

# THE ANTIOCHIAN

## *Leader*

SPRING 2021

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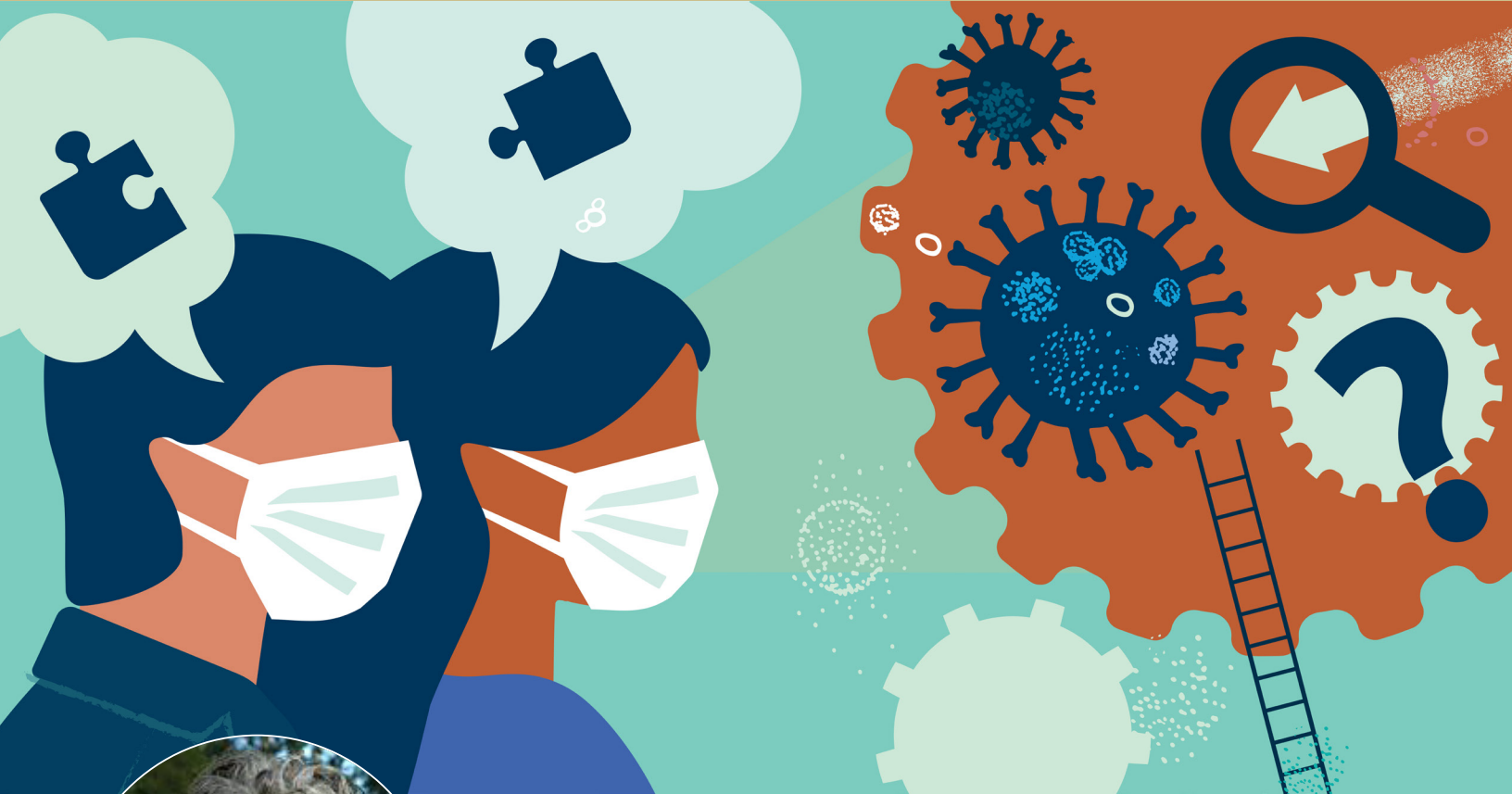
*We will rebuild, reconcile, and recover  
and every known nook of our nation and  
every corner called our country,  
our people diverse and beautiful will emerge,  
battered and beautiful  
When day comes we step out of the shade,  
Aflame and unafraid  
The new dawn blooms as we free it  
For there is always light,  
If only we're brave enough to see it  
If only we're brave enough to be it*

Amanda Gorman  
National Youth Poet Laureate  
Inaugural poem, *The Hill We Climb*  
January 20, 2021



ANTIOCH UNIVERSITY

GRADUATE SCHOOL OF  
LEADERSHIP AND CHANGE



## Provost's Column

Welcome to the Spring 2021 newsletter. I hope it finds you and loved ones safe and healthy, and seeing some light ahead. By now you all have received my announcement of the AY 2021-22 residency and commencement plans. While delaying the return to our face-to-face gatherings is not what any of us wanted, it is the reality. I am hopeful that Fall will provide that magical moment when we can again meet in Yellow Springs and celebrate our learning community in so many important ways.

But for now, we need to wait and see.

As you might imagine, I've been doing a lot of thinking about the impact of COVID-19 on our program and the shifts underway across higher education. I'd like to share some of my thoughts. There is a growing body of literature looking at what this all means for colleges and universities. Much of it is dismal and full of foreboding. Some, however, brings to light opportunities for change. Where do we sit?

*The Impact of COVID-19 on the Adult Learner Mindset* (EAB, 2020) provides some useful insights. Seventy percent of participants in this study reported that the pandemic has negatively impacted their current or future employment opportunities and that has had wide-reaching and diverse effects on adult learners. In terms of undergraduate enrollments, the pandemic has accelerated the decline in undergraduate enrollments. Period. But what about graduate enrollments? It appears that there have been diverging responses. While there are definitely those who are deferring or hesitating about enrolling given job and financial insecurities, for many others the pandemic has been a "catalyst" to return to school and enroll even sooner than they might have previously considered in order to gain new skills, make themselves more employable, pursue a lifelong dream, or wait out a tough job market.

While not specific to doctoral programs, I am witnessing these diverging trends in our own PhDLC world. Certainly, we are seeing inquiries expressing interest

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an upcoming information session!

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but indicating it is just not the right time, just as we are seeing applicants being offered admission only to defer for a year given pandemic-related challenges. However, these 'hesitators' are only part of the story. Equally noticeable are the 'accelerators,' as EAB refers to them, those who are grabbing the time and enrolling with eagerness. To date, we already have 14 students confirmed in Cohort 21 and we are early in the admission cycle with a good two months to go.

The divergent responses also underlie what I'm also seeing with student progress. For some, the burdens of work and the additional responsibilities with homelife and children have impacted academic progress. Indeed, I do see some students slowing down, finding it more difficult to focus on studies, missing advising appointments and so forth. At the same time, others seem to have found more time, perhaps because they are not sitting for hours in traffic or traveling for clients, and thus the pace of accelerating to candidacy or completing dissertations has quickened. I actually think more students will graduate this year than in any previous year.

There is turbulence and uncertainty, but there are interesting shifts underway. For me this means being laser-focused on how we make the PhDLC the destination for those seeking an interdisciplinary doctoral program designed for socially engaged professionals who want to research and practice positive change in workplaces and communities. Of course, there are always improvements as we learn what new technologies offer, what new cohorts need, what new faculty talents bring. Let's call it, organic improvement. But what should we be looking at that might inform some explicit actions?

In a recently released report, *The hybrid campus: Three major shifts for the post-pandemic university*, (Selingo, Clark, Noone & Wittmayer; Deloitte Insights, 2021) several trends stood out for me that I think have tremendous relevance for the GSLC. The first is that the mix of face-to-face and online, what is often referred to as a hybrid approach (something we have been doing for over 20 years!) will be a feature of the post-pandemic student-centered university, not only in terms of academic programs but also in terms of services. The Deloitte report talks about a "radical reimagining" of the way higher education serves students by providing and delivering all services in a hybrid approach that is both flexible and personalized. This says to me we are on the right track and should be even bolder with the hybrid environment of teaching, learning and services, that we started two decades ago. The pandemic was not on our minds then, but serving adult learners in innovative ways was!

The other critical lens for me in terms of the pandemic's lessons for GSLC is the unabashed recommitment to offering a doctoral experience that provides students with the necessary knowledge and skills to further social, economic, environmental and racial justice in the workplaces they lead and the communities they serve. It isn't just words in Antioch's mission. It can't just sit on a shelf. The pandemic reveals ugly realities daily: The inequities in health care unmask the narrative of equal access and opportunity. The widespread distrust in science and belief in conspiracies that are racist, homophobic, nativist and antisemitic are endemic in the American experience. As I've said before, the pandemic didn't create health disparities, it revealed the ugly truths. Black and brown and poor communities are suffering and dying in disproportionately higher rates than White and middle-income communities; essential workers whether in warehouses or fields or hospitals are not being treated with the care and respect they so deserve. Educating our students to boldly engage in data-driven sense-making of complexity is necessary and urgent.

We have a lot of work ahead and we are ready. That the PhDLC makes some contribution to your lives and your efforts to 'win victories for humanity' inspires me every day.

In peace,



Laurien

LALEXANDRE@ANTIOCH.EDU

## NOW ACCEPTING APPLICATIONS!

Application review will continue throughout the spring until the cohort is filled.

For more information contact

[ADMISSIONS.GSLC@ANTIOCH.EDU](mailto:ADMISSIONS.GSLC@ANTIOCH.EDU)

# WELCOME our new Core Faculty Member, Dr. Harriet Schwartz

As has been previously announced, Dr. Harriet Schwartz will join fulltime in July 2021 as Professor of Relational Leadership and Higher Education. The Graduate School of Leadership and Change (GSLC) learning community couldn't be more excited. GSLC Provost Dr. Laurien Alexandre and Harriet connected to explore her new role on the horizon this summer.

**DR. LAURIEN ALEXANDRE (LA):** Your relationship with the GSLC spans over 15 years. Much has happened over these years since you graduated. You have become a full professor, published extensively, and been a public voice for justice and equity. That said, what stands out most for you in terms of preparing to join the GSLC as Core Faculty in 2021.

**DR. HARRIET SCHWARTZ (HS):** I love the GSLC and am so incredibly thrilled to be joining the faculty full-time! The professors I studied with when I was a PhD in Leadership and Change (PhDLC) doctoral student clearly shaped the professor I have become and I am excited to bring those influences, as they've developed through my own lenses and informed by my work since, back to the program. The PhDLC experience was life-changing for me and the opportunity to devote myself full-time to PhDLC students, colleagues, and the future of the program – this is exactly where I want to be.

**LA: What do you find most appealing to you as a scholar-educator about the GSLC and most distinctive about the PhDLC program?**

**HS:** Antioch students are deep thinkers who are committed to addressing big problems and I am so eager to support and guide that work full-time. Second, I think the faculty role is a teacher-mentor hybrid role and that is a sweet spot for me, meaning it's the space in which I can best contribute. My primary focus as a scholar thus far has been teaching as a relational practice – this IS the PhDLC. In addition, I believe that Antioch University's PhDLC (as structured by program and policies and as lived by faculty, administration, and students) comes closer to living its values than most universities – I appreciate this deeply and am eager to help the program continue to flourish.

**LA:** As you well know, we have designed the PhDLC program for cross-sector scholar-practitioners who are leading positive change with the skills and knowledge as responsible leaders and ethical researchers to improve the lives of those they serve. Can you identify the top skills/knowledge you bring that you feel could contribute most to this endeavor?



## HARRIET L. SCHWARTZ, PHD

Harriet's scholarly interests include teaching as relational practice, emotion and teaching, and qualitative research methods. She is the author of Connected Teaching: Relationship, Power, and Mattering in Higher Education (Stylus, 2019) and has published two New Directions for Teaching and Learning sourcebooks, co-editing Teaching and Emotion and editing Interpersonal Boundaries in Teaching and Learning. She also writes in the public domain, addressing social justice issues including racism, sexism, and homophobia.



Harriet holds a MS in Counseling and a certificate in student personnel from Springfield College. She has her PhD in Leadership and Change from Antioch University. Harriet was full professor at Carlow University prior to joining the faculty of the PhD program. And, prior to pursuing her faculty career, she worked in student affairs at Carnegie Mellon University, Bard College, and University of Hartford.

**HS:** My focus on relational practice, which emerges from Relational Cultural Theory (RCT), is relevant across sectors and in all levels of leadership. I also bring a strong social justice commitment, with particular focus on White identity and racism, and LGBTQ identities and social class – as social constructs that assign privilege and marginalization.

In addition, I am an enthusiastic qualitative researcher, with specific strengths in grounded theory and critical incident technique. I love teaching and mentoring students as they learn methods, develop their questions, and engage in the dissertation journey.

### **LA:** What is your sense of Antioch's cohort model?

**HS:** When I was in the search for this position and introduced myself at the interviews, I said, "I am a proud member of Cohort 5" and I went on to explain that my use of present tense was intentional. I think for many alums, the cohort affiliation continues after graduation. The cohort model is vital to the PhDLC – cohort colleagues learn from each other and help each other progress successfully through the program. Within cohorts, students form deep friendships and expand personal and professional networks. Put more simply, your cohort colleagues are your companions for the journey and that's a gift. So, shout out to Cohort 5, my original PhDLC partners in learning!

### **LA:** What leadership and/or change scholars or practitioners have most influenced your path in this field?

**HS:** RCT founding scholars Jean Baker Miller, Judith V. Jordan, Irene Stiver, and Janet Surrey created RCT, a human development theory – they weren't leadership scholars per se, but their work and journey inspires me. They proposed a feminist idea of human development in a time when the clinical professions and related academic and professional communities and power structures were heavily male dominated. Dr. Miller and Dr. Jordan and the others, faced significant resistance and backlash as they took this work out into the world and so they were/are true leaders and architects of change. There are so many things I could say about these powerful women, but for now I'll just say that the vision they offer for power-with rather than power-over and their confrontation of the Western myth of individual achievement – these ideas, are fundamental in my work and so important vis-à-vis the pressing challenges of our time.

## HARRIET SCHWARTZ'S PUBLICATIONS & OTHER RECENT WORK

Schwartz, H.L. (2021, January 25).  
*Exploring Relational Cultural Theory:  
In Conversation with Dr. Judith, V.  
Jordan episode 1, early history [Video].  
YouTube.*  
[https://www.youtube.com/  
watch?v=T8BpKzK8qpk&t=18s](https://www.youtube.com/watch?v=T8BpKzK8qpk&t=18s)

Schwartz, H. L. (2019).  
"When I Said 'White,' I Meant  
'White:' Why White Pittsburghers  
Should Care about Racism and  
What To Do about It."  
Public Source.

Schwartz, H. L. (2019).  
*Connected Teaching: Relationship,  
Power, and Mattering in Higher  
Education.* Stylus.

Schwartz, H. L., and  
Snyder-Duch, J. (2018).  
*Teaching and Emotion:  
New Directions for Teaching  
and Learning.* Jossey-Bass.

Schwartz, H. L. (2017, September).  
"Sometimes It's about More than  
the Paper: Assessment as Relational  
Practice." *Journal on Excellence in  
College Teaching*, volume 28, 5–28.

**LA:** And, would you be willing to share what you're reading right now – what's sitting on your bookstand or Kindle?

**HS:** Sure! I'm reading *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own* (Crown, June 30, 2020) by Dr. Eddie S. Glaude Jr., *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (Beacon Press, 2019) by Dr. Bettina L. Love, and for fun, *The Girl in The Back: A Female Drummer's Life with Bowie, Blondie, and the '70s Rock Scene* (Backbeat, 2018) by Laura Davis-Chanin. I have some other books on race and social justice leadership in slow progress, but those three are my focus right now.

**LA:** I can't imagine a stranger time in higher education and in the country in general. Between the pandemic, the political polarization, the rages of social, economic and racial inequities, and so much more. I know you speak out often about many of these issues. What do you see as the role of being a "steward of society" and how does that translate into your teaching, research, and practice?

**HS:** I think it begins with the learning spaces that we, as educators, seek to create. My hope is that any learning space I'm involved with provides challenge and is also a space that students trust and that perhaps can even provide some respite from the pervasive stress in the larger world. My fantasy is that for adult students, school (even though it's a lot of work!) provides a space where they can focus on their own growth and development and get even a brief break from daily stresses and responsibilities.

From there, I see my work as supporting student learning – an interdisciplinary leadership program is an ideal space to teach and support students who are changing and will change the world. And then I also continue with my work as a researcher and public scholar. As I said earlier, my research thus far has focused on relational practice – at the moment I feel like my book *Connected Teaching: Relationship, Power, and Mattering in Higher Education* (Stylus Publishing, 2019) was an important culmination of that work and I'll continue to get that work out there with speaking and writing. However as for new research and writing, I now feel most compelled by social justice questions.

**LA:** If we were doing this interview a few years from now (and I hope we do!), and I asked you to look back on your time in the program, what would you have liked to have learned? Done? In what ways would you like to have seen yourself grow?

**HS:** Well, starting a full-time position in the PhDLC is interesting for me. In some ways, I think it will feel like coming home. At the same time, the program has changed a lot since I was a student and in recent years I've seen it from an affiliate faculty perspective – all is to say I'll have a lot to learn about the program as it is now and in terms of being full-time faculty. I look forward to collaborating with faculty colleagues both in teaching and ideally I'd love to co-write. And of course I look forward to learning from students – given their questions and passions and disciplinary knowledge.

...

**I see my work as supporting student learning – an interdisciplinary leadership program is an ideal space to teach and support students who are changing and will change the world. ”**

**LA:** I was struck by the excitement you bring to looking forward, learning new things, making the most of every year ahead. I wonder how you’ve been able to hold that focus forward during this most difficult time in our lives. Where do you find strength and hope?

**HS:** To build on the work of Carol Kasworm – teaching is an act of hope. She actually talks about learning as an act of hope, particularly for adult students. I agree and also believe that teaching is as well. So, the very work of teaching – designing learning experiences, engaging with students on content and process, advising, and mentoring – this work brings me hope and emerges, for me, from a place of hope.

Second, staying connected with loved ones and friends helps

as does connecting with the natural world – Pittsburgh has some terrific wooded city parks and there are good hiking trails in the region. I also try to stay in touch with gratitude.

Of course, I have days where I am angry, frustrated, sad, and so on about the generations'-long presence and current emboldened nature of white supremacy, the pandemic (and mishandling of it), and more. But I also try to engage in the things I listed above that keep me going, as well as listening to music and photography – all which keep me grounded and give me breaks from the intensity of everything else.

**LA:** Would you please share something about yourself that you would like our community to know that they wouldn’t learn from your CV?

**HS:** I don’t know about anything else that is important for people to know, but in terms of getting to know each other... as I mentioned above, I love photography. I started taking photos as a kid and several cameras later I’m still at it. A few years ago, I bought a macro lens – and I’m really taken with macro or close-up photography. Macro requires a lot of concentration and attention to the details of the work – so it is a very good source of “getting away” for me, even during the pandemic. I believe that good macro photography requires presence and immersion and in that way, it’s a little bit like teaching.

**ANTIOCH UNIVERSITY is fully accredited by the Higher Learning Commission. The PhD in Leadership and Change program obtained full and permanent approval from the Ohio Department of Higher Education.**

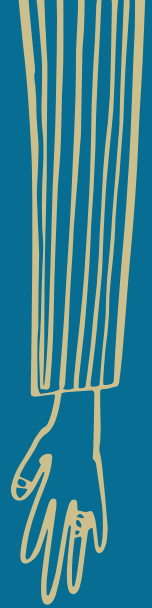
**AROUND  
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# Seeding Dialogue for EQUITY & DEMOCRACY



The GSLC was allocated an initial pilot fund to further the purposes of the University's *Guskin Center for Democracy and the Common Good*. After consideration of various approaches, the GSLC faculty decided to fund exciting work of current students given the wide range of sectors, locations and causes represented by our learning community. In mid-November we posted the call for proposals for initiatives that engaged community-based partners in dialogue and creative activities to bridge divides and further social, economic, racial and/or environmental justice.

An initial four seed grants have now been awarded and we look forward to the work and the outcomes. We will plan for a way in Summer, after all projects are completed, to share these exciting projects and the learning from them. Also, as part of this effort, Dr. Froswa Booker-Drew, an alumna with extensive nonprofit experience in funding community partnership, will serve as a mentor for the four recipients at strategic moments in their projects' work.

*Let's introduce the four projects...*







## MARCELLA SMITH FELLOWS AND TALKBACKS TOOLKIT

Renee Bradford (Cohort 17)

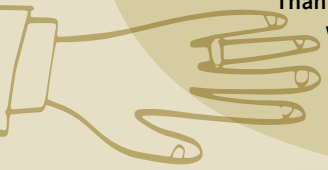
This project brings together a cross-section of five young leaders in an intergenerational virtual retreat to receive training on generative storytelling and participatory action. A subsequent series of ‘talkback’ sessions will be organized to help develop their skills in engaging in important conversations about racial equity and justice. Participants are located in different states and will come from an existing intergenerational network, Redeem the Ten. The Guskin Funds would be used to develop the Talkbacks Toolkit and social media placements.

“

How we respond to difficult times, will determine our future. After the death of George Floyd, RedeemThe10.com chose to respond to the wicked problem of racism with togetherness.

As a Guskin grant recipient, this award helps me to position The Marcella Fellowship, which is the next iteration of RedeemThe10.com, as a catalyst for the future care of a movement that inspires the younger generations to lead important conversations across differences.

It means the world to me to be a recipient of the award because The Marcella Fellowship is a small glimpse of what is possible in our world when reciprocal listening and human dignity meets human care.



Thank you for the recognition of and support of the heart-centered work of a few dedicated volunteers from across the country that believe that participatory change is generosity in action.

”

– RENE BRADFORD

## CULTIVATING CONSCIOUS COMMUNICATION

LauraLynn Jansen (Cohort 19)

This project develops empathetic listening and communication skills coupled with familiarity of Relational Cultural Theory among a group of 10 diverse mentors involved with HerShe, an organization that works with foster girls in Los Angeles County and Las Vegas, Nevada. The goal will be to cultivate awareness of implicit bias and building connection across age and social circumstance. Participants will primarily be located in Nevada. The Guskin Funds would be used to secure curriculum materials and cover costs of technology support and the facilitator.

“

A collective of adult women dedicate an immense amount of energy while interfacing with thirty teenage foster girls at Camp HerShe; and some also are the backbone to fulfilling support in-between camp gatherings by being mentors.

Receiving the Guskin grant will allow us to provide these women more in-depth training. Like young women, adult women carry questions of self-worth, consciously or subconsciously and these inner notions are further confounded by the “increase in ‘isms’ within social systems in American culture” (Walker, 2020, p. 3). The Guskin funds will allow us to provide a developmental experience for women akin to the youth they support. This programming is also part of the newest evolution of the organization now becoming the HerShe Institute.”

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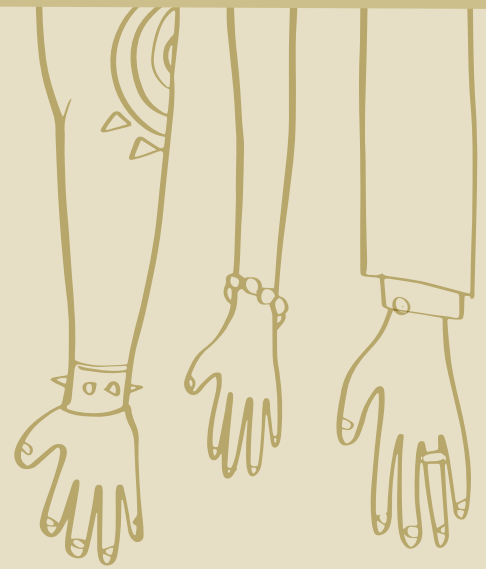
– LAURALYNN JANSEN





## COOPERATIVE EDUCATION FOR THE GOOD OF THE WHOLE Mary Sutton (Cohort 17)

This project supports the work of Collective REMAKE, a Los Angeles-based co-operative nonprofit working with formerly incarcerated individuals. In particular, the focus will be on the development of participatory open evaluation processes, using Appreciative Inquiry and Co-operative Inquiry methods within a broad stakeholder network, and to assist 30-40 impacted participants to assess the value of and their growth in co-operative education and development workshops. Mary Sutton, the PhDLC student grant recipient, just had an article published in the NonProfit Quarterly about Collective REMAKE (<https://nonprofitquarterly.org/using-cooperatives-to-empower-formerly-incarcerated-people-an-l-a-story/>). The Guskin Funds will also be used to support her participation in a Co-operative Inquiry project, and it will support technical assistance for web and editing.



“ I am so grateful. With the acknowledgement of this award, I feel I have been initiated as an activist scholar.

– MARY SUTTON



## DISABILITIES DIALOGUE FOR UNDERSTANDING Nicole White (Cohort 17)

This project, in partnership with Special Olympics Hamilton County (Ohio), brings together community partners (recreation and fitness partners) into a series of dialogues with families raising young children with disabilities as a way to increase understanding to aid in community programming. As a result of the meetings, the intention is to develop a “Guide for Creating Inclusive Community Programs.” The Guskin Funds would go to fund the meetings and to produce and distribute the materials for the guidebook.



“ Inclusion is often something we consider when looking at workplace and school settings. However, inclusion should be a means for all facets of life. One of those areas being fitness, this award will help us to understand how to be a resource for our community and develop programming that meets the needs of people with disabilities. Inclusion does not have a boundary. However boundaries still exist in many facets of life for people with disabilities that need to be broken. This grant will help build inclusive practice.

– NICOLE WHITE



## THE GRADUATE SCHOOL OF LEADERSHIP AND CHANGE

supports the fight against global warming by offsetting the climate impact of all work-related air travel of program faculty and staff through annual donations that support projects involving renewable energy, energy efficiency, and reforestation.



We are very pleased to share the line-up of upcoming speakers and presentations in our *Scholarship for Justice Series* for Spring, including a focus on advancing equity and inclusion in the workplace, another on the health impacts of transgenerational trauma and adversity on youth and communities, another on becoming anti-racist educators and community leaders, and finally, a revisit with a historian's lens to look at opportunities for bold reform. More than ever, this is an important time to recognize how much the many historic events of this past year have reinforced our need to continually engage with our university's mission and our program's purposes.

While we cannot come together physically in these efforts to further leadership for inclusion and racial justice, we hope that some or all of the events in this powerful upcoming series speak to your interests.

### MARCH 24TH

#### **RACE, WORK & LEADERSHIP: THREE ZONES OF ACTION FOR ADVANCING DIVERSITY, EQUITY, INCLUSION AND JUSTICE**

Laura Morgan Roberts, Ph.D.

Dr. Laura Morgan Roberts, Professor of Practice, University of Virginia Darden School of Business, is recognized for her important work as an educator, researcher and consultant on maximizing human potential in diverse organizations and communities. (<https://www.darden.virginia.edu/faculty-research/directory/laura-morgan-roberts>). This session will address steps for creating greater organization-wide understandings of racial inequalities including acknowledgment, affirmation and action. We are proud to hold Laura very close to our hearts and although no longer a faculty member with us, we cherish her 10 years with the PhD in Leadership and Change program.

## APRIL 20TH

### THE IMPACT OF TRANSGENERATIONAL TRAUMA AND ADVERSITY ON THE HEALTH & WELL-BEING OF BLACK, BROWN AND POOR YOUTH: WHAT SCIENCE & HEALTHCARE PROFESSIONALS KNOW AND WHAT WE CAN DO AS CROSS-SECTOR LEADERS

Dayna Long, MD

This session will unpack current research about the impact of transgenerational trauma and adversity on the long-term health and well-being of youth and communities and asks us how as leaders in all sectors, we can address these critical issues. Dr. Dayna Long, a nationally recognized pediatrician who has been working in the area of the social determinants of health and the policy implications is the Director of Health Equity Initiatives at UCSF Benioff Children's Hospital in Oakland, California (<https://www.linkedin.com/in/dayna-long-md-3b439b11a/>). She has pioneered culturally responsive programs that have improved the health outcomes of children across the state and are being adopted nationally.

## MAY 5TH & 26TH

### BECOMING A WHITE ANTIRACIST: A PRACTICAL GUIDE FOR EDUCATORS, LEADERS AND ACTIVISTS

Stephen Brookfield, PhD

Stephen is an internationally recognized teacher, scholar and expert on adult learning, critical thinking, and the exploration of power dynamics particularly around racial identity and white supremacy. He has recently joined Antioch University as a Distinguished Scholar (<https://www.antioch.edu/faculty/stephen-d-brookfield/>). Stephen will facilitate a book club reading of his soon-to-be-released 20th book, the coauthored *Becoming a White Antiracist: A Practical Guide of Educator, Leaders and Activists*. Stephen will do opening talk and then guide a Book Club Reading Group over several weeks with concluding conversation with Stephen at the end.

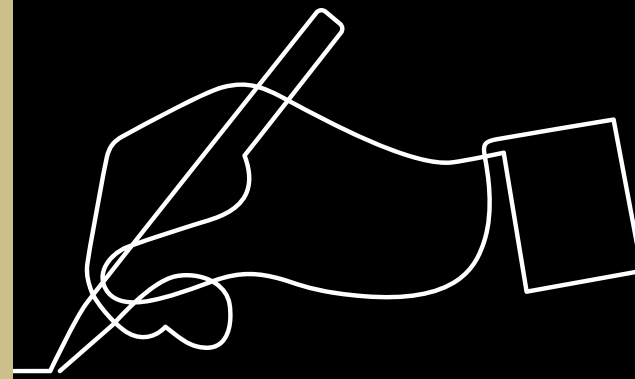
## MAY 12TH

### WHEN PARANOID MOVEMENTS DECLINE: WHEN, HOW AND WHAT FOLLOWS?

Gordon Alexandre

Gordon Alexandre, retired professor of US history and social activist, will join us again. Back in October 2020, Gordon Alexandre shared thoughts about 'paranoid movements' in U.S. history, what they have in common and their trajectories. In this Springtime return, Gordon will now address the aftermath of previous paranoid movements, where today's paranoid (authoritarian populism) movement stands, and thoughts about the opportunities for bold reform around racial equity, climate change, immigration, basic income and health care for all and so much more.

For details and registration contact  
Leslee Creighton, [lcreighton@antioch.edu](mailto:lcreighton@antioch.edu)



## WRITING FOR JUSTICE SERIES: UPCOMING SESSIONS!

Writing Center Director Dr. Elaine Gale will be hosting these intriguing sessions in the coming months!

### MARCH 4TH

GUIDELINES FOR CREATING  
AND GUIDING A MULTI-ETHNIC  
SCHOLARS GROUP

Mursulata Mohammed  
(Cohort 10)

### APRIL 22ND

WRITING JUSTICE: SWITCHING  
THE SCRIPT ON JUSTICE, JUSTICE  
NEEDS OUR IMAGINATION

Dr. Jessica Litwak  
(Cohort 12)

# PhDLC Alumni *Giving*: A Community That *Cares*

Between June 2020 and January 2021, 48 alumni (with a few current students in the mix too) donated to PhDLC scholarship funds. That comes to approximately 20% of our alumni body. WOW! That is more than 2.5 times the national average. In actual dollars, we raised \$86,500 during these past six months. We also now have 23 multi-year pledges. Thank you to each and every one of you. No matter how large or how small, your donation is helping current and future students obtain their PhD and we are deeply appreciative.

Based on a *US News & World Report* (December 6, 2020) average alumni giving rates during the 2017-2018 and 2018-2019 academic years was 8%, according to an annual survey of over 1400 schools (read [here](#)). It is important to note that seven of the top 10 institutions with the highest giving rates (of over 40%) are elite liberal arts colleges. The survey focuses on giving to one's undergraduate institution.

Interestingly, there is very little information I could find on alumni giving patterns to their graduate schools. One recent dissertation, K. Fleming's *Examining the Influence of Graduate Student Experiences on Graduate Alumni Giving* (read [here](#)) concluded that giving is indeed affected by students' experiences in graduate school as well as their personal characteristics (e.g. gender, financial capacity). These are both powerful factors that influence alumni giving. However, most notable to me was that Fleming concludes that alumni experiences *as alumni* had the most substantial influence on giving. Alumni are also very affected by their perception of their institution and not only their direct experience.

I take that to mean that if an Antioch PhDLC alum perceives that their graduate school is doing the things it should be doing, in our case, educating pro-inclusive anti-racist leaders who engage in research and practice to improve the lives of the organizations and communities they serve, then they are more likely to give. I'm heartened by this perspective and hope the outpouring to date reflects our alumni's belief that we are doing what we should be doing and "winning victories for humanity," large and small.

The PhDLC now offers seven different scholarships and research funds, which blows my mind. My first focused alumni ask was seven years ago in a pizza restaurant in Dayton. You know who you are. Thank you.

Several of our funds are relatively new and have been set up BY individual alumni to honor loved ones while at the same time focusing on areas of deep interest and passion. Below are two brief interviews with two current scholarship founders.

## **JOANNE E. MCLEAN SCHOLARSHIP FOR LEADERSHIP**

Dr. David McLean, PhD. (Cohort 10)

**Q:** David, you have set up this Joanne E McLean Scholarship in Leadership to support international students who have both need and merit. Can you share what it means to you to be able to set up this way of honoring Joanne and how you feel it honors her?

*My wife, Joanne, was a very special individual. Amongst her qualities were her highly intuitive nature, her empathy and her ability to listen well. These qualities stood out in each relationship she developed, and were*

*foundational in her professional life as a leadership coach. Like many of us, she had experienced working within organizations encumbered by poor leaders, so dedicated the last 20 years of her career to improving those workplaces. As I entered the Antioch program in 2010, Joanne began attending residencies with me. She loved the meaningful conversation and connected with the people, both students, spouses and faculty. I know, at some level, she wished she were a student of the program. Now, nearly three years since her passing, I find myself in a position to recognize her in a way that would see others benefit from the Antioch experience. It's as though her light is shining on the path of deserving souls, to allow them and their own light to illuminate the shadows of our world. It is, I believe, a fitting tribute to a life well-lived.*

**Q:** The timing to establish this amazing scholarship also had to do with you wanting to recognize your dissertation chair and fellow Canadian, Elizabeth

Holloway, as she steps down from her fulltime professorship in the program. Could you share some of the ways that Elizabeth contributed to your growth, professionally and personally.

*When I learned that Elizabeth would be stepping down from her full-time professorship at Antioch, the emotions I experienced were bittersweet. Joyful for her legacy of leadership and friendship, and yet a bit sad that the Antioch I experienced would not be quite the same. Elizabeth was more than a faculty member to me. She was and is a sage, a trusted friend and mentor, and a fellow Canadian who could relate to some of the nuanced differences in American and Canadian culture. She helped me to examine and embrace those differences and to understand the opportunity to learn from each.*

**Q:** You were a member of Cohort 10, whew, over a decade ago! As you think back on your experiences in the PhDLC, what would you hope for its future students particularly those who are recipients of this scholarship?

*My hope for all students would be that they continue to research, to question, to challenge and to immerse themselves in understanding the big societal issues that we face today. And when neck-deep in that muck and mire, to hold fast and to declare their truth. And for those receiving this scholarship, it is our hope that it helps to ensure your voice is heard.*

## THE VALENTINE ACTION RESEARCH FUND

Dr. Mike Valentine, PhD (Cohort 12)

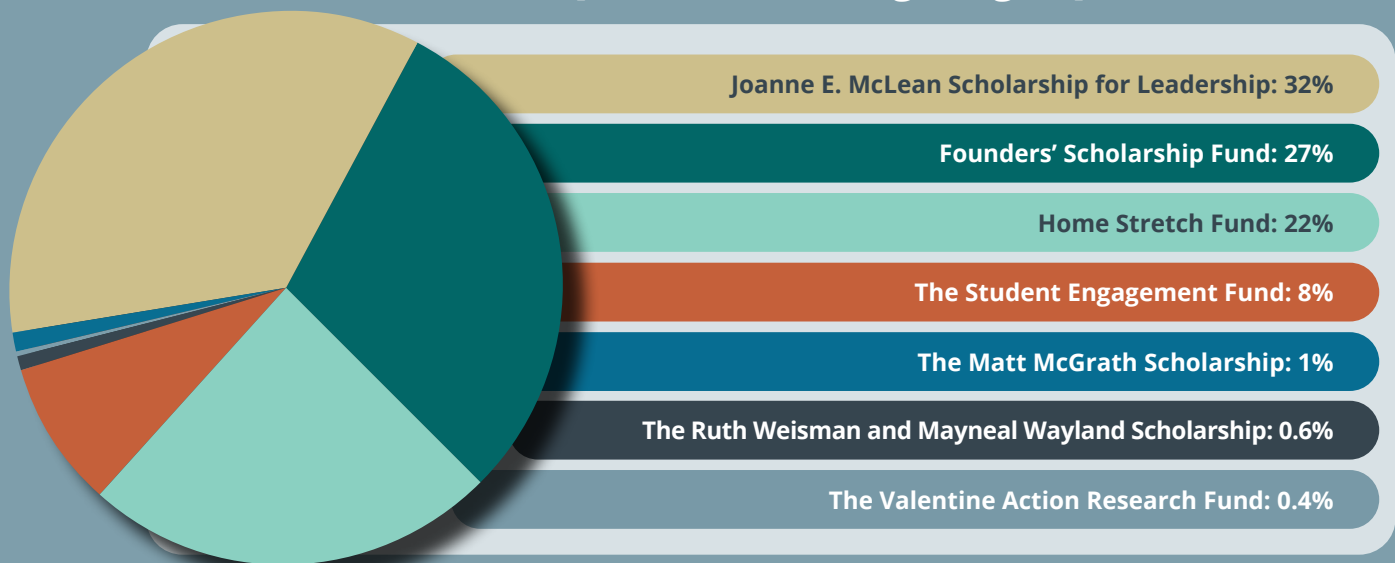
**Q:** Mike, you have set up this Valentine Research Fund to support students doing action research dissertations with marginalized communities. Can you share what it means to you to be able to set this up to honor your father and the ways it honors him?

*My dad was a big part of who I am today. He lived his life by quietly reaching out to help others. When I look at how fortunate I have been in my life I realize that the success I have enjoyed comes in part from the gifts my dad gave to me growing up. I understand that those gifts come with a responsibility to give back. My Dad made a difference as a firefighter, working in one of the most distressed parts of New York and took the time to mentor kids that needed help and someone to look up to. I hope through my mentoring of Antioch students I can help them develop the tools to make a difference as well.*

**Q:** You were a member of Cohort 12, whew, almost a decade ago! As you think back on your experiences in the PhDLC, what would you hope for its future students particularly those who are recipients of this scholarship?

*Simply, that they never forget that with their accomplishment comes a responsibility. That they see the skills they develop as leaders and scholars while at Antioch, as an opportunity to give a gift back, to make a positive difference in some small way, in some part of the world that needs it.*

## Recent Contributions as a percent of total giving in past six months





# Not ALUMNI Yet, and Still They WANTED to GIVE



And then there is this amazing story. One day I received an email from a group of Cohort 17 members as they approached the conclusion of their third year (last year, in the first months of the pandemic). They had an idea. They wanted to help others have powerful cohort experiences, building relationships that happen at residencies over dinner or drinks or in hotel lounges or AirBnBs, and they knew from their own experience that sometimes a simple dinner with others was prohibitive and some peers might need to skip the informal out-of-classroom bonding because they didn't have the available financial resources. They worried about cohort friends who went back to the hotel room with yogurt, not because they were introverts needing time alone but because they had insufficient extra dollars to spend over drinks.

We worked together to come up with a plan and although not alumni YET, more than 16 members of Cohort 17 have already contributed to or pledged to contribute to the newly established Student Engagement Fund (SEF). The intention is to build the SEF up with regular contributions and once we return to post-pandemic onsite residencies, funds will be available for pre-candidacy students who have financial need to be able to fully engage with peers in those important non-classroom activities.

Roz Cohen, one of the original SEF contributors shared, "I can't express how close our cohort (C17) has become. While some of that cohesion was built into the program (i.e. residencies, small group discussions), most of it happened outside of the classroom; it was the dinners together, the sharing of housing during residency, the

ability to get together and share time and space. We built a level of trust, respect, and I would say, love, that has helped us through some very difficult personal times as well as with our research and scholarship. This has been an amazing gift. It was from this experience that we decided to create this fund to allow future cohorts to create this type of experience and provide the support, love, and cohesion that is so important." Another Cohort member, Felix Alonso noted, "The Leadership and Change PhD cohort model promotes collegiality, interdependence, networking and camaraderie among students for a lifetime. Engaging with members of my cohort outside of the classroom has been an invaluable experience and I hope this fund can help future students stretch and grow together." Cohort member Renee Bradford added, "The Antioch community distinguishes itself by developing strong community connections with students through residential experiences. As a cohort, we wanted to remove barriers to fully participate in residencies. I hope that the generosity of C17 positively impacts the journey of future cohorts so that every student has the opportunity to enjoy the most critical years of community building - together." Finally, Katie Lampley, another C17er shared, "I know the PhD is the ultimate goal but I have already gained so much that it is time for me to start giving back. This is just one way I can do that and it gives me so much joy."

Alumni and Students  
who have given to our  
scholarship funds in 2020.

**THANK YOU!!!**

For those alumni who  
haven't given recently,

**PLEASE  
CONSIDER IT.**

You can click here to see all of our  
PhDLC funds and give online.

[https://www.antioch.edu/  
admission-aid/financial-aid/  
scholarships-and-grants/  
gslc-scholarships-and-grants/](https://www.antioch.edu/admission-aid/financial-aid/scholarships-and-grants/gslc-scholarships-and-grants/)

Or if you would like to talk with  
Laurien about setting up a  
multi-year pledge, please  
email [lalexandre@antioch.edu](mailto:lalexandre@antioch.edu).

## university mission

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

To learn more about our multi-campus system  
visit **ANTIOCH.EDU**

# THE PHD ROCKS AT THE 22nd ILA CONFERENCE

*T*he COVID-19 pandemic reality of social distancing and restricted travel in 2020 resulted in a first for the International Leadership Association (ILA). The 22nd ILA Annual Global Conference (November 5-8, 2020) was the first all-virtual ILA conference!

The ILA organizers turned this challenge into a triumphant success: 1,398 people registered for the virtual conference. There were 231 events on the program, not including member community meetings and networking events, included: Plenary Sessions, Conversations with Scholars, Meet the Authors, Film Panels, Panel Discussions, Papers and Symposia, Roundtables and Posters presentations, Workshops, Arts Explorations, Mindfulness & Connection Sessions, and the International Student Case Competition.

While the PhDLc did not have our usual mini-residency, alumni event, or reception this year, we still had a large footprint at the conference with a total of 22 presentations by four faculty members, four students, and eight alumni. The presentations included the following:



## PANELS:

Film Panel - Knife Skills: EDWINS Leadership & Restaurant Institute

– DR. SCOTT J. ALLEN

Inclusive Leadership: Concepts, Practices, and Implications for Diverse Groups, Organizations, and Societies

– DR. LIZE BOOYSEN

An Ethic of Care on the Edge: Paradoxes of Caring Leadership

– DR. DONNA LADKIN

Critical Perspectives on Leadership in the Pandemic: An ISLC Discussion

– DONNA LADKIN

## PRESENTATIONS:

“Social Cohesiveness, Diversity, Wisdom & Sensemaking: Integrating and Accessing Leadership Wisdom Using the Aristotelian Concept of Phronesis”

– DR. AQEEL TIRMIZI AND DONNA LADKIN

“Hopeful Narratives:

Organizational Re-Inventions for Ecological Sustainability: The Spectrum of Leadership for Sustainability: From Narratives to Reporting”

– DR. AQEEL TIRMIZI AND DONNA LADKIN

“Pushing the Edges of Leadership Theory and Practice with Phenomenology: What Goes on Between Leaders and Followers?”

– DR. DONNA LADKIN

“Researching Leadership in the Workplace Global Virtual Teams: Experiences of Teaming Across Geography, Space, and Time”

– Dr. Lejla Bilal Maley

“Using Podcasts for Leadership Research, Education, and Development Using Podcasts for Leadership Research, Education, and Development”

– LAUREN BULLOCK

“Research Exploring Challenges in Context: Leading Past the Edge to a Liberated Self: The Lived Experience of Adolescents With Substance Use Disorders”

– DR. DANIELLE TREIBER

“Sustainability in the Time of COVID-19: Regeneration or an Afterthought?”

– ILEYA GROSMAN

“Mindfulness in Organizations - Practice and Research: The Relationship Between Mindfulness and Leadership: How Mindfulness Practices Affect Leadership Practices”

– DR. JAMES VAN AUKEN

“The Edge of Inclusion and Exclusion: How Inclusive Leaders Navigate Resistance in Practice”

– DR. MARIA DEZENBERG

“Arts Integration: Mississippi Goddam: Lessons Learned From Freedom Summer 1964”

– DR. SUSIE ERENRICH

“Pushing the Edges of Leadership Theory and Practice with Phenomenology: Dominance and Chaos at the Edge of Leadership”

– DR. TAYO GLENN SWITZER

“Using Podcasts for Leadership Research, Education, and Development: Designing a Podcast for Leadership Development”

– DR. SCOTT ALLEN

“Curriculum Decisions to Maximize Impact: The Perfect Blend: The Four Orientations of Leadership Education”

– DR. SCOTT ALLEN

## WORKSHOPS:

Edge Effects in Educational Leadership: Defining Your Own Edge

– KRISSY VAN WINKLE AND DR. LINDSAY LYONS, DANIELLE TREIBER, AND LEJLA BILAL MALEY

Leading at the Edge Through Deep Learning

– DR. JON WERGIN, MARTHA MISER, AND TAYO SWITZER

Skill Sheets as a Critical Tool for Leadership Educators

– DR. SCOTT ALLEN

## CHAIRING:

Chairing: Wisdom Odyssey into the Interspace

– Dr. Donna Ladkin

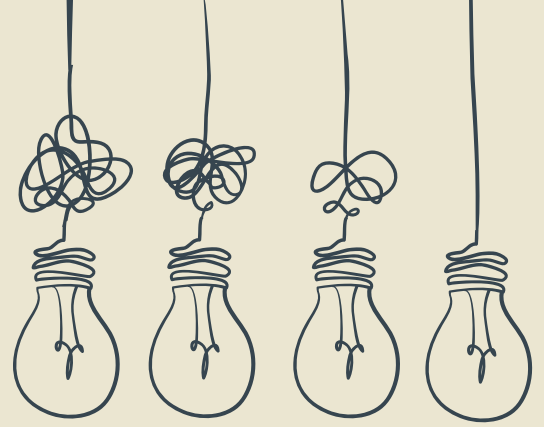
## EMERGING SCHOLARS RESEARCH CONSORTIUM:

One Member One Vote: Building Co-operative Leadership and Sustainable Economic Solutions with People Returning Home from Prison and Jail

– MARY SUTTON

We hope to see you all at the 23rd Annual Global Conference in Geneva, Switzerland on October 20-25, 2021. The theme of this year's ILA Conference is *Reimagining Leadership Together* and will be offered live and online. Of course, reimagining leadership together is something the GSLC, its students, and alumni are known for!

# GSLC Professional Certificates: Personal transformation, professional growth, civic activism



We are thrilled to announce the launch of the GSLC's Professional Certificate Series. We look forward to offering cutting-edge (non-degree) learning opportunities for practitioners around a number of leadership and change competencies and topics. These certificates will build on GLSC's two decades of commitment to delivering values-driven, innovative and bold learning experiences for those leading positive change in workplaces and communities in the U.S. and around the world.

The series currently includes two certificates on Leading for Inclusion and Racial Justice (which launched the first week of February and Leading Transformative Change (which will launch the first week of May). Each Certificate consists of three 3-week courses, paced over three months. We believe these certificate offerings are unique and powerful in a number of ways. The design and development of each certificate has been led by GLSC core faculty members. The course delivery approach combines a range of inspiring and engaging materials and activities. The virtual design allows participants to complete the coursework asynchronously (online) with multiple optional opportunities to consult faculty and interact with their peer learning community in real-time. The certificates' teaching teams bring diverse and practical perspectives along with advanced doctoral expertise to their respective courses. Dr. Aqeel Tirmizi, one of the Core

Faculty involved in the certificate initiative, noted, "We believe this thoughtful and flexible approach to access and participation, coupled with the quality of the curriculum and the relational focus that characterizes the new certificate series, make them unique among competitors and powerful for participants."

Fourteen participants have enrolled in the first course of the Certificate in Leading for Inclusion and Racial Justice. While they joined for variety of personal and professional reasons, the participants are united in their desire to think more deeply about what they can do to reduce the grip of White privilege in their organizations and communities. So far, participants are remarking on how helpful they are finding the range of videos, podcasts and readings they are engaging with each week. The (optional) weekly discussion groups seem to be an aspect of the program which participants are most enjoying, as they provide a brave space for talking with others about how they are relating the course resources to their daily lives. Dr. Donna Ladkin is teaching the first course and PhDLC alumna Dr. Cherie Bridges Patrick is facilitating the next course (Leading for Inclusion) and Dr. Lindsay Lyons is facilitating the final course (Challenging Social Systems). Donna Ladkin's reflection on how the first weeks have unfolded.

The upcoming Leading Transformative Change Certificate will engage participants in designing strategic change processes, proactively addressing disruptive forces, and implementing new organizational and community drivers to transform our organizations, workplaces and world with both short-term and long-range approaches. Dr. Mitch Kusy has been part of the design team leading this effort and will teach one of the courses; Antioch PhDLC alums Drs. Dani Chesson and Eddie Perez will teach the other two. Mitch Kusy shares his excitement about the new Certificate, "Participants will forge new territory as they navigate their own opportunities and challenges in innovative ways. What is most exciting is that they will not do this alone because together team members will learn, apply, and evaluate methods in real-time!"

We intend to roll out additional certificates in the coming year, so stay tuned. If you are interested in registering for the full Certificates or just selecting one of the courses within one of the Certificates, check it out [here](#).

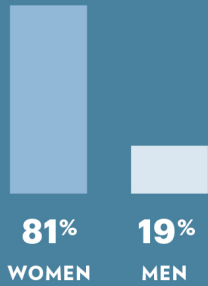
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**These certificates will build on GLSC's two decades of commitment to delivering values-driven, innovative and bold learning experiences for those leading positive change in workplaces and communities in the U.S. and around the world.**  
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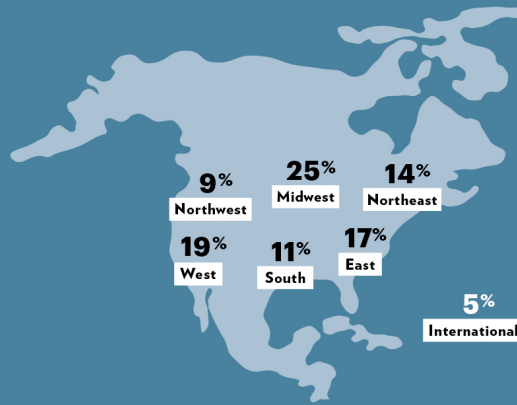


# PhDLC Student Body 2020-2021

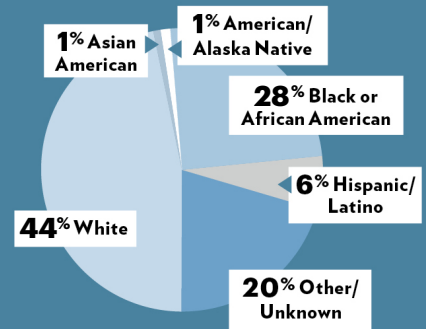
## GENDER IDENTITY



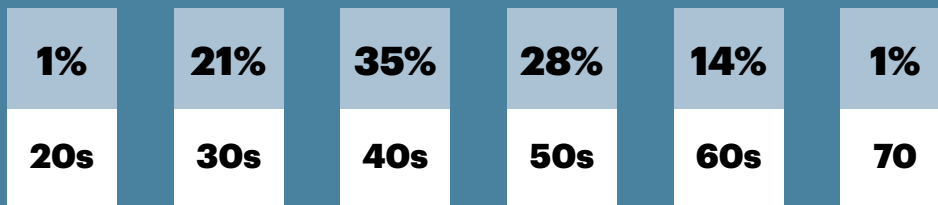
## LOCATION



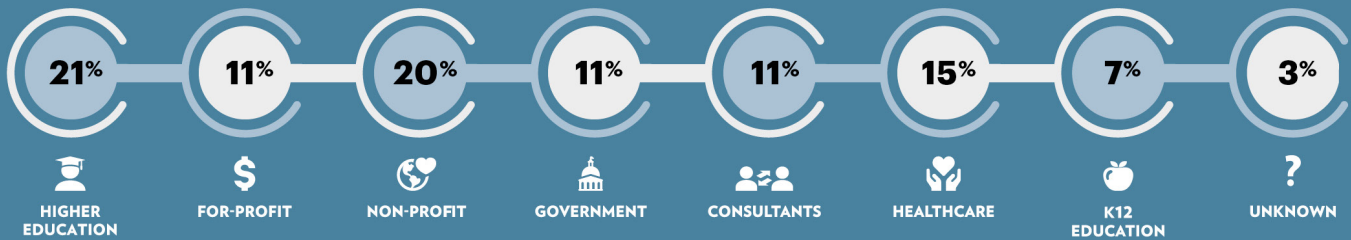
## ETHNICITY



## AGE



## OCCUPATIONAL SECTOR



*These figures are from 2020*

# Student and Alumni Updates

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## COHORT 2

Dr. Luane Davis Haggerty won the Rochester Institute of Technology's (RIT) Four President's Award for 2021. The purpose of this award is to recognize a current member of the faculty or staff who, through their public service have been not only outstanding professionals but also caring members of the community. In addition she directed the production, *Spoon River Anthology* for RIT's National Technical Institute for the Deaf.

Dr. Shana Hormann was recently interviewed for Antioch University's Writers' Exchange *Writers on Writing* series. Her interview entitled "Healthy Practices in Collaborative Writing" can be found [here](#).

Dr. Lisa Kreeger has been appointed as Interim Dean of the School of Nursing and Health Sciences at Capella University. She is very excited by this opportunity and hopes to get the word 'Interim' dropped at some point in the future.

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## COHORT 3

Dr. Judy R. Ragsdale co-authored the article entitled, "Proposing Religiously Informed, Relationally Skillful Chaplaincy Theory" in the *Journal of Health Care Chaplaincy*.

Dr. Steven Austin Stovall is now Assistant Professor of Entrepreneurship and Management at Southeast Missouri State University in Cape Girardeau, Missouri. He began this new role in Fall 2018 after 17 years with Wilmington College in Ohio. Recently, he co-authored two journal articles, "Embracing Differences: Experiential Exercises for Teaching Diversity in Undergraduate Business Programs" in the *Journal of International Business Education* and "The Times, They Are a Changin': A Logical Approach for Developing a Promotion and Tenure Document for Uncertain Times" in the *Academy of Educational Leadership Journal*.

The Public Relations Society of America recently profiled Dr. Rhoda Weiss in *Strategies & Tactics* in the article "On Establishing Executive Presence" regarding her expertise and career (read [here](#)).

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## COHORT 5

Dr. Harriet Schwartz was the featured speaker for *Scholar Rounds* at the University of British Columbia's Department of Occupational Science and Occupational Therapy. She presented "Connected Teaching: How a Relational Approach Fuels Learning and Builds Faculty Resilience".



## COHORT 6

The board of Women's Media Center (WMC), a premier non-profit organization founded by writers and activists Jane Fonda, Robin Morgan, and Gloria Steinem, has just unanimously elected Dr. Janet Dewart Bell (read [here](#)) as its new chair. The WMC focuses on ensuring that women are accurately portrayed and visible in the media. Highlighting powerful stories and varied perspectives the organization works to diversify sources and content throughout a variety of campaigns, initiatives, and outlets. Experienced communications strategist, activist and advocate for racial and gender justice, multimedia expert, and leadership consultant Dr. Dewart Bell is founder and president of LEAD Intergenerational Solutions, a nonprofit organization that develops intergenerational and inclusive social change agents. Most recently she and her fellow PhDLC alumna Dr. Naomi Nightingale were featured in *Antioch University's Alumni Magazine* (read [here](#)) in regards to what leadership means and looks like through the lens of their experiences. Dr. Dewart Bell's dissertation is entitled, *African American Women Leaders in the Civil Rights Movement: A Narrative Inquiry* (read [here](#)) and she is the author of 2019 NAACP Image Award nominated *Lighting the Fires of Freedom: African American Women in the Civil Rights Movement* (The New Press, 2018).

Dr. Gail Cheney has been named Senior Director of Organizational Development for the Central Council of the Tlingit and Haida Indian Tribes of Alaska, a tribal government representing over 32,000 Tlingit and Haida Indians worldwide. The sovereign entity serves Tlingit and Haida people throughout the United States. In this new role Dr. Cheney will support the leadership and management team to develop strategies promoting growth and innovation to foster organizational change while upholding the mission and vision of the Tribe. Dr. Cheney has over two decades of progressive professional experience ranging in multiple

industries including academia, non-profit, environmental, Alaska Native for-profit regional, village, subsidiary businesses, and social enterprise corporations, along with other consulting experience.

PhD in Leadership and Change alumna

Dr. Martha Freymann Miser has just published a new article in *Coaching Perspectives*, The Association for Coaching's flagship international publication (read [here](#)). The new piece reminds leaders of the impact that images and words have in providing inspiration which is especially timely in these unprecedented times. Founder and President at Aduro Consulting, Dr. Miser has over the past 30 years held leadership positions in both private and public sector organizations specializing in her expertise in executive coaching, training, change management, leadership development, and team building.



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## COHORT 7

Dr. Leslie K. Etienne has been appointed the founding Executive Director of the Center for Africana Studies and Culture at Indiana University Purdue University, Indianapolis (IUPUI). Dr. Etienne is also a Clinical Associate Professor and Director of the Africana Studies Program. He will manage all aspects of the new center's activities, including community and campus partnerships and collaborations, initiatives, cultural programming, and scholarly activity.



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## COHORT 9

Principal of Creative Community Builders (CCB) and PhD in Leadership and Change alumnus Dr. Tom Borrup has authored *The Power of Culture in City Planning* (Routledge, 2020). The book, which is very much in alignment with Borrup's work both at CCB and The University of Minnesota where he is the Arts and Leadership Program Director of Graduate Studies, focuses on human diversity, strengths, needs, and ways of living together in geographic communities. Borrup lends over 25 years of expertise and experience in nonprofit arts and cultural management to this new resource for teachers, students, municipal policy makers, and practitioners of cultural and city planning.

Dr. Tera McIntosh recently co-published "An Exploration of Social & Emotional Factors Impacting Well-Being in Women Who Have Sex with Women (WSW)" in the *Journal of Gay & Lesbian Social Services* (read article [here](#)).

Dr. Patrick Oliver has been appointed as lead consultant (read [here](#)) for Ohio's new Office of Law Enforcement Recruitment.

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## COHORT 10

Dr. Pam Ferris-Olson (read bio [here](#)) has launched Women Mind the Water (website [here](#)), a new collaborative space that hosts a myriad of storytelling projects from across the country. The space aims to connect storytellers to share their experience with and passion for the ocean. Dr. Ferris-Olson is a freelance writer, photographer, poet and author of *Living in the Heartland: Three Extraordinary Women's Stories* (Out of the Box Publishing Company, LLC, 2010).

Drs. Froswa' Booker-Drew (read website [here](#)) and Harriet Schwartz (Cohort 5) recently joined together for a powerful discussion focused on race, power, privilege, and perspective. The Tapestry, a podcast aiming to bring people together to explore the rich, woven textures of shared narratives, is hosted by Dr. Booker-Drew who welcomed Dr. Schwartz to the episode entitled "Relationships and Race". Dr. Booker-Drew specializes in diversity, belonging, inclusion, and equity in work which is the focus of her upcoming 2021 Servant Leadership Conference presentation entitled "Servant Leadership and Equity". Additionally, she was recently interviewed by Medium magazine as part of the "5 Steps That Each Of Us Can Take To Proactively Help Heal Our Country" series (read the interview [here](#)). Finally, Dr. Booker-Drew was an organizer of Lift Every Voice: The Global Forum on SEL & Antiracism, a virtual conference from the Six Seconds organization on equity, social justice and emotional learning for a shared future. Six Seconds is a community of changemakers contributing to a world of insight, connection, and purpose.

Dr. Jerrid Kalakay has been appointed to the prestigious Ashoka U Exchange 2021 Agenda Council. Ashoka U helps break down barriers to institutional change and fosters a culture of social innovation in higher education. Each year Ashoka U and the Exchange convenes hundreds of thought leaders, faculty, staff, students and administrators to this global gathering for social impact educators. Dr. Kalakay is an experienced leader in higher education and is currently Professor of Business and Organizational Leadership at Valencia College.

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## COHORT 11

Senior Vice President and Chief Technology Officer for Shutterfly Dr. Moudy Elbayadi has co-authored the informative new publication entitled, *Big Breaches: Cybersecurity Lessons for Everyone* (Apress, 2021). A recognized thought leader in the

practical application of technology to deliver competitive business solutions, Dr. Elbaydi brings decades of expertise and leadership navigating large scale IT transformation and integration in a variety of industries to bear within this insightful resource. Readers will find a wide range of cybersecurity wisdom including advice for the ways in which a culture of security are established and cultivated to processes that can be put in place to avoid breaches based on analysis of the past.

Dr. Tami France is serving the Mayo Clinic in a leadership capacity inside Workforce Learning and as Assistant Professor - Medical Education in the Mayo College of Medicine and Science. She is also involved in the organization's international strategy, leveraging her expertise in leadership development and executive coaching. Specifically her work with cross-cultural professional success, the role of physician-administrator partnerships, and psychological safety in healthcare have been instrumental to Mayo's partnership in Abu Dhabi. Dr. France has recently co-authored "Cultivating Psychological Safety: Activating Humanness in Healthcare" in *MGMA Connection*, "Cross-Cultural Professional Experiences: Finding Success through Agility, Resilience, and Essential Relationships" with GSLC Faculty Drs. Lize Booyen and Carol Baron in *Cross Cultural & Strategic Management*, and "The Impact of Physician-Administrator Partnership to Future Health Care" in the *Journal of the American College of Radiology*.



Dr. Abigail Abrash Walton recently served as an invited reviewer for the 2021 United States Government Review, Working Group II contribution to Intergovernmental Panel on *Climate Change (IPCC) Sixth Assessment Report, Climate Resilient Development Pathways (Chapter 18)*. Additionally Dr. Abrash Walton has co-authored "An Annotated Guide to Environmental and General Advocacy Degree Programs in the United States of America" in the *Journal of Environmental Studies and Sciences* and "Towards a Psychology of the Food Energy Water Nexus: Costs and Opportunities in the *Journal of Social Issues*."

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## COHORT 12

Dr. Jessica Litwak has launched a new coaching business (click [here](#) for website) and has published "Puppets for the People" in the 90th Anniversary Issue of *Puppet Notebook* a UK publication. Additionally, late last year she wrote, performed, directed and produced two social justice theatre productions on Zoom entitled *The FEAR Project* and *50,000 Mice, The Selena Solomons Story*.

Leadership and organization development scholar and consultant Dr. Mohammed Saleh Raei has self-published *Spirituality, Meditation, and Kundalini: Almost Everything You Wanted to*

*Know But Were Afraid to Ask* (purchase [here](#)). Additionally, he is co-editing a volume titled *Adaptive Leadership in a Global Economy: Perspectives for Application and Scholarship* for Routledge Publishing.

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## COHORT 13

Dr. Holly King was recently promoted to Senior Vice President of Evaluation Services at Cognia. She has been with Cognia in progressively responsible roles since 2015, and now leads all aspects of accreditation and certification of PK-12 schools and systems throughout the United States.

Senior Customer Support Manager for GE Aviation, Dr. Nate Woods has been appointed to the editorial board of *The Journal of Asia-Pacific Business*. The journal provides a blend of cutting-edge knowledge and practical applications on business management and marketing strategy as related to business in the Asia-Pacific region. The journal presents a pragmatic view of the business environment in this dynamic region and offers readers a good blend of descriptive, conceptual, and theoretical articles dealing with current topics. The journal's target audience are academic professionals and corporate managers who wish to broaden their understanding of international business and the Asia-Pacific region.

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## COHORT 14

Dr. Nikki Smith Kea has published "Why the Gender Gap in Policing is a Public Safety Crisis" in *The Crime Report* (read [here](#)).

Dr. Shandell Maxwell has co-launched Byrd and Maxwell Coaching Institute. Specializing in change management, the practice uniquely incorporates empathy, intuition, and experience with behavioral science and artistic experience in the coaching technique. Shandell is passionate about helping people, communities and organizations tackling issues around race relations. She was recently featured on *VoyageLA*, an outlet featuring inspirational stories and individuals in and around Los Angeles, California. Most recently, she has accepted a Practice Manager position at Covina Animal Hospital in Covina, California. In this new role Dr. Maxwell will manage operations and provide professional life coaching for the staff. Additionally, she has been nominated manager of the Tougaloo Nine Legacy. As manager, she has the honor of coordinating public relations events for the active members and carrying the message of their contributions to civil rights to inspire current and future activists.

Missy McGee received the Associate Director's Award Recognition in December 2020 selected by the Associate Directors of the

Smithsonian's National Museum of African American History and Culture for her leadership in assisting her department in pivoting training programs amid the pandemic.

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## COHORT 15

Mayor of Norfolk, Virginia, Dr. Kenny Alexander has been appointed Chancellor of Centura College, Aviation Institute of Maintenance, and Tidewater Tech. In this new role Dr. Alexander will oversee external affairs for their 19 campuses across the country.

Paula C. Lowe has published the poems "Sourdough Starter / Heal" within *The Pedestal Magazine* and "The Orange Cat in Edmund Husserl's Kitchen" in *Crosswinds*, which is a finalist for the Crosswinds 2021 Poetry Award.

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## COHORT 16

Dr. Mike Bills has recently been named Chief Operating Officer for AtlasRTX. Dr. Bills is an experienced entrepreneur and C-Suite executive with a deep understanding across a range of industries and is a leading expert in using technology and data science to improve learning outcomes. Prior to joining AtlasRTX, he was President of ConexED. His most recent publication, "Colleges in Peril Can Be Rescued, but Only if Governing Boards Transform" appears in *Chronicle of Higher Education* (read [here](#)).

Dr. Love Benton, leadership educator at Temple University and Columbus State, is serving on the Columbus Ohio Police Chiefs Advisory Council (watch [here](#)).

Lauren Bullock is co-host of The Leadership Educator podcast (listen [here](#)) which has garnered almost 7,000 downloads and nearly 40 episodes posted. The most popular episode - with nearly 450 downloads - focused on teaching leadership education during the COVID-19 pandemic.

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## COHORT 17

Greta E. Creech has published "[Real](#)" *Insider Threat: Toxic Workplace Behavior in the Intelligence Community*" in the August, 2020 issue of the *International Journal of Intelligence and CounterIntelligence*. She began her intelligence career as an analyst at the National Geospatial-Intelligence Agency before transitioning to managerial roles. She also served as Russia Team Lead at the National Aeronautics and Space Administration.

Roz Cohen recently presented "Do You Know What You're Measuring? One Company's Practical Approach to Assess Your DE&I Initiatives" at the Society of Human Resource Management Inclusion Conference. Additionally, Roz is currently co-chairing a national search for the new CEO of the Jewish Community Center of San Francisco (JCCSG) where she is a board member.

Program Director for RELI Group, Inc. Kader Gumus has been selected to lead a \$70+ million opportunity for the company in light of a recent award from the federal government to provide IT Mission Support Services at DHS/TSA. Additionally, Kader's Change Project won the Community Partner of Excellence Award from the Fairfax County Domestic Violence Community in Virginia. This project was titled "Technologies for Justice" and focused on removing barriers and creating transparency to knowledge access of domestic violence services available in Fairfax County, Virginia. Finally, Kader has been selected to serve as a Member of the Justice Advisory Council (JAC) in Fairfax County. The purpose of this council is to hear from local voices, discuss the potential for better processes, exchange data, discuss and review policy ideas, and help lead the fight for tangible justice reform.

Kathy Hoffman will be presenting "Toward Socially Equitable Conditions: Leading Change in Washington State Cannabis Regulatory Reform" at the Spring 2021 American Society for Public Administration annual conference. The paper largely reflects the work of her PhD in Leadership and Change studies and her planned dissertation regarding the complexities of social equity and the disproportionate impact of drug policies on communities of color.

Nicole White has published "Shifting Leadership in Times of Crisis: A Role for DAC" in the latest issue of the *Journal of Biomolecular Techniques*. The piece highlights the ways in which the current COVID-19 pandemic has led to the opportunity for Direction, Alignment, and Commitment (DAC) in leadership throughout the globe. In particular Nicole shares the importance of creating space for distributive leadership, the importance of increasing the flow of ideas, and building stronger boundary-spanning networks of community. Nicole is Shared Resource Administrator at Cincinnati Children's Hospital Medical Center and is experienced in business and academic science fields especially in the areas of change management, client engagement, leadership, quality improvement, cross-functional project management, and customer service.

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## COHORT 18

Elena Haviv, Executive Director and Founder of Generation Human Rights, has recently led the launch of unMasking: The Pandemic Curriculum Project. All around the world, we have put on masks to protect ourselves and prevent the spread of COVID-19.



Yet, at the same time, the pandemic has taken masks off so many human rights issues. unMasking is a free, open source curriculum that provides educators free, open-sourced unMASKing: The Pandemic Curriculum Project provides educators with a much-needed roadmap to guide students, in supportive and inclusive ways, as they explore the local and global impacts of COVID-19, process the difficult and complex issues of the pandemic, and share their own experiences. The Project is currently reaching out for support in order to be able to share unMASKing with educators across the United States and around the world, revise the curriculum as needed to stay current with impacts of the pandemic, offer free professional development and resources for educators facing today's challenges, and continue to host a platform for youth around the world to share their stories about how they are adapting to the pandemic through written reflections and photos.

Chanté Meadows was a featured #hometownheroes honoree! #hometownheroes is a recognition to honor essential workers who continue to serve and keep our economy going during the COVID-19 crisis. These unsung heroes include store clerks, bus drivers, sanitation workers, first responders, delivery drivers, restaurant workers, postal workers, social workers, and many others. Read [here](#).

Marcus A. Rodriguez (read bio [here](#)) has been appointed the Assistant Dean of Student Leadership, Involvement, and Community Engagement (SLICE) at Occidental College. Marcus is a seasoned student affairs professional specializing in identity building and civic engagement with a focus on cross-sector leadership development and transformative learning.

Interim Director of Gratz College, Trisha Swed was recently featured in "Philly Faces" a monthly Q&A series, profiling local Philadelphia Jews in their 20s and 30s within the *Jewish Exponent*, the flagship publication of the Jewish Publication Group. Read [here](#).

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## COHORT 19

Community Builder, and Educational Strategist, Ileya Grosman has just authored "[Will COVID-19 Be a Disruption or an Interruption](#)" for *Medium* an online network of scholars and practitioners. The piece examines the impacts of the worldwide COVID-19 pandemic and provides deep reflection regarding the ways in which it will drive transformation throughout communities, within individuals, and amongst leadership practices. Acknowledging that change and disruption are continual, she questions the takeaways of this historic moment in time. Ileya's scholarship, practice, and expertise focuses on fostering relational connections and educational engagement driven by the power of communication to build collaborative approaches to leadership development, partnership-building, and social change.

Brittany Pines has successfully garnered a new Department of Education Developing Hispanic Serving Institutions Title V grant to benefit students of Northeastern Illinois University (NEIU) where she is Project Director of an existing Title III grant entitled EXITO: Exit on Time in STEM. This new grant entitled, *CASA: Creating Access to STEM (Science, Technology, Engineering, and Math) for All*, allows NEIU to create a freshman/sophomore STEM cohort that embeds Ethics, History, and Financial Literacy into the cohort but taught through a STEM lens in a collaborative, co-teaching way. In addition, the grant allows NEIU to pilot a stretch-calculus course which has not been done at any other institution. Brittany's expertise lies in the integration and understanding of the impact and applications of world views, historical experiences, and individual perspectives that foster the growth of critical thinking and academic achievement and creativity. Her area of specialty begins with a concentration on STEM and the skills that are the gateway to achievement of people from underrepresented groups and under-resourced communities in STEM programs and careers.

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## COHORT 20

Maya Townsend recently co-published "[The Road to Successful Change is Lined with Trade-Offs](#)" in *Strategy+Business*, an award-winning management magazine focused strategy, operations, human capital, and governance.

Community Organizer, Spoken Word Activist Kavon Ward has teamed up with fellow activists in California to launch Anti-Racist Movements (ARMs) Around the South Bay (LA). The mission of ARMs is focused on "Mobilizing families to raise anti-racist children and enact change in our community through organized action". The group provides a space for involvement and education to engage in deep conversations about privilege and race to enact change. Kavon brings years of demonstrated experience in community leadership to the group and has extensive expertise in nonprofit organizational development, grassroots organizing, governmental relations, and volunteer management.

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## COHORT 1-HEALTHCARE

Dr. Jody Levison-Johnson has recently solidified the merger of the Council on Accreditation, an international nonprofit accrediting body for human and social service organizations and public sector systems, with the Alliance for Strong Families and Communities, a national nonprofit strategic social sector action network. Dr. Levison-Johnson, a licensed clinical social worker with nearly three decades of experience in the field of human services, will

lead this newly established and not-yet-named organization that results from the merger. Specializing in leadership of broad-scale behavioral health/human service reform within government and non-profit environments, strategic planning, policy analysis and development, engagement, and innovation, Dr. Levison-Johnson brings her expertise to bear on the organizational changes of much importance underway to ensure that this new nonprofit sparks a current in the human and social service sector and is forward-looking, rigorous and responsive to the needs of the field and communities across the nation.

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## FACULTY UPDATES

Dr. Lize Booyesen has co-authored the chapter entitled "Creating a Culture of Inclusion Through Diversity and Equity" in *Management and Leadership Skills for Medical Faculty and Healthcare Executives* (Springer, 2020), a new book published this past June. This chapter highlights the impact of equity, diversity, and inclusion (EDI) leadership issues specifically on engagement in the healthcare sector. Additionally, Dr. Booyesen authored "Responsible Inclusive Leadership: A Whole System Collective Process Outcome" within *Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies* (Routledge, 2020) that was published in August last year. Dr. Booyesen's scholarship focuses on cross-cultural and cross-national leadership, transformation and diversity management, and organizational development.

Dr. Mitch Kusy has co-authored "Has the COVID Pandemic Strengthened or Worsened Health Care Teams? A Field Guide to Healthy Workforce Best Practices in *Nursing Administration Quarterly*. Additionally, he published "Six Intentional Ways to Build Teams of Everyday Civility (and Proactively Erode Toxic Behaviors)" in the American Association for Physician Leadership's *Physician Leadership Journal*. The piece highlights ways to enhance organizational, team, and individual performance to target and erode toxic behaviors. Dr. Kusy shared his research findings and expertise with *Sound Practice*, the business podcast and healthcare leaders.

Dr. Donna Ladkin's article entitled, "Enacting the 'True Self': Towards a Theory of Embodied Authentic Leadership" published in *The Leadership Quarterly* was recently nominated as one of five finalists for *The Leadership Quarterly* Decennial Article Influence Award.

Dr. Aqeel Tirmizi recently authored "Social Innovation Amidst Crises and Beyond: Six Leadership Practices" for *Medium*, an online network of scholars and practitioners. This new article, which references and expands upon research from Dr. Tirmizi's book chapter entitled "Leading Innovation in the Social Sector" featured in *Leading and Managing in the Social Sector: Strategies for Advancing Human Dignity and Social Justice* (Springer, 2017), details ways in which to construct strategy, support collaboration, encourage experimentation, embrace technology, engage design thinking, and adopt ambidextrous leadership to increase innovation.

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## *In Memoriam*

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**Stanley Wayne Vinson Ph.D.**, 67, resident of Tumwater, Washington, husband of Suzanne Marquardt Vinson, passed away Tuesday, September 15, 2020, at Self Regional Medical Center.

"As Dr. Stan Vinson's dissertation chair, I remember what a true joy it was to work with Stan throughout his dissertation journey. He was not only deeply engaged and passionate in his dissertation about the growth and development of financial institutions in South Dakota, he was also so gracious, kind, and wise. I learned so much from Stan--the consummate "connector" of people. He had an intuitive sense regarding who should meet whom. I just know that he brought this gift to others as well. Wherever you are, Stan, thank you for the wisdom, brilliance, and joy you have brought to this world." Dr. Mitch Kusy



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