

Connecting Theory with Practice Strengthens Democracy

Antioch University's PhD in Leadership and Change takes John Dewey's thinking about education and democracy to heart. For Dewey, educators should organize studies in ways that recognize students' past experiences and provide them with new experiences that help them grow. According to Dewey, this recognition of and expansion on experience ultimately increases the person's potential to contribute to society. Given Antioch University's mission to provide an education that enables students to create "meaningful lives and further social, economic, and environmental justice," it makes sense that all of our institution's programs combine the study of disciplinary knowledge with a fundamental commitment to experiential learning, from undergraduate to our doctoral degrees.

The PhD in Leadership and Change is explicit about this essential importance of experience and the sustained reflection on that experience at many levels, from the design and delivery of the curriculum, to the required demonstrations of learning, to the very nature of our student body (see page 4). At the doctoral level, theory and research are inextricably linked to real-world practice: in particular, in our program, we aspire that the research produced by students can inform leadership practices that improve the lives

of those in organizations, schools and communities worldwide through evidence-based inquiry.

Let's start though with the degree name itself, leadership AND change. The program is not solely the study of leadership as a theoretical endeavor; it is the study of the scholarship, research and practice of leading change that is then applied to the professions and fields of interest of our students. That application in turn allows for personal growth, professional transformation, and enriched theoretical insights.

Next, the program is designed for scholar-practitioners and that hyphenated identity embodies the unity of scholarship AND practice. In fact, we have successfully drawn learners from every sector, many professions, and a wide range of roles and responsibilities. The extension of this diverse peer learning community is that we believe that leadership happens IN practice, it is a relationship that is experienced. For us, leadership is a social phenomenon rather than a set of traits or characteristics of an individual leader. Thus, the study of leadership, one's own leadership and that of others, must include actual practice.

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Change Projects of Service: Coverdell Fellowships

The PhD in Leadership and Change was approved by the Peace Corps as a Coverdell Fellows Program in 2016. We are one of very few doctoral-level programs with this distinction. This partnership honors the service of Returned Peace Corps Volunteers (RPCV) and encourages them to bring their commitment back home to serve communities in the United States. In other words, to do action that makes our democracy more just and stronger! This partnership also reflects our University's historic legacy to provide education that 'wins victories for humanity.' As well, the partnership reflects Antioch's long-standing relationship with the Peace Corps, including our very own Al Guskin's role in the founding of the Corps back in the 1960s!

Coverdell Fellows (CF), who must be Returned Peace Corps Volunteers, receive a significant tuition waiver for the first three pre-candidacy years in the PhD in Leadership and Change program, assuming good academic progress. In return, Fellows are required to do the program's Change Project in/with an underserved community in the United States (a Peace Corps requirement) and to complete it during the second year in the program (PhDLC requirement).

To date, we have two Coverdell Fellows; Both Helen Lowman and JJ DiBella entered the PhDLC in 2016 and are now completing their second year. Consistent with the Fellows' requirements, both designed, implemented and reflected on their Change Projects during AY 2016-17. We are so proud of the work they have done to serve communities in the United States through these projects.

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PROVOST'S COLUMN

Like many of you, I have been having a hard time focusing these days. I can't seem to stop myself from jumping onto Facebook incessantly or clicking all-too-often on the day's

news. For one schooled in the power of reason, raised to question authority, taught to fight for justice, trained in the value of science, and committed to purposeful dialogue based on thought and action, I feel as though I've entered the Twilight Zone.

It is in one of these difficult-to-focus moments that I sit down to write this Provost's column. I will divide up my comments into two parts. The first will be several important program updates and directions. The second will be to hit the pause button ... let's call it, the proverbial moment of 'reflective leadership.'

We have several important announcements as we head into the new academic year 2017-18. In terms of our faculty, I want to share that Laura Morgan Roberts will be reducing her time in the program going forward. As many of you know, she and her family have been busy relocating to the DC area and focusing much of their personal and professional attention on establishing their fullest and most engaged life in the country's capital. I know we all believe that DC will be much better for their presence there. Laura remains committed to our program's learning community and will continue with her dissertators and advisees. She will attend several but not all of next year's residencies. Don't worry - Antiochians will still be enriched by her brilliant mind, critical insights, and positive relational practice - but it just won't be full time. Over the years I have had to grow accustomed to students and faculty making thoughtful life and career choices that best serve their individual desires and family needs; and while it is never easy, I am thrilled for Laura and wish her and her family the very best in their future adventures.

Related to the above, we will welcome Ron Cacioppe as Visiting Professor for next year (see page 7). Ron's expertise is in leadership development, organization change, and he has consulted and written extensively in the areas of integral leadership, mindfulness and spirit at work. I hope many of

you will benefit from this year's opportunity to learn from and with Ron. Involving Visiting Professors as part of our program's faculty is a new approach for us. It may bring possibilities of adding to our faculty expertise in expansive and flexible ways as the program's needs and students' interests expand and change.

And, as seems part of our regular cycle of change and growth, we are planning to again embark on a national search for our next permanent full-time core faculty member during next year! This is always an exciting process as we imagine new gifts and talents, new opportunities and possibilities. So, stay tuned.

Another big change for the next academic year is moving from four residencies to three per year for our cross-sector students. The faculty have been actively working on the redesign to ensure the highest quality learning experience, balancing a mix of different pedagogies, cross-cohort and individual cohort sessions, and including all core faculty being present at the major gatherings. We've heard how excited you are by these changes...and we hope not to disappoint.

Now, to switch gears from the news of growth and change... while abrupt....I want to turn to how I started this column.

It is difficult to focus these days and I'm sure many of you feel that. When I said those words to the gathered students and faculty at the January residency, I saw nods of agreement all around the room. Afterwards, many asked me to reprint my opening comments. So, I am going to use this column to excerpt what I shared back in January, as we gathered for residency during the very days of the presidential Inauguration and surrounding events.

"These days represent something so fundamental, so profound, so deep, this is no ordinary presidential transition. I cannot pretend I am not numb with fears nor that I am not overwhelmed with tears. This is not about partisan politics, not whether you or I are Republican or Democrat or independent. It is about values. It is about democracy. It is about "megachange" that destabilizes and disrupts. I will not pretend I am neutral in the face of misogyny, racism, bullying, dishonesty, attacks on the right of a free

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Connecting Theory with Practice (continued from page 1)

To that end, connecting theory with practice is at the heart of the program and all that we do. The role of critical reflection throughout the program's design and delivery is intentional and explicit. It is a practiced and required habit of mind...and heart. The purposeful knitting together of our learning achievements (required assignments) prepare students for dissertations that have, as their goal, implications to inform and improve practice.

Relatedly, the program is a champion of what is referred to as the scholarship of practice. Explained by our very own Dr. Jon Wergin:

"Originally titled 'scholarship of application,' the scholarship of practice is pragmatic. Whereas the scholarship of discovery asks, 'What is yet to be found?' and the scholarship of integration asks, 'What do the findings mean?,' the scholarship of practice asks, 'How can what is learned through professional practice be applied to consequential problems?'"

We know scholar-practitioners learn through practice. Peter Jarvis (1999) showed that practicing professionals do not take theoretical knowledge and apply it; instead they do just the opposite, reflecting on problems in practice, attaching the product of reflection to existing theory, which is then enriched and expanded. Wergin's own research has shown, further, that reflection is most powerful when accompanied by dialogue, including informal

"hallway conversations" at professional conferences (Wergin, et al. 1988) and, in the case of the PhDLc program, in the cohort and community conversations at residencies and virtually between residencies.

But perhaps one of the most explicit ways that the PhD in Leadership and Change embodies Antioch's historic commitment to experiential learning is in the program's requirement that students work to create positive change in an organization or community, a process and outcome that is demonstrated through the design, implementation and reflection on the second-year Change Project (see page 1).

This assignment requires students to identify a need in their community or workplace, to contextualize that need within the relevant scholarship, to engage diverse stakeholders in an inclusive planning process, to lead and manage the effort to meet a set of project goals as well as one's own leadership goals, and then to reflect on the initiative both in terms of one's learning about system change as well as one's learning about self. Typically from start to finish, the Change Project is conducted over 4-6 months and it is usually accomplished during the students' second year in the program.

As a program that is committed to connecting theory with practice, leadership AND change, each informing the other, we feel we are making great strides. ■

Find all of our program's impactful dissertations online anytime.

aura.antioch.edu/mlphdlcuw

Provost's Column (continued from page 2)

and independent press. Like many of you, I wake up with nightmares and then realize they are reality.

This program and Antioch stand for something much older than any of us in this room. This school, as an institution, has been in the forefront of gender equality having the first woman full professor in the 1850s; in the forefront of racial equality, admitting black and white students together during the Civil War; bringing Asian American students to avoid internment camps during WW II; and training some of the nation's foremost civil rights leaders in the 1960s. That is why our University mission today is "to provide the knowledge and skills to advance social and environmental and economic justice."

As I shared at the time, I have no illusion that these days and months and perhaps years can possibly be 'business as usual.' The context we are in is – to say the least – unusual, or from the social science perspective, let's say, it is paradigm shifting, or from the digital perspective, disruptive. I am hoping that being together as a group of socially conscious scholar-practitioners will offer some comfort, because Inquiry precedes Advocacy.

The scholar emphasis of that hyphenated identity means we inquire deeply and ask Why? How? What evidence exists? What is the meaning? The practitioner emphasis of that hyphenated identity means we act. As those committed to leading positive change, we advocate for policies and we take positions and tackle issues with the intention of improving our communities, workplaces, and schools.

And as Antiochians, we have a set of values about dignity for all that means we must listen as hard as that might be at times like this; we must try to find ways to share our privileges to benefit the widest number; and, we need to practice civility, honor compromise, and seek collaboration.

I hope you all are figuring out how to focus. In fact, writing this column has helped me!

Laurien

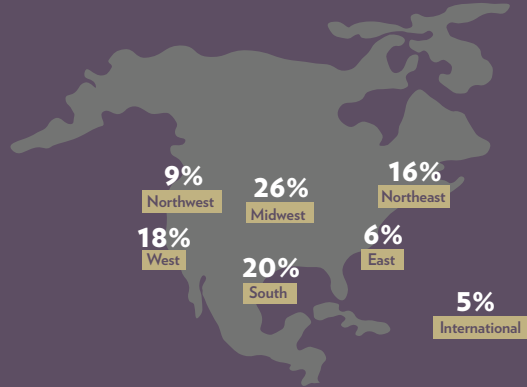
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2016-17 PhD IN LEADERSHIP AND CHANGE STUDENT BODY DEMOGRAPHICS

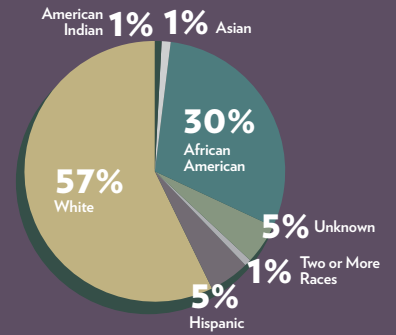
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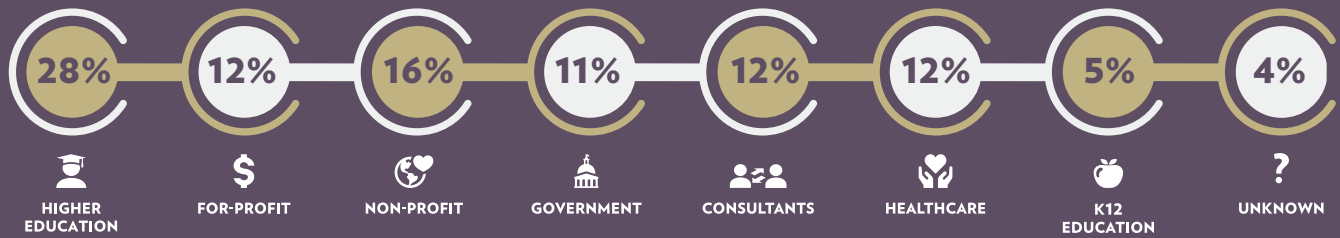
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THE ANTIOCHIAN LEADER | WINTER/SPRING 2017



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HELEN LOWMAN
Cohort 15, Coverdell Fellow

Helen Lowman held a management position at the Federal Emergency Management Agency (FEMA) at the time she designed and implemented her PhDLc Change Project. She was acutely aware of the differential impact of disasters on underserved communities and wanted to make a difference. So, she designed an extensive needs assessment with the goal of helping the Agency reduce the impact of disasters by empowering underserved communities to take steps to protect themselves and their families. Dr. Mitch Kusy, the Change Project evaluator, wrote “While disaster preparedness demonstrates a call to action among many social systems, Helen’s change initiative intensified this effort even further by engaging historically underserved populations.”



JJ DIBELLA
Cohort 15, Coverdell Fellow

JJ DiBella holds a management position with the National Parks Service. Through the organization’s Office of Learning and Development, the goal of this project was to support organizational culture change through the development of intercultural competence. Dr. Kusy, the Change Project evaluator, wrote “JJ’s change initiative is an outstanding example of how to propel intercultural competence for change in the National Park Service (NPS). In particular, the aim of this project is to transform current leadership perspectives on diversity and inclusion through a process of senior leader engagement.”

We interviewed our two Coverdell Fellows about their learning, experience and impact.

AU: Please briefly describe your project and its purposes. What did you set out to do?

HL: Through a better understanding of how underserved communities feel about preparing for disasters, the results of this project’s needs assessment have the potential to impact communities across the United States, and may change the way FEMA preparedness programs collaborate with underserved populations, potentially saving lives in our nation’s communities most likely to be adversely affected by disaster.

JD: My change project set out to work with leaders to respond to an expressed need from employees at different levels of the National Park Service (NPS) to further promote the development of intercultural competence in the NPS. The goal with approximately 30 NPS leaders; was to take the Intercultural Development Inventory (IDI); reflect on personal and group results; commit to relevant actions to support culture change; and give feedback on the efficacy of using the IDI on a larger scale. The project’s premise was that building even stronger intercultural competence in agency leaders will engender more inclusive, employee-centered work environments.

AU: Can you reflect on your learning as both leader and learner as a result of this project?

HL: First, I wanted to gain a greater understanding of underserved communities in the United States. What surprised me most about this goal was how much I would learn about communicating with underserved communities, how interesting the results were and how ignorant I was prior to this project.

I also learned to think differently about national messaging or marketing campaigns. The lesson here is that there is no single message that will inspire cognitive behavior change in every American. Messaging must be adapted to the community for it to be absorbed and acted upon. While the messaging that FEMA is producing is good and has made an enormous impact on the lives of Americans, it is only slowly reaching Americans who historically have been forgotten. I am sure this was never the intent of anyone working at FEMA. Now that I have been a part of this needs assessment, I will be able to guide teams to develop tools and resources that are more targeted and intentional in their outcome.

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Coverdell Fellows (continued from page 5)

JD: My career at the Peace Corps ingrained in me a staunch belief that if you are trying to make sustainable change you must work together with those around you to define and implement the change. The change process is a dance involving a multitude of learning and change strategies that metaphorically requires both the letting go and bringing in of new steps and music. I have found this approach more difficult from a position of senior leadership in a hierarchical organization than my former position as a consultant in a flatter organization. While my role as a senior leader gives me access to all levels of leaders, the decentralized nature of the organization can make it difficult to learn what is going on at the field level. To mitigate that, I try to ask lots of questions of staff in different locations and career fields and listen closely to what is said both directly and indirectly.

The project really made me think about race, privilege, marginalization, and leadership. For too long minority groups have been looked toward to educate the majority group about the minority instead of members of the majority groups teaching each other how to be more interculturally competent. This is the same realization I had when serving in the Peace Corps and working with groups where I was in the minority. I've learned that I can be very effective, maybe even more so as a member of the majority group, educating others in the majority group.

AU: What do you see as potential implications for the field, in essence how your change project informs practice?

HL: The FEMA team I worked with rated "Targeting programs to underserved communities" as the number one opportunity. Subsequently, their new three-year strategic plan has several goals and objectives that will drive them to realize this vision. There are many simple steps that can be taken by emergency management professionals to adapt their preparedness messaging for underserved communities, making them more equitable and inclusive. However, these changes and initiatives will take intentional effort and specific adaptation to reach individuals and communities unable to prepare with traditional preparedness messaging. Leaders who oversee disaster preparedness programming and promotional campaigns must ensure steps are taken at every turn to remind their staff of the imperative to reach all audiences and communities, not only those who have the ability and access to general messaging. Additionally, inclusive planning and community-level policymaking strategies can strengthen relations, creating a venue for public officials to educate the local population and build community capacity to acquire knowledge about local hazards and future disaster risks and how to prepare, cope with, and recover from disasters. The resiliency of the United States is dependent upon the preparedness of historically underserved communities.

JD: My biggest personal learning from the project at NPS, is the importance of individuals from the majority culture working to educate others in the majority culture. While individuals from the minority culture have a role to play as well, individuals from majority cultures need to work to make change within their own group. The two groups I worked with for my change project were much more representative of the minority groups within the organization than the majority groups. I am continuing with the work started during my change project in the coming months and will be curious to learn how different groups respond to the IDI. ■



Lowman and DiBella gather with fellow cohort members



Ron Cacioppe: Visiting Professor for 2017-18

Ron Cacioppe, PhD, will be joining the PhD in Leadership and Change program as Visiting Professor for the coming year. Ron is professor at the Australian Sustainable Development Institute, Curtin University and Managing Director of Integral Development, a leadership training organization. He is an associate editor of several journals, and has published many books, articles and conference papers. One of the themes throughout his work is conscious business practices, mindfulness and spirit. We interviewed Ron about his coming adventure as he moves to the States next year.

AU: Ron, we are thrilled you will be joining us next year. I know you have known about our program for a number of years and in fact have served as a mentor and an external member of several of our dissertations. What excites you most about our program?

RC: First, the program students who I have had experience with previously have been outstanding in that they are senior leaders in their fields and yet are keen to take on new ideas, and are willing to take advice and explore new concepts. I have also been impressed with their academic and scholarly professionalism.

Second, the Antioch faculty have varied backgrounds, both academically and culturally, and so have a different perspective on leadership. They are also all absolutely committed to the Antioch program, support each other and work together well. On the projects I worked on there were 3 or 4 faculty helping the student, all building on each others' expertise rather than competing or confusing students with their special knowledge. Everyone works to help the student provide a high quality, worthwhile dissertation.

Third, the purpose and structure of the program is unique and different from any other PhD program with which I am familiar. The PhDs and DBAs in Australia don't have nearly the level of developmental and guided progression to produce successful learners and scholarly leaders. I also really like Antioch's history and mission in that it wants to make a social contribution to the world. The Antioch Leadership and Change program reflects this purpose in practice.

AU: If I was to interview you in June 2018 after your year with us, what would you hope you'd be able to have contributed? And, what would you have liked to learn?

RC: I hope that I have helped students produce really interesting, personally fulfilling scholarly works that we all are proud of. I hope I am able to provide guidance, support and help and lots of cheering when I see great work and give direct honest feedback to help them find a way to do it better.

In terms of what I'd like to learn, as I look at the background of the Antioch faculty, I see that they have experience and expertise in areas I have not ventured into. I would like to understand the intersection of cultural diversity, community engagement and change areas much better. I would really like to come back with a new way of looking at leadership, best practice in leadership development in the US and how can I reinvent what my company is doing in leadership development and what we are teaching in universities.

AU: You have been an active scholar, professor of leadership, consultant for both business and nonprofit, and an author and speaker for decades. How has your own intellectual trajectory and interests changed over time? And, what are the areas you find most compelling these days?

RC: My initial interest in leadership came about mostly on the sporting field. I was a quarterback in high school, president of my class, the point guard on a state championship basketball team and the leading hitter on a baseball team that went to the college world series so I was leading people but didn't have a clue of what leadership was.

When I went to work as an engineer in the private sector, I saw a huge difference in the leaders I worked for. One was brilliant but all the other managers I worked for were awful – good engineers but bad leaders. I did an MBA in the US and learned you could do things better, especially in the way you treated and motivated people.

After working for a few years in Australia, I started doing a PhD and, at the same time, was undergoing a huge change in my personal life. I started meditating, became aware of mindfulness practices, doing yoga and began a course in Eastern philosophy that changed my perspective on reality, myself and the nature of work. My PhD involved bringing these Eastern perspectives into Western theories and approaches to good leadership and management.

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Ron Cacioppe (continued from page 7)

At that time, I ran across the work of Ken Wilber who was developing his 'Integral Theory' and I used it as a basis for my PhD and my research. Integral theory seeks to integrate all fields of knowledge, East and West, and research into a comprehensive framework, a meta-theory, that helps guide human development and the evolution of societies.

I hitchhiked across the US to spend a week with Ken to discuss with him his ideas and to see if he genuinely walked the talk. Since then I have focused on any leadership theory or idea that can add practical value to the way leaders can help people in organizations work together to 'do well by doing good' and use Integral theory as a lens to see things.

I am currently very interested in 'conscious business' that shows that business is about more than just making a profit. I am also working on leadership, mindfulness and flow, and I believe it's the role of leadership to find and bring individuals and teams into that fulfilling flow space where 'creative emergence' happens. I'm calling this area MindFlow or "Mindfulness 3.0." I am also interested in discovering how a leader and the organization can bring about real cultural change. And finally, I would like to study, define and write about Integral Teamwork and Integral Leadership. In short, I'm interested in anything that a leader can use to make the world a better place!

AU: I know you are on a bit of an adventure next year, moving back to the United States after much time abroad. Would you share a bit with us about this move back and any changes in your own personal or professional life that are converging for you?

RC: This move back is truly an adventure for me and my partner, Karen, who is an Australian who grew up in Africa. We are looking forward to it.

Returning to the United States where I was born after being away 40 years is both awesome and scary. Australia, like every country has its challenges, but my life is really good. I could have chosen to coast for the next few years in Australia but going back to the US and stepping into the Antioch program will put me in an environment where I will learn a lot of new things.

At a professional level, I have just stepped permanently out of the Managing Director role of my leadership development company so I am passing over control of a company I took 20 years to build. It is also a step forward for me since I was an academic for over 25 years and a professor of Leadership at the University of Western Australia but resigned nine years ago to lead the company full time. Everyone that knows me sees that I am an academic at heart, and I love bringing great ideas and theories of leadership into practice. Working in the Antioch program is fulfilling my bucket list – being a university professor again working with motivated students on innovative ways for leaders to change the world for the better is what I love doing and is in my DNA.

AU: What else would you like the Antioch community to know about you that they might not know from your CV?

RC: I've written a book about Haiku and Leadership and I will be playing in the 'seniors' Baseball World Series in Phoenix, Arizona in October this year. ■

Residency gathering



2016 International Leadership Association (ILA) Conference: The PhD in Atlanta

The Leadership and Change community was well represented at the International Leadership Association (ILA) Conference in Atlanta (November 2 – 5, 2016). It was the 18th annual ILA; we've been attending since the very first one! This year's conference theme, Dynamics of Inclusive Leadership, is a topic that really resonates with the Graduate School's faculty, students and alumni. Two faculty members, Drs. Laura Morgan Roberts and Lize Booyesen, plus 35 students and alumni attended. Also, two of our alumni, Drs. Lillian Drakeford and Jessica Litwak, and faculty member Laura Morgan Roberts had their recent leadership books on display at the Meet the Authors' Reception. Last, but certainly not least, the Atlanta ILA Conference Chair was none other than our very own Dr. Janet Rechtman, a GSLC alumna and member of Cohort 2! What a powerful contribution we are making to the field.



Students at ILA

In addition, we hosted three integrated events prior to the ILA Conference, as well as our usual and much sought after Antioch reception. We kicked off with a Celebratory dinner on

October 31, attended by 15 students, alumni and friends. The next morning, 17 Antiochians headed out at the crack of dawn to Montgomery and Birmingham, to join the ILA pre-conference excursion, Foot-Soldiers in the Fight for Civil Rights: Dynamics of Inclusive Grass Roots Leadership. The group visited the Rosa Parks Museum, the Southern Poverty Law Center, the Kelly Ingram Park and the 16th Street Baptist Church. It was a packed day filled with deep reflection and feelings of gratitude. The next morning, the program offered a half-day workshop, "Intersectionality and Workplace Identity: Unearthing Privilege to Level the Playing Field" facilitated by Lize Booyesen.



ILA reception

Antioch Presentations

Mario Burton, Leigh Fine, Benjamin Marcy and Jennifer Dane: "Queering Leadership"

Michelle Burton: "How Dr. T. Colin Campbell Has Fuelled an International Movement Through Dissent and Courageous Resistance"

Lize Booyesen, Martha Miser, Carolyn Love, Jessica Porter and Joanne Barnes: "Just Lean In: How WEIRD (White, Exclusionary, Individualistic, Reactionary, De-Politicized) is That?"

Colleen Canty and Tonetta Collins: "Cultivating Inclusive Leadership Using Intentional Change Theory (ICT) and High Quality Connections (HQC)s"

Tonetta Collins: "The Dignity and Worth of African American Teens and the #BlackLivesMatters Movement"

Holly Diaz and Karen Stout: "Mongolian Women and Leadership: A Presentation of Field Research"

Pat Greer: "Inclusion Through Inter-organizational Collaboration"

Laura Morgan Roberts, Sandra Cha and Courtney McCluney: "Cultivating Positive Identities: Personal Leadership Practices that Positively Impact You and Others"

Laura Morgan Roberts, Darryl Roberts, **Tonetta Collins**, **Tawana Davis** and **Don Perryman**: "Leading Social Justice Through Faith-based Partnerships"

Laura Morgan Roberts, Sandra Cha and Cindy Pace: "New Perspectives on Leading Diversity and Inclusion: Building Bridges with Positive Organizational Scholarship" (a panel)

Laura Morgan Roberts, **Tawana Davis**, Courtney McCluney, **Carolyn Smith Goings**, Sandra Cha, Patricia Hewlin and Jay Hewlin: "Inclusive Leadership in Christian Faith-based Institutions"

Sarah Villareal: "Gender Inclusivity in Higher Education Leadership: An Examination of Theory and Strategy"

2016 ILA Conference: The PhD in Atlanta LEADERSHIP AND CHANGE SYMPOSIUM 2016



"The Foot Soldiers tour was the highlight of the Leading Change Symposium for me. The tour brought an era of history to life for me. It helped me to develop a much more grounded understanding of my PhD experiences as well as the Civil Rights historical period. It also helped me to see the amount of work still needed, and the relevance of today's efforts to pursue social justice. The post-election period over the past several months has provided a jumping-off point to become much more involved in advocating for social justice, not just for the specific issues dear to me, but also for the well-being of every citizen."

Holly King, Cohort 13, Educational Trainer, Empowered Educators and Director of Early Learning for AdvancED



"Of particular value to me was experience-based learning gained during the deep-South Civil Rights Tour. The expert tour guides and local movers and shakers were inspiring and meaningful. Truly unforgettable. And as fellow-tour-goers, Antioch's own Laura Morgan Roberts and Lize Booysen generated warm camaraderie for all who participated. The experience was so valuable, it's why I'm especially looking forward to Brussels!"

Betty Johnson, Cohort 16, President, Bridging the Difference

Students, faculty, alumni, and friends at ILA



OUR LIFELONG ALUMNI LEARNING COMMUNITY

Alumni Share Scholarship and Inspiration

We have just concluded an alumni webinar series showcasing a few of our graduates and their work. The series kicked off with Dr. Leatrice Oram's presentation, "Living and Leading with Introversion" followed by Dr. Froswa Booker-Drew's "Building Social Capital and Creating Change Among Women", and finally, Dr. Chip Espinoza's "Millennial Integration in the Workplace". Stay tuned in the coming months for details regarding this coming year's cycle!

GSLC SCHOLARSHIP FUNDS MAKE A DIFFERENCE!

Each admission cycle we are reminded of our immense gratitude to our alumni who have so generously contributed to our Alan E. Guskin Scholars' Fund and Weisman Wayland Scholarship Funds respectively.

Thirty-nine percent of our alumni are or have been donors to the Graduate School of Leadership and Change scholarship funds. This percentage is well above the national average and we couldn't be more proud or grateful. Through their donations alumni have shown their commitment to a shared spirit in support of incoming and continuing students to make the world more inclusive and just. GSLC aims to consistently increase this donor participation and if you haven't already joined our group of donors past and present, please consider a gift to make a difference today!

www.alumni.antioch.edu/GiveNow

ANNOUNCING THE NEW MATT MAGRATH SCHOLARSHIP FUND

The GSLC is proud to announce the Matt Magrath Scholarship Fund. This new fund was established by generous gifts from Matt's family and members of Cohort 9 as a way to honor his courageous commitment to research and practice that improves the lives of those struggling with addiction, always guided by the ethics of care and compassion, and full of a love of life. This merit-based scholarship supports doctoral students who are dedicated to research and practice that has the potential to improve the lives of individuals and communities addressing addiction.

To learn more visit: www.antioch.edu/gslc

Alumni and students join together



SAVE THE DATE

Reunion 2017

July 29

Alumni are invited to join graduates for commencement followed by a special session facilitated by Professor of Leadership, Management, and Services, Dr. Aqeel Tirmizi entitled "Innovation in the Service of Social Justice." Festivities will end with a send off alumni reception in Yellow Springs at The Winds Cafe.

Contact Leslee Creighton to reserve your spot.

lcreighton@antioch.edu

ILA Heads to Belgium 2017 and Florida 2018

The GLSC is planning the following events as part of our alumni and student Leading Change Symposium for October 2017 in Brussels.

FRIDAY, OCTOBER 13TH

6-8 PM: Sponsored ILA evening reception for GSLC learning community members, friends/colleagues, and ILA conference attendees

SUNDAY, OCTOBER 15TH

1-5 PM: Workshop (for alumni and students COMBINED)

5-8PM: Culminating dinner (for GSLC alumni, faculty, staff, students, and friends)

If you are interested in receiving more details as they become available please email **Leslee Creighton at lcreighton@antioch.edu**.

Lastly we want to share that then 20th annual ILA Conference 2018 will be in West Palm Beach, and ... drumroll ... Audy Johnston, one of our current students, is on the Conference Planning Committee! She will most certainly be an alumna by that time!

ALUMNI AND STUDENT UPDATES

COHORT 1

Dr. Karen L. Gilliam recently completed “Coaching for Transformation”, an International Coach Federation (ICF) credentialed coach training program offered by Leadership That Works making her a Certified Professional Coach (CPC). Dr. Gilliam is Chief of Human Capital Development at NASA Glenn Research Center.

COHORT 2

Dr. Luane Davis Haggerty brought a Deaf Hearing production of the musical “Godspell” to the Rochester LORT Theater GEVA and to New York City. A second production at Gallaudet in Washington D.C. provided workshops in using Sign Language to perform Shakespeare. Four Shakespearian productions directed by Dr. Haggerty were featured in the exhibit and the student performance “Hands Full of Shakespeare” had a sold out audience. Dr. Haggerty also presented and attended the Shakespeare Theater Association conference in Baltimore.

Dr. Shana Hormann recently co-authored “Intervening in Organizational Trauma: A Tale of Three Organizations,” in *Leading and Managing in the Social Sector, Management for Professionals* (Springer International Publishing, 2017). Dr. Hormann also recently returned from India where she participated



in the International Peace Leadership Conference and presented on organizational trauma and resilience at Panjab University’s Centre for Human Rights and Duties.

COHORT 2 (continued)

Dr. Lisa Kreeger has recently accepted a core faculty position in the School of Nursing and Health Sciences at Capella University, and is faculty lead for the RN to BSN program. Dr. Kreeger is also affiliate faculty for the GSLC and is Managing Director and Owner of the nation-wide consulting organization, EduNurse Change Advisors.

COHORT 3

Dr. Mark Moir has been appointed Chief Executive Officer for Acclaro: The Workforce Intelligence Company.

Dr. Judy Ragsdale was recently awarded the 2nd annual Association for Clinical Pastoral Education Critical Thinking in Research and Innovation Award. Dr. Ragsdale is Sr. Director of Pastoral Care and Assistant Professor for the Division of General and Community Pediatrics for Cincinnati Children’s Hospital Medical Center.

Dr. Rhoda Weiss is co-chair of Becker’s Healthcare C-Suite conferences, which annually draws 4,500 participants and chair of American Marketing Association’s Executive Leadership Summit, which brings together 40 chief marketing officers from the nation’s largest health systems representing one of every two U.S. hospitals. Dr. Weiss is also serving on UCLA Extension Access, Inclusion and Excellence Committee and the Bob Hope USO Board of Directors and is President and Founder of Rhoda Weiss and Associates Consulting Group, Inc.

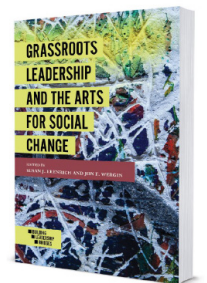
COHORT 4

Dr. Chris Hickey has assumed the position of Project Manager for the Kaiser Permanente Watts Counseling and Learning Center in Los Angeles, California. The Center was established 50 years ago, after neighborhood civil unrest, to provide educational and mental health resources for all children in the community. Dr. Hickey is also founder of Each One Teach One, an alliance for academic access, achievement, and success working with inner-city youth.

Dr. Lynn Langer recently participated in a panel hosted by Hopkins Biotech Network, John Hopkins University (JHU) Aerospace, JHU Women in Business Affinities, and Carey Connect to discuss “Hidden Figures” and the role of women in aerospace, engineering, and other technical fields. Dr. Langer is the Director of Regulatory Science and Enterprise Programs at JHU and is on the National Directors Emeritus board and is President emeritus of Women In Bio, an organization of professionals committed to fostering and encouraging entrepreneurship and career development of women active in the life science industry.

COHORT 5

Dr. Susie Erenrich will participate in a New York City book launch in celebration of the publication of *Grassroots Leadership and The Arts For Social Change* (Emerald Group Publishing, 2017) the book which she co-edited with GSLC Faculty member Dr. Jon Wergin. In addition Dr. Erenrich is producing and hosting a weekly radio show, “Wasn’t That A Time: Stories and Songs That Moved The Nation”. The program airs for over 700,000 listeners on WERA-LP Arlington, VA 96.7 FM.



ALUMNI AND STUDENT UPDATES

COHORT 5 (continued)

Dr. Chip Espinoza is the recipient of Vanguard University's 2017 Alumnus of the Year Award. In addition, his book *Millennials@Work*, based on his dissertation, is now published in Spanish, English, Chinese, and Polish. Dr. Espinoza is Academic Director for Organizational Psychology and Nonprofit Leadership at Concordia University.

Dr. Lisa G. Graham has recently partnered to launch McDonald Graham, a new consulting organization specializing in executive and personal coaching, organization development, team development, conflict management, and career assessment and advisement. Learn more [here](#).

Dr. Harriet Schwartz has been named chair of the MA in Student Affairs program at Carlow University. The new program includes a focus on social justice and relational practice, two foundational elements that make it distinct.

COHORT 6

Dr. Jane Alexandre recently published *Dance Leadership: Theory into Practice* (Palgrave MacMillan, 2017). Dr. Alexandre is Artistic Director at Evolve Dance Inc., and a founding editor of *The Dancer-Citizen*, an online, open-access, peer-reviewed scholarly journal exploring the work of socially engaged dance artists.

Dr. Wayne Hartz recently co-published "Model Curriculum for Occupational Safety and Health: Key to Becoming a Profession" in the March 2017 issue of *Professional Safety*, the journal for occupation safety and health professionals.

COHORT 7

In Memory of Dr. Peter Dickens

Dr. Peter Martin Dickens passed away peacefully surrounded by family this past October 2016. Dr. Dickens was founder of the Iris Group, a consulting practice specializing in strategic change and leadership development. He also served as Director of the Leadership Centre at Tyndale and has served as faculty and preceptor in the Master of Arts and Leadership at Royal Roads University.

COHORT 8



Dr. Janice Ferguson was recently invited to provide remarks about Mary Burnett Talbert, Buffalo, New York civic leader who was active in the Women's Suffrage Movement, in celebration of the new bipartisan legislation establishing the Women's Suffrage Centennial Commission in honor of the 100th anniversary of the passage of the 19th amendment to the U.S. Constitution, which guaranteed women the right to vote. Learn more [here](#).

Dr. Brent French is the new Director of Finance and Operations for the Foisie School of Business at Worcester Polytechnic Institute.

COHORT 9

Dr. Tera McIntosh recently joined Robert Morris University as the Visiting Assistant Professor in the Department of Organizational Leadership. Dr. McIntosh is teaching undergraduate and graduate courses that include leadership and organizational development, decision making, communication, and conflict resolution and will also be involved in developing specific programs that offer leadership development to campus groups, campus leadership, off-site corporations, and also local community colleges.

Dr. Funso Emmanuel Oluyitan has published *Combatting Corruption at the Grassroots Level in Nigeria* (Springer, 2017). This new publication examines the history, layers, and causes of corruption in Nigeria along with public oath taking as an anti-corruption strategy. Learn more about Dr. Oluyitan and the book [here](#).

COHORT 9

In Memory of Dr. Matt Magrath

Dr. Matt Magrath peacefully passed away on April 3, 2017. Matt's mission was to help "the underdog," as he would put it. He hoped to guide others in their quest to be the best they could be, and this mission guided his work with addiction patients at St. Joseph's Hospital and on the Lummi Indian Reservation (where he worked for nearly 20 years). He also spent a majority of his spare time developing youth sports programs in Lynden and throughout Whatcom County.

ALUMNI AND STUDENT UPDATES

COHORT 10

Dr. Froswa Booker-Drew, Director of Community Affairs for the State Fair of Texas, was recently named a member of Dallas Public Voices Greenhouse 2017 Participants. Public Voices is a bold national initiative to dramatically increase the public impact of our nation's top and most diverse thinkers. Launched by The OpEd Project, the initiative is designed as a radical experiment around knowledge, meaning, and what it takes to become influential on a large scale. Additionally, Dr. Booker-Drew recently conducted a webinar titled the *Racial Equity Fellows of NetImpact* and authored a blog post entitled, "Resistance is Not Futile" for The Berkeley Review of Education. Access the article [here](#).

Dr. Kim Nolan has been appointed the new Director of Human Resources for City Market in Burlington, Vermont. Dr. Nolan offers the City Market community a renewed focus on mindfulness, accountability, mentoring and leadership during a time of growth and change.

Will Osmun joined the Urban League of West Michigan as the new Vice President and Chief Strategist. Additionally, he recently returned from Palestine and Israel as part of a delegation from Compassionate Listening Project (CLP) and is in the process of becoming a certified facilitator for CLP.

COHORT 10

In Memory of Nancy Reisig

Nancy Henniger Reisig passed away Thursday, March 16, 2017. In addition to the GSLC, Nancy attended Michigan State University, earning a bachelor's and a master's degree, as well as a master's degree in Japanese Studies from Yale University and an MBA from Wayne State University. Nancy proudly served as the first female trade representative for the State of Michigan in Tokyo. She also worked for Mazda, Ford and Raytheon in human resources. Nancy was an avid international traveler, and lived in Japan, India and China over the course of her career.

COHORT 13

Colleen Canty is the new Director of Behavioral Concepts, Inc. (BCI) Fitchburg, Massachusetts location. BCI provides much-needed services to children with autism and their families.

Maria Chavez-Haroldson recently became Vice President for the Metropolitan Group in Portland, Oregon. Working alongside senior strategists developing and implementing social change initiatives on a national and international level, Maria is on the forefront of upholding the organization's mission to build the power of voice and capacity of the people, organizations, and communities to craft "strategic and creative services that empower social purpose organizations to build a just and sustainable world". Learn more about Maria and her work [here](#).

Dr. Leatrice Oram is the new University Director for Accreditation and Academic Compliance for Antioch University (AU), overseeing the regional and specialized accreditation activities for all of AU's programs.

COHORT 14

Katie O'Connor is Florida Gulf Coast University's Service Learning and Live Learn Community Coordinator and is the 2016 recipient of Florida Campus Compact's Community Engagement Educator Award.

Esther Sackey co-authored "Participatory Communication Versus Participation Strategies" and will present the piece at the 2017 conference of the Eastern Communication Association (ECA) ECA is a professional organization of scholars, teachers, and students of communication studies. The paper is currently in production in a peer reviewed journal and will be published soon.

Jeanine Soucie recently completed curating, creating, and implementing a leadership development program that went out to 7,000 top leaders of Fortune 500 companies. The 40-hour training program is designed to be completed over 4-6 months and at the learner's own pace, and is a combination of online learning, independent study, interactives, in-person activities, social learning, and a mentoring/coaching program. Soucie is the Service Delivery Leader at Conduent.



Members of Cohort 14 celebrate the grand opening of the National Museum of African American History and Culture

ALUMNI AND STUDENT UPDATES

COHORT 15

Cammi Clark created and led a roundtable discussion on human trafficking, which is spring boarding into a collaborative effort-driven coalition in Southwest Florida to work together to end trafficking. Florida is third largest hotbed in the country for human trafficking. At there roundtable, about a dozen powerhouse participants, from law enforcement, to shelters for victims, to fundraising arms to help educate the community, rehabilitate victims,

as well as prosecute traffickers and buyers, were brainstorming together, with the common effort to put an end to the dirty little secret to this modern-day slavery. Clark is Associate Publisher of eBella magazine, headquartered in Naples, Fla.

Paula C. Lowe's poem, "Solo Boater with Orca and Ferry," appears in the upcoming issue of River Styx, publishing poetry since 1975. For more information, go to www.riverstyx.org.

COHORT 16

Amna Osman has been named President and CEO of HAVEN, a Pontiac, Michigan, nonprofit dedicated to eliminating domestic violence and sexual assault.

Healthcare COHORT 2

Troy A. De Chabert-Schuster has been appointed the American Association of Retired Persons (AARP) State Director for the Virgin Islands. Learn more about his new position [here](#).



Faculty gather to celebrate at the recent Healthcare cohort reception



Cohort 2 Healthcare students

UNIVERSITY MISSION

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

To learn more about our multi-campus system visit: antioch.edu

The PhD in Leadership and Change program 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.

Antioch University is fully accredited by the North Central Association of Colleges and Schools (NCA). The PhD in Leadership and Change program obtained full and permanent approval from the Ohio Board of Regents in the Summer of 2005.

AROUND ANTIOCH UNIVERSITY

Antioch University Los Angeles (AULA) recently hosted an alumni day of service in which 14 Antioch alumni volunteered in cooperation with LA Works for Martin Luther King Jr. Day of Service at Dorsey High School to clean classrooms, garden, and paint.

Antioch University Midwest (AUM) has partnered with Southern State Community College to offer a 3 + 1 transfer degree that will reduce college costs.

Antioch University New England's (AUNE) Center for Behavioral Health Innovation has received a statewide grant to assist in developing a proposal to transform Medicaid Services in New Hampshire.

Antioch University Santa Barbara (AUSB) Five AUSB Faculty have been appointed to the Santa Barbara County Psychological Association Board of Directors.

Antioch University Seattle (AUS) opened classes at their new location, 2400 Third Avenue, Suite 200, Seattle, WA 98121 earlier this year. The PhDLC will hold its spring 2018 residency at the new building.

Learn more at www.Antioch.edu

FACULTY UPDATES

Dr. Lize Booyen, recently co-edited and published several chapters in the *Research Handbook of International and Comparative Perspectives on Diversity Management* (Edward Elgar Publishing, 2017).

Dr. Philomena Essed was appointed Distinguished Visiting Professor at the University of Johannesburg, Department of Education. In addition, Dr. Essed participated as an expert commentator in a Dutch documentary entitled *White is a Color Too*, which was broadcast on TV December 2016.

Dr. Mitch Kusy recently participated in an interview with John Livesay, founder of The Successful Pitch, regarding ways in which to build a great team of everyday civility and avoid toxic behaviors in pursuit of the design of the high-performing team. Listen to the full piece [here](#).



Additionally, **Drs. Elizabeth Holloway and Mitch Kusy's** book, *Toxic Workplace! Managing Toxic Personalities and Their Systems of Power*, has been translated into Vietnamese. Their book has previously been translated into Portuguese and Korean.



In Memory of Dr. Richard Couto

IN MEMORIAM

In celebration of the life and work of founding faculty member Dr. Richard Couto who passed away peacefully this past March 2017.

