

THE ANTIOCHIAN

Leader

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ANTIOCH UNIVERSITY

GRADUATE SCHOOL OF
LEADERSHIP AND CHANGE

READING IS AN ACT OF ENGAGED CITIZENSHIP.
READ TO EDUCATE ONESELF. READ TO GROW PROFESSIONALLY. READ TO BUILD EMPATHY.
READ TO STRENGTHEN DEMOCRACY.



PROVOST COMMENCEMENT ADDRESS CHAMPIONS READING AS A CORNERSTONE OF DEMOCRACY

The Graduate School of Leadership and Change (GSLC) recognized 20 new PhD in Leadership and Change graduates during its 2019 commencement ceremony this summer. GSLC Provost Dr. Laurien Alexandre initiated the event with a meaningful commencement speech that highlighted the power of reading as an act of engaged democratic citizenship and charged graduates and those in attendance to “go out and read” to learn, to grow personally and professionally, to expand horizons, to build empathy and in doing so, to strengthen democracy.

We hope you enjoy the piece in its entirety!

“Today as always in these Graduate School Commencement speeches, I speak to issues that relate to Antioch’s mission ‘to teach the knowledge and skills to empower our graduates to lead meaningful lives and advance social, economic and environmental justice. Specifically the Graduate School’s purpose is to educate and train scholars to inquire into the thorny issues of our time and to embolden their passion for creating research, scholarship, and practice that contributes to the common good. So let me share a few thoughts.

I usually tell graduates during this speech to go forth and be bold engaged scholar-practitioners. To do powerful research, to write meaningful books and blogs, to speak passionately about the causes you value. I still want to tell you that. But today I am going to tell you to **go out and read**. No question, you’ve learned that habit in your years in the program. A forced habit I might add. You had over 20 required readings for every residency, so ballpark 180-200 books, articles or chapters in preparation for your nine residencies. Dozens of citations were required for Learning Achievements; and for the Critical Review of Research in particular, you looked at 100s of abstracts to cull down to 50 peer-reviewed articles for a deep read. And your dissertations? Taking five random dissertations published this year, you read a total of 350 books, 520 articles, 50 websites, blog, white papers. That’s A LOT of reading. I am also thrilled to tell you that YOUR dissertations WILL BE READ....and not just by your family and closest friends. A large percent of our program’s dissertations have had between 1,000 to 6,000 downloads; Imagine that, 6,000 interested readers worldwide contemplating your words.

So why am I talking about reading today? As many of you know....I am an avid reader of historical novels, and current events, and critical theory.... But that is not the reason. It is because – **reading is essential for a healthy democracy.**

This train of thought began when I read a brief quote from Spanish intellectual and writer, Miguel de Unamuno, who died in 1936 after living years under house arrest and exile for using his public voice and writings to condemn the Spanish dictatorships. Unamuno wrote **“Fascism is cured by reading and racism is cured by travel.”** For him, fascism meant ignorance...and racism was the close-minded expression of fear. So...imagine, reading just those ELEVEN words sent me on a four-month quest to read everything I could about reading... from Socrates to Twitter and then to bring it home to us. Don’t worry, I’m not going to recount all 10 books and 16 articles I devoured on this 4-month journey.... because some of you – at least those in the front row, want to get hooded, and those in the audience want to celebrate and go home.

At Commencement, I typically go back to Horace Mann, Antioch’s founding president – so let’s start there. Mann’s statue on the Boston State House lawn shows him holding a book. That’s intentional. Mann believed that education – tax-supported public education - could ultimately eliminate poverty, and unite a society fragmented by class, race and gender. His revolutionary idea - one that STILL seems contested today – was that a high level of general education for women and men, majority and minority - was good for all. Mann believed that reading books could inspire students and open minds. “A house without books,” he wrote, “is like a room without windows.” It isn’t surprising Mann believed in the power of reading. He drew heavily from Transcendentalists, like Ralph Waldo Emerson who thought reading was at the core of engaged democratic citizenship and a necessary counterweight to blind allegiance and ignorance. I’m sure if they were alive today both would argue that reading was a necessary counterweight to the lies that currently fill our public discourse. Theirs was a vision of human potential tied to learning how to read words and the world differently, a way to develop the imaginative capacity to put oneself in the place of others and to develop empathy and rise above self-interest.

Bottom line, for Mann like Unamuno and others, there is nothing as costly as ignorance. And, that’s why those who want to control what others think and do, try to control reading. Think about that. Dictators know an illiterate crowd is the easiest to rule, thus the history of reading is replete with book bannings and burnings. Perhaps the most ingrained in our recent memories are the bonfires across World War II Germany,

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incinerating the texts of Freud and Einstein, the books of Marx and Lenin, the novels of Steinbeck, Hemingway, and so many more. They say over a million books were burned in those years. I remember living in Franco’s Spain in the mid-1970s and my Spanish friends hid their banned books in my apartment lest there be a raid on their homes. I recall their palpable fear crossing town with their satchel full of books bringing them to my ‘safe’ lodging, after all, I was a foreigner, I was an American. I have never been afraid of what I read.

In his fabulous *History of Reading*, Alberto Manguel recounted how during his high school years, the Argentine military government censored and

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banned books. It became dangerous to be seen in cafes or streets with the poems of Pablo Neruda or books by Steinbeck. The very fact of being in possession of a book was sufficient grounds for imprisonment or worse. Let's look in our own country.

We aren't immune to efforts to deny the freedom to read to others. Slave owners were concerned that a "literate black population" might find dangerous ideas in books and if slaves could read the Bible, then they could also read abolitionists' texts and be inspired by notions of revolt and possibilities of freedom. Some states still had laws up to the mid-1800s that forbade all blacks, whether slaves or free men (let alone women) to be taught to read. More recently, literacy tests were embedded in voter registration processes throughout the Jim Crow South to deny African Americans the right to vote; And bilingual ballots weren't commonly available until the mid 1970s making English-only ballots a de facto literacy test for Spanish-speaking citizens. Imagine -the right to vote depended on the right to read. During the 1950's Cold War, the American Library Association felt compelled to issue a public statement 'defending the freedom to read' and fought proposals to burn textbooks perceived as insufficiently patriotic.

It's not over. Between 2000-2010, the Association received over 5,000 reports of challenges to that freedom, efforts to remove, restrict or ban books. The list of the most challenged books in the US invariably includes Twain, Huxley, Salinger, Steinbeck, and a disproportionate number of black writers, such as Maya Angelou, Toni Morrison, Richard Wright. Within the past several years, we've witnessed Koran burnings in Florida. A California-based nationalist group wanted to burn all the books of "liberal, democratic values," which ironically, it felt were contributing to the decline of our country! And just last year, the Iowa director of a "pro family" group called

for burning LGBTQ books from the public library live on Facebook.

Yes, these are one-offs but they are frightening reminders of what can happen to democracies. So what is the state of reading these days? **Reading is at risk, whether from reader apathy or from zealots' zeal.** The US ranks # 22nd of all countries in terms of the average reading hours per week. India and Thailand top with about 10 hours. The US sits at less than 3.5 hours a week. The US ranks as only the 7th most literate country in the world - quantified by # of libraries, newspapers, years of schooling, computer availability and so forth. And, according to National Endowment of the Arts recent report, less than half of all US adults read even one book a year if it isn't for work or school in 2017. If you believe reading is an essential practice of engaged democratic citizenship, these trends are disheartening at best and are deeply frightening at worst—it should be applauded and encouraged.

The access created by technology makes it all the more imperative to teach people HOW to read, which Emerson said was the second hardest task; the first was to teach people HOW to think. The fact is- no matter where or when by what device in what format - READ WE MUST. Despite the ineffective banning and showcase bonfires, ideas don't burn and books rise again. They come back even more powerfully as survivors. After all, we're still reading Freud, we're still debating Marx, we're still getting lost in the novels of Steinbeck and Morrison, and dreaming with the poems of Neruda and Angelou. Authors never vanish and ideas don't disappear. A German foundation has plans to create a Library of Burned Books, to bring together in one place all of the titles that went up in flames and disappeared from public life. Now, those thousands of authors will come back home again. And Argentinian artist Marta Minjuin used 100,000 Nazi-prohibited books to construct a Parthenon of Books, an ancient Greek symbol of democracy, on the site of the 1930's German book burnings. She actually first constructed the statue on the streets of Buenos Aires

using 25,000 books taken from cellars where they had been locked up by the Argentine military in the mid 1970s.

So, to my theme today - Reading is a form of action. Don't take it for granted. First, one reads to educate oneself. As a form of personal and professional development, reading really does matter. Not that these are my heroes, but Warren Buffet says he reads 500 pages a day, Mark Cuban reads 3 hours a day, and Bill Gates reads 50 books a year. For them, reading is a necessary precondition of their leadership roles. But let's go to reading as an act of engaged democratic citizenship, an act of empathy building, knowledge expanding. I was so happy to learn on this quest of mine that discussion groups in local bookstores across the country are resurging. Book clubs – on site and on line – are popping up everywhere. And libraries, seemingly threatened a decade ago, today have become digital hubs as well as physical spaces to gather, learn, work and connect. Iranian author Azar Nafasi, famous for *Reading Lolita in Tehran*, reminds us that the reader, in selecting what to read, chooses to be her own person and can take individual initiative to go against the dictates of family, church or state. She argues that believing in the Constitution's "We the People," means defending the right to free thought and imagination, and that that right can only be guaranteed by the "active participation of every one of us, citizen readers." Nafasi dreams of creating a *Republic of the Imagination*, as a **"Nation of readers, large and small, old and young, rich and poor, of all colors and backgrounds, united by the shared sense that books matter, that they open up a window into a more meaningful life, that they enable us to tolerate complexity and nuance and to empathize with people whose lives and conditions are utterly different from our own."**

So let me conclude by saying, as your PhD Director, I want to encourage you to go read – to be proactive and irreverent now that you no longer have residencies, and learning achievements, and dissertations. Read for the joy of it. Read for professional development.

Read so that your bold research, powerful voice, and compelling practice will be well-informed. But more. As Emerson, Mann, Unamuno, Manguel and Nafasi remind us, a well-read society recognizes demagoguery and will reject it. As a citizen of a democracy in turmoil,

I encourage you to

**READ WITHOUT WALLS OR BORDERS.
READ TO BUILD BRIDGES OF UNDERSTANDING.
READ TO GET TO KNOW THE OTHER.
READ ABOUT TOPICS YOU DON'T KNOW MUCH ABOUT.
READ ABOUT PEOPLE WHO DON'T LOOK LIKE YOU OR LIVE LIKE YOU.
READ ABOUT PLACES YOU'VE NEVER BEEN.
READ ABOUT PLACES YOU WANT TO GO.
READ AS IF OUR DEMOCRACY DEPENDS UPON IT.
IT DOES."**

**Dr. Laurien Alexandre
GSLC Provost**

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ANTIOCH 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.

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Dr. Jon Wergin Set to Retire

As many of you know, this is Dr. Jon Wergin's last full time year as Professor of Education Studies in the Graduate School of Leadership and Change as he slowly but surely heads into retirement. Back in 2003, Jon simply couldn't resist the opportunity to be part of the founding of this appealing but untested experiment in graduate innovation and he left the comfort of his hard-earned, tenured full professorship at Virginia Commonwealth University after 30 years to join Antioch and build the PhD in Leadership and Change.

IT IS NOT AN OVERSTATEMENT
TO SAY THAT JON'S DECADES
LONG EXPERIENCE, WISDOM AND
EXPERTISE HAVE BEEN ABSOLUTELY
FUNDAMENTAL TO THE DESIGN AND
SUCCESS OF OUR PROGRAM.

It is not an overstatement to say that Jon's decades long experience, wisdom and expertise have been absolutely fundamental to the design and success of our program. His understanding of adult learning underpins many essential curriculum design elements. His teaching and advising have helped hundreds of students successfully achieve their PhD dream. He has evaluated every Learning Achievement over these past years. And to date, Jon has chaired over 50 dissertations and served on well over 30 committees. As a member of the GSLC faculty, he has repeatedly demonstrated his unwavering commitment to academic quality and assessment, and his belief in the power of collaboration and teamwork.

As part of Antioch University as a whole, Jon has always brought wise counsel to faculty deliberations and has been instrumental in efforts to improve the professionalization and quality of work life for all. He has led accreditation efforts, assessment efforts, and faculty governance activities. In addition to his many contributions to Antioch University, Jon is also a well-recognized public intellectual creating a remarkable record of research and scholarship including being the author or co-author of 18 books and monographs, 13 book chapters, 64 articles, and 100s of conferences and addresses to colleges and universities across the country. In his latest book, *Deep Learning in a Disorienting World* (Cambridge University Press, 2020), Jon expresses his appreciation to the Antioch University alumni, students, staff and faculty who contributed in untold ways to his thinking on the topic.



Dr. Jon Wergin will be joining GSLC for Commencement this summer. Please mark your calendar for August 1, 2020 and email Les Creighton (LCREIGHTON@ANTIOCH.EDU) if you are able to join us!

Students, Alumni, and Faculty Central in Learning Community Enhancement

Each year the Graduate School of Leadership and Change (GSLC) conducts a study of where our applicants hear about the program. We've just concluded this year's effort and it's clear that faculty, students, and alumni are most central to spreading the word of GCLC's impactful scholarship and practitioner work. For that we say THANK YOU! We couldn't be more honored and proud of our learning community's ambassadors.

■ In 2019-20, our applicants heard about us from: _____



46%

**WORD OF
MOUTH**



33%

INTERNET

(combined search
and social media)



8%

**LEADERSHIP
ORGANIZATION**

(Center for Creative
Leadership and
International Leadership
Association specifically)

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.



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UNIVERSITY**



Exciting happenings abound throughout Antioch University! Learn more all about the wonderful news from our campuses and program here, [ANTIOCH.EDU/AU-NEWS/](https://antioch.edu/au-news/)

GSLC TRAVELS TO CUBA!

PhD in Leadership and Change faculty, students, and alumni gathered together with Antioch University friends this past spring to explore Cuba. Their week-long itinerary was focused on leadership and change in major sectors of Cuban life, including culture, the economy, government, education, and healthcare.



“

Entrepreneurship in Cuba is the most unique of its kind. Communities have come together where everyone contributes a different skill in order to help survive, it is no longer the survival of the fittest but the survival of the kindest and most collaborative...This was truly a life changing experience.”

GSLC STUDENT, KADER GUMUS

GSLC CONNECTIONS HOLDING STRONG

A few years ago, when Jane Feinberg (C-14) read *Disappearing Acts* (MIT Press, 2001) by Joyce Fletcher for a GSLC residency, it brought her back to a body of work she had followed for many years: Relational-Cultural Theory (RCT). The theory, first developed in the 1970s by feminist psychiatrists and psychologists, turned the field upside down by asserting that autonomy and separation, long seen as the marks of human maturity, did not accurately represent women’s—or men’s—experience in the world. Instead, the model proposed that we grow in relationship, that relationships are a central human necessity, and that disconnections are the source of psychological problems. At another residency, Jane met Dr. Harriet Schwartz (Cohort 5) who was a guest professor in Elizabeth Holloway’s seminar on grounded theory. Harriet was, at the time, also a lead scholar at the Jean Baker Miller Training Institute at Wellesley College, the organization formed in honor of the psychiatrist whose ideas sparked RCT. Jane and Harriet kept in touch, and Harriet invited Jane to attend a gathering of RCT adherents. There, Jane learned that the RCT founders had just created a new 501(c)(3) to grow both the research and practice elements of the work. For the last two years, Jane has been working with the founding scholars to launch the **International Center for Growth in Connection** (ICGC). In October 2019, Jane and Harriet both attended and presented at a conference in Chicago sponsored by ICGC. Jane’s dissertation (in progress) draws heavily on RCT in the study of White Teachers and Students of Color.

Through her company, **Full Frame Communications**, Jane also continues to work with school districts to help them better serve students with diverse learning assets and needs through the **Essex County Learning Community**, a grant-funded project that she leads in Massachusetts. Jane is also in the early stages of collaborating with partners on a film and national campaign about human variability called the *Future of Normal*.



International Leadership Association in Ottawa, Canada

This past October leadership scholars and professionals from around the world gathered in Ottawa, Canada at the International Leadership Association's (ILA) 21st Annual Global conference to network, to explore new thinking on leadership, and to share perspectives on courageous leadership. Antioch University's PhD in Leadership and Change program again had a notable presence at this occasion with a footprint of 23 participants including four faculty members, six students and 13 alumni who attended and presented 16 sessions. Presentations included faculty and student symposia, faculty and alumni co-led panel discussions, faculty and student co-led paper presentations, a student roundtable, and poster presentations. GSLC also sponsored and hosted a program reception that was attended by more than 60 participants. The complete contingent of PhD faculty, students and alumni present at the conference served as hosts for the reception and ambassadors for the program.



In addition to conference activities, Antioch University's Graduate School of Leadership and Change held a mini-residency for PhD in Leadership and Change (PhDLC) students with gatherings and events as well as a debrief and reflection led by faculty members Drs. Lize Booyesen, Elizabeth Holloway, and Jon Wergin. This reflection ended with a cocktail event and included both Antioch PhD students as well as alumni.

The many ways in which the ILA and Antioch's Graduate School of Leadership and Change integrates is evident from the reflections of the GSLC faculty that were in attendance this year:

As the PhDLC liaison person and outgoing ILA fellow, I had a dual purpose at this past ILA Conference, firstly to socialize our GSLC students into the academy, and help them build their conference attendance and presentation agility, and secondly to bolster the synergies between Antioch's amazing PhD Leadership and Change program, and alumni and the welcoming ILA community."

DR LIZE BOOYSEN

The ILA conference offers a great platform for our students, faculty and alumni to connect with each other and the larger international community. These connections and the conference space allow thoughtful engagement around advancing values-driven leadership thinking aimed at improving human conditions."

DR. AQEEL TRIMIZI

ILA is a critical formative experience for our graduate students. It affords them the opportunity to engage in a scholar-practitioner community that is small enough to aspire to leadership positions and to have the opportunity to engage in dialogue around their own work. Our Antioch students carry a badge of pride knowing that our program was a part of the founding of the organization and that we remain a visible force."

DR. ELIZABETH HOLLOWAY

With so many students and alumni participating, the ILA is a professional conference unlike any other in my experience. The one in Ottawa this year was no exception: it seemed as if Antiochians were everywhere, and they are our program's best ambassadors."

DR. JON WERGIN

We hope to see you all at the 22nd Annual Global Conference in San Francisco, California, November 2020. The theme of next year's ILA Conference is Leading at the Edge. Of course, leading at the edge is something the GSLC, its students and alumni are known for in their work!! Please watch out for the Call for Papers, which should come out soon, and remember the closing date for ILA conference presentation submissions is usually around the first week in February!



Contact Lize Booyesen (ABOOYSEN@ANTIOCH.EDU) if you have any questions or need more information.

Student and Alumni Updates

COHORT 2

Dr. Luane Davis Haggerty directed one of the first known productions of August Wilson's *Fences* to be performed simultaneously in spoken English and in American Sign Language. The Kennedy Center College Theater Festival awarded the show Excellence in Ensemble Performance for all cast members. Luane additionally directed the musical *Man of La Mancha* presented by the American Sign Language (ASL) performance group Dangerous Signs and was nominated by the *Rochester City Newspaper* as one of four productions in the category of Best Local Production.

Members of Cohort 2 Drs. Shana Hormann and Mark Light reconnect in Seattle, Washington.



COHORT 3

President of Rhoda Weiss Consulting Group, Inc., Dr. Rhoda Weiss is the recipient of The Public Relations Society of America's (PRSA) 2019 Gold Anvil Award. This award is the highest individual honor recognizing lifetime achievement from PRSA, the nation's leading professional organization serving the communications community with 30,000 members. Those pictured presenting the award are (from left) Debra Peterson, PRSA National Chair; Dr. Rhoda Weiss, Gold Anvil Lifetime Achievement recipient; and Brigadier General Edward Thomas, United States Air Force, Director of Public Affairs, Office of the Secretary of the Air Force, the Pentagon, Washington, DC. Learn more about Rhoda, the award, and her work [here](#).



COHORT 5

Dr. Susie Erenrich is set to publish her latest book this coming spring. The book entitled, *The Cost of Freedom: Voicing a Movement after Kent State 1970* (The Kent State University Press, 2020) is a multi-genre collection describing the May 4, 1970, shootings at Kent State University, the aftermath, and the impact on wider calls for peace and justice. Learn more about the publication [here](#).



Dr. Lynn Olsen was recently elected Chair of the Adjunct Faculty Council (AFC) at the University of St. Thomas. The AFC is chartered to serve 1,180 adjunct faculty, and includes representatives from all the university's colleges and schools and works with the University administration and Vice-Provost of Academic Affairs on issues of mutual interest.



Dr. Laura Santana is expanding her global leadership development outreach in two recent collaborations with The Center for Creative Leadership (CCL). Laura's global work recently has included visits to the Gothenburg Camp X Innovation Labs, the Mass Transit Headquarters of Brazil, and culminated with a daylong visit to Hangzhao, China to challenge these leaders to envision a future different from patterns of the past. Learn more about Laura and her work [here](#).



COHORT 6

Dr. Wayne Curtis has co-authored his newest book entitled, *Knowledge Economies and Knowledge Work, Working Methods for Knowledge Management* (Emerald Group Pub Ltd, 2019). This practical real-world focused book, defines and discusses knowledge work resulting in a guide for corporate leaders and managers, knowledge managers, workforce professionals, policy makers, labor economists, human capital researchers, and educators. It helps diverse audiences understand the implications of this transformation and helps them navigate this new economy. Wayne has worked in the financial services and economic development arenas in New York, Philadelphia and Washington, DC for over 40 years. Learn more about his extensive work [here](#).



COHORT 8

Dr. Kate O'Neill is working at the American University of Afghanistan in Kabul as an Associate Professor of Management. Learn more about her work [here](#).



COHORT 9

Dr. Marcia Tate Arunga has been appointed Academic Dean of Evergreen State College's Tacoma campus. This campus offers a liberal arts bachelor's completion program and



houses two masters programs in public administration and education. In this new role, Marcia will oversee curriculum, faculty planning, student activities, and general operations.

COHORT 10

Dr. Frowsa' Booker-Drew is one of 30 honorees that has been recognized by *The Dallas Business Journal* with a 2019 Women in Business Award. Learn more about Dr. Booker-Drew, her work, and this award [here](#).



of Brain Corp, a San Diego based artificial intelligence company creating transformative core technology for the robotics industry. In this new role, Moudy will be responsible for driving the strategic roadmap and growth plans for the company's technology portfolio. Learn more about his extensive work [here](#).

Dr. Mark Martin has been named Deputy Director for the Office of Minority Health at the Maryland Department of Health.

COHORT 12

Dr. Jessica Litwak recently published "Audience Engagement in Theatre for Social Change" in *The Engaged Scholar Journal*. Additionally, Jessica just returned from London where her play *My Heart is in the East* was produced. Finally, she has been commissioned to write a play about the California suffrage movement for the centennial celebration of women's right to vote in 2020. Learn more about Jessica [here](#).

Dr. Mike Valentine has published "Contextual Coaching: Leveraging Context for Alignment in the System" which is featured in *Philosophy of Coaching: An International Journal*. This paper examines the perceived presence of contextual factors in an organization, considers how coaches incorporate them in practice, and suggests a framework to enhance coaching outcomes. Access the full article [here](#).



University as Dean of Academic Services. In this additional position LaTonya will lead coordination for many departments including The Office of the Registrar, First Year Seminars, English for Academics (International students), Academic Advising, The Academic Resource Center, and Academic Coaching. Additionally, LaTonya has recently contributed *Chicken Soup for the Soul: Think Positive, Live Happy: 101 Stories about Creating Your Best Life* (Chicken Soup for the Soul, 2019) and *The Total Woman* (Professional Woman Publishing, 2019). Learn more about her work directly [here](#).

Dr. Dani Chesson and Dr. Mitch Kusy have had their co-authored article entitled "Design Thinker Profile: Capabilities for Driving Change in Healthcare" accepted for publication in the *Journal of Medical Practice Management* (November-December, 2019). Based on Dani's dissertation, *Creating and Validating a Scale for Measuring Design Thinking Capabilities in Individuals*, Dani and Mitch—as Dani's chair—collaborated on how understanding design thinker capabilities is an innovative and effective way for healthcare leaders to improve the healthcare industry benchmark: patient safety and satisfaction. *The Journal of Medical Practice Management* is one of the most respected journals for healthcare leaders in practice management. Dani is an organizational change consultant residing in Auckland, New Zealand.

COHORT 14

Vice President of the Board of Directors for Soul 2 Soul Sisters, Tawana Davis is the co-editor of the new publication entitled *Go Tell Empowering Stories of Women Overcoming Adversities: A Guide to Women's Ministry* (Barnes and Noble Press, 2019). The book includes essays that are poignant stories of empowerment as women share how they worked through adversities to choose an abundant life. Read more about the book [here](#).

COHORT 11

Dr. Amy Climer presented *Leading Deliberate Creative Teams* at the Southern Oregon University Creativity Conference. Amy shared her Deliberate Creative Team Scale which measures three elements teams need in order to be creative together. Additionally, Amy and fellow cohort member Dr. Tami France recently collaborated on a leadership development program at Mayo Clinic. Dr. France designed a year-long program for a group of Mayo Clinic's leaders. As part of the program, Dr. Climer led a full-day training called *The Deliberate Creative Leader: How to Innovate on Demand*.

Leadership Development Practitioner, Executive Coach, and Human Resource Professional Dr. Tami France has co-authored, "The Importance of a Radiologist-Administrator Partnership to Future Healthcare" in *The Journal of the American College of Radiology*.

Dr. Moudy Elbayadi has been selected as Senior Vice President, Product and Technology



COHORT 13

Founder of Branham Consulting and University Registrar for DePauw University Dr. LaTonya Branham has assumed an added role within the



Yolandé Devoe has been awarded The Audre Lorde Scholarship from ZAMI NOBLA.



Awards are designed to recognize out (out is defined as an acknowledgement of lesbian identify to self, and to family, friends, and community) black lesbians and lesbians of color making significant contributions to their communities. Learn more about the award [here](#).

COHORT 16

Kelly Cerialo was recently named Director of the Global Center for Rural Resilience at Paul Smith's College where she is coordinating sustainability initiatives in rural communities that focus on the United Nation's seventeen Sustainable Development Goals (e.g. Climate Action, Responsible Production and Consumption, etc.).



Kader Gumus has been appointed as Fairfax County Council's Immigrant Community Representative to end domestic violence.



Additionally, Kader recently participated in The Fancy Women's Bicycle Tour which brings together women worldwide to bring awareness of the fact that many girls and women around the world feel too intimidated to ride a bike because of road bullying, harassment, lack of knowledge on how to ride a bike or having no resources to own a bike. Learn more about the organization [here](#).

COHORT 17

Renee Bradford has been selected as a new Barrett-Koehler Foundation Action

COHORT 18

Shiphrah Mutungi Akandiinda has been awarded a 2019-20 International Fellowship by The American Association of University Women (AAUW) in pursuit of her doctoral studies. The AAUW supports women leading innovative community projects that impact on women and girls globally. Shiphrah has been working in South Sudan as a Programme Director for Morning Star, a trauma awareness initiative aimed at addressing the impact of trauma resulting from decades of conflict. She has extensive experience and skills in peace building, trauma programming, and gender innovations.



Learning Fellow. The Action Learning Fellowship is the flagship program of the foundation, bringing together thoughtful community builders with ideas and resources from the Berrett-Koehler network, to create a space for deep personal growth and collective learning. Over the next eight months, Renee will explore the linkage between positive role modeling of philanthropy, activism, and authentic leadership of Black women with the grassroots giving of time, talent, and treasure of young Black millennial women to make greater impact in the global village. Learn more about the fellowship [here!](#)



Katie Lampley has been promoted to Assistant Provost for Diversity and Inclusion at Bentley University. This new role recognizes the University's strategic focus on diversity and inclusion as an enabling feature of future success. In this new role Katie will lead campus-wide efforts to achieve their goals of inclusive excellence.



Ivy Sackey has been appointed to the Board of Directors of the Institute of Directors for Ghana (IoD). The goal of the initiative is to promote corporate governance in Ghana. Learn more about the IoD [here](#).

LaTanya White, an educator and advocate for entrepreneurs of color, delivered a compelling talk on the TEDx Tallahassee stage in November. Her talk, *The Audacity of Privilege*, was largely shaped by her experiences, research, and enlightenment about power and privilege through our impactful curriculum in the GSLC. Learn more about LaTanya, her research interests, and her talk [here](#).



COHORT 19

Sara Barry has been named Chief Operating Officer for OneCare Vermont, an accountable care organization focused on improving population health through care delivery transformation and payment reforms. Sara brings decades of experience



improving healthcare delivery systems and health outcomes. In this new role she will oversee operations, facilitate strategy, planning, resource alignment, and stakeholder communications. Learn more about her impactful work [here](#).

Shelley Henderson has contributed to the new publication entitled, *Queen Mothers: Articulating the Spirit of Black Women Teacher-Leaders* (Information Age Publishing, 2019). This publication examines contexts where Black women function as Queen Mothers and contests the trivialization of their manifold contributions. Learn more about the book [here](#).

Brook McGennis was promoted to Executive Director of Operations for the state of Illinois for within Hospital Sisters Health Systems (HSHS) Medical Group. Launched in 2008, HSHS Medical Group is a critical component of the HSHS Care Integration strategy, which focuses on bringing physicians, technology and patients together to improve the overall health of our communities.

COHORT 1 - HEALTHCARE

Jeff Williams presented the keynote address at the Annual Conference of the Southern Chapter of the Medical Library Association in Savannah, Georgia. The address entitled, *The Power of the Disorienting Dilemma*, examined the way in which library users struggle to understand librarians' new roles until they work closely with a librarian in a meaningful way.



FACULTY

GSLC Faculty members Drs. Carol Baron and Lize Booysen and PhDLC alumna Dr. Tami France (Cohort 11) have co-authored "Cross-cultural Professional Experiences

of Female Expatriates: Finding Success through Agility, Resilience, and Essential Relationships" featured in *Cross Cultural & Strategic Management* (Emerald Publishing Limited, 2019) The piece explores the relationships, resources, and characteristics that support female expatriate success, with a specific focus on the role of mentor/coach relationships. This research offers evidence that resiliency-based characteristics must be cultivated and developed to support expatriate cross-cultural success. Learn more about findings [here](#).

Dr. Mitch Kusy's latest book, *Why I Don't Work Here Anymore: A Leader's Guide to Offset the Financial and Emotional Costs of Toxic Employees* (Productivity Press, 2017), has been produced as an audiobook now reaching an even wider audience. Learn more about Mitch [here](#).

PhD in Leadership and Change (PhDLC) faculty affiliate Dr. Laura Morgan Roberts recently co-edited *Race, Work and Leadership: New Perspectives on the Black Experience* (Harvard Business Review Press, 2019). The new book features research by GSLC core faculty Dr. Elizabeth Holloway, PhDLC alumna Dr. Muriel Shockley, and PhDLC student Tawana Davis. Learn more about the book [here](#).

Dr. Aqeel Tirmizi recently published "Leading Responsibly: Relevance of the Major Leadership Theories in the Caribbean Context" in the *Journal of Leadership, Accountability, and Ethics*.

Dr. Jon Wergin's newest publication, *Deep Learning in a Disorienting World* (Cambridge University Press, 2019) is slated for release in the United Kingdom and Europe December 2019 and in the United States early 2020. Learn more about the book [here](#). ■



ALUMNI LIFELONG LEARNING CONTINUES

PhD in Leadership and Change alumni continue to participate in virtual workshops specifically designed to support their continued growth after graduation. The latest offering, *Post-Doctoral Writing: Public Intellectual Publishing After Graduation*, took place January 2020. The workshop provided a tour through the publishing landscape of the post-newspaper world, where there are many options for publishing and influencing the cultural conversation. Throughout the session alumni learned when and where to publish an opinion piece online and how to query and pitch ideas. This workshop provided an opportunity for alumni to identify a wide range of media and styles in order to publish within individual disciplines and to harness key takeaways from dissertations and first translate, then publish them for a mainstream audience.

SEND US YOUR SUGGESTIONS

Alumni engagement opportunities for the remainder of 2020 are in development and we'd love to hear from YOU! We want to offer programming of most interest to you and your professional development.

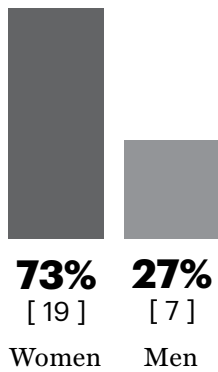
Please reach out to Les Creighton (lcreighton@antioch.edu) to share your topics you'd find value you in over the coming months!



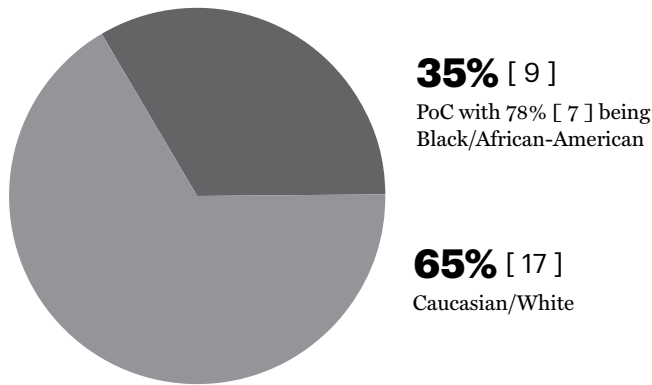
Cohort 19 Joins GSLC

This past July we proudly welcomed Cohort 19 to our PhD in Leadership and Change program. We are pleased to share details of these dynamic new students and their origins!

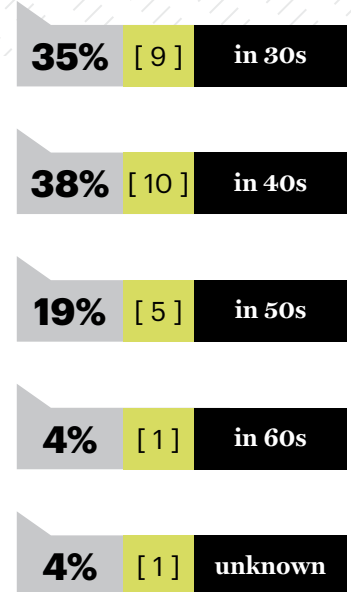
GENDER



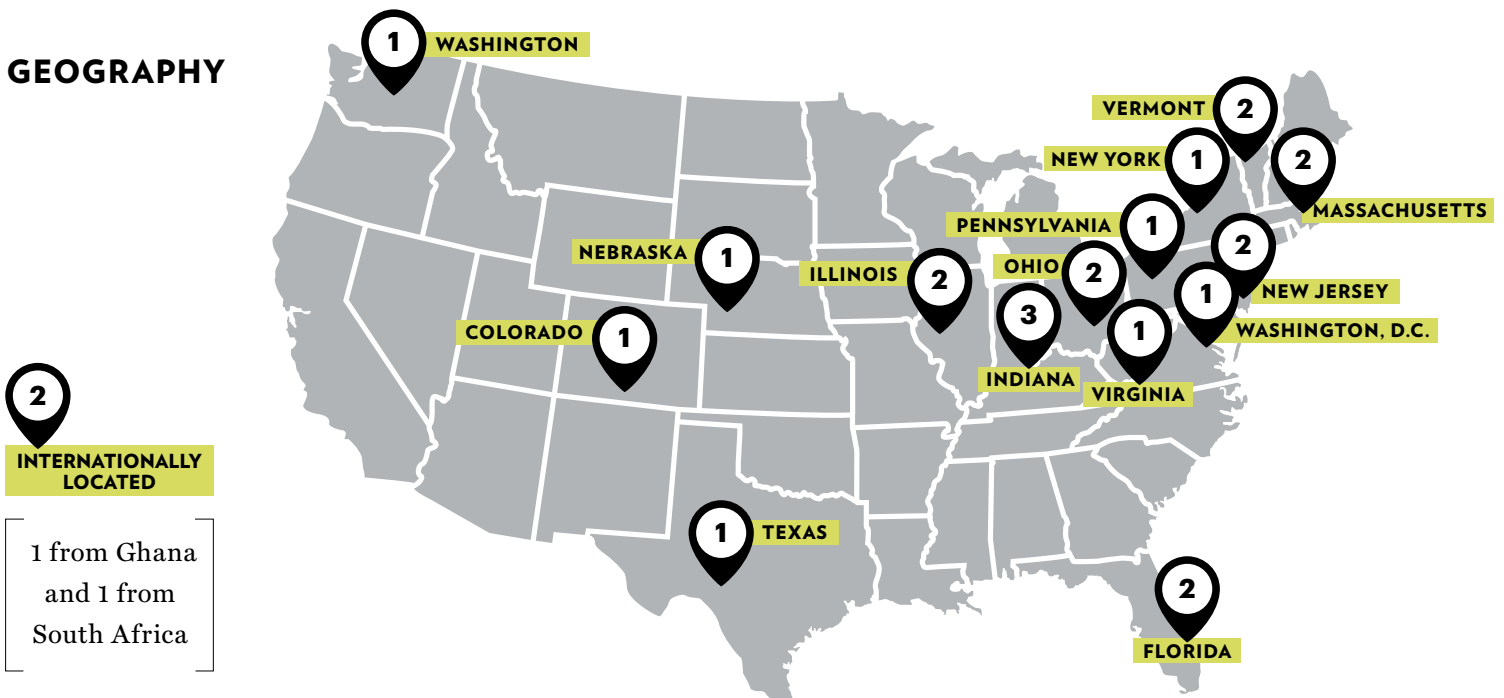
RACE | ETHNICITY



AGE



GEOGRAPHY



ALUMNI LIBRARY PILOT SUCCESS

Close to 100 PhD in Leadership and Change alumni have registered to utilize Antioch University's library since the launch of this pilot initiative to offer library services to our graduates. In the spirit of our continued commitment to life-long learning and in stewardship of our engagement with alumni it's with great excitement that we share this alumni library access has been extended! In addition to our ongoing professional webinars, virtual book club sessions, nationwide workshops, symposiums and reunions we couldn't be more proud to add this access to our bevy of graduate benefits. If you are an alumni member and would like access please be in touch with Leslee Creighton (lcreighton@antioch.edu).

SCHOLARSHIP Renamed TO HONOR FOUNDERS

Over the next several years a series of founding faculty members are scheduled to retire. Dr. Jon Wergin is slated for 2020 and Dr. Elizabeth Holloway is set for the following year. Given their enormous contributions to the program we wanted to provide a route for alumni and friends to channel their gratitude and recognize these founding faculty's contributions to Antioch and to the program. Thus with the University Chancellor's approval and Dr. Al Guskin's full support, we have very recently renamed the Alan E. Guskin Scholars' Fund to the **Founders' Scholarship Fund**.

Annual ALUMNI Reunion Connections

This past August PhD in Leadership and Change alumni gathered to reconnect, engage in professional development, and network at the annual alumni reunion held in Yellow Springs, Ohio. As in past years, reunion activities were coupled with GSLC's commencement ceremonies, a faculty-led workshop, and an evening reception. This year Dr.

Donna Ladkin facilitated a workshop *Exploding the 'Powerful Leader' Myth: Why Even the Most Senior Person in the Room Can't Always Make Change Happen*. Alumni had a meaningful day as always and we look forward to welcoming everyone back next year. Please save the date of August 1, 2020 and stay tuned for details!



NEW FUND FOR STUDENT SUPPORT!

Antioch University's Graduate School of Leadership and Change (GSLC) is pleased to announce the founding of a new fund to support doctoral students in the PhD in Leadership and Change program. The Valentine Action Research Fund has been established by GSLC alumnus Dr. Mike Valentine to honor the legacy of his father, James C. Valentine. As a New York City firefighter and longtime member of the Shriners, he believed deeply in lifting up his community by reaching out to troubled youth and mentoring them. His actions and service to those in need exemplify the spirit of making a difference one person at a time and they underscore the value of action, in the form of action research, that engages people in inquiry and action. With this generous founding family gift, \$2,000 a year for the life of the fund will be available to support costs incurred by PhDLC students conducting approved action research dissertations with underserved populations. Two research grants of up to \$1,000 each are available each academic year. "Underserved populations" refers to communities within the United States or abroad that suffer from poverty and disparities in education, employment, health and/or other indicators of community wellbeing. Learn more about this and all of GSLC's scholarship funds [here](#).



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ANTIOCH UNIVERSITY

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