

She Leads: Managing and Navigating Change in Higher Education



Jessica Harris, Ph.D.
Southern Illinois University Edwardsville

Elizabeth Perry-Sizemore, Ph.D.
Randolph College

Rosalie A. Richards, Ph.D.
Stetson University

Tynisha Willingham, Ph.D.
Mary Baldwin College | Eastern Mennonite University

*AAC&U/CREDO Women's Leadership Initiative
Webinar
May 30, 2023*

BIOGRAPHIES

SheLeadsHigherEd@gmail.com

Jessica C. Harris, Ph.D., is an advocate for equity and inclusion, understanding the power that higher education, diversity, access, true inclusion and real opportunity can make for individuals, their families, communities, and our society.

In March 2021, she was named Southern Illinois University Edwardsville's (SIUE) inaugural Vice Chancellor of Anti-racism, Diversity, Equity, and Inclusion. Her strategic vision includes operationalizing inclusive excellence at all levels of the institution to ensure an equity-minded and student-centered campus culture. Prior to this appointment, Harris served as Assistant Provost for Academic Equity and Inclusive Excellence in the Office of the provost. An accomplished teacher and scholar of 20th century African American History, she is also a tenured Associate Professor in the Department of History and formerly served as Director of the Black Studies Program. Harris earned both her PhD and Master of Arts in history from Cornell University and her Bachelor of Arts from Dillard University.

Contact: jesharr@siue.edu (618) 650-5609

Tynisha D. Willingham, Ph.D. is the Vice President of Academic Affairs and Chief Academic Officer at Mary Baldwin University and incoming Provost and Vice President for Academic Affairs at Eastern Mennonite University. As Vice President of Academic Affairs, her leadership focus is multipronged with a focus on policies, process and most importantly people. Her work has included leading institutions through program accreditation and institutional reaffirmation. Tynisha centers DEI(B) initiatives and inclusive approaches to faculty and staff development, hiring and retention efforts. As an inclusive leader, Tynisha leads a diverse team of individuals with a focus on student success. She has been integral in the revision of policies to support students and reduce barriers to navigating the undergraduate student experience.

Prior to her posts at Mary Baldwin University, Tynisha spent 11 years at St. Norbert College. During her tenure there she supported the attainment of the first NOYCE grant for the Department of Education and spearheaded several initiatives to support curricular enhancement and student success. She was integral to the development of academic service-learning opportunities for students at St. Norbert. Her commitment to the transformational power of higher education, was realized during her experiences during her time as a Teach for America corps member and her time in the preparation of teachers through Teach for America's summer institute and her role as a teacher educator. Tynisha holds a B.S. in Spanish with a focus in African American Studies from the Pennsylvania State University, a M.Ed. from University of Texas Pan-American, and a Ph.D. in curriculum and instruction with a focus in language,

Contact: tdwillingham@marybaldwin.edu (540) 887-7262

Rosalie A. Richards, Ph.D. is a porphyrin chemist. She currently serves as Associate Provost for Faculty Development and Professor of Chemistry and Education at Stetson University. As associate provost, Richards leads all aspects of teacher-scholar faculty development and support using equity organizing principles with a focus facilitating an inclusive learning environment of intellectual innovation and vibrancy, and empowering lifelong success and significance. Her passion work focuses on experiential learning as core to the learning ethos and central to meaning and coherence. Richards assists higher education institutions with leadership and relationship-rich pedagogies, team development, curricular renovation, decolonizing organizational practices, vision planning, and center ideation. She is a frequently invited plenary speaker and serves as a review panelist for national and global research agencies.

Prior to joining Stetson in 2014, Rosalie was the University System of Georgia's Eminent Scholar, inaugural Kaolin-Endowed Chair in Science, and professor of chemistry at Georgia College & State University. As endowed chair, she founded the Science Education Center, a resource aimed at promoting access and success in STEM education by those who ordinarily could not engage. To date, she has collaboratively solicited over \$10 million in private, state and federal funding. Since the start of her professional higher education career in 1996 as NASA/NSF Scholar-Teacher at Spelman College, Richards successfully matriculated high school and undergraduate students to STEM and related careers through mentored through scientific research, with 80% identifying as students of color. Rosalie holds a B.S. in chemistry with physics from the University of the Virgin Islands and a Ph.D. in chemistry from the University of Southern California.

Contact: rosalie.richards@stetson.edu (386) 822-7906

Elizabeth Perry-Sizemore is Interim Provost and Vice President for Academic Affairs at Randolph College, where she is the Catherine Ehrman Thoresen and William Thoresen Chair of Economics in the Department of Economics and Business. She earned her Ph.D. from Virginia Polytechnic Institute and State University and is a Phi Beta Kappa graduate of Randolph-Macon Woman's College (R-MWC, now Randolph College).

Liz's experiences with change and transition span many years. Prior to serving as Interim Provost, Liz served as the Inaugural Division Head of Social and Behavioral Sciences. During this time, she assisted in managing change and crisis during COVID-19 concurrent with helping Randolph transition to a new block intensive curricular model (TAKE2). Earlier, she served as Inaugural Assistant Dean of the College. Liz's strategic planning experience includes an institutional transition to coeducation and a necessary re-naming of the institution. Liz counts 14 years of stepparenting 3 children as a special and particularly rewarding experience with change and transition.

Contact: epsizemore@randolphcollege.edu (434) 947-8504

WORKSHOP OUTCOMES

Change in higher education can take many forms, as can a campus leader's approaches to transition and transformation. This session explores some of these forms and approaches, mindful of how women show up as leaders. The four presenters are higher education leaders who come from various contexts and have navigated transition and transformation including assuming and facilitating role and responsibility changes amidst disruption, leading in interim roles, and leading during significant institutional leadership changes. In addition to identifying types of transformation, including rethinking instructional modalities and how people work, this session will also address communication, trust, and well-being – of self and those we serve.

By the end of this interactive session, we expect participants to:

- > Recognize and celebrate their own experiences to date with transition and transformation, identifying individual strengths revealed and developed through those experiences
- > Develop strategies for navigating current and new transformation by gaining clarity on the questions that senior leaders ask
- > Identify a network and personal board of directors to support oneself during change leadership processes and explore how to utilize these resources.

TRANSITION & TRANSFORMATION TRIADS

Roles

- **Storyteller** - *Describe* the situation you wrote about by answering the interviewer's questions.
- **Notetaker** - *Listen* for and **share** key themes, strengths, or skills revealed through the exchange.
- **Interviewer** - Ask questions, *without* offering advice, describing a similar situation, or even being empathetic.
- **Timekeeper** - *Monitor* time so everyone has the opportunity to be the storyteller.

Interviewer Questions

- Where were you (position, place, perhaps)? What was the nature of the experience?
- What resistance (either internal or external), obstacle, failure or challenge did you encounter?
- What actions did you take and why?
- What was the impact at the time?
- What insights did you gain after this experience?

*Prompts developed by Dr. Melissa Peet (Generative Knowledge Institute)
generativeknowledge.com*

YOUR BOARD MATRIX

What's Missing? What do you need?

Department Colleagues

1. _____

2. _____

3. _____

Professional Editor

1. _____

2. _____

Substantive Feedback

Professional Development

On Campus

1. _____

2. _____

3. _____

4. _____

Off Campus

1. _____

2. _____

3. _____

4. _____

Readers (see Intellectual Community)

Senior Faculty in Your Department

1. _____

2. _____

3. _____

4. _____

Sponsorship

Emotional Support

Friends

1. _____

2. _____

3. _____

Family

1. _____

2. _____

3. _____

Other

1. _____

2. _____

3. _____

On Campus Mentors

1. _____

2. _____

3. _____

4. _____

Off Campus Mentors

1. _____

2. _____

3. _____

4. _____

Access to Opportunities

Role Models

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Peer Mentors

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

Accountability
for what REALLY matters

Intellectual Community

Readers

0-25%

1. _____

2. _____

3. _____

25-50%

1. _____

2. _____

3. _____

50-75%

1. _____

2. _____

3. _____

75-100%

1. _____

2. _____

3. _____

Safe Space

1. _____

2. _____

3. _____

4. _____

National Center for Faculty
Development & Diversity

Notes