

# ANTIOCH UNIVERSITY

## PhD in Leadership and Change

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## Practicing Change Around the Globe

The students and alumni of the PhD in Leadership and Change program are a group of highly diverse scholar-practitioners who live and work around the world. We are proud to share the impactful accomplishments and reflections of members from our learning community with you.

**Dr. Shelley Chapman '07 (Cohort 3)**  
Senior Educational Consultant,  
The IDEA Center

*What is the focus of your professional practice?*

I am Senior Educational Consultant for The IDEA Center, a nonprofit organization that supports colleges and universities as they seek to improve teaching, learning, and leadership. The IDEA Center has about 400 clients mostly in the United States, but is beginning to expand to other countries, such as to Canada, China, and Bangladesh. Our clients range from small private colleges to large community colleges, regional public universities, to very large research universities.

My role as consultant includes helping faculty as they collect and reflect upon data on the course level to use for faculty evaluation and faculty development and as they aggregate their data for other purposes: data-informed faculty development program planning, curriculum review, program assessment, and accreditation (including quality assurance projects). I also work with administrators to help create value for reflective practice in higher education settings.

Creating value for reflective practice often involves leading change—walking with administrators and faculty through perspective transformations—from legitimate but sometimes limiting technical expertise to more open, self-aware, and critically reflective practice.

*How have you been able to integrate your professional practice with the academic curriculum of the program?*

The academic curriculum of Antioch University's PhD in Leadership and Change

program not only informs my practice, but defines my practice in at least two important ways. First, I am not sure I would even understand the complexity of the types of challenges colleges and universities face had I not studied at Antioch University. I think my view of consulting would be narrow, technical, and unaware of the levels of complexity that exist within what might be viewed as straightforward "technical problems." If it were not for Antioch University, I might be really good at solving the wrong problems precisely!

The second way the curriculum of the program has defined my practice is by preparing me and giving me confidence to help the people I serve who face complex problems. I know that I do not have to have a perfect plan, but that planning as we go, we will be prepared for the permanent white-water experiences that will come. I do not have to rely upon a "best practice" model to apply in a given situation. Instead, I am comfortable knowing we need to create a holding environment where we can support people as they do the hard work of transformative learning and adaptive leading. Furthermore, I strive to work with

### Visit an Open House

Yellow Springs, Ohio:  
August 2, 2013

Washington, D.C.:  
September 16, 2013

Pittsburgh, Pennsylvania:  
September 18, 2013

New York, New York:  
September 20, 2013

Keene, New Hampshire:  
October 12, 2013

**For details email:**  
[admissions.phdlc@antioch.edu](mailto:admissions.phdlc@antioch.edu)

### Apply for the PhD in Leadership and Change

**Priority Application Deadline:**  
February 1, 2014

**Final Application Deadline:**  
May 1, 2014

**For details email:**  
[admissions.phdlc@antioch.edu](mailto:admissions.phdlc@antioch.edu)

*continued on next page*

*Engaging Higher Education Leaders in Meaningful Change**continued from page 1*

all stakeholders and value people regardless of their positions within the organization.

Having an understanding of the complexity of problems in higher education and being prepared for adaptive responses is key to my job because I travel to so many different types of campuses on a regular basis. If I had a narrow expectation of how things should work and a toolbox type of solutions to common problems, I could not be effective. Instead, I spend a lot of time getting to know clients before I arrive and tailoring my consulting to creating the types of experiences that will help them go deep in discovering their needs and best ways forward.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

Because I studied at Antioch University, many doors have opened for me. Not only have I been able to travel around the country and work with many different types of colleges and universities, but now I am about to transition into a new endeavor—leadership development in Africa. Specifically, I will be going to West Africa Theological Seminary (WATS) in Lagos, Nigeria as special advisor to the provost (president). There I will work alongside my friends at WATS in mentoring faculty, developing curriculum, and helping with assessment, and accreditation. I will also have the opportunity to teach in the graduate programs, to mentor female students, and to speak in chapel services. Currently, they have about 600 students from 150 different denominations and 75 native language groups. They offer bachelors and masters degrees and plan to develop a doctor of ministry degree.

Many Africans would say that leadership development is the greatest need in Africa today. I hope to take all that I learned from Antioch University's PhD program in Leadership and Change with me as I go to work alongside my friends in Nigeria. You can learn more about my work at: [shelleyachapman.blogspot.com](http://shelleyachapman.blogspot.com).



**Ashley Lackovich  
Van-Gorp  
(Cohort 11)  
Curriculum Design  
Consultant,  
Center for Creative  
Leadership**

***What is the focus of your professional practice?***

I am an international consultant for gender programming, focusing on adolescent girls and what the United Nations terms harmful traditional practices such as early marriage, female genital cutting and bride price. I am currently based in Addis Ababa, Ethiopia.

***How have you been able to integrate your professional practice with the academic curriculum of the program?***

By integrating professional themes into my doctoral studies I am deepening my understanding of my practice while simultaneously building an academic portfolio that opens up new professional opportunities. Theory and practice go hand in hand, with one constantly informing and enhancing the other. Antioch University added nuance to my identity: I am a scholar because I am a practitioner and a practitioner because I am scholar.

Specifically, while working on my Case Study, I encountered the Positive Deviance approach, an adaptive behavior change strategy, that focuses on community members who have solved challenges to their well being without having any additional resources other than their peers. It posits that western knowledge is not universal and that indigenous solutions exist, which corresponds with the concepts we encounter in the PhD program. I explored this approach in several learning achievements, and then began to apply it to my practice. I am working toward becoming one of very few practitioners experienced in applying Positive Deviance to curtail harmful traditional practices.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

The Center for Creative Leadership recruited me to help design a life skills toolkit for adolescent girls in Ethiopia based on my work in the program and Antioch University's reputation for educating critically thinking change agents. Antioch University is pushing me

toward professional goals while enabling me to live out my ethics. As with Positive Deviance, there are options to questionable mainstream development trends and Antioch University is empowering me to speak out against the questionable in the name of the ethical.



**Katie Larson  
(Cohort 12)  
Educational  
Consultant**

***What is the focus of your professional practice?***

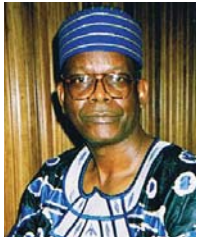
As an education consultant, I have worked extensively in Spain and South Africa. Most recently I have engaged in cooperation with Cambodian teachers, students and international volunteers learning and teaching English in Siem Reap, home of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Heritage Site, Angkor Wat.

***How have you been able to integrate your professional practice with the academic curriculum of the program?***

My focus has been studying what it means to be a global citizen in the 21st century. I have been interviewing self-initiated expatriates to learn about the benefits of living abroad as well as researching various ways that we incorporate globalism into our secondary and post-secondary education curriculum. My goal is to encourage more American students to take advantage of the lessons that traveling and living abroad can give. The growth of tolerance that accompanies travel allows 21st century leaders to better understand the intricately woven cultural themes that you could not understand by simply reading. To encourage young adults to travel, this summer I plan on teaching a course to American middle-school students titled "Global Citizen 101" that will culminate with students applying for a United States passport in order to begin their own journeys abroad.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

I was confident I wanted to begin my doctorate degree, but thought I would have to "settle down" to do so. When I found Antioch University's PhD in Leadership and Change, I not only felt relieved I could continue living the international lifestyle, but I decided I could focus my studies on an area I am passionate about.

*Engaging Higher Education Leaders in Meaningful Change**continued from page 2*

**Dr. Emmanuel Oluyitan (Cohort 9)**  
 Founder and Executive Director, Association of Nigerians Against Corruption

***What is the focus of your professional practice?***

Though a journalist by profession, I have engaged in campaigning against corruption and a change in attitude among leaders and followers in Nigeria, as earlier as 1957, before I graduated from my first doctoral program in 1980. Campaigning against corruption led to my formation of the Association of Nigerians Against Corruption, a body that has conducted workshops and seminars among Nigerians at home and in Diaspora.

***How have you been able to integrate your professional practice with the academic curriculum of the program?***

My focus in the PhD in Leadership and Change program has been the integration of my campaign within the academic curriculum. The flexibility of the curriculum made it possible for me to design all my Learning Achievements to the issue of leadership and corruption. As a result, I was exposed to a considerable range of literature on leadership and corruption that have grounded me deeper in the subject knowledge. The program even made it possible for me to conduct my first seminar on leadership and corruption in the Diaspora.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

The program has given me the skill to design a road map for future seminars, on corruption and change that I plan to implement in Nigeria and other African countries where corruption is endemic. The result is a dissertation on combatting corruption at the grass-roots level.



**Susan Summers (Cohort 9)**  
 Accredited Music Therapist and Vocal Psychotherapist  
 Capilano University

***What is the focus of your professional practice?***

For 25 years, I have worked with older adults with dementia and other chronic diseases in residential care, as well as adults who are in hospice care. I am also on faculty at Capilano University's music therapy program in Canada. Additionally, I have a small private practice that includes vocal psychotherapy, therapeutic singing lessons, energy healing work and supervision. My research interest and dissertation topic is about singing as a healing influence for change and transformation, stemming from my teaching and clinical experience of seeing beautiful healing outcomes for people who sing.

***How have you been able to integrate your professional practice with the academic curriculum of the program?***

I had been involved in leadership my entire life, though had never taken any formal training in it. Being a part of the PhD program has improved my leadership skills in my many board roles in the Music Therapy Association of British Columbia (MTABC), Arts Health Network Canada and Music Heals. Being involved in my own learning and writing has greatly enhanced my teaching and ability to support my student's learning. I have brought an intentional leadership focus to the music therapy students I teach, offering them insights from what I have learned about leadership models and in organizational change. I have also brought my learning into our professional association, doing my organizational change project with the MTABC board.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

I have taught in Germany many times over the past 22 years, mostly to those who work in residential care nursing homes and who wanted to use music in their work with elders with dementia and other chronic illnesses. This year, I am creating and teaching a one-week course about music therapy in dementia care with Germany music therapists, many who likely do not work actively with the elders. It is in Lindau, Germany, which is a southern city on the seaside and is a resort town.

Being in an interdisciplinary cohort in a U.S. doctoral program has given me the opportunity to learn about other professions and in particular, about social justice issues in America. That has been eye-opening for me. The program has also facilitated the examination of my own values and ways of being, and has solidified my appreciation for being Canadian. I am grateful to have been able to learn within a construct that is not entirely familiar i.e. leadership and change, in a culture and country that is similar but in many ways, very different to my own, and I have grown personally from the experience. I am very grateful for the mentorship of the faculty, staff and of my cohort. I believe that international students enhance Antioch's program and I was grateful to have had the opportunity to study, learn and contribute to this development.



**Belete Woldegies (Cohort 9)**  
 Executive Director, Nurture Education and Development

***What is the focus of your professional practice?***

I am Executive Director of Nurture Education and Development (NED) working on charity mainly supporting vulnerable and marginalized women and children in Ethiopia.

***How have you been able to integrate your professional practice with the academic curriculum of the program?***

Antioch University's program is very flexible and convenient. I was able to attend the program, conduct research, and participate in the residency without affecting my work and my family in Ethiopia.

***Have there been benefits or opportunities that have been created as a result of your experience in the program?***

My leadership skills have improved and brought changes in my organization and other commitments in the community. The program also contributed to the enhancement of my engagement in the community services and helped me to link my professional practice in charity work and education with the academics/scholarship and further nurture incrementally the horizon of my intellectual capability in leadership and change.

## Director's Note



There is lots of news in the PhD program these days. First, we are starting our 12th year and welcoming Cohort 13 (See the Cohort profile on p. 7). This is the largest cohort to date, with 30 excited new students awaiting the Yellow Springs residency. We had the largest number of inquiries to date, and the largest number of completed applications. What this says to me is that word of our program continues to spread. I thank many of our current students, alumni and even mentor faculty for sharing their doctoral experiences with others and helping make our program so successful.

I am also pleased to share that I have stepped down from my responsibilities as Antioch University's Vice Chancellor for Academic Affairs, effective July 2013, so that I can spend more time on the PhD program.

We have some very exciting ideas for growth and expansion and you'll be hearing much more about all of this in the months ahead. Be ready as we take off!

As many of you know, one of my University responsibilities over the past 2–3 years was to lead the University's reaccreditation with the Higher Learning Commission. All regionally accredited higher education institutions engage in a multi-year self-study process in preparation for the reaccreditation site visits. I was the chair of the self-study process and wrote the institution's final report. Over 80 faculty and staff across the University were involved in teams that worked on various aspects of the study and analysis. We are now in the final days of the reaccreditation process, with the review team concluding its very last visit in early August. Over several months, the reviewers visited every campus and met with faculty, staff, students and community members across the nation. The reviewers also met with over a dozen program

students and graduates at an Ohio meeting in April and, of course, met with the full faculty team virtually. I know the reviewers were very impressed with what they saw and heard. Their final report should be out in early fall.

In terms of other program news, we continue to improve. This year we will have a new "skin" to our portal. It has a contemporary look and a totally user-friendly feel. We are also going live this year with several new curricular innovations. First, we are piloting a new virtual *Appreciative Dissertation Forum* that will substitute for the third year's 4th residency. And to provide more support for students who are writing their dissertations, we have created virtual faculty-facilitated *Dissertation Intensives*.

Feel free to contact me anytime.

Laurien Alexandre  
lalexandre@antioch.edu

## Around Antioch University

### Antioch University Los Angeles

Antioch University Los Angeles (AULA) has announced a new scholarship which will cover the full tuition for one deserving nonprofit employee or nonprofit volunteer enrolled in AULA's Master of Arts in Nonprofit Management degree program, launching its first cohort fall 2013. Learn more about the Abramson-Muscarolas Scholarship at [www.antiochla.edu](http://www.antiochla.edu).

### Antioch University Midwest

Antioch University Midwest (AUM) is accepting applications for its new and unique low residency Individualized Bachelor of Arts (IBA) degree program. The program is designed for students who have specific academic or personal goals and want to develop their own degree. Learn more about the opportunity at [www.midwest.antioch.edu](http://www.midwest.antioch.edu).

### Antioch University New England

Antioch University New England (AUNE) has launched a new Holistic Special Education Concentration within its Elementary Teacher Certification. This concentration will prepare teachers to work effectively as either general or special education teachers (or both) and to be leaders in educational environments that are in various stages of moving towards inclusion. Learn more about this offering at [www.antiochne.edu](http://www.antiochne.edu).

### Antioch University Santa Barbara

Antioch University Santa Barbara's (AUSB) Summer Writing Institute (SWI) will be held July 28th–August 3rd, 2013. The SWI combines intimate workshops, networking opportunities, and evening readings by AUSB faculty and guest authors. Learn more about this opportunity at [www.antiochsb.edu](http://www.antiochsb.edu).

### Antioch University Seattle

Antioch University Seattle (AUS) has selected Dr. Brian Baird, educator, psychologist and former six-term congressman, as the next president. Learn more about Dr. Baird at [www.antiochseattle.edu](http://www.antiochseattle.edu).

### Antioch Education Abroad

Antioch Education Abroad's (AEA) Community Development in Cameroon program has been selected as a finalist for GoAbroad's 2013 Innovative New Program Award. Learn more about the program and this recent recognition at [www.antioch.edu](http://www.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 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 Summer 2005.

### Antioch University's 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: [www.antioch.edu](http://www.antioch.edu)

# Alumni and Student Updates

## COHORT 2



**Dr. Luane Davis Haggerty**, Senior Lecturer at the National Technical Institute for the Deaf at the Rochester Institute of Technology, has created *Dangerous Signs*, a new performance group that

uses a mix of performance craft (mime, dance, storytelling, song, poetry) to create unique fully staged pieces of visual art fusing spoken word, music and American Sign Language (ASL) poetry. *Dangerous Signs* represents global community building through the diversity of talent and the choice to perform in ASL, spoken English, music, and dance. The group has performed in the Rochester, New York area over the past year in notable events such as the Rochester Fringe Festival, The National Museum of Play, The Hochstein School of Music, and most recently, pieces were created specifically for video while the group was performing in New York City. *Dangerous Signs* presented six shows over four days at the Interborough Repertory Theater. Learn more about Dr. Haggerty and her work at [www.ntid.rit.edu](http://www.ntid.rit.edu).

**Dr. Charis Sharp** recently presented, “Fish or Cut Bait: Making Difficult Staffing Decisions” at the American Montessori Society national conference and “Leadership Theory for the Montessori School” to the Vancouver Island Montessori Association. Dr. Sharp, an award-winning former teacher, and treasurer for the Pacific Northwest Montessori Association, is head of Cedar River Montessori School in Renton, Washington.

**Dr. Andy Zavakos** recently accepted the position of Assistant Vice President of Human Resources at the University of Dayton.

*“The PhD program changed me as a person and has transformed my thinking. I am a more confident, influential and successful leader and follower.”*

**Dr. Stan Vinson '11 (Cohort 3)**  
Assistant Professor of Business Administration, Lander University

## COHORT 3

**Dr. Sarah Hippensteel Hall** was honored with the Water Management Association of Ohio’s Distinguished Service Award in recognition for her noteworthy contributions toward the improvement of water usage in Ohio. Dr. Hall is the manager for watershed partnerships at the Miami Conservancy District (MCD). In particular, Dr. Hall’s noted efforts included the implementation of a variety of land conservation, green infrastructure public awareness and watershed protection projects, and the creation of the internationally recognized Great Miami River Watershed Water Quality Credit Trading Program.

**Dr. Mark Moir** recently accepted the position of Vice President of Human Capital with Kaiser Permanente of Colorado.

## COHORT 4

**Dr. Axel Meierhoefer**, Chief Executive Officer for Innovision Global, recently helped to develop and launch a Certified Leadership Practitioner (CLP) program including an advanced communication course accredited for Continuing Education Units for licensed social workers and licensed counselors. Dr. Meierhoefer is also President and Managing Director of Axel Meierhoefer Consulting specializing in project management, facilitation and teaching, learning design and implementation, and business coaching. Learn more about Innovision Global and their offerings at [www.innovisionglobal.com](http://www.innovisionglobal.com).



**Dr. Anthony Scriffignano**, Senior Vice President of Worldwide Data and Insight for Dun & Bradstreet, has been recently featured in *Information Week* for his work regarding multilingual, multinational data. Find the full profile at [www.informationweek.com](http://www.informationweek.com).

## COHORT 5



**Dr. Laura Santana** was recently hired by The InterAmerican Development Bank in Washington, DC, as a research/consultant to undertake a Needs Assessment Discovery in

order to help them craft their Leadership Architecture. Additionally, Dr. Santana joined the faculty of the Center for Creative Leadership/American Express Leadership Academy. The Academy’s focus is to provide extensive leadership development to emerging leaders in the nonprofit sector. As a speaker at the American Nurses Association’s annual meeting in January, Laura provided executive nurses from all regions of the United States and its territories with insights about the importance of boundary spanning practices for effective leadership.

## COHORT 6

**Norman Dale** is author of a chapter in the newly published book entitled, *Aboriginal Peoples and Forest Lands in Canada* (UBC Press, 2013). The chapter, “Progress and Limits to Collaborative Resolution of BC Indian Forestry Wars,” highlights the contrast between broad, optimistic generalizations about consensus-based planning versus the ways in which such processes play out within indigenous communities. Learn more about the book at [www.ubcpress.ca](http://www.ubcpress.ca).

## COHORT 7



**Dr. Peter Dickens**, Principal of the consulting company The Iris Group, recently traveled to Chiang Mai, Thailand, for the Business as Mission Leadership Forum where he had an opportunity to informally share his doctoral research regarding factors that facilitate emergent organization change.

# Alumni and Student Updates

## COHORT 7 (continued)

**Dr. Kara Malenfant** recently co-authored the chapter entitled, “Association of College and Research Libraries (ACRL) Scholarly Communications Roadshow: Bellwether for a Changing Profession” in the collection *Common Ground at the Nexus of Information Literacy and Scholarly Communication* (ACRL, 2013). Additionally, Dr. Malenfant contributed to the white paper *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment* published by the Association of College and Research Libraries. The white paper, written by a working group of leaders from many areas of the association, explores and articulates three intersections, which indicate areas of strategic realignment so that libraries can be resilient in the face of tremendous change in the scholarly information environment. Dr. Malenfant is also set to present “Assessment in Action: Academic Libraries and Student Success” during the Association for the Assessment of Learning in Higher Education Third Annual Assessment Conference and will co-present “The Endless Possibilities for Professional Development for Continuous Improvement and Demonstrating Library Value: a Case Report of an Initial Project” during the 7th International Evidence Based Library and Information Practice Conference.

## COHORT 8

**Dr. Brent French’s** advocacy for military Reservists and National Guard members led to his participation in the introduction of the Staying Strong program to several central schools in Massachusetts. Staying Strong is a national program funded by the Red Sox Foundation and is designed to bolster the resilience of military-connected children. More information can be found at [www.stayingstrong.org](http://www.stayingstrong.org). Dr. French has also been working closely with “Upholding the Promise,” an activity of the Center for New American Security, which works through research, analysis, dialogue and outreach to explore the effects of military service upon current and former service members and their families.

## COHORT 9

**Nora Antoine** has received Sinte Gleska University’s Faculty Member of the Year Award in recognition for her distinguished services as Chair and Professor of Business Education. Additionally, Antoine was recognized with the prestigious 2013 Mellon Faculty Enhancement Doctoral Fellowship.

**Tom Borrup** recently presented “Artists and Creativity in Urban Planning and Placemaking” at the 11th Urban Research Plaza Forum entitled *Art Access and Advocacy - Promoting Creativity and Innovation in Urban Communication for the Development of Participatory and Happy Communities* at Chulalongkorn University in Bangkok, Thailand. Additionally, Borrup assumed the Special Fellow-in-Residence position at the Camargo Foundation in Cassis, France, while he completes his dissertation. Camargo is a 40-year-old retreat center for scholars and artists that offers an interdisciplinary residency fellowship program for scholars pursuing studies in the humanities and social sciences.

**Susan Cloninger** presented “Locating Working Single Parents in Scholarly Literature, 2012: A Call for Leadership” at the inaugural International Leadership Association’s Women’s Leadership Affinity Group conference.

**Annie Hernandez** has been named Director of Youth Philanthropy for the Frieda C. Fox Family Foundation out of Los Angeles leading its national network Youth Philanthropy Connect. Learn more about the organization at [www.fcfox.org](http://www.fcfox.org).

**Tammy Stachowicz**, Assistant Professor and Associate Chair of Social Sciences and Humanities at Davenport University, recently authored the article entitled, “CFLE Perspectives: Using Field Trips to Promote Multicultural Competence” published by the National Council on Family Relations. Access the full article at [www.ncfr.org](http://www.ncfr.org).

## COHORT 10

**Kirk Adams**, President and CEO of The Lighthouse for the Blind, Inc., was asked to serve on Washington State’s incoming governor’s Transition Advisory Committee. The committee will remain intact as an advisory body for his administration. Additionally, Adams will speak about nonprofit social enterprise to the third Northrop Grumman Lunch and Learn series in Los Angeles and has been asked to contribute to a panel at the American Foundation for the Blind’s annual leadership conference focusing on the ways in which blind professionals can effectively achieve leadership positions within organizations.

**Froswa Booker-Drew**, President of Soulstice Consultancy, has published *Rules of Engagement: Making Connections Last* (Austin Brothers Publishing, 2013), a workshop for women who understand the value of relating to others, both professionally and personally to enhance networking connections. Learn more about the book at [www.austinbrotherspublishing.com](http://www.austinbrotherspublishing.com).

**Brenda K. Manuelito and Carmella Rodriguez**, Co-Founders of nDigiDreams, an indigenous-focused consulting and training company that specializes in instructional technology and digital storytelling with a focus on health, education, policy, and cultural preservation, were recently featured in the *Glacier Reporter*. Read the full article at [www.cutbankpioneerpress.com](http://www.cutbankpioneerpress.com).

# Alumni and Student Updates

## COHORT 11



Members of Cohort 11 celebrate their residency at Antioch University Seattle

**Pat Greer** of the University College adult learning program at the University of Denver was awarded the Colorado Cross-Disability Coalition’s Lucille Weiss Award in recognition of her commitment to promoting education through innovative means to foster awareness and enrich the lives of individuals with disabilities.

**Maxinne Rhea Leighton** has coauthored the article, “Productive Discomfort: Dialogue, Reproductive Choice and Social Justice Education at the Matilda Joslyn Gage Center” in the *Journal of Museum Studies*. The article presents the process used by the Matilda Joslyn Gage Center in the creation of the *Who Chooses?* dialogue as a replicable model for discussions on reproductive rights. The Matilda Joslyn Gage Center is the first site of conscience dedicated to reproductive choice and social justice education.

Additionally, Leighton’s co-authored book *Grand Central: Gateway To A Million Lives* (W. Norton & Company; Updated Edition, 2012) was re-launched and re-dressed for the Centennial Celebration of Grand Central. The re-launch resulted in several radio appearances and book panels.

## COHORT 11 (continued)

**Abigail Abrash Walton**, Director of Antioch University New England’s Center for Academic Innovation (CAI), was awarded a \$2,000 grant to present the CAI’s Translating Research to Inform Policy (TRIP) at the inaugural National Adaptation Forum in Denver, Colorado. The John D. and Catherine T. MacArthur Foundation has provided the grant funding, awarded through the forum’s organizers. The National Adaptation Forum will bring together individuals from agencies and organizations to exchange the latest scientific knowledge on climate change adaptation and practices.

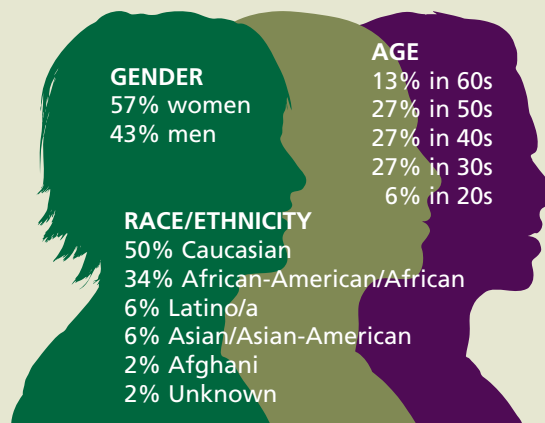
## COHORT 12

**Meridithe Mendelsohn**, Clinic Director for Planned Parenthood of the Great Northwest, was recently recognized for the culmination of her service as President of the Women’s Cancer Resource Center of Oakland, California.

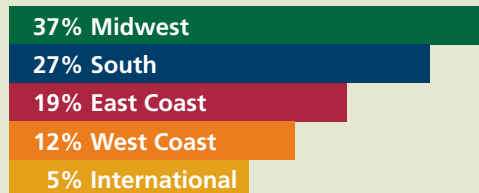
**Carolyn Morales** has been accepted into the Leadership Texas program. Morales is one of 92 outstanding women leaders competitively selected from across the state to participate in the longest-running women’s leadership development program in the United States.

## COHORT 13

### Cohort 13 Demographics



#### LOCATION



#### GENERAL SECTOR



## Faculty Updates

**Dr. Philomena Essed**, Professor of Critical Race, Gender and Leadership Studies, has been named as a guest professor at the Umeå University, Sweden, Department of Education, to work with the interdisciplinary research group Values and Social Justice in Society (VASS).

**Dr. Elizabeth Holloway**, Professor of Psychology, and **Dr. Mitch Kusy**, Professor of Organization Learning and Development, have been applying the results of their research, along with the research of others in healthcare, on toxic behaviors in organizations. Healthcare reform in the United States has led to significant shifts in the provider culture. They have found that many organizations are seeking assistance in physician leadership and managing significant culture change. Based on a strategy of real-time, large-scale methods, they are working with healthcare organizations to build pragmatic approaches for respectful engagement to increase patient service, productivity, and provider wellness.

**Dr. Carolyn Kenny**, Professor of Human Development and Indigenous Studies, recently co-published *Living Indigenous Leadership: Native Narratives on Building Strong Communities* (University of British Columbia Press, 2012). The collection of narratives, which includes special contributions from members of the program's learning community, showcases innovative research and leadership practices from diverse nations and tribes in Canada, New Zealand, and the United States. Learn more about the book at [www.ubcpress.ca](http://www.ubcpress.ca).



## PhD in Leadership and Change Presence at the International Leadership Association Conference

PhD in Leadership and Change alumni, students and faculty gathered, once again, at the annual International Leadership Association conference in Denver, Colorado, October 24–27, 2012. Here are just a few highlights!



### PANEL DISCUSSIONS

“Bridging Great Leadership, Great Ideas, and Great Potential in Southern Africa and the United States: Findings from a Meta-evaluation of the Two Programs”  
Dr. Janet Rechtman (Cohort 2)

“Global Voices of Women Executives: A Candid Look at Their Leadership Experience”  
Dr. Laura Santana (Cohort 5)

“Help! We’re Trapped in an Industrial Mindset and Don’t Know How to Get Out!”  
Dr. Martha Miser (Cohort 6)  
Dr. Rick Warm (Cohort 6)

“Leading the Necessary Revolution: Raising the Quadruple Bottom Line of Leadership”  
Dr. Paul Scheele (Cohort 6)  
Dr. Rick Warm (Cohort 6)

### POSTER SESSIONS

“Exploring Crisis Leadership and Change in Science Fiction Narratives”  
Dr. Kimberly Yost (Cohort 9)

### PRESENTATIONS

“Edge Leadership to Turn Around and Sustain a Business”  
Dr. Lynn Olsen (Cohort 5)  
Dr. Jon Wergin (Core Faculty)

### SYMPOSIUM PARTICIPATION

“Downsized Survivors: Areas of Loss and Work Behaviors”  
Dr. Carol Baron (Core Faculty)  
Dr. Cyndi Schaeffer (Cohort 7)

“Not So Black and White: The Color of Perception in Corporate Layoffs”  
Dr. Carole Isom-Barnes (Cohort 7)

“Recipes of Resolve: The Leadership of Meaning Making Post-Katrina”  
Dr. Claire Menck (Cohort 6)

“The Use of Social Media in Response to the Gulf of Mexico British Petroleum Oil Spill”  
Dr. Claire Menck (Cohort 6)

“Warriors, Women, and Woo-Woo: Implications for Cultural (Mis) understandings in Avatar”  
Dr. Kimberly Yost (Cohort 9)