

**THE
NEW
SCHOOL**

**Student Success &
Leadership Retreat, 2016**



*Gigi Polo, Part-time Associate Teaching Professor
Parsons, The New School for Design*



Frogs are not
solitary creatures.
I decided I needed
a friend.

Camille agreed to help.

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[The Pros and Cons
of Being a Frog](#), by
Sue deGennaro

Gigi Polo, Part-time Associate Teaching Professor
Parsons, The New School for Design



Finding the **right** animal for me
wasn't easy.



It was Camille
who *finally*
gave me
the idea of ...





TASK:

1. Problem: Define “inclusion” (in relation to diversity, social groups, institutions, etc.), Pros/Cons, root(s)...

2. Process: Brainstorm + “call-to-action”

3. Outcome:

1. A set of principles, guidelines, and/or actionable strategies that would entice a “Culture of Inclusion” (or dispute the “Culture of Inclusion” approach)

Let's Engage...

*How do we foster a Culture of Inclusion within
The New School community, beyond “looks”?*

Reference: [Building a culture of inclusion](#)



“Embrace vulnerability in a Culture of Scarcity” [Brené Brown](#)



[The Power of Vulnerability](#)

DARING GREATLY

LEADERSHIP MANIFESTO

Leader\ 'lɪːdər\ n: Anyone who holds her- or himself accountable for finding potential in people and processes

To the CEOs and teachers. To the principals and the managers,
To the politicians, community leaders, and decision-makers.
To all of us from all of us.

WE WANT TO SHOW UP, WE WANT TO LEARN, AND
WE WANT TO INSPIRE.

WE ARE HARDWIRED FOR CONNECTION, CURIOSITY, AND ENGAGEMENT.

WE CRAVE PURPOSE, AND WE HAVE A DEEP DESIRE TO CREATE AND CONTRIBUTE.

WE WANT TO TAKE RISKS,
EMBRACE OUR VULNERABILITIES, AND BE COURAGEOUS.

WHEN LEARNING AND WORKING ARE DEHUMANIZED –
WHEN YOU NO LONGER SEE US AND NO LONGER ENCOURAGE OUR DARING, OR
WHEN YOU ONLY SEE WHAT WE PRODUCE OR HOW WE PERFORM –
WE DISENGAGE AND TURN AWAY FROM THE VERY THINGS THAT THE WORLD NEEDS FROM US:
OUR TALENT, OUR IDEAS, AND OUR PASSION.

WHAT WE ASK IS THAT YOU ENGAGE WITH US,
SHOW UP BESIDE US, AND LEARN FROM US.

FEEDBACK IS A FUNCTION OF RESPECT;
WHEN YOU DON'T HAVE HONEST CONVERSATIONS WITH US
ABOUT OUR STRENGTHS AND OUR OPPORTUNITIES FOR GROWTH,
WE QUESTION OUR CONTRIBUTIONS AND YOUR COMMITMENT.

ABOVE ALL ELSE, WE ASK THAT YOU SHOW UP,
LET YOURSELF BE SEEN, AND BE COURAGEOUS.
DARE GREATLY WITH US.

from *Daring Greatly* by Brené Brown

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10 minutes:
Brainstorming
solutions...

15 minutes:

Blind contour drawings:

- Number your pages: 1, 2, 3
- Place pages inside brown bag, in order (#1 atop and #3 bottom)
- Do not lift your pen off the paper while drawing



Dynamic

1. Find a partner within your group
2. Ask *one question*, and *draw your partner* while hearing the answer; then *answer the question* while *your partner draws you* (repeat for each question)



Questions:

1. *Why are you here?* (Drawing 1)
2. *Where is your heart, in social justice?* (Drawing 2)
3. *What makes you (has made you) feel some form of “shame”?* (Drawing 3)

“Be opened to others in your own vulnerability but never lose sight of who you really are”

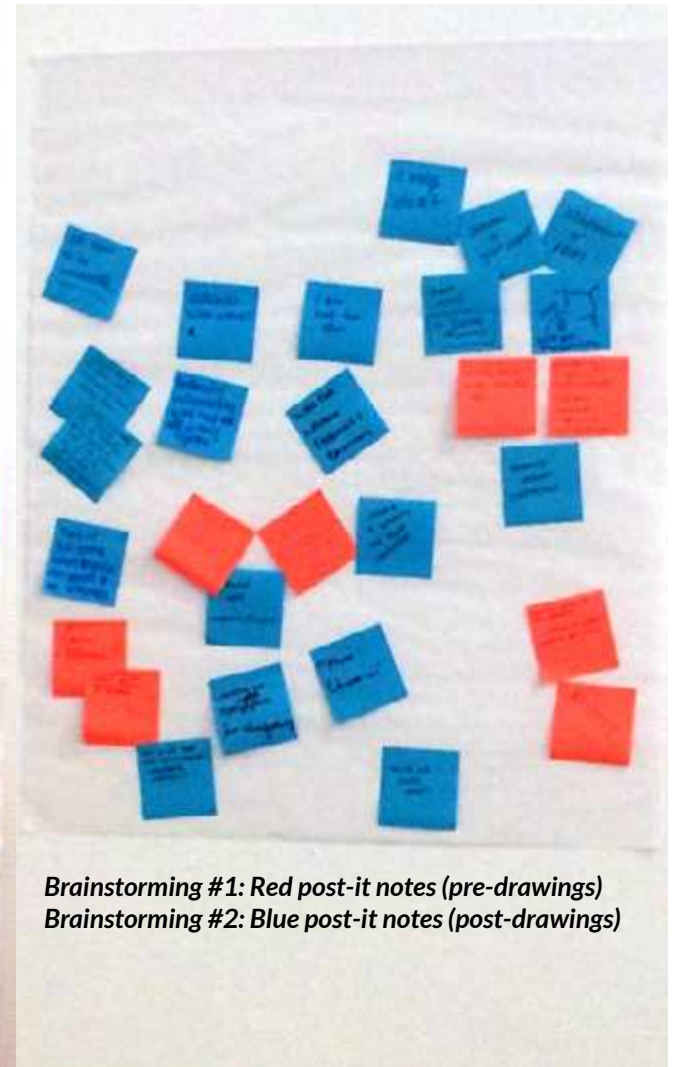
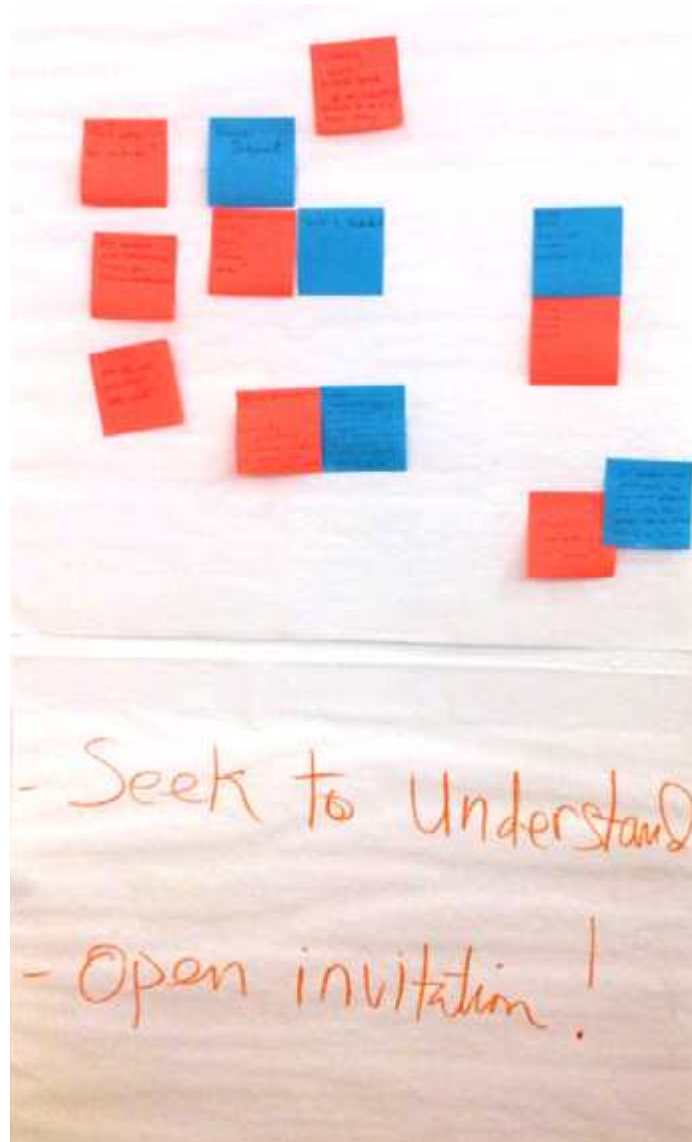
Gigi Polo (note to self)

20 minutes:

In *knowing your team better*, being more opened with one another, and feeling more at ease:

1. **Brainstorm more solutions**

2. Use the **Social Change Model** as guide



Brainstorming #1: Red post-it notes (pre-drawings)
Brainstorming #2: Blue post-it notes (post-drawings)

Where is **VULNERABILITY** in the **SOCIAL CHANGE** **MODEL?**

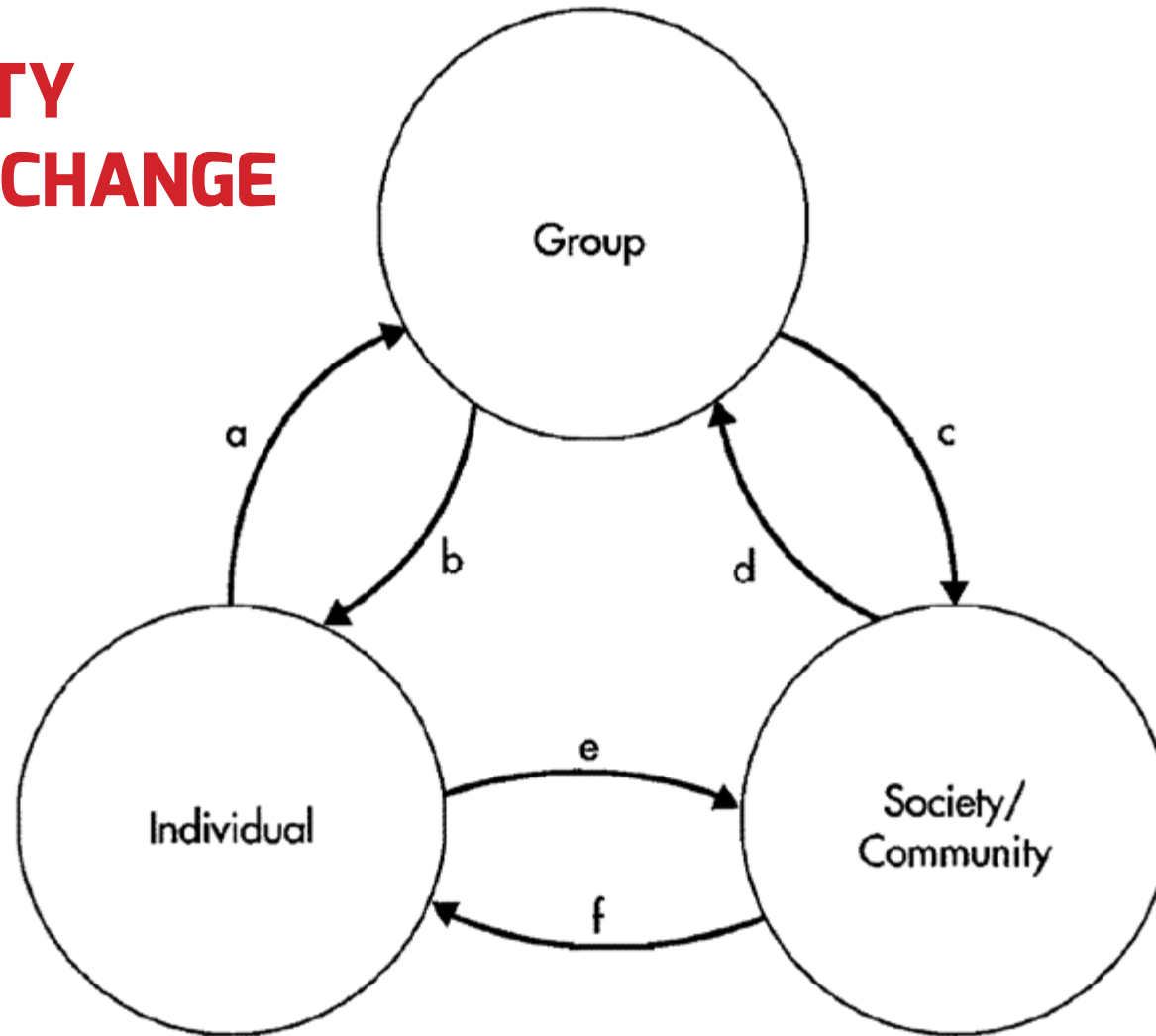


Figure 1. Three components of the leadership development model

Astin, H. S., Astin, H., Boatsman, K., Bonous-Hammarth, M., Chambers, T., & Goldberg, S. (1996). *A social change model of leadership development: Guidebook (Version III)*. Higher Education Research Institute, University of California, Los Angeles. <http://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>.

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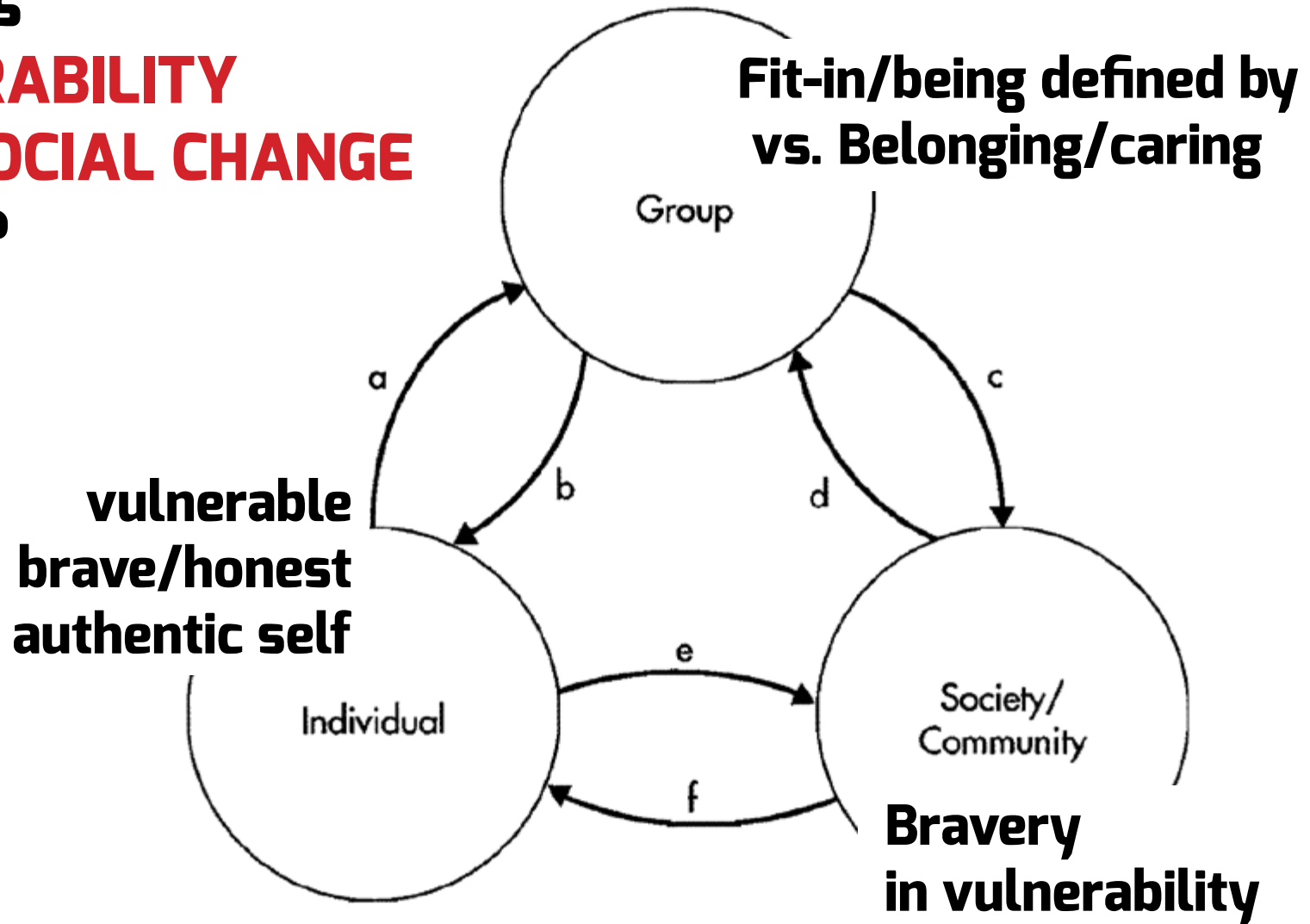


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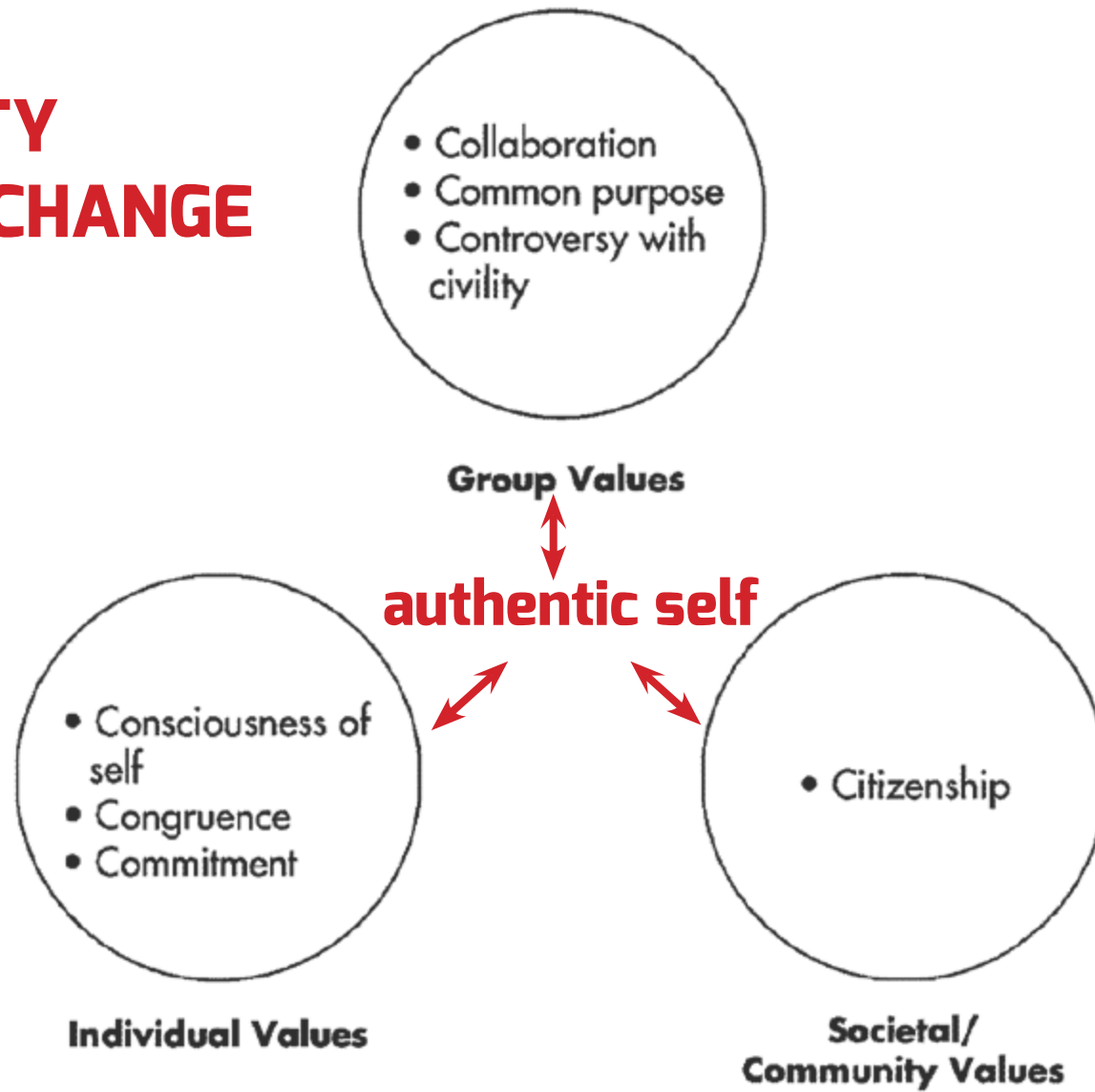


Figure 2. The 7 C's organized by level of focus

Astin, H. S., Astin, H., Boatsman, K., Bonous-Hammarth, M., Chambers, T., & Goldberg, S. (1996). A social change model of leadership development: Guidebook (Version III). Higher Education Research Institute, University of California, Los Angeles. <http://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>.

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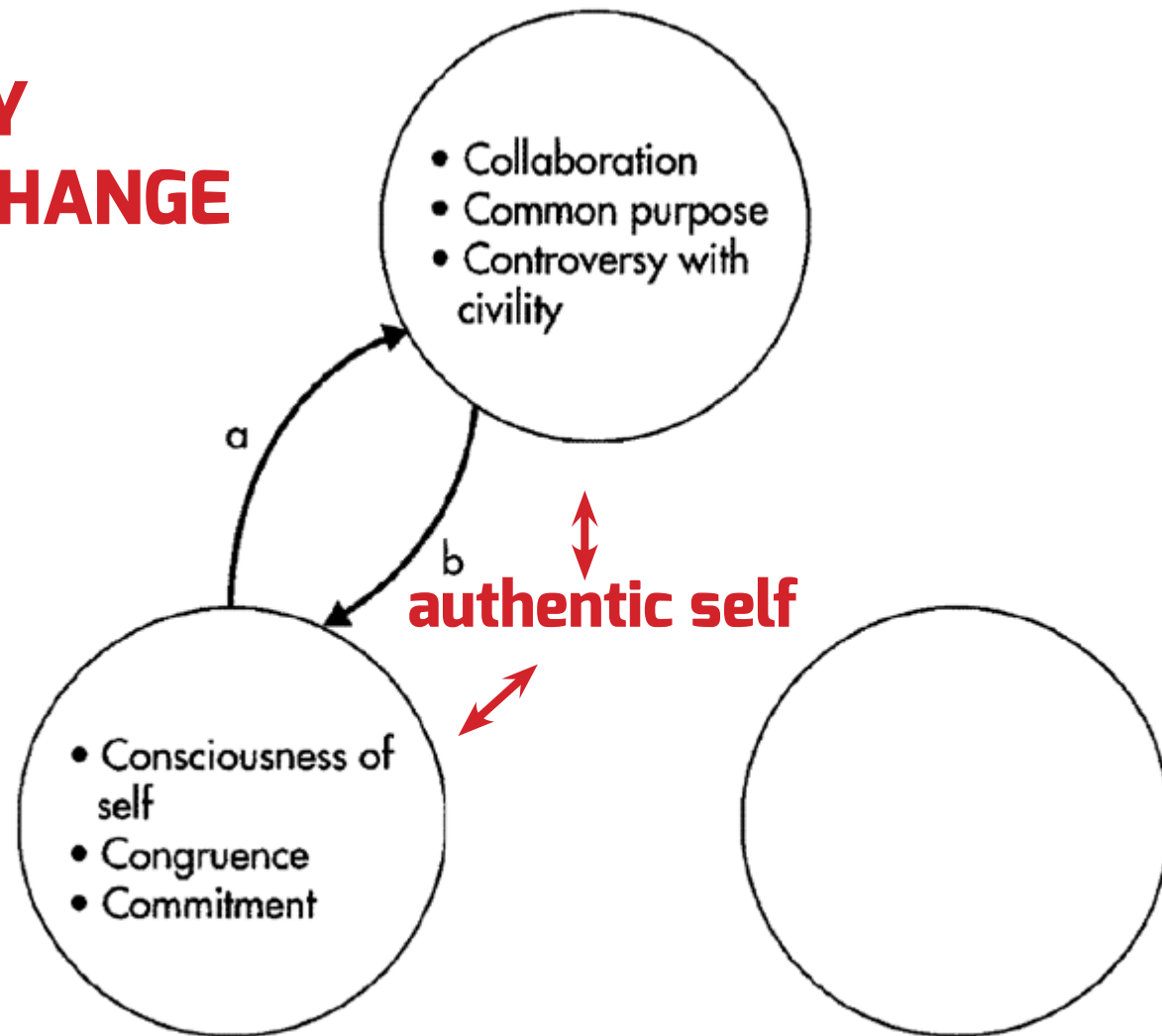


Figure 3. Interaction between the individual and the group

Astin, H. S., Astin, H., Boatsman, K., Bonous-Hammarth, M., Chambers, T., & Goldberg, S. (1996). *A social change model of leadership development: Guidebook (Version III)*. Higher Education Research Institute, University of California, Los Angeles. <http://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>.

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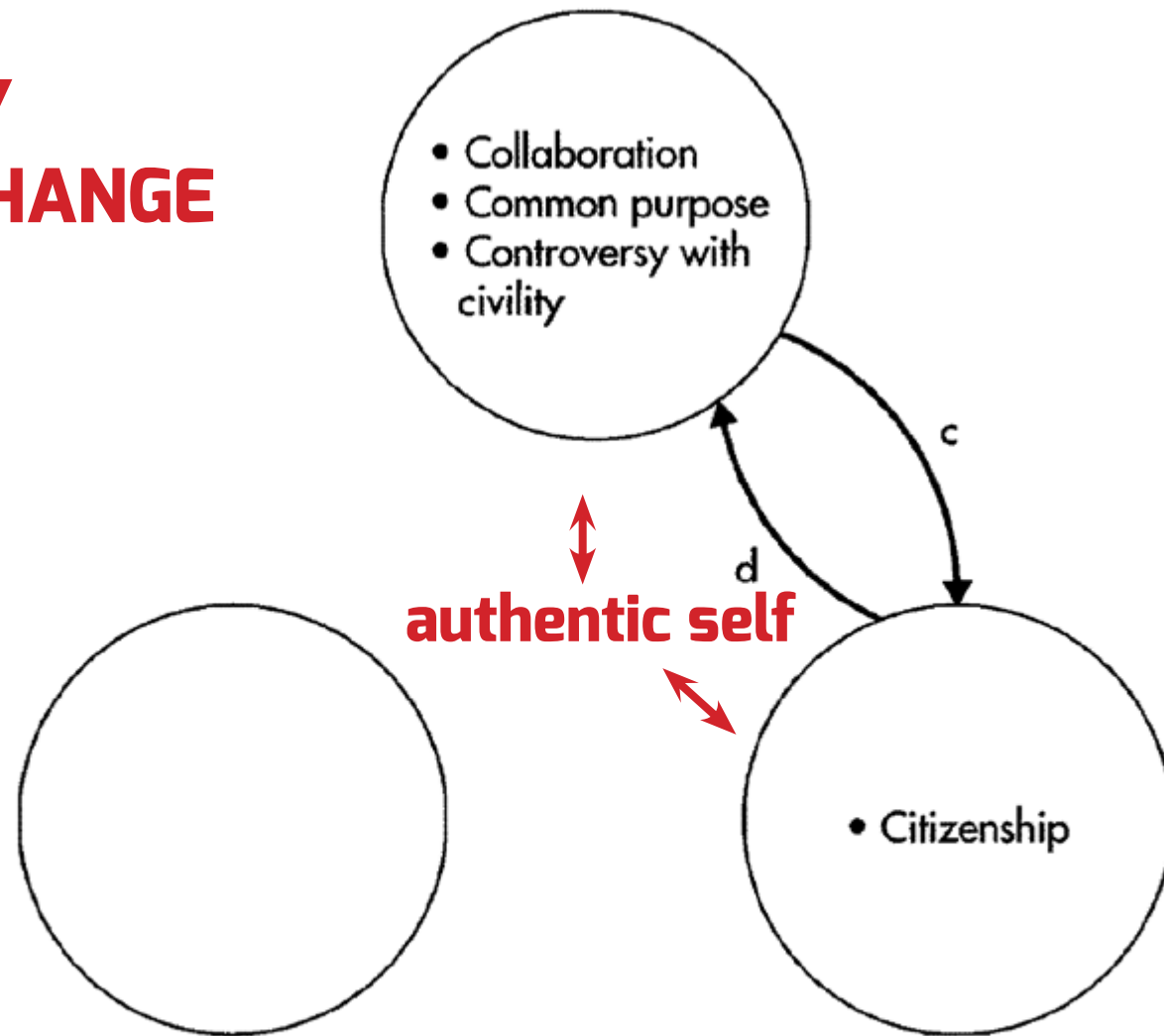


Figure 4. Interaction between the group and the community/society

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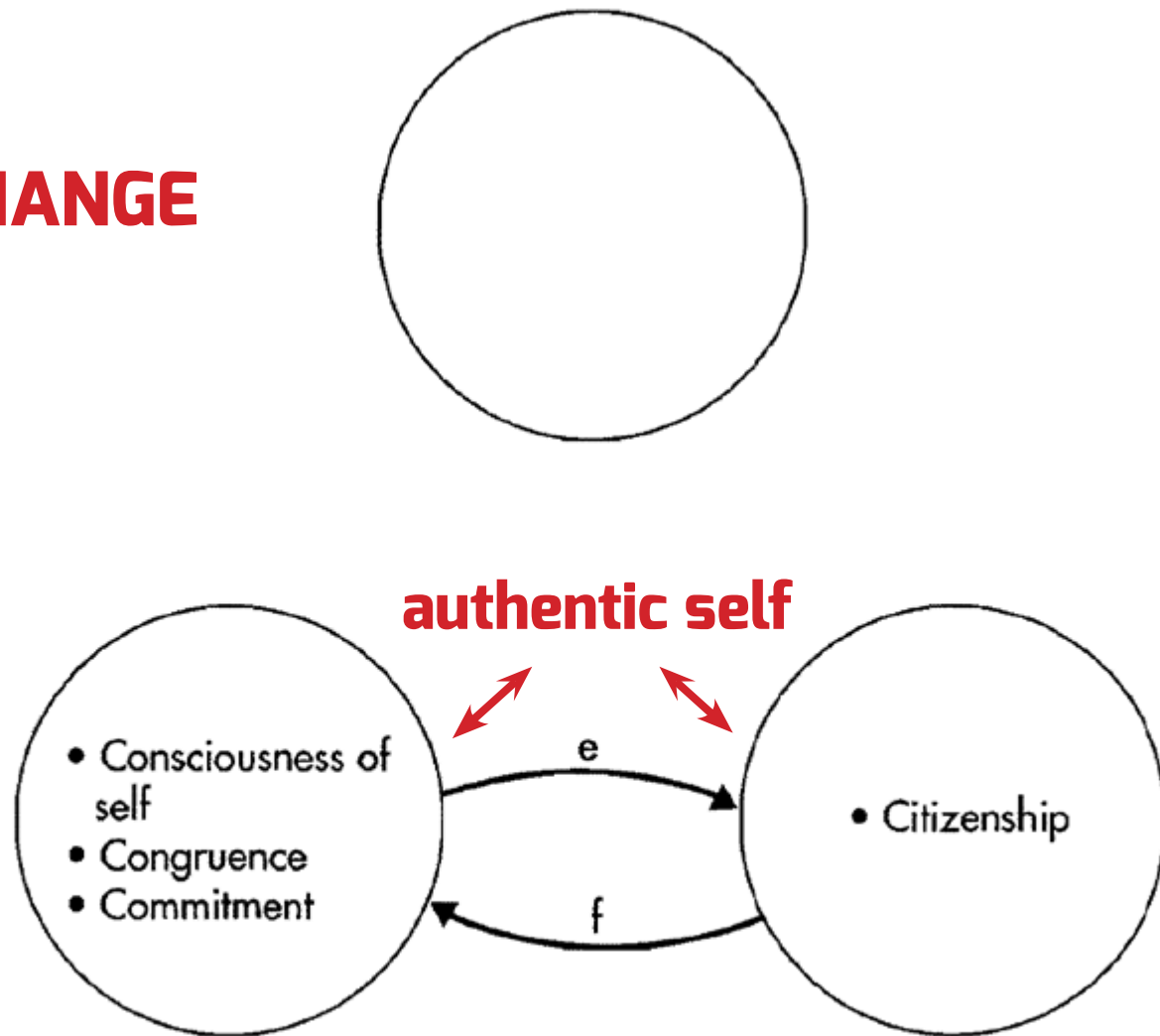


Figure 5. Interaction between the individual and the community/society

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A moment of silence....



Let's Reflect...

**POST YOUR FINAL SOLUTION(S)
as a team**

keep in mind...

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where *the Doer of Deeds*, could have done them better.

The credit belongs to *the man who is actually in the arena*, whose face is marred by dust and sweat and blood; *who strives valiantly*; who errs, who comes short again and again,

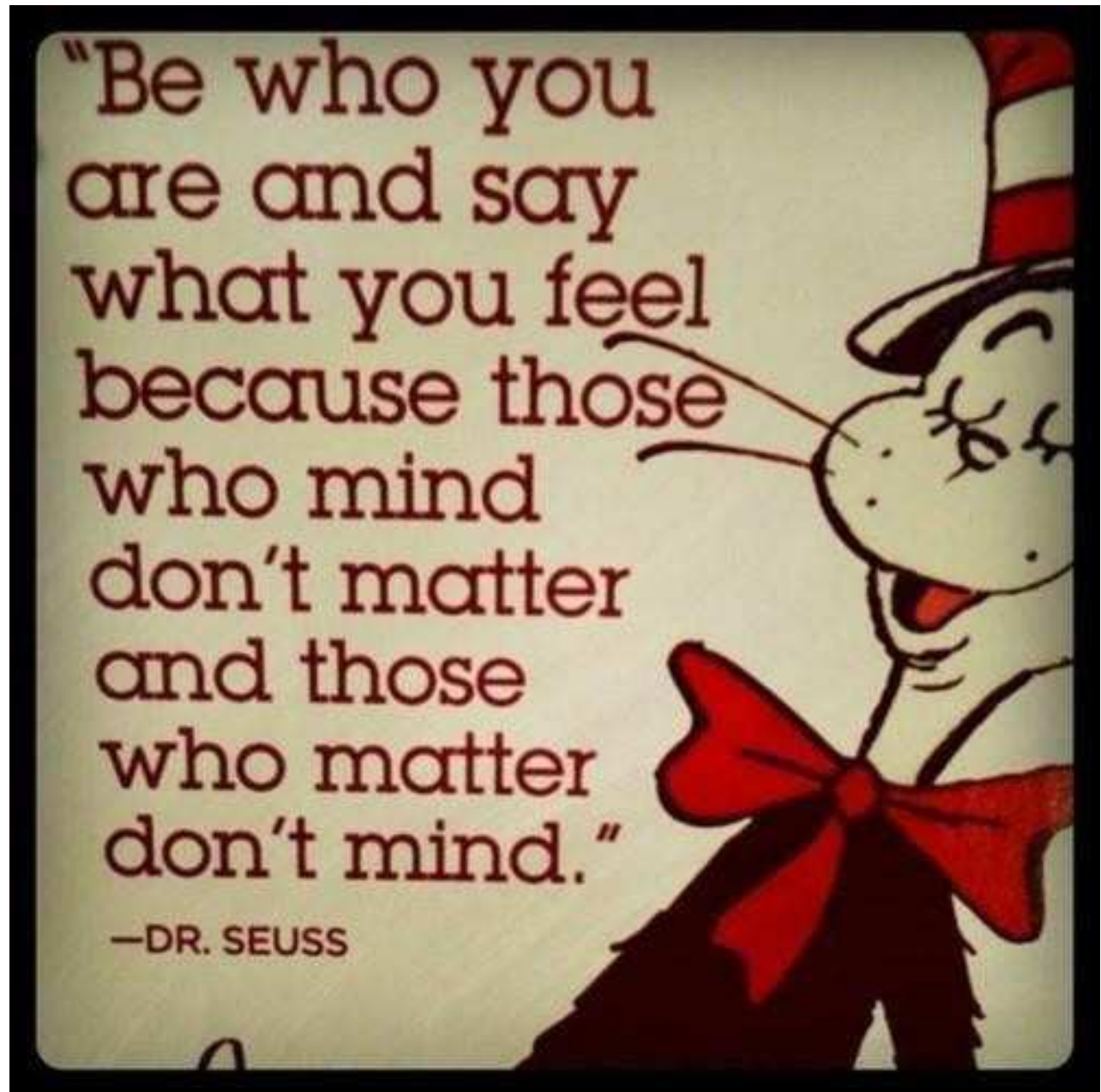
because *there is no effort without error and shortcoming*; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; *who spends himself in a worthy cause*;

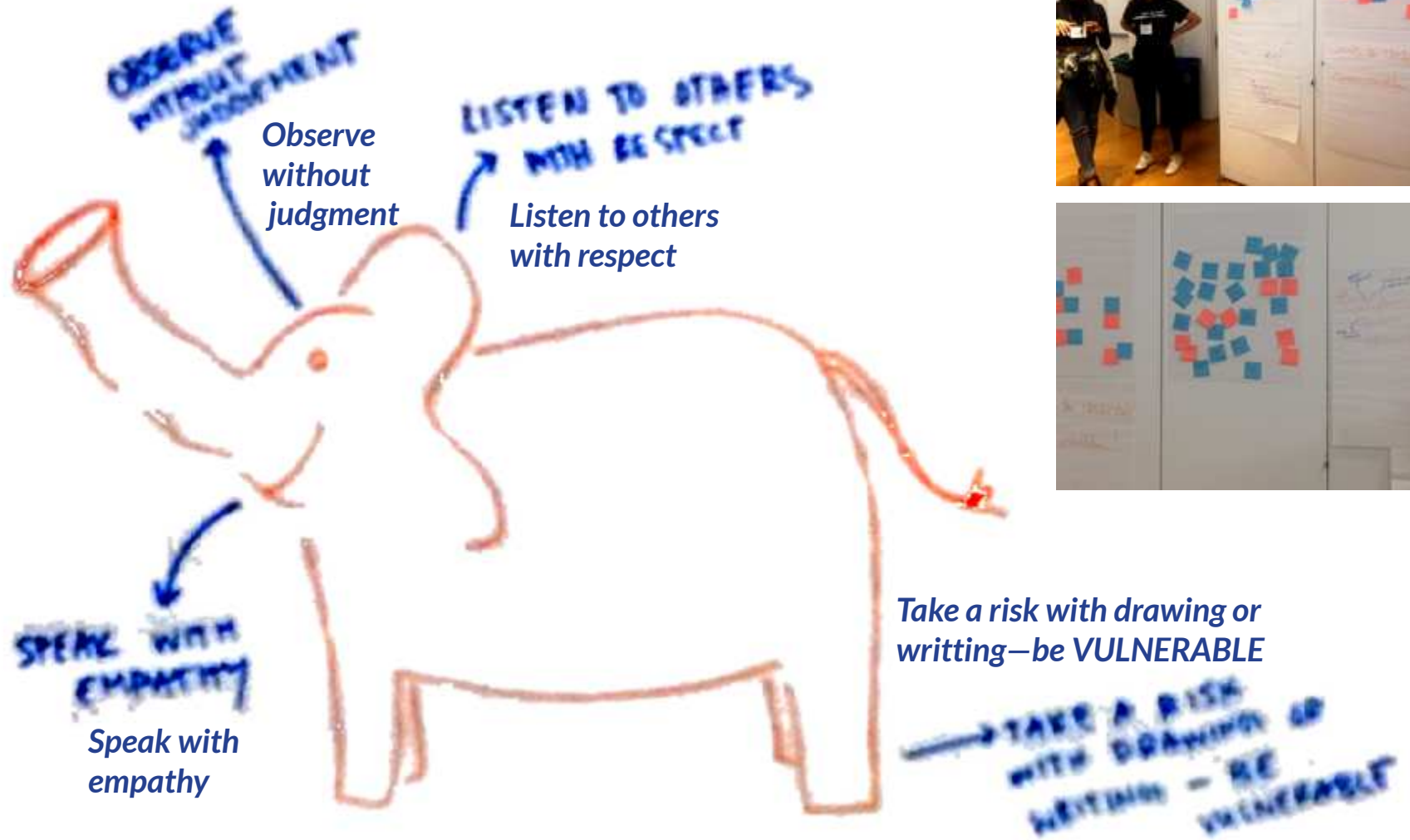
who at the best knows in the end *the triumph of high achievement*, and who at the worst, if he fails, at least fails while

Daring Greatly...”

Theodore Roosevelt, excerpt from “Citizenship in a Republic”, 23 April 1910

Let's Exchange IDEAS...





One proposal IDEA: Open invitation to share stories by drawing/ writing on a life-size sculpture located at an open access space at TNS (UC lobby?) * Blue notes are a set of community agreement

Why fit in
when you
were born
to stand out?



Dr. Seuss

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THANK YOU!

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