

LAURA M. HARRISON

P.O. Box 20521

Stanford, CA 94309

office: (650) 723-1709; cell: (650) 291-3368

lauramh1212@gmail.com

EDUCATION

Doctor of Education, Organization and Leadership May 2006

University of San Francisco, CA

Recipient: Outstanding Doctoral Student Award, for demonstrating an ability to bring theory and knowledge to bear on the solution of a significant educational problem.

Master of Education, Counselor Education June 1998

Ohio University, Athens, OH

Bachelor of Arts, English and Women's Studies (minor) June 1995

Ohio University, Athens, OH

DISSERTATION

“Advocacy and Agency in Student Affairs.” *A study examining how student affairs professionals make decisions in situations where they experience role conflict between their responsibilities for advocating on behalf of students while serving as university agents. Using a participatory methodology, student affairs professionals engaged in in-depth research dialogues focused on the following issues: 1) the extent to which participants experienced role conflict regarding their positions as advocates for students and university agents, 2) strategies employed to negotiate role conflict, 3) values reflected in these strategies, and 4) the extent to which these values demonstrated the theoretical construct of transformational leadership.*

PUBLICATIONS AND MANUSCRIPTS IN PREPARATION

Harrison, L. M. (in press, September, 2011). Transformational Leadership, Integrity, and Power. *New Directions for Higher Education*. San Francisco: Jossey-Bass.

Harrison, L.M. (February, 2011). Using Critical Pedagogy to Critique Power Issues in Transformational Leadership. *Leadership for Transformation*. San Francisco: Jossey-Bass.

Harrison, L.M. (June, 2010). Consequences and Strategies Student Affairs Professionals Engage in Their Advocacy Roles. *Journal of Student Affairs Research and Practice* 47(2), 197-214.

Harrison, L.M. The Advocacy Role in Student Affairs: How Well Do Graduate Programs Prepare Future Practitioners to Negotiate the Politics of Higher Education? (NASPA Foundation Grant Supported Research in Process)

Harrison, L. M. Participatory Research as a Vehicle for Achieving Positive Change in Complex Worlds. (Manuscript in Preparation).

TEACHING EXPERIENCE

University of San Francisco, School of Business and Professional Studies

Master's of Business Administration Program

Adjunct Faculty, Change and Organizational Dynamics Spring 2011

Instruct students in the history and roots of organization development, covering both historical and current theoretical models and approaches. Explore how individuals and organizations affect change with particular attention to the ways in which power and privilege are reflected in the organizational scholarship and discourse.

University of San Francisco, McLaren College of Business

Business Administration Undergraduate Program

Adjunct Faculty, Management and Organizational Dynamics Fall 2010

Instructed students in contemporary theories of organizational leadership, including change management and appreciative inquiry. Collaborated with community organizations in San Francisco to host students at diverse service learning sites throughout the city for hands-on experience applying classroom concepts to real world organizational challenges.

University of San Francisco, School of Education

Organization and Leadership Doctoral Program

Adjunct Faculty, Organizational Theory Spring 2009,
2008

Used metaphor as a framework for teaching students the historical and contemporary ways in which organizations have been theorized over time. Emphasized ways in which organizations can be used for the purposes of privilege or emancipation based on our collective understanding of and leadership within them.

University of San Francisco, School of Business and Professional Studies

Organizational Behavior and Leadership Undergraduate Program

Adjunct Faculty, Organizations in Context Fall 2009, 2008; Spring 2010, 2009, 2008

Instructed students in major theories that have shaped how society understands the organization as an entity. Focus on ways in which organizations can be forces for maintaining or challenging the status quo based on how they are conceptualized. Used case studies to teach students to apply theories to real life problems in their organizations, which allowed some students to advocate successfully for policy changes in their workplaces.

Adjunct Faculty, Organizational Leadership Fall 2009, 2007, 2006; Winter 2006

Organizational Behavior and Leadership Undergraduate Program

Taught students major theoretical constructs of leadership, beginning with the idea of leaders as “great men” ordained by destiny to rule to contemporary understandings of leadership as process. Provided students with multiple delivery methods in examining transactional vs. transformational leadership as practiced within the complexity of the modern organization.

Adjunct Faculty, Organizational Communication Spring 2006

Organizational Behavior and Leadership Undergraduate Program

Educated students in theories of communication, focusing on the ways in which effective communication can serve as a vehicle for initiating change in organizations. Developed

assignments that allowed for both personal reflection and practical application.

Stanford University

Program in Feminist Studies

Faculty Advisor, Alternative Spring Break Class
2008

Spring 2009,

Supervised students teaching course on contemporary issues in domestic violence prevention, education, and intervention. Provided content and pedagogical resources to student instructors in design and implementation of course. Supervised implementation of service learning plan.

Instructor, Gender and Leadership

Fall 2006

Created and presented new course on issues relevant to the intersection of gender and leadership to the Program Chair in Feminist Studies. Taught students about theoretical concepts such as stereotype threat and doublebind to inform their thinking about how women, men, and transgender individuals negotiate power in the workplace and in society at large.

Instructor, Practicum in Feminist Studies

Fall 2005, 2004

Developed course content and instructed capstone course in Feminist Studies wherein students synthesized their practicum experiences using prerequisite feminist theory and methods courses.

Ohio University

University College

Instructor, Resident Assistant Paraprofessional Course

Winter 1997, 1998

Taught student development theory, crisis management, and multicultural education to students in preparation for leadership roles as Resident Assistants.

Instructor, First Year Experience Course

Fall 1996, 1997

Used student development theory to facilitate students' transition from high school to college in the areas of autonomy, critical thinking, diversity, and career development.

PRESENTATIONS

“Advocacy as the Practice of Power: Results of a Grounded Theory Study.” National Association of Student Personnel Administrators National Conference. Philadelphia, PA. March 2011.

“Beyond Heroes and Sellouts: Developing a Framework for Successful Advocacy.” Haas Center for Public Service. Stanford University. January 2009.

“Forming Effective Faculty-Student Affairs Collaborations.” National Association of Student Personnel Administrators Regional Conference. Las Vegas, NV. November 2007.

“Men’s Crisis on College Campuses: Are Women-centered Programs Still Needed?” Hawaii International Conference on Education. Honolulu, HI. January 2007.

“Advocacy and Agency in Student Affairs.” Hawaii International Conference on Education. Honolulu, HI. January 2006.

“Demystifying Assessment.” National Association of Student Personnel Administrators Regional Conference. Coronado, CA. November 2003.

“Staying Relevant: College and University Women's Centers in the New Millennium.” Sustainable Feminisms Conference. Minneapolis, MN. October 2003.

“Beyond the Glass Ceiling: The Next Generation Talks About School, Family, and Work.” National Association of Student Personnel Administrators National Conference. Boston, MA. March 2002.

“Reflections on Political Correctness.” The Face of America Conference. Stanford and Harvard Universities. June 2001.

STUDENT AFFAIRS EXPERIENCE

Stanford University

Vice-Provost for Student Affairs Division

Resident Fellow

April

2007–present

Advance vision of intellectual engagement in a residential community, spearhead programs and policies to promote student mental health, and build collaborative relationships with stakeholders such as Advising, Housing, Parents' Program, and Freshmen Dean's Office. Conduct quantitative and qualitative assessments to determine success of programs and services. Provide leadership development and ongoing mentorship to members of house government. Recruit, select, train, and supervise house staff of 8 student leaders. Write grants for supplemental program funds.

Associate Dean of Students/Women's Center, Director

May

2000–present

Develop strategy and mission for the center, transforming it from a small volunteer center to a viable university department that provides advising, mentoring, and leadership development opportunities for 6000 undergraduate and graduate students. Apply for and receive multi-year grants from the President's Fund, the Stanford Alumni Association Associates Grant, and the Vice Provost for Graduate Education. Supervise one assistant director, two graduate program coordinators, and twelve undergraduate student program coordinators. Manage \$300,000 budget and liaison with campus and community partners to create collaborative initiatives which maximize resources. Serve as academic advisor to 10 first-year and 30 upper-class students, supervise community writing student practica, and execute campus-wide program assessments.

Ohio University

Dean of Students Office

LGBT Center, Founding Program Coordinator

August 1998–May

2000

Founded university's first LGBT Student Support Center. Created programs and services

relevant to the specific needs of LGBT students. Wrote and secured grants for supplemental funding.

Resident Director

August 1998–May 2000

Managed the daily operations of a first-year/upper-class/coed hall of 370 students, adjudicated disciplinary hearings, and rotated weekend on-call crisis management duty for the area of approximately 2000 residential students. Recruited, selected, trained, and supervised house staff of 20 student leaders.

Counseling Intern

August 1997–June

1998

Diagnosed and provided clinical counseling for students with issues such as eating disorders, sexual assault, academic anxiety, grief, and substance abuse; advised Students Teaching About Racism in Society, a peer outreach group.

ADDITIONAL LEADERSHIP AND SERVICE

Scholarship Chair, NASPA Northern California Regional Executive Board, 2010-present

Board Member and Panelist, Stanford Judicial Affairs, 2009-present

Member, NASPA Region 6 Awards Committee, 2008-present

Member, Stanford Alcohol Advisory Board, 2008-present

Alumni Mentor, Ohio University, 2004-present

Vice-chair, NASPA Northern California Regional Executive Board, 2004-2010

Member, Stanford Greek Advisory Board, 2004-2009

Advisor, Stanford University Student Senate, 2004-2005

RESEARCH AND TEACHING INTERESTS

Leadership, College Teaching, Qualitative Research Methods, Historical and Contemporary Trends in Higher Education