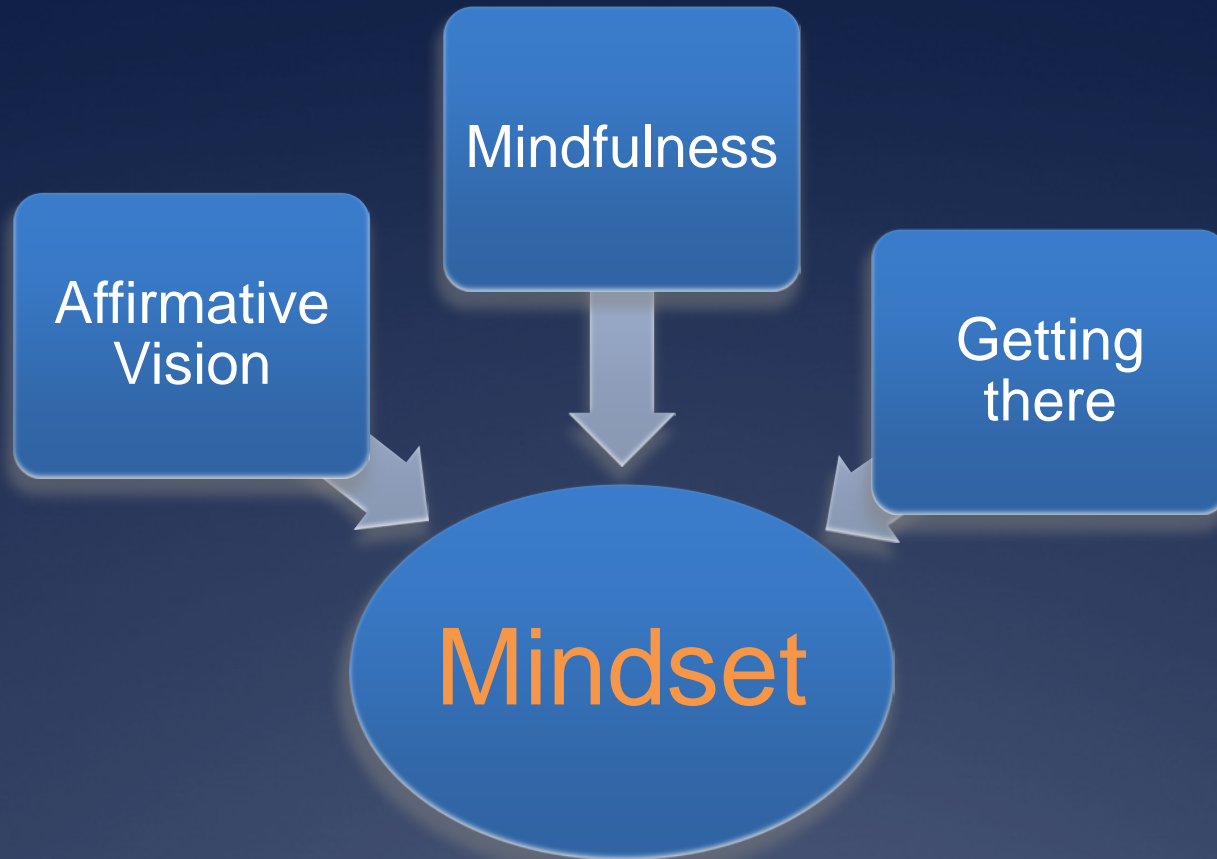


# The Building Blocks of an Architecture of Inclusion

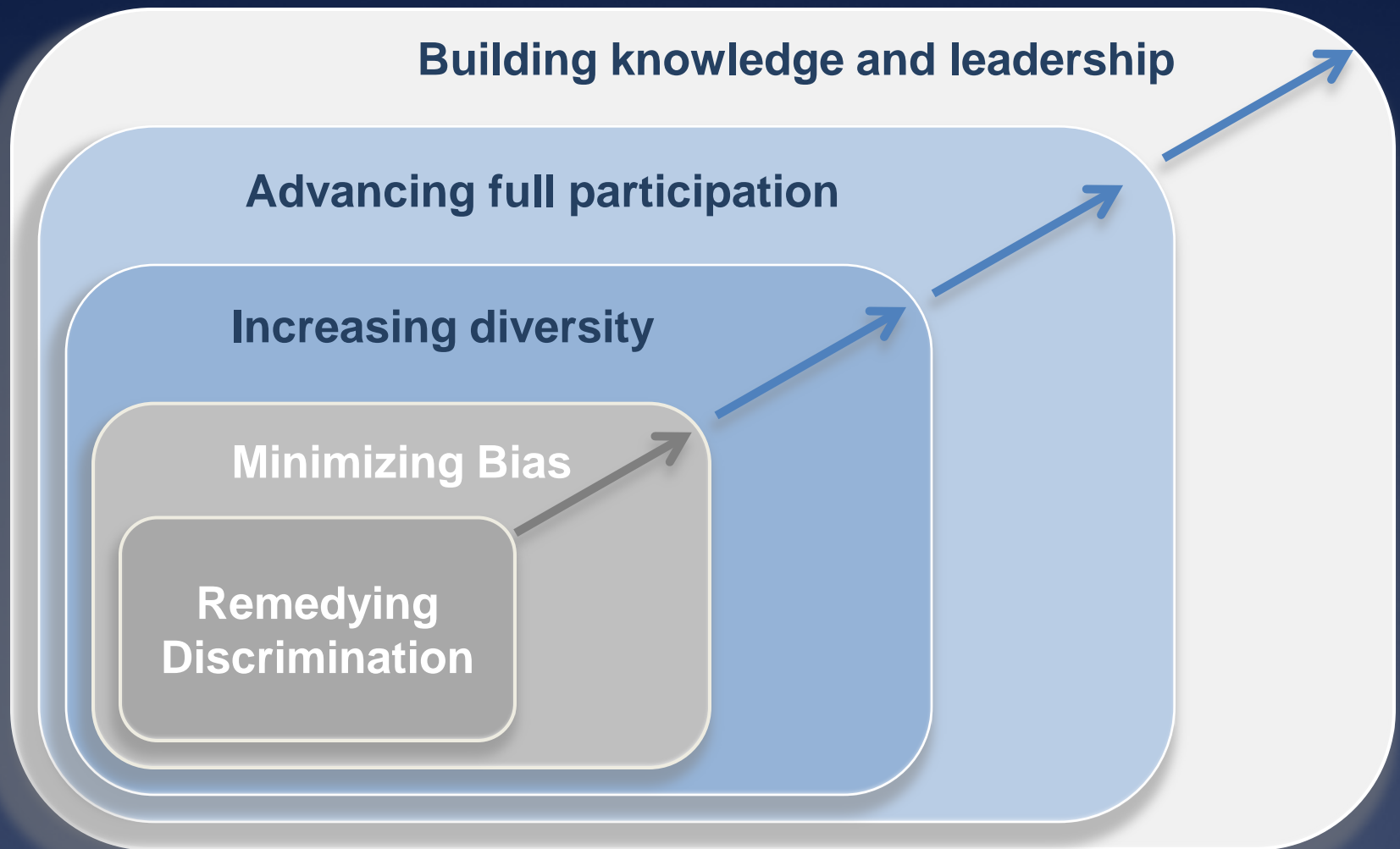


# The Building Blocks of an Architecture of Inclusion





# An Affirmative Frame



# Institutional Mindfulness

- Identifying the action arenas
- Reflection about patterns, barriers, leverage points
- Inquiry prompting collective attentiveness to practices
- Capacity to use knowledge at key pivot points
- Systematic assessment of decisions, strategies, and change theories

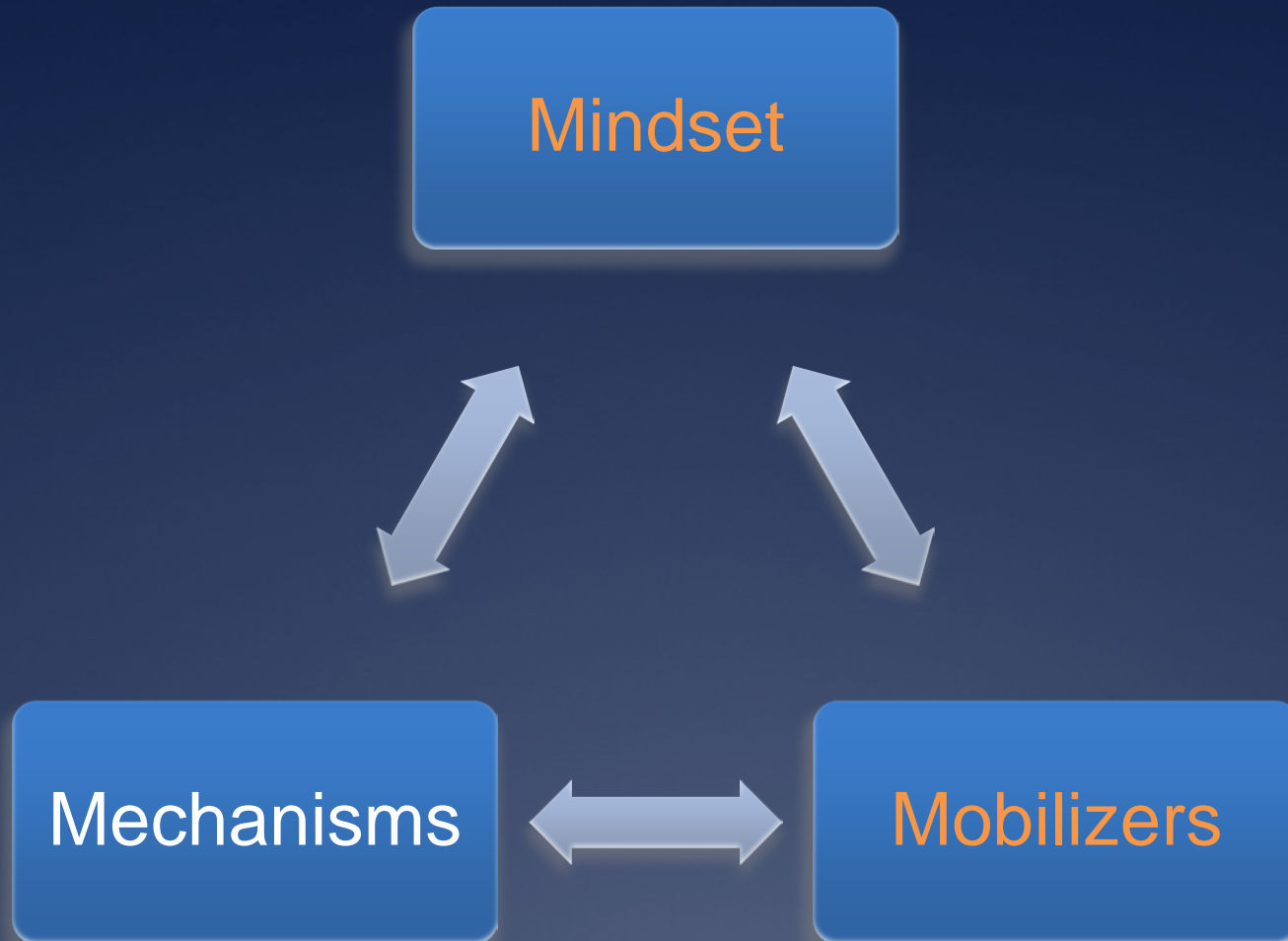
# Getting there

Defining the  
levers of change

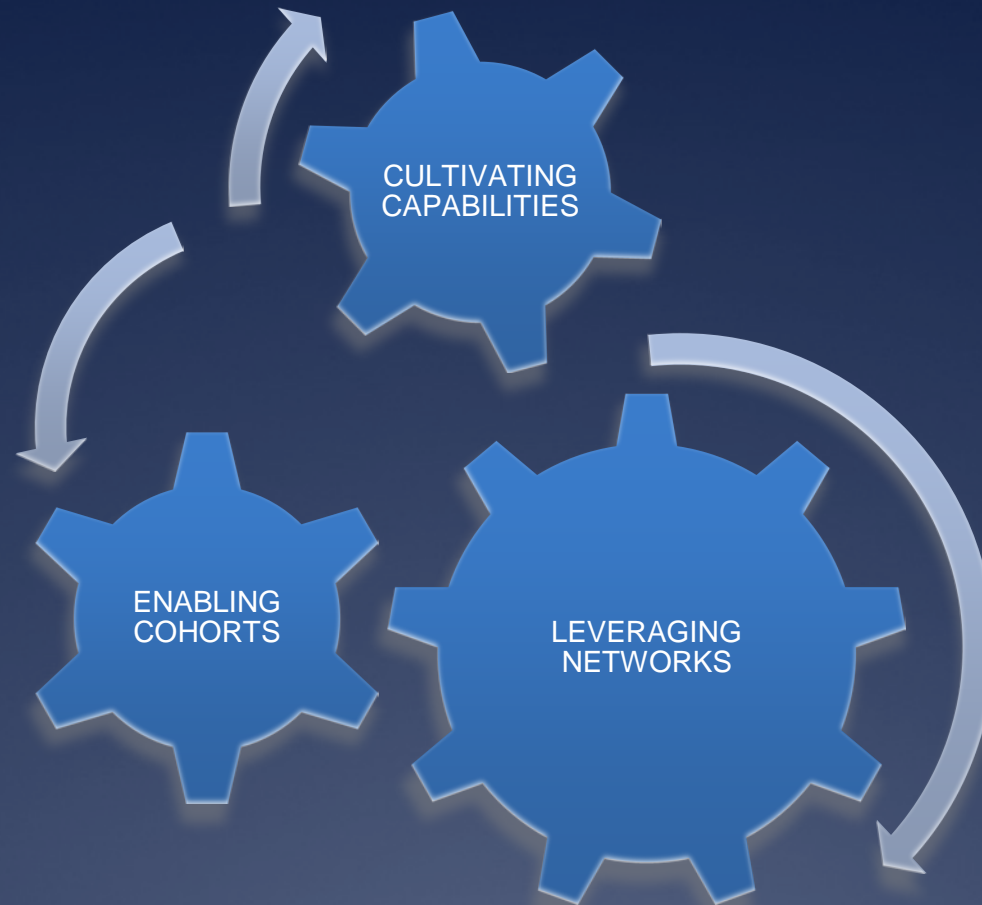


Think systemic,  
act programmatic

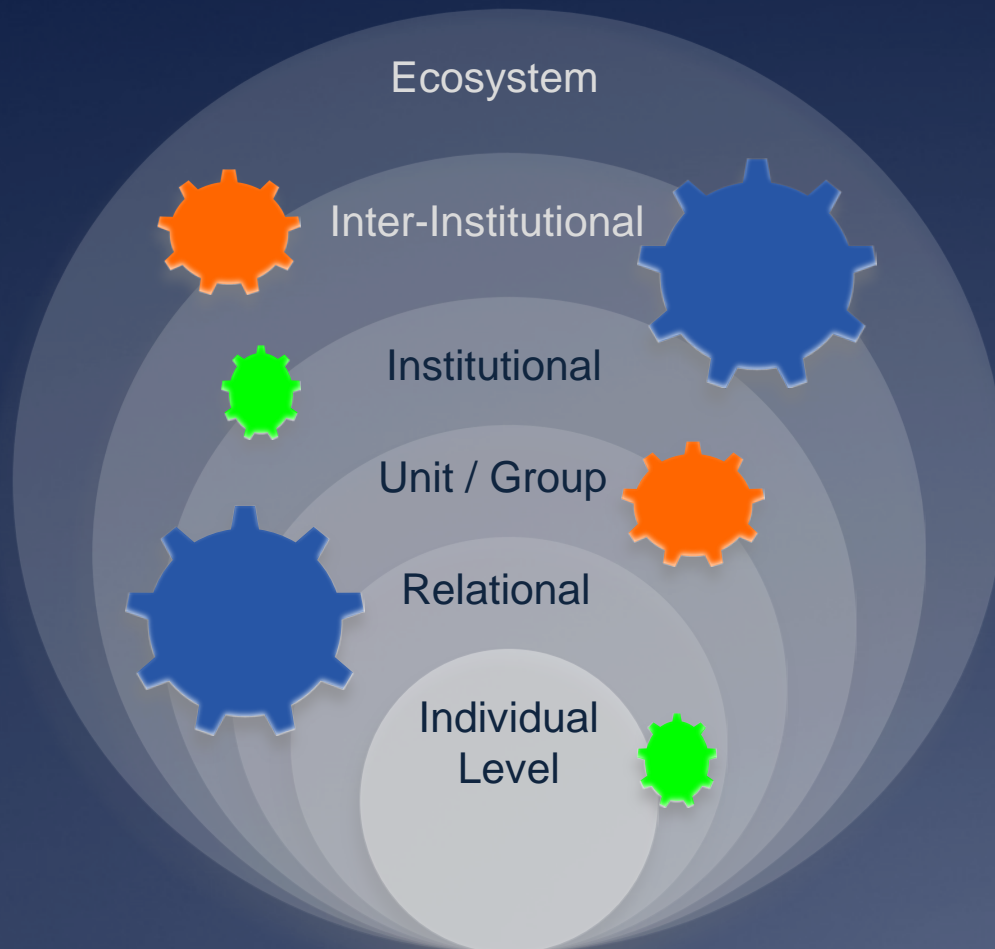
# The Building Blocks of an Architecture of Inclusion



# Mechanisms Enabling Multi-level Change



# Mechanisms Activating Change

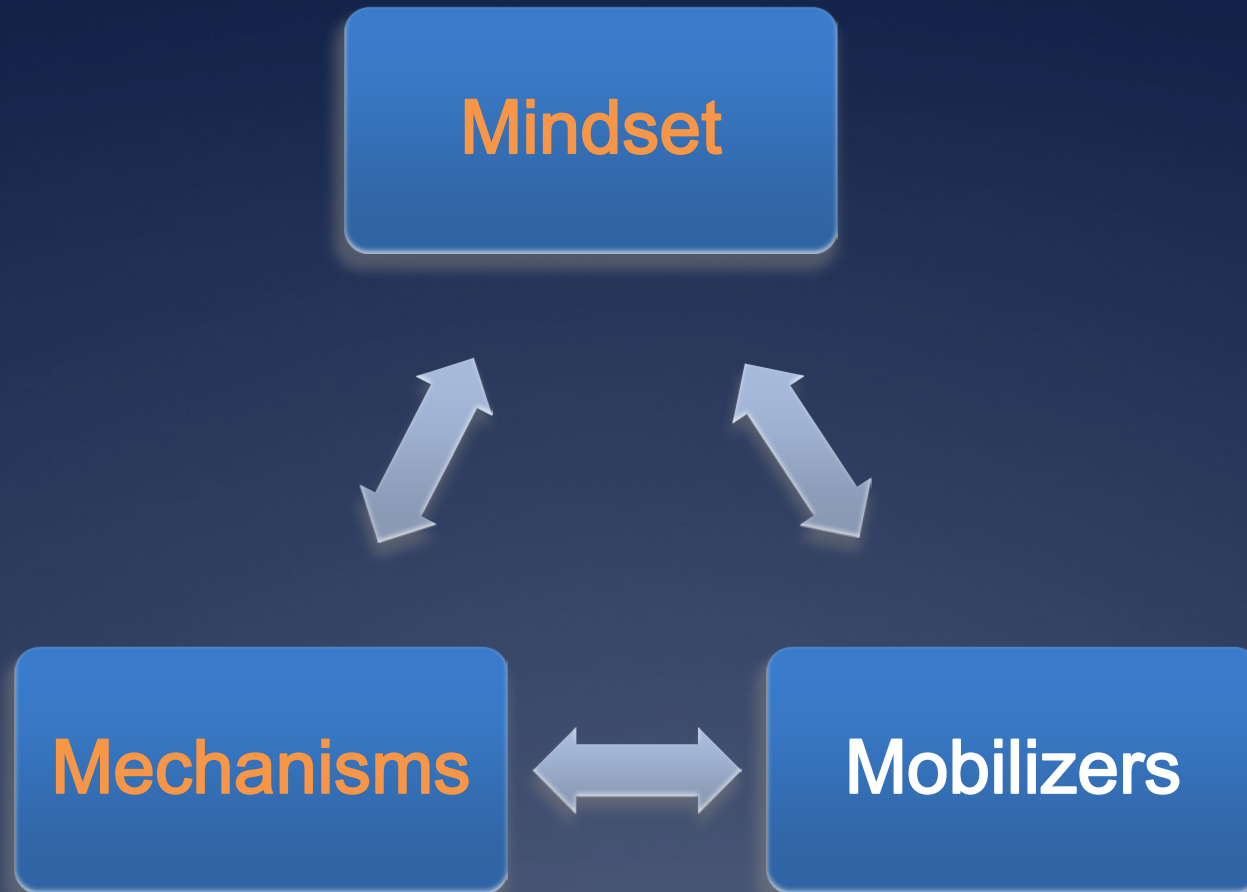


Leveraging networks

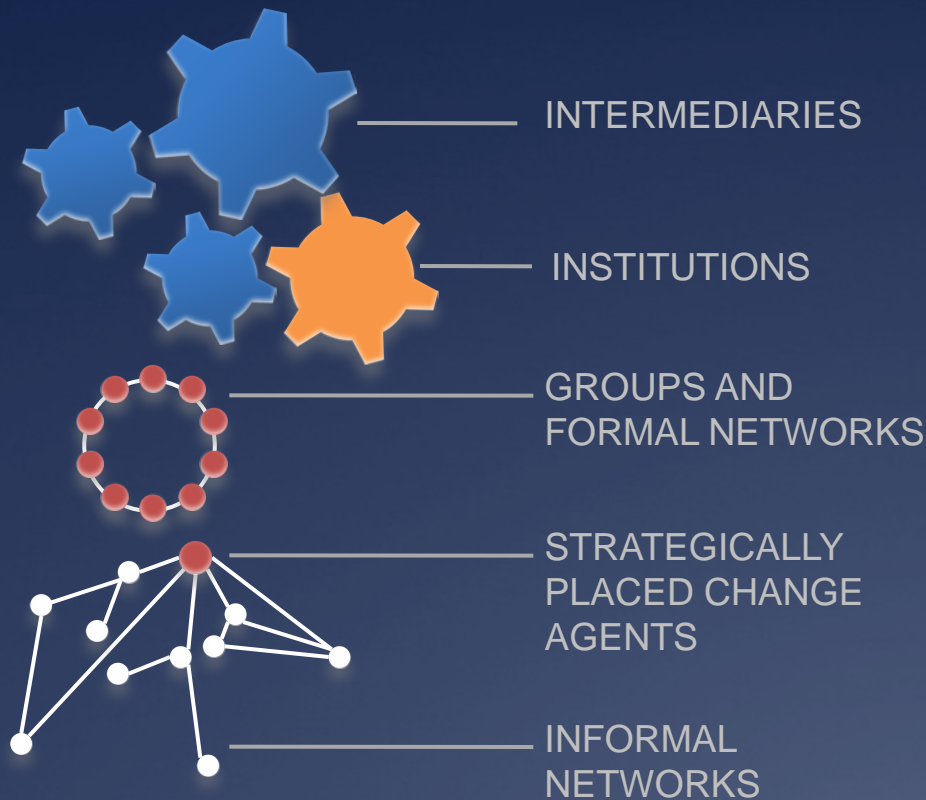
Cultivating cohorts

Building capacity

# The Building Blocks of an Architecture of Inclusion

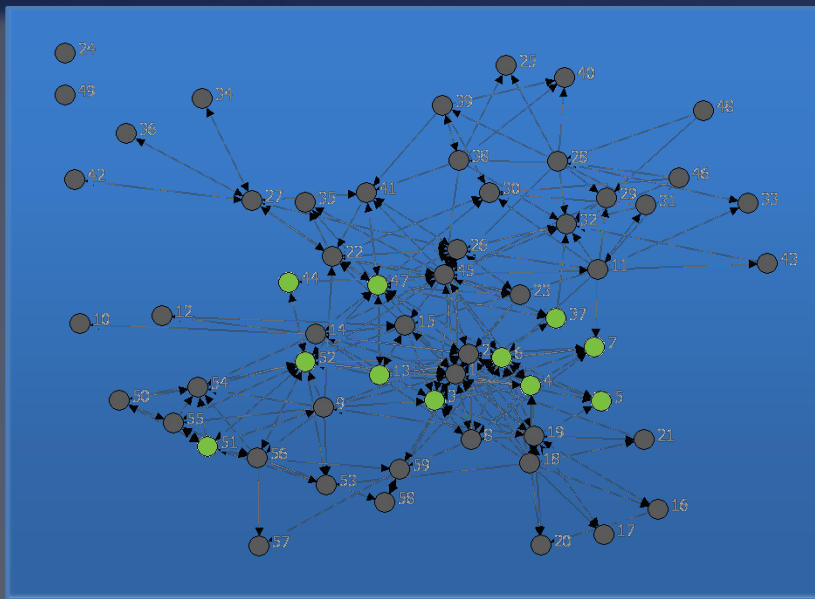


# Mobilizing at Multiple Levels



- Who are the potential change agents?
- What is the constellation of actors for collective impact?
- How can transformative leadership be linked and regenerated?
- How will momentum and energy be sustained?

# Organizational Catalysts:



- Role operating at convergence of systems
- Positioned to use knowledge where it can influence action
- Legitimacy and commitment
- Speak the language
- Situated in a larger change project

# Key Roles: Mel Hochster

- \* **Chair & JEMcLaughlin Distinguished Professor of Mathematics**
- \* **Member of National Academy of Sciences**
- \* **American Mathematical Society Frank Nelson Cole Prize in Algebra, 1980**
- \* **Guggenheim Fellow (visiting MIT), 1982**
- \* **American Academy of Arts and Sciences (elected 1992)**
- \* **National Academy of Sciences (elected 1992)**

# Women in Mathematics: We've Come a Long Way – or Have We?

- \* “Overwhelming evidence of gender bias in evaluation of candidates”
- \* “Studies have shown that gender bias is significant and pervasive.”
- \* Multi-disciplinary data about the dynamics and dimensions of gender bias

“I had never thought about this **gender thing** before. . . . It was that he, who was a member of the National Academy of Science, gave this talk. . . It was the **drama of his gesture** that really affected people. The information had been out, and he just had such a **huge impact**. Why? The **National Academy of Science gets it**. He gives over this important occasion for himself. Instead of talking about math, he talked about the **problem of gender in science**. It was hugely important -- an **amazing lesson** in how this progresses.”

# Strategies of Organizational Catalysts

- Build capacity of students and faculty
- Mobilize varied forms of knowledge to enable change
- Develop collaborations in strategic locations
- Reproduce and diffuse leadership
- Maintain pressure and support for change

http://sitemaker.umich.edu/advance/STRIDE

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## Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

### What is STRIDE?

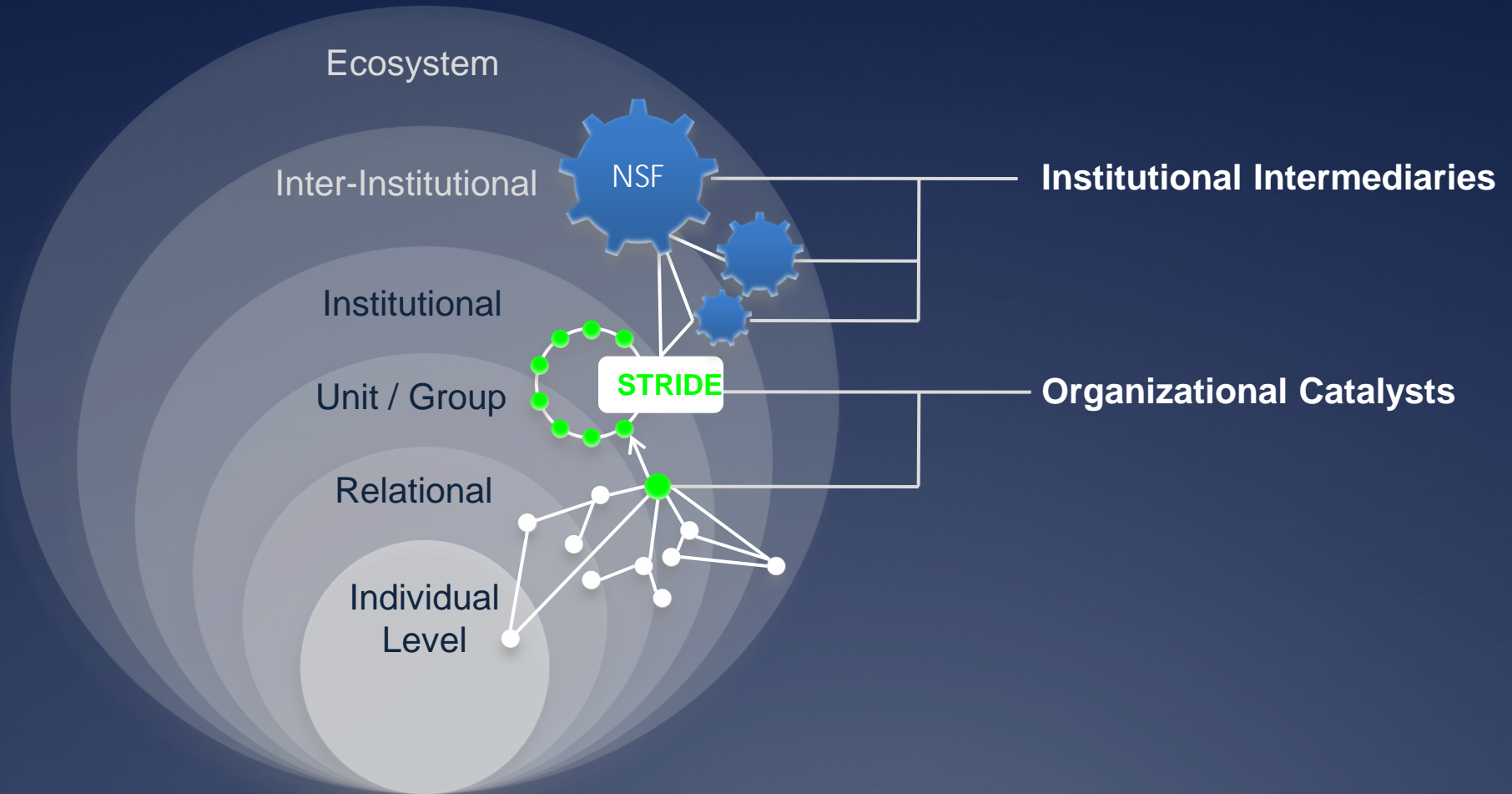
The STRIDE Committee provides information and advice about practices that will maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee leads workshops for faculty and administrators involved in hiring. It also works with departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and retention.

Please contact the [ADVANCE Program](#) to learn more about STRIDE and to discuss schedule availability and fees.



STRIDE Committee Members

# Catalyzing the Catalysts



# What Institutional Intermediaries Do

- \* Cultivate and link organizational catalysts
- \* Build capacity for organizational learning
- \* Leverage legitimacy
- \* Pool knowledge
- \* Create accountability as part of ongoing participation in community of practice

# Providing Infrastructure to Sustain and Expand Engagement



# The Building Blocks of an Architecture of Inclusion

