

of theoretical frameworks. Interestingly, this limitation is acknowledged by Tinto (2007) in which he suggests the need for a new model of institutional action that reflects multiple levels of understanding and which connects institutional policies, programs, and practices geared toward improving retention.

Social Change Model of Leadership Development. In comparison to the Tinto model, the SCM has not been deconstructed as frequently in academic literature. However, there are some important opportunities for deconstruction of the theory to consider, especially related to the concept of citizenship. Applying a critical lens to this aspect of the model, it does not address how and why people engage in social change activities motivationally, nor does it address issues related to the multiple conceptions of citizenship. This is not to say that the concept is left undefined. The model does outline the significance of active participation in the shared goal of change for the common good and the importance of interdependence and the responsibility of each participant to help further these objectives (HERI, 1996). The citizenship element of the SCM is democratic, meaning that it encourages participation by all interested in affecting change. Absent from the model is a hierarchical paradigm, further illustrating the idea that all participants have the space to become leaders. From this broad scope, however, emerge some important questions about what it means to be a good citizen at every level in addition to power considerations. Regarding the latter, the SCM carries with it potential for the kind of flow of power issues addressed by Dugan (2017) relating to the perception among non-participants that SCM participants have, albeit unintentionally, assumed a level of authority and status that can be alienating to others.

Finally, though not a criticism of the core tenets of the theory itself, because of the relative age of the SCM, there is a scarcity of available empirical research that assesses its lasting impact on leadership development (Haber & Komives, 2009). The SCM served as the basis of Dugan and Komives's (2007) Multi-Institutional Study of Leadership, which provides important quantitative data about students' perceptions of leadership on the scale of the SCM's values. The study also suggests that there is significant potential for helping students develop leadership competencies (Dugan & Komives, 2007). Additionally, Dugan's (2006) work provides important insight into the role of involvement measures using the SCM, but there remain significant opportunities for future research on the applicability and lasting impact of the model.

A New Conceptual Model

Outside of the limitations discussed here and suggestions regarding a lack of empirical support for his propositions, the Tinto model has been fundamental to changing how institutions think about student persistence and retention, and it provides a theoretical underpinning to numerous academic and social support programs on college campuses (Braxton, Milem, & Sullivan, 2000; Braxton, Sullivan, & Johnson, 1997). Moreover, even with ongoing debate about its specific components, the primary tenets of Tinto's input – environment – output model have gained wide acceptance in higher education (Braxton, et al., 1997; Kuh, et al., 2006). Accordingly, I propose the Improving Persistence through Social Change Leadership (IPSCL) integrated conceptual

framework that largely keeps intact Tinto's explanations that students arrive at college with certain ascribed and achieved characteristics, that they are challenged and shaped by their new collegiate environments, that academic and social integration are important to their feelings of success, and that decisions to persist or not can be informed by a combination of all of these factors.

This IPSCL model diverges from the Tinto model because of the infusion of pertinent elements of the SCM, which have been brought in to address the components of the Tinto model that have deconstructed in this paper. The illustrated model found at the conclusion of this paper presents the basic outline of the IPSCL, which contains four main components: (1) a precollege context (input) dimension, (2) an institutional commitment dimension, (3) an institutional and community environment dimension, and (4) a resultant experience (output) dimension. Each of these components explains important elements of input, environment, and output, and there is interplay between the dimensions showing a reciprocal effect.

The SCM has been specifically incorporated into both the institutional commitment and institutional and community environment dimensions of the IPSCL model. The institutional commitment dimension shows components of an integrated leadership training program rooted in the SCM for all incoming students. This program is meant to reflect the principles of the SCM, and as departments and divisions from academic affairs, student affairs, and senior administration all participate in its construction and fulfillment, it also signals recognition by the institution that a multi-layered response to the persistence issue is needed. This component of the new model directly addresses the lack of an institutional action plan in the original Tinto (1975) model. The SCM is introduced particularly because its unique dimensions and its foundational emphasis on change for the common good, offer opportunities for new ways for institutions to think about and approach persistence.

In the institutional and community environment dimension of the IPSCL model are a multitude of traits, all reflective of the SCM, including common good, sense of belonging, equity, empowerment, and collaboration. The incorporation of these elements of the SCM into the institutional commitment and institutional and community environment dimensions is also meant to intersect with and challenge Tinto's (1987) revision regarding the expectation that students separate from their precollege identities and assimilate into the dominant institutional and normative values. Tinto (1975) correctly suggested that precollege family and other ascribed attributes are important predictors of student persistence, and while this dimension is important to shaping a student's perceptions, the structure of this new framework intends to articulate an approach in which components like family background and individual attributes are seen as assets that will be included in determining each student's path to academic and social integration. By incorporating institution-wide participation in leadership programs rooted in the SCM, these precollege contextual elements shift from being challenges to persistence and retention to qualities used by students to redefine their college experiences. Rather than adopting new norms, students utilize their ascribed and

achieved characteristics to create new meaning for what Tinto (1975) described as collegiate integration.

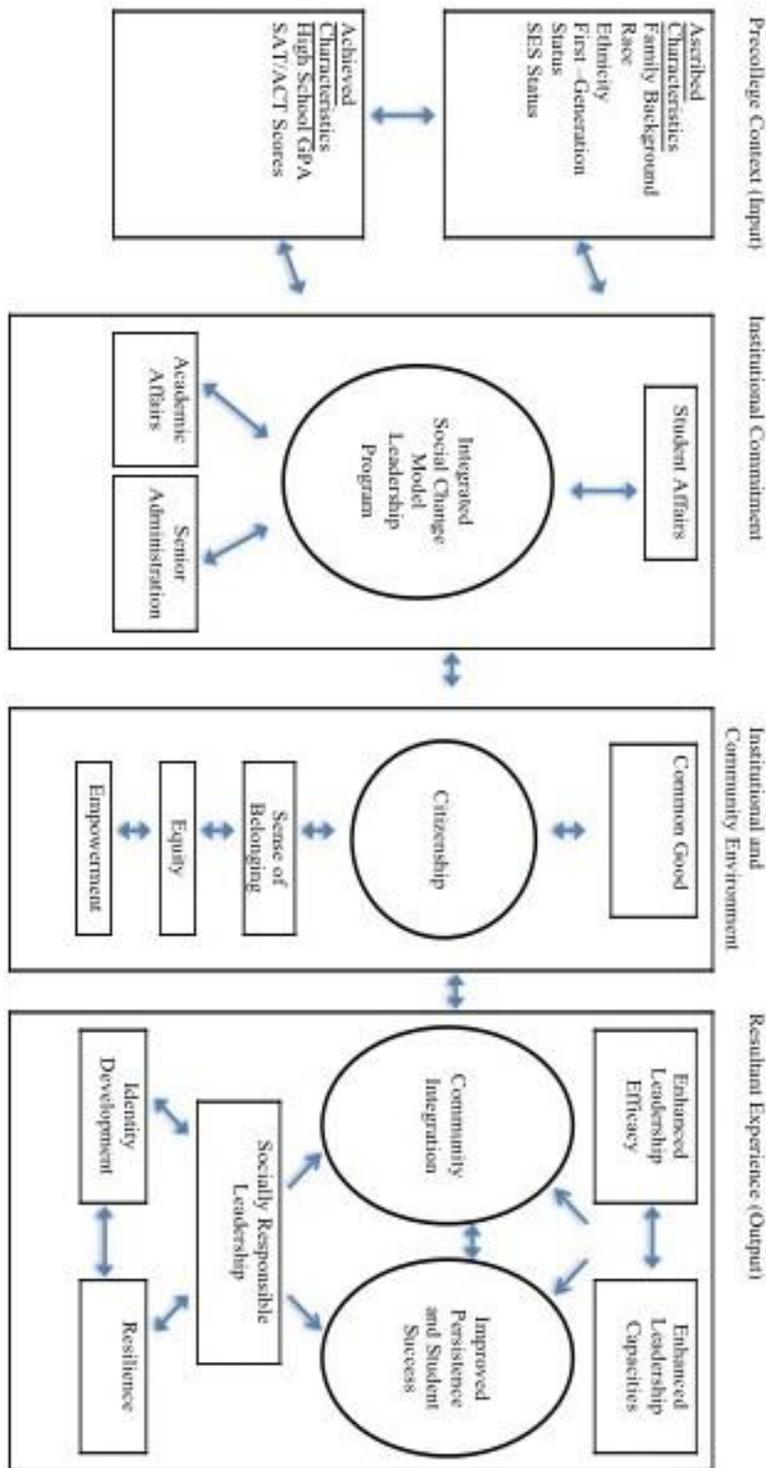
Finally, the resultant experience (output) dimension presents an outline of the ultimate effects of the model. These effects illustrate how, ideally, the IPSCL model benefits the student participants, the community, and persistence rates. As a result of the inclusion of the students' ascribed and achieved precollege characteristics from the input dimension, the institutional commitment to a SCM leadership program in the second dimension, and impact from the enhanced community environment in the third dimension, by the resultant experience dimension, students are meant to have gained enhanced confidence and beliefs in their own abilities (efficacy), along with greater capacities, an enhanced sense of identity development, and improved resilience, of which the latter two play a role in the socially responsible nature of their leadership behaviors (Dugan, 2006). The IPSCL model is structured so that meaningful participation in each of the dimensions is meant to guide students to gain academic and social integration in the community, and to become the kind of "engaged owners of their community" described by Heifetz (2010). With the combination of the assumed validity of relevant components of the Tinto model and the hoped outcomes of active, participatory citizenship from the SCM, these factors will have the effect of improved rates of student persistence.

The IPSCL model also directly addresses the absence of social-psychological elements from the Tinto model. For example, the new framework is designed to counteract stereotype threat and social comparison by using participation in leadership programs as a means to generate inclusivity and to encourage students to take ownership in meaning making. As students gain a sense of agency and confidence through leadership training, the model's structure is intended to motivate them to construct their own experiences and to push back against what were the previously held normative institutional expectations. Especially for underrepresented students in this process, as they confront stereotyped perceptions and challenge others to consider their own hidden biases, this framework is meant to provide space for student leaders to gain efficacy and begin redefining the notion of developed leader (Hoyt & Murphy, 2016).

While far fewer, the elements of the SCM deconstructed here are intended to be addressed by the relative placement of those elements and the ways in which they are incorporated into the IPSCL framework. In other words, any existing limitations with the SCM are addressed by where the SCM is included with the idea that the other elements of the model will give further definition to those shortcomings. For example, the concept of citizenship is the primary focus of my deconstruction of the SCM. To address this, I have infused the element of citizenship into both the institutional commitment and institutional and community environment dimensions of the IPSCL as a way to better define it and provide perspective to what it means in context and in relationship to the other components. As the illustrated model demonstrates, citizenship in this context is connected to the idea of multiple memberships and to the expectation that citizens in the community establish relationships with those influenced by decisions. This is meant to create a framework for reciprocal empowerment (Laycock, 2011).

In this framework, notions of what it means to integrate into the community are flexible and are meant to be defined by student participants. This is unlike the Tinto model in which the conditions of integration into the community are dictated to students by the institution's existing norms and values. In the IPSCL model, existing communities retain their forms of capital and students acquire agency as a result of being engaged in an institution-wide commitment to the SCM. In consideration of this element, it is fair to assess this new framework as highly individualistic, and this is intentional. This element also makes the model reflective of the kind of collective, constructionist leadership explored by Ospina and Su (2009) in which leadership is described as being fluid and in which ascribed characteristics like race and ethnicity are interwoven as a way to encourage people to define leadership.

The IPSCL integrated conceptual framework is designed both to enhance theoretical understanding and to contribute to educational practices related to undergraduate student persistence. I attempt to show how this framework can help users to better understand the important relationship between leadership theory based on creating positive change and a benchmark model of student retention. This new framework also clearly articulates the integration of relevant elements from both the SCM and Tinto persistence models as well as the reciprocal relationship that exists between both models. This framework has applicability for analyzing new approaches to student persistence and retention, and also as a source for the creation of new models.



IPSCS Improving Persistence through Social Change Leadership

Discussion

There are numerous connections between leadership and undergraduate student persistence and retention. However, as I attempted to demonstrate through this model, it is important that we move away from the traditional, normalized, romanticized notions of a single transformational leader, especially as those notions relate to whiteness (Liu & Baker, 2014; Robinson, Hohepa, & Lloyd, 2007). The backgrounds, perspectives, and unique contextual elements derived from the ascribed and achieved characteristics of incoming college students need to be meaningfully woven into redefining the concept of integration. In exploring “mestizo consciousness,” Anzaldúa (2010) suggests that the contradictions in mixed cultures represent an incredible richness, and that misperceptions need to change. Those with mixed culture identifications can have unique perspectives and ways of challenging traditional thinking that make their inclusion extremely valuable, especially to the change process (Anzaldúa, 2010). The focus that the IPSCL model places on the meaningful inclusion of the perspectives inherent from diverse ascribed characteristics represents a significant challenge to the original Tinto persistence model. Through participation in leadership training grounded in the SCM, students are provided with a structure by which their precollege contexts are given an important voice.

There is a multileveled purpose to the IPSCL model. First, it is meant to disrupt the assumptions made by Tinto about who undergraduate students are, the necessity of students to conform to existing normative institutional values, and what they must do to thrive. In outlining an approach in which students gain agency and become leaders invested in and in control of their own outcomes via social change, the new framework challenges Tinto’s student-institution fit assumptions. Tinto’s notions of the importance of academic and social integration remain intact, but instead of placing the obligation on students to disassociate from their precollege environments and characteristics in an effort to gain acceptance by the dominant culture, the IPSCL encourages them to become leaders and collaborate to create their own communal values, allowing them to define their own conceptualizations of social integration.

The most important goal of the IPSCL framework is to offer a nuanced and complex understanding of the interaction between social change leadership and student persistence. Referring back to the Wolniak, et al., (2012) work, distinct connections exist between socially responsible leadership and persistence, especially since, as the authors suggest, persistence may be viewed by students as an important component to positive leadership. Considering the particular relevance of persistence solutions to underrepresented populations, the IPSCL model has the potential to enhance the study of leadership theory and to impact practices that implicate relevant issues of equity and social justice. As for the theoretical component, by blending the academic and social integration elements of the Tinto model with relevant elements of the SCM, a roadmap for conceptualizing how the infusion of leadership theory into a persistence model is offered, which can be important to how leadership theory is explained in literature and taught. Perhaps more significantly, in application, models such as the IPSCL offer the

possibility to spur productive resistance and positive disruption to traditional leadership paradigms.

Implications for Future Research

The IPSCL is intended to address many of the shortcomings of the Tinto model and to offer a potential path for how leadership theory, practically applied, can be useful in improving rates of persistence. Since a majority of students who do not persist in their undergraduate studies to degree completion are underrepresented by race, ethnicity, and first-generation and socioeconomic status (Kinzie, Gonyea, Shoup, & Kuh, 2008; Museus, 2014), there are obvious social justice implications if the use of integrated models such as the IPSCL were to begin making a difference in persistence rates. Despite the model's intentions in this manner, understanding more about how it and others like it may be relevant and applicable to students from diverse populations represents an important line of future inquiry. The IPSCL is a framework that must be tested, and until research is conducted that assesses the model's validity for diverse students, any conclusions about its relevance and usefulness for different groups would be premature.

Additionally, I believe that successful implementation of the IPSCL model offers opportunities for positive disruptions to current leadership structures. The emphasis the model places on the role of students from diverse backgrounds has the potential to push college administrators to not simply count the numbers of enrolled students from diverse backgrounds, but instead to invest in inclusive and meaningful leadership practices (Gallegos, 2014). If institutions can move beyond mere acceptance or tolerance of diverse perspectives and toward a model that encourages the incorporation of these perspectives, there is greater potential for changes to institutional cultures (Gallegos, 2014). Of course, only time, the thoughtful and purposeful implementation of models like this at different institution types, and the process of empirical academic research will demonstrate the likelihood of achieving these objectives.

Finally, it is important for scholars to explore how other models of student persistence could be integrated with the SCM and other leadership theories. Persistence models including Museus's (2014) culturally engaging campus environments (CECE) model; Milem and Berger's (1997) model related to student behavior, perceptions, and integration; and Braxton, Hirschy, and McClendon's (2004) model implicating the concept of psychosocial engagement have each made a meaningful contribution to how student persistence is perceived, understood, and addressed, and examining how these and other models can intersect and integrate with different leadership frameworks offers important possibilities.

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