# Leading Towards Interconnectedness

By Janine Carlock and Heidi Marshall

## Slide 1

Speaker: Heidi Marshall

Hello everyone, and welcome to our round table panel discussion on leading through interconnectedness. My name is Heidi Marshall and with me today is my colleague, Janine Carlock, and we will serve as moderators for today’s session.

To start off, we would like to recap our intended purpose and goals for today’s session.

Co-curricular support services and those who lead them have traditionally operated at the periphery of higher education institutions, structured as separate from the education mainstream (i.e., academic) departments, and siloed from one another, with their critical contributions to the institution often going unnoticed.

The purpose of this session is to explore how work at the periphery has been drawn more center stage.

We have asked a group of industry professionals who are currently leading toward interconnectedness through third space collaborations on their campuses, and we invite our panel members to describe these collaborations in terms of creating more effective services and building stronger relationships.

Specifically, session goals include:

* Exploring how in reaction to the COVID-19 global pandemic, work at the periphery has been drawn more center stage as institutions have grappled with transitioning to fully online teaching and learning environments and what this might mean for those leaders at the periphery.
* Exploring Carlock’s assertion that “growing class sizes and the increase in teaching load taking place at many universities means that faculty, tenured or non-tenured, do not have the luxury of much one-on-one time with students, making this option less than ideal;” Smith’s (2003) call out that “the idea of a ‘center’ has gotten in the way;”
* Exploring Marshall’s (2021) observations that “higher education is in need of approaching leadership from a more inclusive, diverse, and critically multicultural perspective than its traditional bases have allowed”
* And, finally, exploring how those leading at the periphery are more likely to embody “a slow, open, and curious way of relating” (Hoskin & Shamir, 2012 p. 469), moving their “centers” to more open and reflective spaces that can lead to “inter-department as well as cross-department actions and interactions, creating a practice of care that is often in contrast to the practice of production or doing reflective in the [mainstream].”

## Slide 2

Speaker: Janine Carlock

We’d now like to take a few moments to introduce ourselves and our panelists.

Dr. Lisa Russell-Pinson is Assistant Teaching Professor of Writing in the Graduate School at UNC Charlotte. In this role, she teaches writing classes to matriculated graduate students and develops and delivers programming for doctoral writers. Lisa’s current research focuses on doctoral students’ experiences in the dissertation process, especially factors that impede dissertation-writing progress and interventions that help writers succeed. Her most recent work on this topic has been published in the Journal of Second Language Writing (2019) and the edited volume Learning from the Lived Experiences of Graduate Student Writers (2020).

Dr. Steven Hansen is the director for the Center for Teaching Excellence at Duquesne University. Among his responsibilities, he oversees instructional and professional development university-wide for faculty and graduate student instructors. Steve is an elected Core Committee Member (i.e., board of directors) for the Professional and Organizational Development Network in Higher Education.

Dr. Jamie Patterson joined Walden University in 2007 as a writing instructor and form and style editor. For the past decade, Dr. Patterson has worked directly with Walden capstone students as staff and faculty at residencies. Before transitioning to contributing faculty and University Research Reviewer in the DBA program, Jamie also worked at The Chicago School of Professional Psychology. There, she collaborated with faculty to build the National Center for Academic and Dissertation Excellence. In 2018, Jamie transitioned to faculty and dissertation chair in Walden’s Ed.D. Higher Education and Adult Leadership program where she now also serves as Residency Coordinator.

Ruth Hwang is the Learning Assistance Specialist for the CARE Learning Center at Pacific Oaks College. The CARE Learning Center provides both writing and academic skills support to all students and Ruth oversees the operations of services provided including tutoring, workshops, and writing support groups.

Moderator Dr. Heidi Marshall has served in multiple academic support positions at both online and onground universities, including as associate director for the Academic Skills Center at Walden University, the Learning Center Director at the Minneapolis College of Art and Design, and now the Coordinator for the Online Writing Center at The Chicago School of Professional Psychology. In addition to this role, Dr. Marshall is core faculty with Walden University’s Office for Academic Support, teaching dissertation workshops, and adjunct faculty at The Chicago School.

And that brings us to me...I have also served in many positions - teaching ESL in ESL programs at the University of Pittsburgh (Pitt) and Duquesne for the past 28 years, working as a writing consultant at the University of Pittsburgh Writing Center for 17 years and teaching 1st year writing to international and American students at Pitt and Carnegie Mellon University.

## Slide 3

Speaker: Heidi Marshall

For context for our questions, here is how we are defining leading at the periphery and third spaces.