

The Antiochian Leader

Summer/Fall 2008

PhD in Leadership and Change

Departures and New Roles: A Focus on Dr. Richard Couto and Dr. Peter Vaill

Change happens, whether we like it or not. Departures are often bittersweet. Our students leave with Ph.D.s in hand and it is with a mix of delight and sadness that we watch them walk out the proverbial door. So, too, with faculty.



Peter Vaill

This year marks the departure of two founding faculty, Dr. Richard Couto and Dr. Peter Vaill, from their fulltime core faculty positions. Fortunately for us, both Dick and Peter will continue to engage with students and colleagues this upcoming year in a new role as associate senior scholars. Dick and Peter have contributed immensely in the design and development of the Ph.D. Program and have given much of their time and effort over the course of these past years. They both have enriched the studies of many of our students through their

roles as mentor, advisor, evaluator, and dissertation chair.

Dr. Couto joined the Ph.D. Program as a founding faculty member and Professor of Leadership Studies in July 2002. From the very first residencies to the present, Dick brought a background based in community and social change combined with a breadth of knowledge on the scholarship of leadership as a whole. Faculty colleague Dr. Jon Wergin comments, "Dick Couto's command of research on leadership is astonishing. He's truly a scholar's scholar. But even more impressive is how he puts this knowledge to use, in community action research, in his work with the International Leadership Association, and with his students, who regularly use 'energizing' and 'inspiring' to describe his teaching."

Many students have enjoyed Dick's brilliant classroom lectures and his commitment to bringing out their very best thinking they could have. One alumnus of the program, Dr. Janet Rechtman (Cohort 2), came to the Program as a result of Dick's works. In her reflections, Janet notes, "He was doing the work that I aspired to do." Dick was her dissertation chair and Janet speaks of "Dick's rich experience in community organizing and political outspokenness translated into to pedagogy of challenge..."

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Richard Couto

Cohort 8 Demographics

ETHNICITY

Caucasian	54%
African American	27%
Asian	...
Hispanic/Mexican	4%
Native American	8%
Other	7%

AGE

In the 20s	...
In the 30s	12%
In the 40s	38%
In the 50s	27%
In the 60s	15%
Other	8%

GENDER

Male	38%
Female	62%

OCCUPATIONAL SECTOR

For-Profit	15%
Non-Profit	19%
Higher Education	58%
K-12 Education	...
Consultants	4%
Government	4%

LOCATION

Midwest	23%
East	12%
Northeast	23%
South	19%
West	4%
Northwest	11%
International	8%

Director's Notes *Excerpt from Commencement Address Summer 2008*



I am inspired by the accomplishments of our students and their desire to make positive change – through their professional work and their scholarly contributions.

It is definitely wonderful to feel inspired these days. Between wars that seem to have no end, an economic crisis in which many millions are suffering, a housing market crumbling, jobs disappearing, schools systems that don't school, and a planet in peril it is sometime hard to find the joy. For some, inspiration comes in the form of new social movements that place people over greed; for others, good feelings come from individual choices to engage in more sustainable lifestyles that reduce our footprint; for others, it is hope for something new – an election that brings change, a campaign season that has been like no other. The list can go on.

For us, our Program's locus of inspiration is in our students, adult students, who bring their already overly committed lives to us. They inspire me...and the faculty and staff ... to do what we do to support them. The dissertations this year explore everything from self-leadership to higher education sustainability practices, from the challenges of non-profit leadership to the styles of biopharmaceutical company founders, from college presidencies to small schools to NASA engineers, from theories of energy flow to organizational strategies for collaborative leadership, and from competencies of diversity practitioners to life-affirming leadership practices

of social justice activists.

What an impressive set of interests that have been explored using diverse research methods, and all driven by engaged professionals wanting to make a contribution to their fields of practice and striving to make – through their research and its application – some meaningful change! As I look at our students' accomplishments I know that adults are lifelong learners. The excitement of learning about new things, the stimulation of tackling perplexing problems, the angst of having unanswered questions, and the joy of following new dreams, can be a lifelong ambition! This spirit of lifelong learning, this aspiration to engage in dialogue and contribute to our world at any level as a positive change agent is at the core of our Program.

In his *Ethical Ambition*, noted civil rights activist and educator Derrick Bell writes about what constitutes a meaningful life. He says it is about choosing to do "good" in the world that makes our lives meaningful. Note: doing "good" doesn't always mean doing great or doing big, it means doing good even on the small scale, for it is the little "goods" that often count the most to individuals, their families, their neighborhoods and workplaces.

We are all faced with many occasions to do "good" and do right. And we hope that our students' call to action will be all the more enriched by their time with us. As they graduate, I encourage them to reflect on the following:

Have Purpose. I think it can be best summed up in the following quote from Arthur Morgan, president of Antioch College (1920-36): "*The purpose of an*

Antioch education is that while we are learning to be effective, we should also be learning what is most worthwhile to be effective about." Our purpose is to know what is worthwhile to study about, to fight for, and to pursue. For our graduates, the purpose of studying leadership is not power or privilege, it is fairness, justice, inclusion, equity, and peace.

Have Passion. "Passion is not an event," writes Derrick Bell but "an energy" that exists within us all the time. The question is how to tap into your own passion. Just as your faculty modeled in this program, I hope our graduates help other find their passions. Use the tools of reflection, inquiry, and voice gained in this program to help those you serve. Nurture in them their passion and in so doing, I hope you will find the meaningfulness that brought you here.

Have Play. Noted literary critic Terry Eagleton writes about play as improvisation in the way that each member of an orchestra is free to express herself as she likes, but does so within a receptive sensitivity to the expression of others. In this way, a harmony is fashioned by playing a collective score composed of the free expression of others. The growth is reciprocal not self-aggrandizing. The power of the common harmony is bigger and better and richer and more complex than any one note alone. I think this is an important aspect of making meaningful change too.

As graduates of Antioch University, take these lessons well learned and continue in the tradition of Antiochians, to "win victories for humanity."

Laurien Alexandre
lalexandre@phd.antioch.edu

Departures and New Roles: A Focus on Dr. Richard Couto and Dr. Peter Vaill

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I cherished his openness to ideas and his ability to ask the questions that led me to develop an idea further.”

In his new role as Senior Scholar, Dick will be present at several residencies this year; he will also serve on several dissertation committees and mentor a few Individualized Learning Agreements. Dick will be available via our virtual learning community to add to discussions as well. In terms of his own directions, Dick plans to continue to lecture and write on Appalachian topics; community leadership, development, and political change; and the role of higher education in a scholarship of engagement.

Dr. Vaill joined the Program’s core faculty as Distinguished University Professor of Management Studies in 2004. Recognized as one of the nation’s most influential organizational change theorists, Peter is internationally known for his innovative approaches to organizational behavior. He has written extensively on issues related to organizations and change, and has consistently broken new ground in addressing issues of spirituality in the workplace as well as the importance of lifelong learning.

Peter touched the hearts and minds of students and faculty alike. Fellow core faculty member, Dr. Alan Guskin writes, “I never cease to be amazed and impressed by Peter’s uncompromising commitment to focusing on the student learner, by his willingness to try out new ways of doing things, by his memory for ideas that he read long ago and how he can apply them to a discussion or student work, by his in-

sistence that leadership always deals with change, by his emphasis on the need to look at the spiritual side of leaders, and by his enormous courage and perseverance in facing life’s difficult realities.”

Program alumnus, Dr. Carole Bergeron (Cohort 3), comments, “As my advisor, Peter guided me gently but assertively; with both challenge and positive reinforcement. As a trusted mentor who became a cherished friend, I will be forever grateful for Peter’s generosity and wisdom as well as his delightful sense of humor.”

In his new role as Senior Scholar, Peter will continue his inspirational work with both faculty and students, especially on-line. Anyone who has ever read one of Peter’s emails knows how much exquisite thought and time he puts into his eloquent musings. Peter will continue to serve on several dissertation committees and will be a mentor for Individualized Learning Achievements. In addition to his work with the Program, Peter plans to continue publishing on topics regarding leadership and management. In particular, he will be producing works that comment on the “process for leading” or “leaderly learning.”

The Ph.D. in Leadership and Change Program is deeply appreciative of the many gifts that Dick and Peter have provided to the Program and we feel truly fortunate to have their continued presence and wisdom for future years. ●

Announcements

Residency Visit!

Feel free to encourage your friends, family and/or colleagues to join us at our next upcoming residency visit day at Antioch University!

For details email:
admission@phd.antioch.edu

Dates of Upcoming Residencies

October 16 – 19, 2008
Keene, New Hampshire

January 15 – 18, 2009
Seattle, Washington

We are excited to be accepting applications for Cohort 9!

- February 1, 2009
Priority Application Deadline
- May 1, 2009
Final Application Deadline.

Contact the admissions office for more information:
admission@phd.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 by The Program’s faculty and staff. The Program’s annual donations support projects involving renewable energy, energy efficiency, and reforestation.

Antioch University is fully accredited by the Higher Learning Commission of the North Central Association of College and Schools.

The program obtained full and permanent approval from the Ohio Board of Regents in Summer 2005. To learn more about Antioch University’s multi-campus system visit www.antioch.edu

Student and Alumni Updates

Cohort 1



Howard Kea

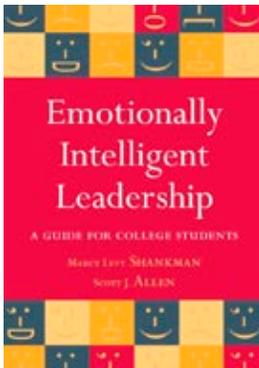
Howard Kea was recently awarded a study fellowship through NASA Goddard Space Flight Center giving him funded time to work on his dissertation, which involves

quantitative analysis of the factors that could affect the level of motivation of NASA Goddard Engineers.

Cohort 2

Dr. Scott Allen has co-authored *Emotionally Intelligent Leadership: A Guide for College Students* (with M. Shankman) San Francisco: Jossey-Bass. For further details visit:

<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470277130.html>



Dr. Gary Ballou

Dr. Gary Ballou presented at the conference for the Northwest Association of Teacher Educators this past March and will also be presenting at the National Conference of the Association of Teacher Educators in Washington, D.C. this coming August.

In addition, Gary participated in a joint meeting of the House Higher Education Committee and the House of Early Learning and Children's Services Committee for the State of Washington regarding issues relating to teacher preparation programs.

Dr. Sean Creighton published an article on "Significant Findings in Campus-Community Engagement" in the *Journal of Civic Commitment* (Feb 2008) and "The Scholarship of Community Partner Voice" in the *Higher Education Exchange* (May 2008). Dr. Creighton was also the commencement speaker for Edison Community College this past May.



Dr. Sean Creighton



Dr. Shana Hormann

Dr. Shana Hormann has recently been named Associate Academic Dean for Antioch University Seattle (AUS). For further information regarding AUS visit: www.antioch.seattle.edu



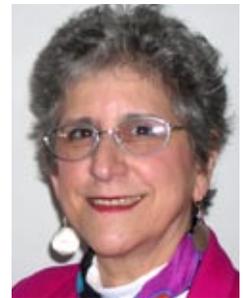
Dr. Lisa Kreeger

Dr. Lisa Kreeger has enjoyed successful submissions to a number of global conferences with published proceeds including CHI (Florence), SERVSIG (Liverpool), Collaboration 2.0 (Bangalore),

EPIC (Copenhagen) and is looking forward to several upcoming presentations in the United States including Frontiers in Service and the International Leadership Association.

Dr. Janet Rechtman has recently joined the Public Service Faculty of the University of Georgia in the role of Senior Public Service Associate at the Fanning Institute.

For further information visit: www.fanning.uga.edu



Dr. Janet Rechtman



Dr. M.E. Steele-Pierce

Dr. M.E. Steele-Pierce was named chair of the Leadership Development Council for Clermont 20/20: A Vision for Leadership. She will oversee 20/20's four development programs: for profit

& nonprofit leaders, retirees, high school students, and K-12 educators. Dr. Steele-Pierce is Assistant Superintendent of West Clermont Schools in Cincinnati, Ohio.

Cohort 3

Raquel Gutierrez

Raquel Gutierrez was recently interviewed regarding her relationship with La Virgencita. To view this beautiful blog documentary, *Road to Guadalupe*, visit: <http://www.roadtoguadalupe.com/>



Raquel Gutierrez

Rhoda Weiss

Rhoda Weiss was honored as outstanding alumni at the Spring Commencement ceremonies of Michigan State University. Rhoda received a special award from Ball State University



Rhoda Weiss

for her contributions to public relations education. In addition, Rhoda was also selected by the United States Department of Defense for the 76th annual Joint Civilian Orientation Conference, which brings together a handful of national leaders who travel abroad to represent the U.S. in meeting with senior leadership in other countries and participate in facets of U.S. work abroad. Lastly, she has given a number of speeches in the last few months, including two to FEMA (Federal Emergency Management Association) in Washington, DC and Chicago.

Cohort 4

Dr. Heather Forest

Dr. Heather Forest is one of six international winners of the NDLTD (Networked Digital Library of Theses and Dissertations: <http://www.ndltd.org/>) Innovation Electronic Thesis and Dissertation Award in recognition of her dissertation entitled: *Inside Story: An Arts-Based Exploration of the Creative Process of the Storyteller as Leader*. Dr. Forest was also recently awarded the OETD Association (Ohio Electronic Thesis and Dissertation: <http://www.oetda.org/>) Award for Outstanding ETD Scholarship Award.

Dr. Forest chaired a panel entitled: "Discourse, Narrative, and Counter-narrative" at the Fourth International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign. Her contribution to the panel described arts-based storytelling methodology from her dissertation. Heather's new children's book *The Contest Between the Sun & the Wind: An Aesop's Fable* has been released by August House Publishers. For details please visit: <http://store.augusthouse.com/productdetails.cfm?sku=8320&FullCat=2>



Dr. Heather Forest

Dr. Lynn Langer

Dr. Lynn Langer has recently published "Johns Hopkins Biotechnology Education: An Integrated Program of Multiple Degrees, Concentrations, and Collaborations," in *Best Practices in Biotechnology Education*, edited by Yali Friedman, thinkBiotech, LLC, 2008 pp. 242-252. Dr. Langer has also published "Moving Ideas from the Labora-



Dr. Lynn Langer

tory to the Marketplace:~ How Scientists and Business Leaders Engage to Take Action," in *The Business of Healthcare*, edited by Kenneth H. Cohn and Douglas E. Hough, Praeger Publishers, Westport, CT. 2007.~ Volume 3, Chapter 10, pp. 209-224, December, 2007.

Cohort 5

Lynn Olsen gave a speech this past February to the Sales & Marketing Executives of Minneapolis/St. Paul entitled: "Edge Leadership®: Vision. Transformation. Collaboration."

Lynn, who is Vice President Retail Business Change at SUPERVALU INC. and an adjunct faculty member at the University of St. Thomas Opus College of Business, discussed his research around leader development and transformational leadership. He applied his findings to the challenges sales and marketing executives face in developing viable competitive strategies, building a clear roadmap for successful change, and gaining organizational alignment for the required change initiatives.



Lynn Olsen

Laura Santana

Laura Santana has written an article for the June 2008 issue of *Integral Leadership Review*. Further details regarding her contribution entitled, "Integral Theory's Contribution to Leader and Leadership Development" can be found at: <http://www.integralleadershipreview.com/archives/2008-06/2008-06-santana.html>



Laura Santana



Cohort 5 members Harriet Schwartz and Lisa Goldstien-Graham

Cohort 6

Gail Cheney and **Dr. Shana Hormann** (Cohort 2) were part of a panel presentation entitled, “A Collective Approach to Indigenizing Community Empowerment: Genealogical and Geographical Kinship Ties,” at the 7th Annual Symposium of Native Scholarship at the University of Washington this past Spring.



Karen Geiger

Karen Geiger, as Board Chair of Dore Academy, a small K-12 school in Charlotte, NC, for students with learning disabilities and attention difficulties, has led the school to launch an \$8M

capital campaign to relocate so that it can serve more students and begin a scholarship endowment so that this kind of specialized education can be affordable to all students who qualify.

Paul Gregory recently presented “Looking at Pseudo-Charismatic Leadership from Either Side of the Podium” at Indiana University’s Randall Tobias Center for Leadership Excellence Multi-Sector Forum. Paul’s presentation provided an introduction to mitigation methods for followers of pseudocharismatic, toxic, and bad leaders. In addition, Paul recently finished his fourth documentary in which he was interviewed regarding voting suppression in Ohio during the general election in 2004 and the statewide elections in 2006. The film looks at voter suppression in minority precincts in Columbus, OH.



Annette Squetimkin-Anquoe

Annette this honor, the organization noted that she has spent more than two decades working to boost the health of the region’s American Indian community. Annette is a member of the Colville Confederated Tribes and finds fulfillment in keeping her culture alive. For further details, visit: <http://www.nwasianweekly.com/2008270010/woc20082710.htm>

Annette Squetimkin-Anquoe was recently honored and received an award from the Northwest Women of Color Empowered. In awarding

Cohort 7

Peter Dickens has been invited to become adjunct faculty at Tyndale University College and Seminary in Toronto, Canada. Peter will be teaching in the Mdiv program in the Seminary.



Peter Dickens



Olatokunbo (Tokz) Awoshakin

Olatokunbo (Tokz) Awoshakin recently presented “The Intersection between Deliberative Dialogue and Civic Leadership” at The University of Richmond’s

Jepson School Summer Institute for Leadership and the Liberal Arts. Tokunbo’s presentation provided an introduction to dialogue and deliberation as a stream of practice for reshaping community politics and transforming fields, such as: education, electoral reform, multiculturalism, regional and urban planning, public safety, public finance and health-care. For further details please visit: <http://lla.richmond.edu/SummerInstitute/Presentations.htm> ●

Faculty Updates

Dr. Laurien Alexandre and project manager, **Andy Mott**, just completed the final report for their Ford Foundation project, International Working Group on University Education for Community Change. The 18-month project (March 2007-June 2008) brought a group of international scholars together to explore a range of topics about education for community change, to learn from each other, to produce a series of papers exploring the field called, "Community Change Studies," and to lay the seeds for a growing network of scholars and practitioners around the globe. Participants in the series of international meetings came from Tanzania, Mexico, England, Spain, India and the United States. Copies of the final report's 14 essays will be available shortly. If you are interested in a copy, please email Laurien (lalexandre@phd.antioch.edu).



Dr. Philomena Essed

Dr. Philomena Essed recently participated in The U.S. Helsinki Commission hearing entitled, "The State of (In)visible Black Europe: Race, Rights and Politics." This hearing focused on the challenges and opportunities experienced by the more than 5 million members of Europe's Black population amidst reported increase in hate crimes and discrimination, anti-immigration and national identity debates, and growing security concerns. Additionally, the hearing examined the impact of anti-discrimination measures as well as diversity initiatives aimed at ensuring and protecting equal rights for a population many do not know

exist. Additionally, Dr. Essed served as one of the founding teachers at the first Summer School on Black Europe held at the University of Amsterdam. This very successful historical event attracted students from all over Europe as well as a majority of students of color from the US.



Dr. Elizabeth Holloway



Dr. Mitch Kusy

Dr. Elizabeth Holloway and **Dr. Mitchell Kusy** completed analyzing their mixed-methods research study on toxic personalities at work – with findings that debunk the current myths regarding how best to work with these individuals. Their study of approximately 500 leaders have poised them to develop a series of seminars and interventions that they are currently engaging in with organizations internationally.



Dr. Carolyn Kenny

Dr. Carolyn Kenny, was recently interviewed about her thoughts regarding digital scholarship, indigenous cultures, and the e-journal she co-edits, *Voices: World Forum for Music Therapy*. Her interview can be found at: <http://www.createchange.org/cases/scholars/music.shtml>. This past Spring Dr. Kenny was also a member of a panel that explored the relationship between music and the brain in Music Therapy at the Canadian Music Therapy Conference in Quebec City, Quebec, Canada. Additionally, Dr. Kenny gave two presentations at the 1st International Symposium on

Music Therapy and Trauma. The first was a Case Study on her clinical work titled "Belonging: The Song of Social Becoming." This presentation described her work with a young adolescent girl who was the victim of covert aggression or bullying in her school. She addressed the developmental aspects of the second critical period of brain growth in young adolescents. In her second presentation, she described how the arts are used in indigenous communities to heal the continuing effects of colonization among Native people.



Dr. Jon Wergin

Dr. Jon Wergin continues to serve as consulting staff auditor and chair of the Accreditation Panel for the Teacher Education Accreditation Council (<http://www.teac.org/>). Dr. Wergin has also been working extensively with Antioch University's Blue Book Commission as the Ph.D. in Leadership and Change Program faculty representative. ●

Senior Scholar Updates

Dr. Richard Couto has worked with The US Office of Personnel Management and Brookings Institution to refine further their work on 21st century public purpose leadership competencies. This past April Dr. Couto presented a portion of his work at a seminar on leadership competencies in the curricula of graduate schools of public affairs and administration. This work may influence the accrediting standards of the National Association of Schools of Public Affairs and Administration. He is using this work on leadership competencies in connection with a revitalization of the liberal arts and made presentations to the Antioch College alumni in Boston and at a summer institute at the Jepson School of Leadership Studies. ●

Recent Dissertations

January – July 2008

Dr. Miriam Grace (Cohort 2)

Mentoring Relationships in the Workplace: A Holistic Perspective

The purpose of this study was to explore the experiences of those engaged in mentoring relationships in the workplace, including the organizational manager.

Dr. Gary Ballou (Cohort 2)

Program Accountability in Teacher Education: A Study of the Perceptions of University and State Government Leaders in the State of Washington

This qualitative research study explores the perceptions of accountability in teacher preparation programs in Washington State across three different stakeholder groups: university deans and/or program directors, legislators, and executive (gubernatorial) staff members.

Dr. Janet Rechtman (Cohort 2)

On Being a Nonprofit Executive Director

Exploring the gap between theory and practice, this field theoretical study examines how executive directors of nonprofit organization

influence and are influenced by their relationship with the emerging nonprofit field.

Dr. Charis Sharp (Cohort 2)

Small School Leadership: A Q Method Study of Elements of Leadership Specific to a Small School Setting

This study examined leadership focus, actions, and behaviors of an effective small school. These findings provide a foundation for the development of a model of smaller school leadership.

Dr. Carole Bergeron (Cohort 3)

Nurses' Experience of Leadership in Assisted Living: A Situational Analysis

This study uses Grounded Theory/Situational Analysis to explore the leadership experiences of registered nurses and the unique context of assisted living in which they practice. It uses interviews and discourse analysis to describe the broad landscape of the situation--assisted living--and then delves deeply into the nurses' own words to explicate underlying themes derived from their experiences.

Dr. Judy Ragsdale (Cohort 3)

Educating Clinical Pastoral Education Supervisors: A Grounded Theory Study of Supervisory Wisdom

This study examined Clinical Pastoral Education (CPE), an action/reflection education modality for students of pastoral

care in which supervision is central to this educational process.

Dr. Sandi Jeffcoat (Cohort 2)

Mentoring Women of Color for Leadership: Do Barriers Exist?

This study examines whether Women of Color perceive barriers in obtaining mentoring relationships for career development and whether or not ethnicity has a significant contribution to those perceived barriers.

Dr. Lynn Johnson Langer (Cohort 4)

How Scientist/Founders Lead Successful Biopharmaceutical Organizations: A Study of Three Companies

The purpose of this study was to determine how the leadership of scientist/founders of biopharmaceutical companies affects the success of their organization.

Dr. Caroline Fu (Cohort 2)

Energy-Flow: a New Perspective on James MacGregor Burns'; Transforming Leadership: a new pursuit of happiness

This theoretical dissertation documents a personal transforming experience during which Dr. Fu explored corroboration by having a virtual dialogue with the erudite works of theorists/thinkers to refine and improve her leadership as energy-flow theory. ●



Cohort 5 members pictured during their final residency together Spring 2008. Back Row: Darlene Zangara, Lucinda Leugers, Anthony Scardino, Iva Vurdelja, George Houston. Front Row: Renee Ahern, Kathleen Roberts, Laura Santana, Ronnie Hagerty, Marti Goetz, Chip Espinoza, Simon Rakoff, Gyslaine Vaillancourt, Susan McKeivitt, Harriet Schwartz, Susie Erenrich, James Ransom, Lisa Goldstein-Graham, and Winston Maddox. Not Pictured: Lynn Olsen and Stephen Bauman.