


THE ANTIOCHIAN

Leader SUMMER 2022



...Maybe everything hurts,
Our hearts shadowed & strange.
But only when everything hurts
May everything change.

Excerpt from the poem
Hymn for the Hurting
by Amanda Gorman

2022

ANTIOCH UNIVERSITY

GRADUATE SCHOOL OF
LEADERSHIP AND CHANGE



Dean's COLUMN

Where to even begin with this Summer 2022 issue of *The Antiochian Leader*? There is so much going on in our program, and don't get me started on our country and world.

Let's start with what feels close and sort of within our control. We just completed the first in-person residency in 2.5 years, as Cohort 19 met in Santa Barbara. It was meaningful for all.

My sense was that the very act of coming together allowed many there to process and share the stresses of these past years, in their lives and studies. There were joyful hugs, tremendous peer learning, and the opportunity to walk the streets and beach. Planning for this sort of gathering in a time of our endemic pandemic is incredibly complicated and I want to shout out for our own Jen Swartout, who is able to bring calm organization and excellent foresight to all that we did.

We also had a three-day face-to-face faculty meeting for the first time since November 2019. It was a significant gathering for many reasons. First, we had missed each other a lot and being able to be together, work through challenges, enjoy our camaraderie, and creatively think about the future was inspiring. Our extraordinary new faculty members joined us and engaged in planning for the coming year. I am so looking forward to their myriad contributions. See the interview of Dr. Fayth Parks in this issue (page 3) and an updated interview with Dr. Lemuel Watson (page 9). On the third day of our Santa Barbara meetings, the external reviewers joined us, discussing the Comprehensive Self-Study, meeting with faculty, staff and students, and helping us contemplate the opportunities ahead. We will share more of the Self-Study's findings and the reviewers' conclusions once the entire process is finished.

We are currently full steam ahead planning for the Summer 2022 residency and Commencement. Faculty are fully immersed in designing sessions, securing readings, and organizing the week-long flow. By the time you read this column, I'm sure detailed communication will have already gone out to Cohorts 22, 21 and 20, plus all graduates and program friends. Please know that we – like you – are spending a lot of time addressing the health and safety of all members of our community. It is paramount in our planning. Figuring out outdoor spaces for food and festivities in the midst of a hot July won't be easy, but I'm sure we will prevail.

And yes, you read that correctly. Cohort 22! We are in the final weeks of admitting our incoming class. I continue to be blown away by the amazing leaders, activists, and change agents who join our learning community. I look forward to sharing more about the cohort as we welcome them to our program and to Antioch.

As you will see in this issue, founding faculty members Jon Wergin and Elizabeth Holloway are really retiring. I spent a bit of time interviewing them last month and you may enjoy excerpts from that interview and their personal reflections on this 20-year experience (page 5).

The issue is also full of updates on the bold voices of our alumni and students, fighting every day and in every way to further justice and equity, to dismantle systems of oppression and inequality, and to create inclusive, thriving and joyful organizations and communities. I hope you will take some time and read what cohort mates and friends are up to.

For now, I send out to all of you my best thoughts for your wellbeing. It is definitely hard these days to feel hope as we watch terror and tragedy on our streets, in our courts, and houses of congress. But I know each and every one of us is doing what we can to "win those victories" and to keep on fighting for our better angels.

I promise you I will.

Dr. Laurien Alexandre, *Dean*



SANTA BARBARA GATHERING

INTERVIEW *with* FAYTH PARKS

Our Newest Core Faculty Member

Dr. Fayth Parks will be joining officially in July 2022. Prior to coming to us, she has been at Georgia Southern University for over 20 years, most recently as Professor in the Counselor Education Program in the Department of Leadership, Technology and Human Development. Her areas of deep interdisciplinary interest are spirituality and servant leadership, and the value of love as an approach to leadership. As a counseling psychologist by training and profession, Fayth is drawn to helping individuals and communities address trauma and healing that draws from a cultural lens, particularly African traditions. In terms of her methods of inquiry, Fayth finds power in storytelling, narrative inquiry, and arts-based and ethnographic work. She is currently taking courses herself in documentary film-making and multimedia production.

We wanted to share a bit more with our learning community about Fayth's interests, experiences, and hopes as she begins this new phase in her professional life so we recently conducted this brief interview.

GSLC: We are so pleased that you have joined us this summer. This is thrilling for us and I hope for you.

Thank you for offering me this opportunity. It's an exciting next stop on my career journey.

GSLC: So, what is it that you find most appealing about the Graduate School that convinced you to join us?

The PhD in Leadership and Change program is designed to train leaders and social change agents. Program faculty are passionate leaders and scholars themselves. They don't just talk the talk, they walk the walk. Faculty, staff, and students demonstrate an awareness and commitment to diversity. Additionally, the program encourages an appreciation for the multiple ways of knowing that diversity brings to the table.

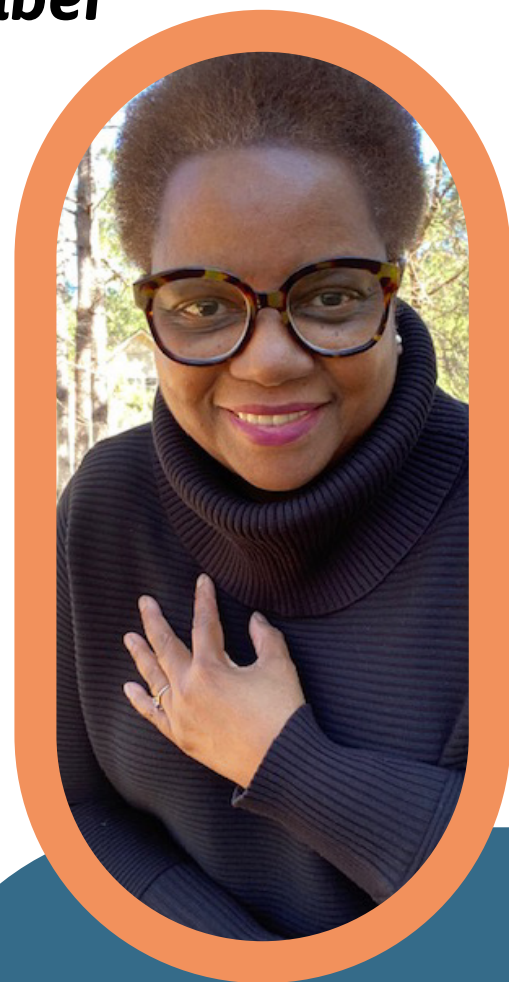
GSLC: You have a deep understanding of and broad experience in higher education. What do you see as the most distinctive or unique aspects of the Graduate School as you look across the landscape.

A few thoughts come to mind.

The PhD in Leadership and Change is a competency-based rather than a course-based program. Competency requires the ability to do something successfully. It is one thing to know the information, but knowing how to apply that knowledge makes a huge difference for learners. So, knowledge and skills are the program's focus.

GSLC values mid-to-senior practitioners' lived experiences as a foundation for building a leadership scholar-practitioner identity.

The PhD requires doctoral-level research that can potentially impact change and improve practice in a candidate's profession, organization, or community.



I bring vision and problem-solving skills. Vision requires imagination and innovation, often disrupting the status quo. I approach problems systemically and encourage creative, collaborative, solution-focused outcomes.

As I mentioned earlier, the program recognizes multiple ways of knowing. Inquiry and knowledge are culturally, politically, and globally situated. Therefore, how phenomena is investigated requires thoughtful consideration of context and methodology. How data are interpreted requires the same thoughtful consideration of context.

GSLC: We have designed the programs of the Graduate School for cross-sector scholar-practitioners, to train those who are leading with the skills and knowledge as responsible leaders and socially engaged 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?



I believe we can rise to the challenges of today's world and flourish if we embrace universal truths such as the nature of genuine joy and love and our potential for greatness.

I bring the requisite academic teaching experience, research skills, and scholarly accomplishments. I also bring leadership skills and experiences working in academic and community settings. I bring vision and problem-solving skills. Vision requires imagination and innovation, often disrupting the status quo. I approach problems systemically and encourage creative, collaborative, solution-focused outcomes.

For more than twenty years, I have studied healing traditions and wisdom traditions because they are the storehouse for humanity's universal truths. I believe we can rise to the challenges of today's world and flourish if we embrace universal truths such as the nature of genuine joy and love and our potential for greatness.

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

Mentors who influenced me come to mind. These people taught me about being committed to leadership and community service (practice). For example, my high school teacher/mentor would bring me along on Saturday mornings to provide reading and math tutoring at the local YMCA. Early in my student affairs career in university housing, I had a supervisor who modeled relational leadership. These role models guide my leadership and community engagement practice today.

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

Currently, I'm reading two books. I tend to switch between books.

I started reading *The 1619 Project* earlier this year. This book is an inclusive re-writing of America's origin story to fully explore the Black experience in America from slavery to present day.

I am also reading *All About Love* by bell hooks. Our ancestor-sister-scholar explores the question "What is love?" With incisive wisdom and wit, hooks challenges us to use love as a verb instead of a noun.

GSLC: I can't imagine a stranger time to be conducting a search. The entire search process was, in fact, done without us getting together physically. While that was never the expectation, what did you learn about our program and Graduate School during the search process or perhaps, because of it, that stands out for you.

As I mentioned earlier, the GSLC program has a unique curriculum design and talented faculty. Because I did not have an opportunity for an in-person visit, the information on the website was invaluable. Videos put faces to names and provided faculty, staff, and student perspectives. Curriculum and student handbooks and the Delphi study results shared with me as a finalist were very informative. Faculty commitment to student learning and program growth stands out. And, Dean Alexandre's warmth and responsiveness during the search process also stands out.

GSLC: 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 with us, what would you have liked to have learned? Done? In what ways would you like to have seen yourself grow?

I would like to have learned more about the GSLC program from a few years of great experience. I hope to build amazing relationships with my GSLC colleagues and the scholar-practitioners we serve. Also, I would like to contribute to the growth of the program. And, it would be exciting to have grown in my integration of arts-based research and multimedia production into leadership and change scholarship and practice.

GSLC: I was struck by the excitement you bring to looking forward, learning new things, giving back, making a difference in the world in the years 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?

When anxiety, despair, and pessimism threaten my peace of mind, I rely on my spiritual practice to renew hope and reclaim my peace. Also, spending time with loved ones centers me on what is most important in life. On another note, taking a break by binge-watching Netflix works too. Shout out to "Great British Baking Show" fans!

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

I am taking documentary film and multimedia production courses. I am passionate about the power of storytelling to illuminate our shared humanity. The mission of my company Rising Sun Productions is to create multimedia content and produce engaging live events that uplift and inspire our audiences.

REFLECTIONS from the FOUNDING FACULTY:

Drs. Elizabeth Holloway and Jon Wergin Contemplate Retirement

We teach reflective practice and now it is time for Drs. Elizabeth Holloway and Jon Wergin to reflect back on the past 20 years as these two founding faculty members are set to retire.

SERENDIPITY HAPPENS

How did you first learn about the Antioch opportunity?

Jon: I'm sitting in my office minding my own business and the phone rings. It's a woman I've never met basically making a cold call. Her name is Laurien and she shares this cool idea that she and Antioch's then-Chancellor, Al Guskin, had about putting together a PhD in leadership and change. At that moment, my life changed forever. I thought, what an exciting idea to help build a program from scratch! I didn't really realize how unsettled I was at the time – how the kind of graduate education that I always really wanted to be part of wasn't quite what I was doing. So basically, "Laur, you had me at hello."

Elizabeth: There's this serendipitous moment that came into my life. I was on research leave from the University of Wisconsin-Madison. I was living in Santa Barbara and a colleague shared with me the description of the Antioch position. It sat on my desk for two weeks and then in despair that I wouldn't have a paycheck in two months, I read it and found words like ethical leadership, reflection, and professional growth. I was immediately intrigued at such a bold statement. The deadline had passed so I wasn't very hopeful but sent off my CV anyway. Within a month I was interviewing with Al and Laurien. I thought, these people are real, they are going to do something exciting, I think that I can grow here.

PROFESSIONAL COURAGE

You both took a big leap of faith to join the program, well, it wasn't even a program at the time. Let's say, to join the idea. Why?

Jon: It sounds like both of us felt like we had more to offer than the opportunities we were presented with at the time. I remember thinking to myself, this just feels right. It feels like a place where I can contribute with everything I have. It was this amazing sense of agency as a professional that got me.

Elizabeth: I was at a great institution but I felt like I was sort of stuck in a silo. I had this vision of the rest of my career, we're going to make you chair, then you're going to be a provost. I had to ask myself, what really gives me joy? And it wasn't those things. What is going to make the next 20 years really worthwhile? There was something intriguing and so appealing to be grounded in a community with visionary colleagues in an institution with a social change mission and a program dedicated to innovation. It was the possibility to have colleagues with whom you can think together and play together, a collaboration and connection to foster a fullness of creative spirit.

Taking such a leap requires no small measure of professional courage. Did you have colleagues at the time who said, "Are you crazy?"

Jon: I certainly did. People with whom I was close at Virginia Commonwealth looked at me as if to say, "Let me get this straight. You're leaving a tenured full professorship at an R-1 university to join a program without tenure where you will be working from home and meeting with students every once in a while? What kind of program is that?" To say they were skeptical is putting it mildly.

Elizabeth: I didn't get that reaction. My close colleagues understood that I would take risks. Many of them expected that I would ultimately get bored and siloed in psychology. They weren't surprised. Maybe behind the scenes they talked about unnecessary risk, but my close women colleagues wanted me to use my creativity in ways that meant something and they supported my decision. Of course, as psychologists, they were interested in personal fulfillment

EVEN FACULTY CAN HAVE THE IMPOSTER SYNDROME

You each had decades of recognized research and scholarship in your fields, but neither of you were leadership scholars per se. Did that give you pause?

Jon: I was nervous about meeting students for the first time. I had a bit of the imposter syndrome, like, I'm an educational psychologist. I work in higher ed. I've done a lot of faculty development. I'm an assessment expert. What do I know about leadership? Here's a true story. I turned to our other colleague at the time, Dick Couto, and said, "Dick, I don't know diddly squat about leadership theory." He recommended about eight books and said, "Read these and you'll be OK." Even still, I was nervous. When I met Cohort One for the first time, I felt like I was going to an audition. I really did. But then things just clicked. And it was truly a flow experience. I'm going, "Holy Moly, this is it."

Elizabeth: I remember saying many times, 90% of what I know wasn't relevant in the program. I felt that I had lost my identity. But we needed someone who knew how to do research and I had confidence in that. I trusted that this would be a worthwhile contribution to our fledgling program. Nonetheless, I wanted to fit into a leadership content area and I was itching to do some research and collect data. I started to ask, "How could I translate

my work in clinical practice and supervision into an area that was relevant to organizations and change? And then, Mitch Kusy and I collaborated on a research project on toxic behaviors in the workplace and ultimately did training, consulting, and writing in this area for over a decade.

CONTINUOUS LEARNING

It sounds like this new situation required you to be open to learning. What was that like?

Jon: We didn't just come on board and implement a program and leave it at that. We designed and redesigned continuously for five years. We never said, OK, this is good enough. No, we kept going back, reflecting, and saying this or that needs to work better. Let's rethink this particular learning achievement because it isn't quite where it needs to be. Or, what are we trying to accomplish in proseminar? A question we're still asking ourselves, by the way. It was a constant back and forth.

Elizabeth: I do think that the reason we were able to keep evolving was the students' presence and keen sense of what they needed in the learning space. We tried not to shut out what they were telling us. Our program had the freedom to create

a learning community responsive to students and the current world happenings. This evolving process of learning and changing and redesigning and creating was challenging intellectually and personally; it creates the unsettledness of continuous challenge and change.

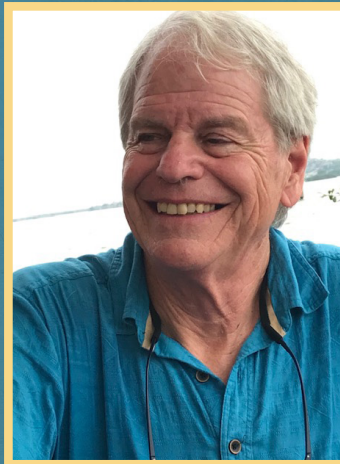
DISAGREEMENTS HAPPEN

Jon: There may be some eye-rolling going on reading this as if these were halcyon days. It wasn't always wonderful – but even then, there was a culture of respect. There was a fair amount of back and forth, give and take. Disagreement sometimes. We did that in the space of knowing that the other person's point of view had merit, it was useful, it stimulated our thinking in ways that it wouldn't otherwise have. Mutual respect, I think has been part of the program throughout most, if not all, of its history.

Elizabeth: Well, I think that's because we knew each other interpersonally, we knew the particular style our colleagues would bring to the discussions. Jon, I was always waiting for the moment when you would say, "I have a different view or I have a problem with that!" And, you wouldn't be shunned but rather given space to elaborate on your position and have us engage with you. That open space to consider different ideas can be incorporated into solutions and it is different than simply letting someone say their peace just to get it out of the way and be ignored.

INTERDEPENDENT YET GEOGRAPHICALLY DISPERSED

You've both shared how interdependent we are in this program, yet live across the country and world, more so than your experience with colleagues who worked down the hall. I wonder



what you attribute that to? What has enabled this to be so different from the rest of your experience in higher ed?

Jon: It was a bunch of things. Let's start with your leadership style, Laurien. You set the tone for having a collaborative working relationship and I don't just mean collegial. From the beginning you wanted people to contribute their views about things and you took them seriously. That's a huge difference from so many academic cultures. I think it's the lack of hierarchy, no pecking order.

I think the most interesting thing, though, is how we'd come together and have such an intensive experience for a few days, rather than just go to meetings. There's this notion called "hollowed collegiality," which is so expressive of the way things are in most academic settings. It's like, you know, you go about your business, I'll go about mine, and we don't need any deep discussions. It's never felt that way in this program. We got to know each other not just as professionals, but as people. It's just a very different kind of culture, made all the more remarkable by the fact that we don't get together that often.

Elizabeth: As you said, Jon, there's no pecking order. Everybody is paid the same. We are all senior scholars who chose to move away from the traditional culture of academic autonomy and hierarchy. And, importantly those faculty who chose to come are not so invested in the "academic ego" but rather to make the core of the work the students' learning.

Jon: Perhaps if we came from similar academic backgrounds, there would be those implicit comparisons about, you know, who is more well-known in the field. Under those circumstances, it's impossible for your ego not to get in the way. But here, everybody comes from a different place and there's no need for those kinds of implicit comparisons because we contribute from different places in different ways.

Elizabeth: It isn't a zero-sum game here. Laurien, you've always shown an appreciation for the talents and skills of what each individual faculty member brought to the whole. Because we are multidisciplinary our contributions are quite different. So, I wasn't teaching leadership but I never felt that I was going to be judged negatively. There are many wonderful examples about how you recognize a faculty member's unique contribution and how you made space, time, and resources for each of us to flourish.

THRIVING IN INTERDISCIPLINARITY

You've raised something interesting about professional growth within an interdisciplinary program. And does this mean that one already needs to be at a particular place in their own discipline to be able to thrive in a model like ours?

Elizabeth: One has to come with some humility as well as some confidence of self as a professional and as a person. Students are going to bring you things you don't know. It creates this necessity for collaboration. One has to be at a certain stage of understanding

their own discipline to be able to have the confidence to hear other perspectives and join into that conversation with what they can contribute. This is so different, being in a relationship with a colleague where you can be vulnerable and engage and stretch knowledge. I am reminded of many emotional moments of feeling the mutuality of discovery that opened through "not knowing" together.

Jon: It's having the capacity to want to stretch yourself to be challenged with other points of view without backing into a corner and deciding that there is some right and wrong. So, this is really interesting, isn't it? You can come into an interdisciplinary program and be yourself. You can contribute in all sorts of ways that are comfortable for you. You're in a position of working with and learning with other really smart people, both colleagues and students. You know, what's not to like about that? And yet it means a spirit of being humble.

MOMENTS TO REMEMBER

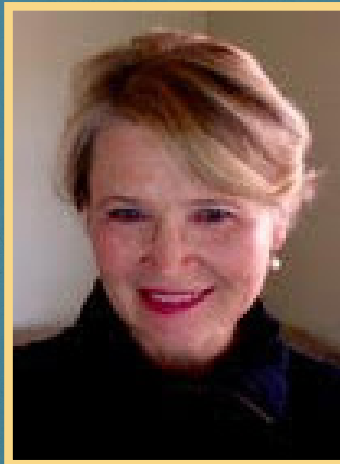
I am sure there are many moments that stand out over these two decades. Would you please share a few that come to mind right now?

Jon: I look back on the week-long residency for the Healthcare students in Chester, England, and it's like everything worked. Everything clicked. I remember being with Donna Ladkin for the first time there and it was as if we'd been working with her for years. But it was also with the students, just this bond that we had. And remember, Elizabeth, they called us Mom and Dad! They didn't know that Laurien would have to separate us at faculty meetings for acting like a couple of adolescents.

Elizabeth: One moment that really stands out for me, we were in Los Angeles sitting in the Courtyard Marriott, and we realized that we needed to find another way to teach inquiry. We recognized that we were using too much of our traditional assumptions about how research is taught, and it absolutely wasn't going to work as we didn't have course structure nor weekly contact and regular assessment. That began a 20-year effort. Our mission was to make research design respond to the complex questions our students brought to their practice and ultimately to support a rigorous and relevant dissertation study. I do think it is one of our biggest achievements. The journey isn't over as students will continue to challenge us with their questions. For me, the inquiry journey has been filled with joy!

Jon: Every single year I would go away from our Commencement ceremony, thinking, "My goodness. These are amazing people."

Elizabeth: One highlight from the early, early years was our first program accreditation visit. I can remember the preparations, the charts, the anxieties, then entering the den of wolves in Columbus where we were cross-examined on our scholarship and essentially our right to be a doctoral program. I can still see you sitting across the conference table from me, Jon.



Jon: Yeah, that's the day I lost it, when they challenged Laurien's credentials to lead the doctoral program because she wasn't a traditional academic. I wasn't gonna shut up. I was not putting up with it.

On another note, some of the biggest highlights have nothing to do with the program specifically. They relate to moments where at one point each of us was feeling vulnerable and each of us was there for the other when it was needed. That has meant the world to me over the years.

Elizabeth: It is so rare to have that depth of personal connection in academics. I am struck by the paradox of physical distance and the level of connection we created with one another.

CONSTRUCTIVE CONFLICT

It wasn't smooth all the time. What was the nature of conflicts? Were they professional disagreements? Was it constructive conflict that we were able to use to improve the program?

Elizabeth: The biggest trouble was when we had faculty members who were influencing students against other faculty. It led to us engaging in behaviors that were disrespectful of each other's contribution, you know, behind their backs talking bad about a faculty member. The most courageous thing we did was to have a group intervention. We brought someone in. It was a very important turning point on how we were going to behave together.

Jon: I remember saying, "Wait a minute, this is not OK." This is reminiscent of what we left behind, not where we want to be. The alarm bells were going off early enough that we could see what was going on before things got really out of hand.

PERSONAL GROWTH

You've talked about professional growth. Would you be willing to share some aspect of personal growth you recognize from being in this learning community?

Jon: My worldview in 2002 was very different from my worldview in 2022. I attribute that to what I have learned from my colleagues, faculty and students. I have been challenged. I've been forced to look at my own deep-seated biases. As an older, White, heterosexual male, it's one thing to espouse all kinds of particular views about how things should be. It's another to take a hard look at one's own worldview and ask, "How am I seeing the world and what assumptions I am making about it?" I've been a bit shaken at times. I'm certainly not the poster child for a Renaissance man in his 70s but I have taken an awful lot away.

Elizabeth: I can't imagine another academic arena where my needed growth in understanding my own White privilege could have happened. There is an opportunity to grow in our learning community and it is scary but I just can't imagine another place that I would rather be to discover.

The students have enriched my life for twenty years. In fact, as I retire, I think about each of the students that have touched me

professionally and personally. They have offered me the joy of thinking, creating, and being in a relationship with them. I am proud to have chosen to be an Antiochian and stand with them.

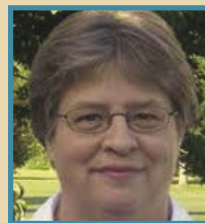
AND WHAT'S AHEAD?

So, each of you has made the decision it's time to retire. What do you plan to do next?

Jon: I don't have a clear answer. I keep thinking it's time to leave some things behind and look at a different kind of life for myself. We've got some amazing new faculty coming in. The program is going to be reinvigorated without losing the spirit that the three of us have brought to it. There doesn't have to be a place for me there. At the same time, there's this other voice saying, I can't just let go just like that. I just can't. It's part of who I am now. I said earlier in the conversation, my life changed when you called, Laur. I cannot imagine just going off and doing something completely different. I would be grief-stricken if I thought that there wouldn't be some ways to stay connected.

Elizabeth: I want to have a time in my life when I wake up in the morning and there isn't anything I have to do. I have some ideas, but I want to see what evolves. What I have thought about is how do we stay in relationships while living on different parts of the continent? When we don't have the commonality of our work what takes center place in our connection? As I retire from this remarkable learning community, I don't want to retire from the relationships that have sustained me throughout the journey.

We'll figure it out. We always have. This has been quite a shared moment. I thank you for this. And what a moment this has been!



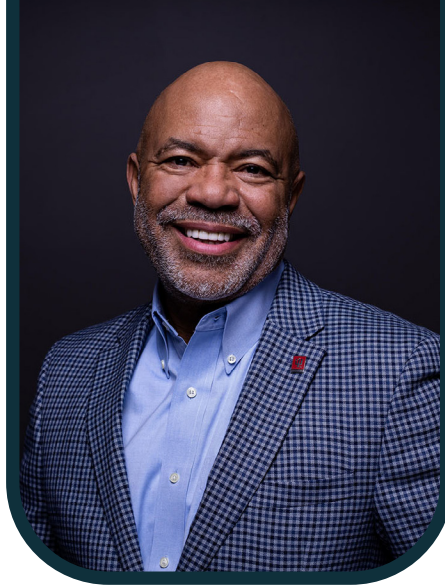
Dr. Carol Baron Retires

Dr. Carol Baron joined the PhD Program in March 2004 on a half-time appointment and we have benefited from her care and expertise ever since. As Clinical Professor of Research, Carol has been a quiet mentor, valued committee member,

dedicated program contributor, and trusted faculty colleague. Although technically half-time, her presence, contributions and commitment to Antioch and to the PhD program are literally time-less.

As her long-term colleague Dr. Elizabeth Holloway noted, "Carol's deep commitment to students and the Antioch mission, her tenacity in helping learners complete the study of their passion, and her willingness to share her deep expertise in quantitative methodologies with faculty has made a significant impact on our program's capacity and quality. Carol has been a valued and essential member of our program's success over these many years."

It's Official, Dr. Lemuel Watson is Joining GSLC This Summer!



We are thrilled to announce that Dr. Lemuel (Lem) Watson will be joining the Graduate School of Leadership and Change (GSLC) as Core Faculty beginning this coming summer, July 2022. As some of you may recall, Lem was a finalist in our search two years ago. While he was not able to join us full time back then, for the past two years Lem has been involved with the Antioch community as a Senior Fellow (see the [Antiochian Leader interview](#), Summer 2020), serving on several dissertation committees and participating in a few residencies (virtually, of course).

The time is right, now. He couldn't resist us.

As you will see from [Lem's CV](#), he brings amazing experience, deep knowledge and expertise, and extraordinary breadth to our students' learning and our program's capacity to achieve our goals.

Most recently, Lem has been the Acting Vice Provost of Diversity and Inclusion at Indiana University Bloomington (IUB), where he also served as Faculty Affiliate in African American and Africa Diaspora as well as Faculty Affiliate in Gender Studies, and had been Dean of the School of Education, which is consistently ranked as one of the top education schools in the US. Before that, and over the course of many decades, Lem has been Professor of Adult and Higher Education, Professor of Education Leadership, Faculty Associate for LGBTQ Studies ... and let's not forget he actually started his journey as a math teacher and lecturer in computer science and technology (back when there still were landlines!) He has dozens of honors, his list of books, articles, grants, conference presentations, editorial boards, and community service fills pages. His research areas include mindfulness leadership, social justice and public policy, underrepresented populations, higher education ... and so much more. He's a scholar, practitioner, a poet, a coach and a minister. Suffice to say, Lem is interdisciplinary to his core and a bridge-builder in all he does.

In reflecting on what he has learned about us these past two years that he has found so compelling, Lem shared,

The faculty and students I have encountered and collaborated with have been among the most sincere, socially conscious, and intelligent individuals I have enjoyed working with over three decades in higher education. The ability to have dialogue, through conflict and disagreement, and still maintain a sense of community is a challenge for any organization or program. GSLC faculty and students lean in to understand multiple perspectives across industries and fields, which makes for a dynamic learning environment that requires all to be their best as we learn and grow together.

Given his years of experience in senior DEI roles in several of the country's preeminent universities, we asked Lem about what he saw as the most important elements of inclusive and antiracist environments and how leaders can move the dial.

We must support our leaders and community members who are sincere in creating the space and place to have honest dialogues to understand our histories, communities, ideas, values, and each other in the most intimate ways. It is vital that we reexamine our histories with truth and honesty, review our organizational policies and practices for bias, look at representation within our organizations with regards to broad diversity, reconstruct organizations with regards to structure to ensure more democratic decision-making, and all of us must work on our emotional intelligence skills.

Finally, we wondered how these past two years of national reckoning with the pandemic, racism, and structural inequalities have impacted his own thinking about higher education.

I believe that we are in the midst of another significant change in the world that has influenced all of us, our families, communities, and organizations. It has forced higher education to reexamine its purpose, capabilities, and capacities. Our systems of education are certainly overdue for disruption for how we educate, from K-12 to post-secondary education. The challenges of our "pandemics" present openings for us to pause, redesign, and begin again. I believe most leaders have been reactive to the "pandemics" versus leaning into the present to find a new way for learning, teaching, and co-creating.

Revisioning a new process of co-collaborating and co-creating curriculum, pedagogy, and structure may not be an easy task. Still, it is necessary to ensure that all, our diverse people, are considered – this should be undertaken in the future at all costs. I believe the GSLC will be an example of what is possible for so many institutions in honoring individuals and their uniqueness while supporting them to be a form of light into the world.

Exciting happenings abound throughout Antioch University!

Learn more all about the wonderful news
from our campuses and program

[ANTIOCH.EDU/AU-NEWS](https://antioch.edu/au-news)



Graduate School of Leadership and Change at ILA

The International Leadership Association's 23rd annual global conference was held this fall and once again Antioch University's learning community was well represented. The theme of the conference, Reimagining Leadership Together, was key to shaping the range of engagements that student, alumni, and faculty shared.

PRESENTATIONS

Dr. Scott J. Allen (Cohort 2, Co-Chair)
Leadership Education Beyond Reimagining:
Strategies to Address DEI in the Classroom

Dr. Lejla Bilal (Cohort 15)
The Glass Is Half Full:
Optimistically Leading Global Virtual Teams

Lauren J. Bullock (Cohort 16, Co-Chair)
Supporting Successful School Leadership

Dr. Sean Creighton (Cohort 2, Co-Chair)
Leadership Education Examining Models:
Impactful Leadership Education Programs

Dr. Wayne R. Curtis (Cohort 6)
Designing Strategically to Foster Personal Growth (Co-Chair)
Knowledge Work and Knowledge Economies

Dr. Susie Erenrich (Cohort 5)
Arts and Leadership Grassroots Leadership,
Social Justice, & the Arts for Social Change

Dr. Sara Frost (Cohort 15)
Transform-Ed Collaborative

Ileya Grosman (Cohort 19)
Differentiated Leadership Learning
Through Lenses of Race and Gender

Kathy Hoffman (Cohort 17)
Toward Socially Equitable Conditions:
Leading Change in Washington State
Cannabis Regulation Reform

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Creative
& Just Leadership
& Change through
GSLC's Certificate Programs!*

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Advancing Conscious Leadership
Building the Resilient Organization
Leading for Inclusion and Racial Justice
Leading Transformative Change

Dr. Rachel Lucy (Healthcare Cohort 2)
Harnessing the Power of Community Voice
to Improve Healthcare Systems:
A Multisector Collaboration Case Study

Dr. Martha F. Miser (Cohort 6, Co-Chair)
Increasing Relevance and Retention

Aqeel Tirmizi (Faculty)
Honoring Human Dignity and Wellbeing:
Towards a “Unified” Theory
of Humanistic Leadership

Dr. Lemuel W. Watson (Faculty)
Philosophy, Religion & Worldviews
Listening for Wisdom Leadership
Through Becoming Your Sacred Self

PANEL DISCUSSIONS

Dr. Lize Booysen (Faculty, Chair)
Healthcare Leadership Rethinking Leading
Diverse Realities in Healthcare: Case Examples

Dr. Audy R. Johnston (Cohort 12, Chair)
Public Leadership Leading From the Apex:
Reimagining Cross-Sector Partnerships With
the United Nations’ MUST Competencies

Drs. Lemuel W. Watson and Aqeel Tirmizi (Faculty)
Business Leadership Leading From Integrity:
Dismantling Systemic Racism
While Building Organizational

WORKSHOPS

Dr. Lejla Bilal (Cohort 15)
Leadership Education Unlearning the
Beliefs & Practices That Inhibit Justice
in Education: A Systems Thinking Approach

Dr. Renee Charney and Lisa M. Gick (Cohort 12)
Healthcare Leadership Leading Betwixt and Between:
Liminal, Rhizomic Spaces Extend Adaptive Leader
Mindsets in Healthcare Systems

Drs. Lindsay Lyons and Danielle Treiber (Cohort 15)
Transform-Ed Collaborative

PANEL DISCUSSION

Dr. Scott J. Allen (Cohort 2, Participant)
Leadership Development New Intersections in Leadership
Development

INTERACTIVE ROUNDTABLE DISCUSSIONS

Dr. Atim Eneida George (Cohort 14)
Reimagining Leadership Through the Generative Gaze of the
Forgotten and Excluded Indigenous & First Nations Leadership

Ileya Grosman (Cohort 19)
Deepening Presence and Connection in Our Work

****This year’s 24th Annual Global International Leadership Conference is set to take place October 6-7th online and October 13-16th onsite in Washington, DC!! The Graduate School of Leadership and Change will once again, no doubt, be there in full force so stay tuned!**

ANNOUNCEMENT

We are so
pleased to
announce



Jen Swartout’s new position as Director of Program Operations and Student Services and **Leslee Creighton** is now the Director of Internal/External Affairs and Special Assistant to the Dean.
Thank you both for years of excellent care and professional attention.

Spring 2022 Scholarship and Writing for Justice Series

The Graduate School of Leadership and Change in collaboration with the Antioch University Guskin Center for Democracy and the Common Good hosted its inaugural series this past spring. The series entitled, “Democracy for the Few and the Struggles to Include the Many: Lessons from History” was facilitated by Gordon Alexandre, retired professor and US historian. The Center has most recently funded a number of University-community partnerships that support Antioch’s mission to further social, economic and environmental justice. Additionally, the Graduate School of Leadership and Change continued its Writing for Justice Series with the session entitled, “Reimagining Leadership: A Conversation about Black Women Leading in International Affairs” with Dr. Atim George (Cohort 14) and Ambassador Aurelia Brazeal hosted by GSLC Writing Center Director Dr. Elaine Gale. The upcoming Scholarship for Justice and Writing for Justice schedule of events is under development now so stay tuned!

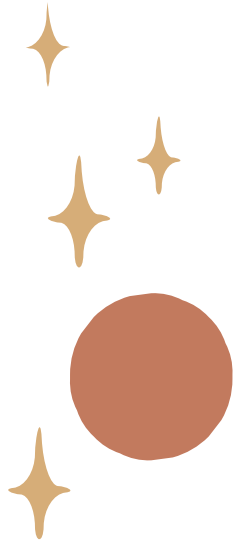
**Now
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PhD
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Applications are accepted year-round. Early review of complete applications occurs after October 1st each year. Review of subsequent complete applications begins after February 1st each year and continues through mid-May and/or until the cohort is full. For more information contact admissions.gslc@antioch.edu

Join Us for an *Information Webinar!*

We welcome you to join us for an upcoming webinar session!
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University Announces The Bruce and Arlene Crandall Scholarship

PhD in Leadership and Change students are now eligible to apply for Antioch University's Bruce and Arlene Crandall Social Courage Award Scholarship. This award acknowledges the extraordinary bravery and service of Colonel Bruce P. Crandall, a decorated Vietnam War veteran, and his wife Arlene, honored by the US Army and US Navy for her notable achievements. Their son, a member of Antioch University's Board of Governors, Steven B. Crandall, founded the award. The award reflects Antioch University's commitment to supporting incoming students who have participated in national service such as the U.S. military, AmeriCorps, City Year, and Peace Corps.

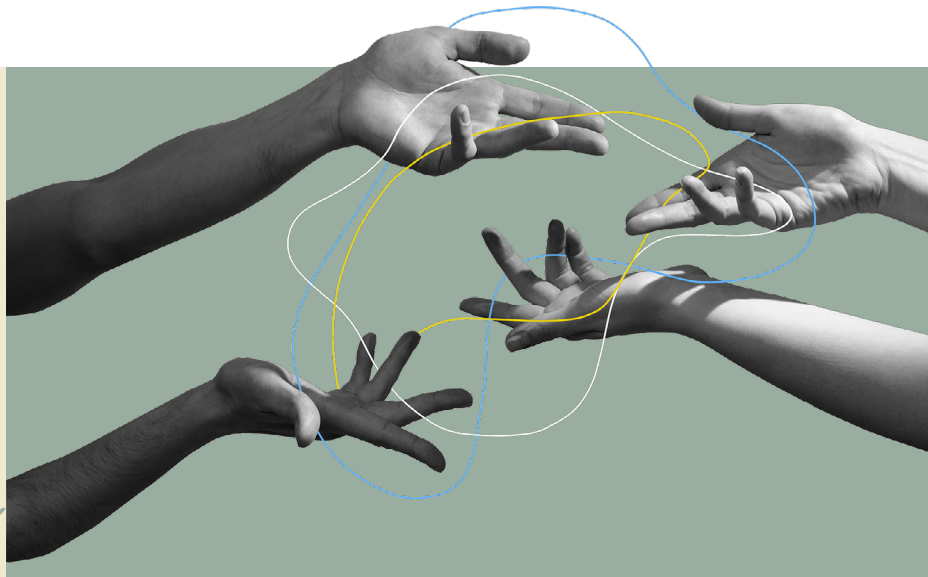
Alumna Dr. Iris Cumberbatch Establishes New Scholarship Fund to Benefit PhD in Leadership and Change Students

The **Eula Johnson and Fitzgerald Cumberbatch Tuition Scholarship** has been established by Dr. Iris Cumberbatch (Cohort 8), in honor of her parents and their belief in the power of education to change lives. This scholarship fund is designed to support parents from groups underrepresented in doctoral education who have advanced to candidacy in Antioch University's PhD in Leadership and Change program. Determination of annual awards of each year will be based on both financial need and academic merit. Dr. Cumberbatch is Senior Vice President and Head of Corporate Affairs for ECMC Group and is a PhD in Leadership and Change graduate of 2019. She has spent her career, spanning over three decades, focused in financial services communications, marketing, public policy and stakeholder relations in global organizations. Dr. Cumberbatch's dissertation entitled, Exploring the Effectiveness of Social and Digital Media Communications on Organization-Public Relationship Building with Employees, addressed a gap in the academic research with regard to understanding the effectiveness of social and digital media as a communications tool by assessing employees' perceptions of their organization with respect to five communication concepts, both in general and based specifically on the company's social media communications.



LEARNING COMMUNITY REFLECT ON CO-PUBLISHING

together



Alumni and students of Antioch University's Leadership and Change program have always been about collaboration and this year brought about a project with that at heart. The new book, [Adaptive Leadership in a Global Economy: Perspectives for Application and Scholarship](#) (Routledge, 2021), co-edited by GSLC alumnae Dr. Mo Raei, features the following works from members of our learning community. We asked what the project meant to the them and to reflect on being part of this PhDLC community.

Chapters:

- ➔ **Drs. Mo Raei and Cheryl Lemaster**, "Adaptive and Complexity Leadership: Stronger Together."
- ➔ **Dr. Lejla Bilal**, "Adaptive Practices on Global Virtual Teams."
- ➔ **Dr. Renee Charney and Lisa Gick**, "Leading from Betwixt and Between: Exploring How Liminal, Rhizomic Spaces Shape, Deepen, and Sustain Adaptive Leadership Mindsets within Complex Health Care Systems."
- ➔ **Drs. Cherie Bridges Patrick and Lindsay Lyons**, "Modifying the Stories We Tell: Discourse as Racial Justice Capacity Building in the Helping Professions."
- ➔ **Dr. Mo Raei**, "Adaptive Leadership in the Chinese Context: Can Adaptive Leadership be Applied in China?"

Dr. Lejla Bilal Maley

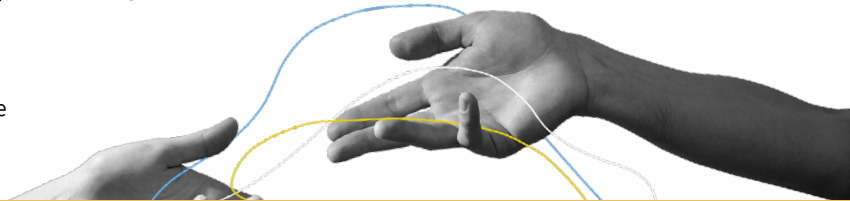
"I was actively seeking academic writing opportunities shortly after my dissertation was published. I wanted to take advantage of the research I recently completed. I was very pleased when I saw Mo share a call for chapter authors in the Antioch community space. I am grateful to alumni who share opportunities for employment, engagement and collaboration in our shared Antioch online space. I was excited to have my chapter proposal accepted, and looked forward to working with Mo and Harriette, his co-editor, who I have continued to engage with thanks to the opportunity the book created. A few other Antiochians were also selected to contribute their work, including two of my own cohort members, Lindsay and Cherie. Lindsay and I discussed the proposal and writing process, which was helpful as I navigated new scholarly territory. I found comfort in knowing Mo and other alum I could reach out to with questions throughout the process. All in all, it was a rewarding and worthwhile endeavor, and I thank Mo for creating and sharing the space with his fellow Antiochians."

Lisa Gick and Dr. Renee Charney

"Having a writing partner is like having a growth partner. When developing a collaborative piece, you have to be willing to expose your own thinking and work when it can be most vulnerable. This not only brings courage and confidence, but also the likelihood of a new, and often more compelling and unexpected offer. We see this idea of emergence in our writing together as high value, and it's also the centerpiece of our offer in our chapter for leaders as they navigate the modern world."

Dr. Mo Raei

"Going through the dissertation experience with Dr. Mitch Kusy as my chair enabled me to undertake the endeavor of co-editing this volume. The chair for a dissertation is what the producer and director for a movie are, while the dissertator is both the actor and the writer. In my role as co-editor (and as both producer and director), I emulated what Mitch and the other committee members did during the dissertation process. Incidentally, my third committee member (the content expert) was my co-editor for this volume. Like Mitch, I tried to provide near instantaneous feedback to the chapter authors and was successful on several occasions. The fact that so many Antiochians ended up as chapter authors was not by design. Just like everyone else, they had to submit a detailed proposal and go through a multicriteria evaluation process. The fact that their proposals were accepted rested entirely on the merit of their submission. It was a great pleasure collaborating and working with Antioch alumni on several chapters, including several members from my own cohort. In the process, I learned a lot and was impressed as some of the content qualified under Horace Mann's "winning a victory for humanity." The various Antiochians took adaptive leadership where it has not gone before and expanded the scholarship in ways that were original and meaningful. Needless to say, I am so proud."



STUDENT AND ALUMNI UPDATES

COHORT 1, HEALTH CARE CONCENTRATION

Dr. Jody Levison-Johnson has been appointed to the Syracuse University David B. Falk College of Sport and Human Dynamics Advisory Board. The College offers degree programs in exercise science, food studies, human development and family science, marriage and family therapy, nutrition science and dietetics, public health, social work, and sport management.

COHORT 2

Dr. Shana Hormann was a featured guest on the *Principal Insights* podcast entitled, “[Thinking About Organizational Culture, Organizational Trauma and Healing in Schools](#)”.

The episode focuses on organizational culture and its functions; characteristics of traumatized organizations; the importance of being aware of organizational health; and ways to create conditions for organizational healing.

COHORT 3

Dr. Rhoda Weiss has been recognized as one of the Great Leaders in Healthcare 2022 by [Becker's Hospital Review](#).

COHORT 4

Dr. Jan Byars, President of LeadSync has published, [A Call to Wholeness: Empowering Organizations Through Possibility](#) (Balboa Press, 2021). Based on her [dissertation](#), this new book shares a story about accepting power and recognizing possibility that is enhanced by tools and exercises that guide others into a new paradigm for life and business. Dr. Byars is a values-based leader and author specializing in transformational, sustainable, and adaptable change for individuals and organizations with the aim of developing capacity for conscious leadership.

COHORT 6

Dr. Janet Bell, founder of LEAD Intergenerational Solutions and Graduate School of Leadership and Change alumna has been recognized as a recipient of the 2022 [Frances Perkins Intelligence and Courage Award](#). Her work was featured in the book [Taught By Women, Poems as Resistance Language, New and Selected](#) (Third World Press, 2020) and she most recently presented “[Lighting the Fires of Freedom: African American Women in the Civil Rights Movement and Beyond](#)” for the City of Mountain View Library. Additionally, she was a panelist on [critical race theory](#) hosted by the Office of BU's Senior Diversity Officer in collaboration with the Dean of Students Office, the School of Law, Wheelock College of Education and Human Development, and the School of Public Health, at the Howard Thurman Center. She also spoke with Professor Kendall Thomas at [WIT: The Authors Guild Words, Ideas, and Thinkers Series](#).

COHORT 8

In Memoriam

DR. WAYNE MORAN

“I remember fondly the joy that Wayne shared with me throughout the many meaningful moments of his life. When he spoke of his wife there was always a huge smile on his face. And when he showed me photos of the beautiful Beneteau boat that he and his wife had just purchased, I experienced Wayne’s joy once again. Wayne’s career was embedded in his passion for learning, so evident in his engagement at Antioch and his work life. Your legacy lives on, Wayne.”

– Dr. Mitch Kusy, Professor of
Organization Learning and Development

COHORT 9

Dr. Elise Lark, founder of the nonprofit Circle of Friends for the Dying, recently secured the bequest of the home to establish [Jim & Lisa's Circle Home](#), located in the heart of Kingston's Rondout National Historic District in New York state. It will be a comfortable and peaceful dwelling for hospice-eligible individuals in need of a home to live out their last months and days, as an alternative to an institutional care setting. Circle Home will be the first community-supported home for the dying in the Mid-Hudson Valley region. The home will also serve as a center for death literacy, intergenerational caregiving, and "service-learning opportunities," offering future health care providers a unique opportunity to engage in direct bedside care within a "low tech, high touch" environment. Circle Home is part of a larger national and global movement to reclaim death as a social rather than medical enterprise, to return care of the dying back into the hands of laypersons rather than professionals, and to change the culture of end-of-life care. Elise recently accepted the position of Circle Home Director. The home is currently under renovation and is expected to open later this year.

Dr. Tera McIntosh has co-published the article entitled, "Factors Influencing Social and Emotional Well-Being Among Women Who Sleep with Women: Minority Stress and Compartmentalization" in the [Journal of Community and Applied Social Psychology](#).

COHORT 10

Dr. Froswa' Booker-Drew was a recent guest on the series entitled, "[How To Create Philanthropy That Leaves a Lasting Legacy](#)" a *Medium* series focused on featuring leaders regarding creating sustainable success. Additionally, Dr. Booker-Drew was a featured [Unstoppable Woman](#) by Dallas Fort Worth's NBCDFW Telemundo 39 in recognition for her impact on making change and was interviewed by [Robin N. Hamilton](#), as part of a series of conversations with experts sharing thoughts about the current state of affairs and the importance of remembering significant figures in history.

Dr. Jerrid Kalakay has recently led efforts in the launch of new concentrations, including Leadership and Change, within Valencia College's Bachelor of Applied Science in Business and Organizational Leadership program where he is faculty. Learn more about the launch and new programming [here](#).

Mursalata Muhammad has been selected as the first recipient of the Sweeney Memorial Boat House Residency at Lines End by poet [Thomas Lynch](#) for a month-long residency at his home.

COHORT 12

Dr. Jessica Litwak in conjunction with the MHiiTE project will perform [My Heart is in the East](#) at the Romemu Center in New York City. The play deals with East and West, Jews and Muslims, Men and Women, offering a vision of peace. At the core of the story is a rich and complex relationship between the actors, the characters they play, and the languages they speak.

Dr. Mohammed Raei was recently featured on the podcast [Getting Smart](#) regarding the book he recently co-edited entitled [Adaptive Leadership in a Global Economy: Perspectives for Application and Scholarship](#) (Routledge, 2021).

COHORT 13

Drs. Leatrice Oram and Martha Miser (Cohort 6) have co-authored the article entitled, "All Ears: The Gift of the Introvert" in [Coaching Perspectives](#).

COHORT 14

Dr. Falami Devoe has published [Self-Care Ritualistic Journal](#) (Dr. Falami, LLC (December 24, 2021)). The journal guides the reader through reflective writing focused on learning to understand and

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create rituals prioritizing mental, physical, spiritual, and emotional self-care practices that can be incorporated into one's daily life. Additionally, she was this year's keynote speaker for Columbus State Community's Women's Leadership Summit.

Dr. Atim George has published "*Reimagining Leadership through the Lesson of the Life of Aurelia Erskine Brazel*" in *The International Journal of Public Leadership*.

Drs. Missy Marion Missy McGee, Cherie Bridges Patrick (Cohort 15), and GSLC Professor of Leadership Ethics **Dr. Donna Ladkin** were recent guests on *Phronesis: Practical Wisdom for Leaders*. Their episode is entitled, "*Beyond Whiteness in Leadership Theorizing*" and they were interviewed by fellow PhD in Leadership and Change alumnus Dr. Scott Allen (Cohort 2).

Dr. Chris Taylor, Managing Director of Solar Thermal Australia, has led the organization to become one of the fastest growing businesses as noted by *The Australian Financial Review* for 2022.

COHORT 15

Dr. Cherie Bridges Patrick and GSLC Professor of Leadership Ethics, **Dr. Donna Ladkin** have published "Whiteness in Leadership Theorizing: A Critical Analysis of Race in Bass' Transformational Leadership Theory" in the *Leadership*. Additionally, Cherie recently traveled to Nairobi, Kenya for a strategic partner workshop supporting the efforts of the Albany Associates' Women to Women Security Project in Somalia. Partners attending the workshop explored ways in which to best support communities, as well as how to help women, girls and other marginalized groups in Baidoa feel an increased sense of security and inclusion. Cherie represented *Maandeeq Mental Health and Training Institute* and provided education on the impact of trauma and the need for trauma-responsive services.



DR. PATRICK IS PICTURED
HERE CO-PRESENTING
WITH ROWDA A. OLAD,
EXECUTIVE DIRECTOR
OF MAANDEEQ.

Rev. Dr. Courtney Davis Olds became Executive Minister/CEO of *American Baptist Churches of Rhode Island* in April 2022. In this role, Dr. Davis Olds provides strategic leadership to the organization that resources the 68 American Baptist churches in the state and functions as a link between the local churches and the national denominational body. She also works directly with churches, guiding them through pastoral transitions and congregational change initiatives, and she serves as a representative to the Rhode Island State Council of Churches. Earlier this year, Dr. Davis Olds' working group from the 2021 ILA Women and Leadership Colloquium published "Employee Workload and Retention in an Environment of Unpaid Labor: Acknowledging and Supporting 'Women's Work'" in *SAGE Business Cases*. This was the first publication to result from the Colloquium, and it has led to possibilities for conference presentations and other articles.

COHORT 17

Dr. Greta Creech has accepted a position as Adjunct Professor of National Security Policy at Duke University. In this new position, she will be teaching Leadership in the National Security Policy Environment in their Master of National Security Policy program. Dr. Creech is additionally Adjunct Professor of Intelligence and Security Studies at The Citadel. Dr. Creech has also published the new article entitled, "Misaligned Perspectives on Diversity and Inclusion in the Intelligence Community" in the *International Journal of Intelligence and CounterIntelligence*.

Antioch University has had continuous accreditation by the Higher Learning Commission since 1927. Antioch University is authorized for operation in the state by the Ohio Department of Higher Education. To learn more visit:
antioch.edu/academics/accreditation



Kader Gumus has contributed to the new book entitled, *How Germany Became Home: 60 Years of the German-Turkish Recruitment Agreement* (Özcan Mutlu, 2021). In this chapter, she reflects on the role of immigration trauma, the societal challenges of a broken immigration policy, the impact of exclusion and marginalization in human life, and my community's strength and

resilience. Additionally, PhD in Leadership and Change alumna **Dr. Shana Hormann** (Cohort 2) and student Kader participated in the panel entitled "Healthy Connections



Mitigate Trauma" at The International Association's Women in Leadership Conference this June 2022 in Portsmouth, United Kingdom. The panel discussed with participants experiences of connection in the face of trauma and will encompass the conference theme of *Reflection and Rejuvenation: Inspiring Women Leaders* to share perspectives

including immigration trauma, crisis organizations and first responder units, and the importance of engaging in communities of practice when working with traumatized individuals, organizations, and communities.

Kathy Hoffman was awarded the Washington State Liquor and Cannabis Board Director's Office Employee of the Year Award in recognition of the way in which she changed the agency's business related to stakeholder engagement, public processes and outreach, and overhauled their policy and regulatory development. Additionally, she was invited to serve on a four-person panel to discuss cannabis regulation from the regulators perspective at the 5th Annual Cannabis Law Institute hosted by the International Cannabis Bar Association at George Washington University Law School in Washington DC. Finally, she is a panelist on several topics (Delta-8T HC and other cannabinoids, packaging and labeling, and advertising to name a few) at the annual Cannabis Regulators Association meeting.

Dr. LaTanya White was recommended by a Peer Review Panel of the United States (U.S) Department of State's Bureau of Educational and Cultural Affairs (ECA) and World Learning for placement on the Fulbright Specialist Roster for a tenure of four years. White, recognized as a Specialist in the areas of Education and Business Administration by the U.S. Department of State, was also recently featured in BuffaloInno, an imprint of *Buffalo Business Journal*, for her keynote talk on racial equity in entrepreneurship. White's keynote and community roundtable with partners in the Buffalo entrepreneurship ecosystem was based largely on her dissertation on the relationship between Black entrepreneurship and the racial wealth gap. The dissertation and other insights about the intersection of these topics are accessible at meetprofwhite.com/dynasticwealthresearch.

Dr. Nicole White received a grant from the University of Cincinnati's Center for Clinical and Translational Science & Training (CCTST) to focus on Integration of Specialized Populations. Her study will focus on the development of community engagement between caregivers and daycare providers to foster the development of inclusive practices so children with disabilities can become more likely to be accepted into daycare centers and summer camp programs. She will be working in alliance with the Hamilton County Developmental Disabilities Services Community navigator team to collect information on caregiver and daycare provider perspectives, then develop a set of educational resources and templates that can be used to foster communication and engagement.

COHORT 19

LauraLynn Jansen presented "Integrated Alchemy: Awakening To Your Day Through Purposeful Presence" at The International Association's Women in Leadership Conference this June 2022 in Portsmouth, United Kingdom. She and Cindy Mako Robinson facilitated the workshop entitled,



"Women and Leadership Development: Reflective Practice in Mastermind Peer Mentoring Groups" at the conference as well. This session examined participants' reflective practices, participate in reflective practice in a mastermind group session, and share the benefits and challenges of participating in mastermind group reflective practice.

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.

Cindy Mako Robinson is co-presenting a research round table titled: “Exploring the Role of Women Social Entrepreneurs and their Leadership Style” at The International Association’s [Women in Leadership Conference](#). The session shares the findings of a concept paper and a mixed method empirical study.



Rachel Roberts has been honored for her transformational leadership and is a recipient of the [Florida TaxWatch 2021-22 Principal Leadership Awards \(PLA\)](#). This prestigious award recognizes educational leaders who are creating impactful change in their students’ lives and who promote effective practices amongst peers in the field.

COHORT 21

Nicole Williams recently presented the plenary session entitled “Finding and Embracing Your Leadership Identity: Exploratory Perspectives of Justice, Equity, Diversity, Inclusion, and Belonging Intersections” at Merrimack College’s Higher Education Master’s 10th Anniversary Celebration and Symposium. Nicole is Merrimack’s Assistant Dean of Student Affairs and Director for their Unity House.

Rev. Lynn Horan, was selected as Christian Femist Today’s (CFT) 2022 [Nancy A. Hardesty Memorial Scholarship \(NAHMS\)](#) recipient. The NAHMS is presented annually by the organization to a student who aspires to exemplify the values and achievements of Nancy A. Hardesty, a founding member of the Christian Feminism Today organization. Additionally, Lynn recently published the viewpoint piece entitled, “[Women, Be Supportive of Each Other](#)” covering her current research on boundary work and female clergy attrition article in the *Albany (NY) Times Union*. She is also the recipient of the 2022 Innovation Grant through the Presbyterian Church (USA) to support her research on female clergy boundary work and psychological safety.

FACULTY

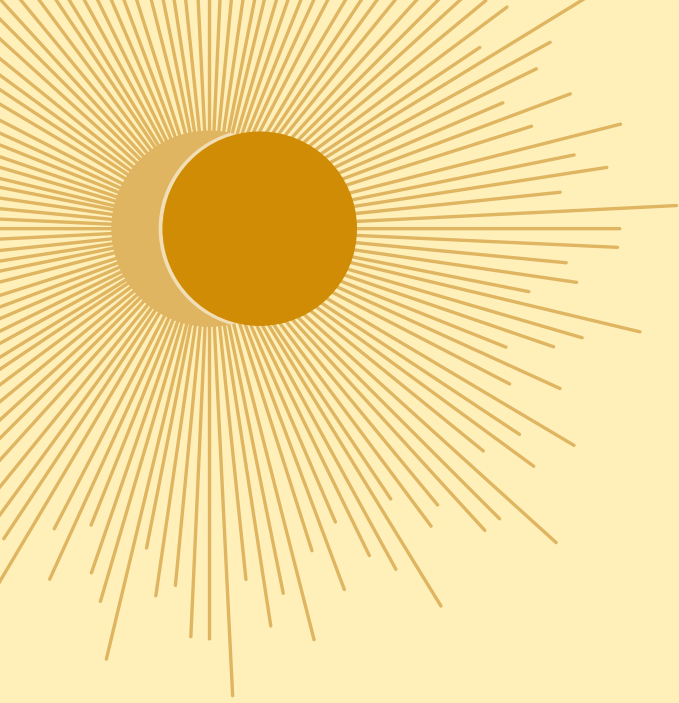
Professor of Leadership and Organizational Behavior, **Dr. Lize Booysen** co-edited a *Special Collection on Women In Business in Africa* and has published the editorial article “[Women in Business in Africa: \(Re\) Claiming Our Agency](#)” in the *South African Journal of Business Management’s* special collection on [Women in Business in Africa](#). She has also accepted a re-appointment for a second 3-year term as Professor Extraordinaire at the University of Stellenbosch Business School.

Professor of Organization Learning and Development, **Dr. Mitch Kusy’s** latest article entitled, “Developing Physician Leaders’ Complex Problem-Solving Skills”, was published in the March-April, 2022 issue of *Physician Leadership Journal*. He co-authored the piece with Dr. Steve Wiesner who was assistant physician-in-chief at Kaiser Permanente East Bay Medical Center and is now a consultant with Colorado Permanente Medical Group. The two additionally were featured on the Association of Occupational Health Professionals in Healthcare’s [Caring for Healthcare Professionals](#) podcast. The episode covers covert incivility, its destructive power in healthcare, and impact on team performance and patient safety. During the podcast they further relate startling facts about the corrosive power of gossip and how to erode its negative impact on healthcare norms.

Professor of Leadership Ethics, **Dr. Donna Ladkin** has published “From Sovereign to Subject: Applying Foucault’s Conceptualization of Power to Leading and Studying Power Within Leadership” in [The Leadership Quarterly](#).

Professor of Leadership and Change **Dr. Beth Mabry** and **Dr. Betty Johnson** (Cohort 16) have published “[Remote Work Video Meetings: Workers’ Emotional Exhaustion and Practices for Greater Well-being](#)” in the *German Journal of Human Resource Management (GHRM)*.

Professor of Relational Practice and Higher Education, **Dr. Harriet Schwartz** discusses teaching as a relational practice in her interview with Steven Robinow in his new podcast [Teaching for Student Success](#) (Ep 5). While Dr. Schwartz often applies Relational Cultural Theory (RCT) in the teaching context, she enjoyed the opportunity to shift focus and explore mentoring and other growth-fostering relationships through an RCT lens, as a guest on the podcast [Mentor Chat](#), the podcast dedicated to all things mentoring, recently as well.



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