

“Be ashamed to die until you have won some victory for humanity.” – Horace Mann

# The Antiochian Leader

Summer/Fall 2009

PhD in Leadership and Change

## Our Program’s Scholarship for the Digital Age

Laurien Alexandre

One of the goals of the PhD in Leadership and Change Program is to prepare our students to be effective scholar-practitioners so they can apply their research to leading change in the organizations and communities in which they work and live.

It would be an understatement to assert that today’s engaged scholar-practitioners must understand the power and make use of the promise of our digital age. To further our students’ capacities to do so, the PhD Program is increasingly embracing new ways to create a technologically enhanced doctoral learning community. This ranges from the Program’s hybrid delivery model, to robust digital library and information services, to an exploration of the rigorous inquiry into the revolution in scholarly discourse, and to support of our students’ own experimentation with digital scholarship.

It is doubtful whether our very program could have existed a mere decade ago. But technology allowed us to envision and then establish a hybrid program of face-to-face residencies complemented by vibrant online group and individualized learning. Today over 150 geographically dispersed students and faculty maintain robust daily connectivity. And with the added strength of strong cohort support coupled with extraordinarily competent faculty, our Program’s retention and graduation rates surpass national averages. We’re not surprised at the findings of a recent US Department of Education meta-analysis that concludes that students who take “blended” instruction – that which combines elements of online learning and face-to-face instruction – appear to outperform all other learners.

Obviously, in addition to technology’s transformative capacities now available for program delivery, the transformative potential of technology is evident in new scholarly infrastructures with the Internet, the World Wide Web, the “cloud,” digital libraries, online journals, collaborative forms of inquiry and information sharing, virtual learning worlds and so much more. To make use of the new infrastructures and platforms so that we can be as effective as possible as 21st century scholar-practitioners, requires us to learn new ways to access information, to expand our notions of media literacy, to rethink ways to do and present scholarship, and to accept fundamentally new paradigms about delivery and distribution.

The PhD Program’s commitment is to approach these digital capacities with both cautious eyes that question ‘technology for technology sake’ and open minds which embrace its transformative potential. As educators, we look at the digital revolution for

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*Dr. Raquel Dolores Gutierrez – Cohort 3 Ohio Electronic Thesis and Dissertation Association Award for Outstanding ETD Scholarship, April 2009*



*Dr. Luane Davis Haggerty – Cohort 2 ETD Innovative Award Winner, Networked Digital Library of Theses & Dissertations, June 2007*



*Dr. Heather Forest – Cohort 4 ETD Innovative Award, Networked Digital Library of Theses & Dissertation, June 2008. Outstanding ETD Scholarship Award, Ohio Electronic Thesis and Dissertation Association, March 2008*

## Director's Notes



Excerpts from  
*Commencement  
Address, 2009*

Last year when I stood before a similar group and talked about our challenges, the Great Economic Recession

had not yet brought the financial house down. Next to 9/11, Sept 15, 2008 – the day Lehman Brothers went bankrupt – was the costliest single day EVER in Wall Street's history. That was just the beginning. According to many economists, the next 19 days – just 19 days – was the end of an entire epoch. Many long-held assumptions about the stability of our institutions, the soundness of our infrastructure, and the responsibility of our national leaders and the reliability of our system's checks and balances were swept away.

Few of us in this room have been faced in our lifetimes with the magnitude of the collapse around us or the toll it has taken and continues to take on our communities, the nation and the world. Many have personally felt uncertainties that we had never felt before. Will my organization survive? Will my neighborhood be littered with foreclosures? Will I lose my house, my savings, my job? Can I take care of my parents and children? Can I pay for my doctoral program?

Even the smartest of strategies don't seem to be able to get us out of this – in fact, many of those strategies are exactly what got us into this mess – it was those smart financial minds that created the exotic investments, it was those smart intelligence reports that so misread global situations, and it was those smart regulators who somehow missed so many of the danger signs.

Now one full year into this crisis, one must ask, what is the role of leadership? First, to be clear, for me leadership is not only about the presidents, and the CEOs, and the power elites. I'm talking about leadership as the activity of any citizen from every walk of life to mobilize others to do something that aspires to be of mutual benefit and has socially useful outcomes – in the case of Antioch – those outcomes are about winning victories for humanity – from the smallest to the largest.

I believe in times of crisis the need is great for each and every one of us to hear and heed the call to lead in some way. It will take compassionate and flexible minds trained in rigorous cross-disciplinary thinking to effectively tackle the perplexing problems of our uncertain times.

How do we rebuild our financial institutions based on sustainable investments for the long-term?

How do we reform our health care system consistent with our belief that health is a right not a privilege?

How do we face down religious extremism and human intolerance and raise up human dignity and freedom?

Is there still time to save the planet from global warming?

The list is endless....

Leadership scholar, Ron Heifetz, talks about leadership as adaptive work – meaning, leadership is about addressing and reducing the gaps between our espoused values and our lived reality, like the questions posed above. Adaptive work is leadership when there are no easy answers. Despite the fact that in tough times people often seek leaders who say they have them, we know that demagoguery is not the way out.

In a special report in a recent *Harvard Business Review*, Heifetz and his co-authors suggest that certain leadership skills are

needed for our environment of urgency and uncertainty. We'll have to (1) *Foster adaptation* by helping people develop their next practices because current best practices just won't do (2) *Embrace disequilibrium*, by creating enough space for "safe" discomfort so that people will experiment with change but not so much that they retreat or flee. And (3) *Generate leadership in others*, by helping people find the opportunity to engage in experimentation that will innovate restorative actions for our changing times.

So I ask, are our Program's graduates any better prepared to take on this challenge than they were five years ago? Are they better able to lead and learn through these unbalanced times? My answer is yes because, if as some scholars suggest, learning is leading, then what our students have learned about learning may be especially helpful right now. If Heifetz is right, I am confident that they have the skills to find new practices, to live with safe discomfort and to support experimentation.

First, just being a doctoral student as an adult is, in and of itself, an unbalancing experience. In her most recent book, *The Third Chapter*, renowned Harvard sociologist, Sarah Lawrence-Lightfoot, talks about how adult learners find ways of "changing, adapting, mastering and channeling their energies, skills and passions into new domains of learning" and in the course of doing so, "they experience vulnerability and uncertainty, seek guidance and mentoring, rigor and spontaneity, and learn from both experimentation and failure."

This seems to be exactly what happens to our students. I venture to suggest that this confidence-doubt-confidence cycle happens with alarming frequency in the lives of our adult doctoral students. Somehow and somewhere along the way to their

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## Director's Notes

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PhD, our students get comfortable with not knowing and they figure out how to learn.

When I read their final reflective essays at the end of the Program I'm struck with the many comments about how they discovered their voice, found a new sense of authority and courage, reoriented their identities and reconstructed their priorities. They didn't come in thinking they were going to change their world, but they leave knowing that it will never be the same. Our graduates somehow managed their progress and regression, figured out how to deal with the inevitable vulnerabilities of not knowing the answers as they become knowledgeable, and they accepted setbacks as opportunities to learn along the path forward.

Doesn't this remind you of the leadership skills needed as we try to address the big questions of our day?

Fortunately, adult development theory gives us permission to no longer simply and only honor the agility of youth; we now can honor the developmental terrain as we age. Again, I turn to Sarah Lawrence-Lightfoot's description of the adult learner, which sounds much like the seasoned leader. She describes the learner as one for whom:

"Patience trumps speed, restraint trumps ambition, wisdom trumps IQ, leaving a legacy trumps making our mark, and a bit of humor saves us all."

So, to learn in unbalanced times is much like to lead in times of crisis

To practice patience

To go deeper rather than faster

To take risks and be open to adventures

To embrace oppositional forces

To be willing to sit with discomfort

To discern and reflect

So to return to the question I posed earlier – while our graduates have clearly demonstrated they can learn in unbalanced

times – are they now better prepared to lead in these times of crisis? I ask this because you, our students – are not just learners and members of the scholarly community – you are practitioners who have a responsibility to lead in this time of great uncertainty and imbalance.

Again, I find the words of Ron Heifetz are relevant, when he writes, "Leadership takes place every day. It is neither the traits of the few, nor a rare event, nor a once-in-a-lifetime opportunity. In our world, in our politics and in our businesses, the challenges of our time require leadership that takes responsibility without waiting for revelation. One may lead perhaps with no more than a question at hand. Every time we face leading in today's world of challenges, we need to learn new ways."

Note those final words, *we need to learn new ways*.

On the first day of the first session of the first residency, I ask each student what she or he is leaving behind to come to Yellow Springs and start their doctoral journey. Now I ask you what you will take with you as you leave Yellow Springs on this day? I hope that each of you takes away from these years as part of this Antioch community more than the credential, as important as that is for you and your families, but new ways to learn and more confidence in your ability to lead.

I hope that you have tested your limits and found you had more capacity than you thought, and just as we have helped you gain that confidence, you can help others realize themselves.

I hope you find others with whom you can reflect and regain perspective, creating safe havens much like this program has hopefully been for you these past years.

I hope you don't settle for easy answers, don't seek out those who pretend to have them, and don't get overly confident in your own.

I hope all of this because the world needs you now more than ever – each day in every interaction we need to nurture

and inspire people to thrive in this changing and challenging time.

That is now your burden as graduates of Antioch University. That is Antioch's gift to you – and this is what it means to be an Antiochian!

Thank you.

Laurien Alexandre

[lalexandre@antioch.edu](mailto:lalexandre@antioch.edu)

## 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](mailto:admission@phd.antioch.edu)

### Dates of Upcoming Residencies

October 8-11, 2009 Keene, NH

January 14-17, 2010 Seattle, WA

### We are excited to be accepting applications for Cohort 10!

- Priority Application Deadline: February 1, 2010
- Final Application Deadline: May 1, 2010

Contact the admissions office for more information: [admission@phd.antioch.edu](mailto: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](http://www.antioch.edu)

## Our Program's Scholarship for the Digital Age

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the ways in which it democratizes scholarship and has the potential to make it more inclusive and more accessible, for its ability to support a wide range of creativity in scholarly production and distribution, and for the manner in which it enhances our own teaching and learning.

One of the ways our Program has successfully embraced 21<sup>st</sup> century capacities is with our extraordinary digital library and information services and support. It is both high touch *and* high tech. Our global student body can access online resources and databases 24/7. Full-text dissertations are downloadable onto personal computers almost instantaneously. The University's Inter-Library Loan/Document Delivery system, known as "We Deliver," allows students and faculty to place requests from their home computer for electronic or hardcopy holdings, and we have a 99% fill rate on all requests no matter from where the material must be found. For someone who attended graduate school in the early 1980s, I am still amazed by the seeming magic of so many articles from such diverse sources appearing overnight for my personal research and scholarship. Or, the convenience of the occasional hardcopy book being delivered to my home office as I make my morning coffee.

Yet the tremendous technological capacities now at our fingertips would mean little if we did not provide the training to empower learners to know how to access these virtually infinite repositories. The Program offers bibliographic instruction at each residency and every student marvels at the personalized process of one-on-one search training sessions between residencies with our Program's graduate librarian, Deb Baldwin. It is her sensibility of service to student learning, to being each student's "personal librarian" as she is prone

to say, which harnesses the overwhelming potential of digital information into each learner's resource and toolkit to enable him or her to engage in well-researched scholarship. Indeed, he/she can become life-long learners in the digital age.

It is part of the mythology of an earlier academic period that, in all but the rarest of cases, the only people to read a dissertation were the dissertation committee and the candidate's mother! No longer is that the case. Given our commitment to support effective scholar-practitioners whose study and practice helps to lead change in their organizations and communities, the PhD Program made the decision from the outset that our dissertations would not sit on dusty shelves locked away in academic libraries. From our very first dissertations produced in 2006, electronic versions have been archived in a global repository and thus, made available to any and all who have access. As of the writing of this article, the PhD Program has 44 dissertations available with the click of a cursor from OhioLINK's Electronic Theses and Dissertations archive.

They are definitely being accessed as the chart below demonstrates.

It isn't just the sheer number of downloads reflected in these numbers which is impressive. Data tells us that these download requests are coming from countries all across the globe. In the month of June 2009 alone, downloads were made from 19 educational institutions, including UC Berkeley, Yale, Gallaudet and Vassar, and 45 countries including Australia, Bangladesh, Brazil, India, Iran, Malaysia, Netherlands, Poland, Portugal, Saudi Arabia, Singapore, Uganda and the United Kingdom. Knowing this is not only personally satisfying to the dissertation authors but it also fulfills one of the Program's desires – to use technology to make information more accessible and to be expansive in our thinking about the delivery models we employ.

The vast majority of our students' culminating scholarship work is in the form of PDF versions of traditional word-based dissertations. Once the dissertation document is completed and approved by the dissertation committee, it is submitted (as a pdf) to the OhioLINK ETD repository. It is at that point that the access and delivery becomes global and

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*Number of Antioch University Dissertation downloads from OhioLINK Electronic Theses and Dissertations website (4/2006 to present)*

	2006	2007	2008	2009
<b>Leadership PhD</b>	<b>3</b>	<b>12</b>	<b>24</b>	<b>44</b>
January		137	410	620
February		67	414	729
March		148	385	923
April	87	175	407	895
May	90	178	391	365
June	62	249	304	565
July	69	223	335	
August	69	216	465	
September	59	204	557	
October	50	191	650	
November	50	381	588	
December	80	365	608	
<b>Total Downloads</b>	<b>616</b>	<b>2534</b>	<b>5514</b>	<b>4097</b>
<b>Total Leadership and Change PhD Downloads</b>			<b>4832</b>	<b>3754</b>

## Our Program's Scholarship for the Digital Age

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near instantaneous. By clicking on this link (<http://www.ohiolink.edu/etd/search.cgi?q=instcode:antioch&field=&pagesize=30&dept.facet=Leadership%20and%20Change&sort=author>) you can peruse the Program's dissertations to date.

In addition to seeing technology as a way to make our students' efforts accessible worldwide, we are also committed to using technology to support the process of creative scholarship itself. "Creative" in this sense isn't meant to be taken nar-

rowly as only referring to supporting "art", although that is important too; rather, it means to allow media-enhanced capacities to support and enrich creative inquiry and research into all fields, from education and management, to organizational change as well as the arts.

Thus, as our students engage in researching the perplexing challenges of their professions, they now have at their disposal the ability to gather their data, make meaning of their evidence, and present their findings using a range of media-enhanced capacities such as video streaming, hyperlinks, digitalized formats, and web-based presentations. The accompanying sidebar

highlights a few of our Program's media enhanced dissertations, three of which have already won international awards in each of the last three years.

While certainly not ahead of the pack in this regard, Antioch's PhD in Leadership and Change Program is striving to offer a learning community that models the technologically infused organizations of the 21<sup>st</sup> century and that incorporates the appropriate tools, resources and training such that its graduates can, indeed, be effective scholar-practitioners engaged in leading change that wins victories for communities and workplaces worldwide.

## Our Media-Enhanced Dissertations and Awards

The following students have created dissertations that bring the immediacy of the experiences of their study participants alive so that readers can come into a deeper awareness of the issues explored in each study. Immediacy is one of the most powerful benefits of the open access and media enhancement revolution. It has been tremendously rewarding to serve these students in their challenging and extraordinary works as Chairperson of their dissertations. –Carolynn Kenny ([ckenny@antioch.edu](mailto:ckenny@antioch.edu))

**Dr. William Scott Wallace** – Cohort 1  
*Portraits: Discovering Art as a Transformative Learning Process at Midlife*

**Dr. Luane Davis Haggerty** – Cohort 2  
*Adjusting The Margins: Building Bridges Between Deaf and Hearing Culture Through Performance Arts*

Nomination: Pulitzer Prize 2007 for a script for her original play, *Windows of the Soul* from her dissertation

**Dr. Laura Lynn** – Cohort 2  
*Dialogue as Performance, Performance as Dialogue*

**Dr. Raquel Dolores Gutierrez** – Cohort 3  
*Life-Affirming Leadership: An Inquiry into the Culture of Social Justice*

**Dr. Heather Forest** – Cohort 4  
*Inside Story: An Arts-Based Exploration of the Creative Process of the Storyteller as Leader*

**Dr. Lucy Elizabeth Barbera** – Cohort 4  
*Palpable Pedagogy: Expressive Arts, Leadership, and Change in Social Justice Teacher Education*

**Roger Jason Fuller** – Cohort 4  
*Threads in a Tapestry: An Ethnographic Evaluation of Milken Community High School's Tiferet Fellowship Program*

**Dr. Guylaine Vaillancourt** – Cohort 5  
*Mentoring Apprentice Music Therapists for Peace and Social Justice Through Community Music Therapy: An Arts-Based Study*

## Cohort 9 Demographics

### ETHNICITY

Caucasian	50%
African American	25%
Latino	4%
Native American	7%
Other	14%

### AGE

In their 20s	3%
In their 30s	18%
In their 40s	36%
In their 50s	39%
In their 60s	4%

### GENDER

Female	61%
Male	39%

### OCCUPATIONAL SECTOR

For-Profit	11%
Non-Profit	25%
Higher Education	36%
K-12 Education	3%
Consultants	14%
Government	11%

### LOCATION

Midwest	39%
East	14%
South	4%
West	18%
Northwest	14%
International	11%

# Student and Alumni Updates

## Cohort 1

**Dr. Beth Birmingham** recently co-authored a book chapter titled “Green Heroes Re-Examined: An Evaluation of Environmental Role Models” as part of the book *Leadership for Environmental Sustainability* (B.W. Redekop ed., Routledge Press) to be published in 2010. The book uses the general Citizen Leadership characteristics in comparing and contrasting the leadership of “celebrity” activists like Leonardo Di Caprio and others to grass roots citizen environmentalists who are frequently persecuted or martyred for their cause (such as Wangari Maathai, José Matilde Bonilla, Chico Mendes).



Dr. Beth Birmingham

**Dr. Miriam Grace** was appointed as a Fellow of the International Association of Software Architects (IASA), a global non-profit association focused on the IT architecture profession through education, advocacy, events, and the development of best practices. Dr. Grace is Chair of the IASA Curriculum Committee which develops the curriculum that will lead to architect certification and reviews all learning content made available to over 12,000 members world-wide. To learn more about IASA, visit: <http://www.iasahome.org>



Dr. Miriam Grace

## Cohort 2

**Dr. Scott J. Allen** served as one of the guest editors for the *Journal of Leadership Education* (Volume 8, Number 1). The issue focused on Challenges in Leadership Development. He also published a paper based on his dissertation titled “An Exploration of Theories of Action in Leadership Development: A Case Study” in the *Organization Development Journal* (Volume 27, Number 2).



Dr. Scott J. Allen

**Dr. Gary Ballou** presented his dissertation research at the 2009 Leadership Conference at Central Washington University this past March and at the 2009 Research Conference at Central Washington University this past April. In addition, Dr. Ballou was recently named to the newly-formed National Commission for Community Colleges and Teacher Education. The commission is charged with exploring the joint efforts of universities and community colleges to strengthen teacher education programs in the United States as part of President Barack Obama’s campaign to expand the role of the nation’s community colleges.

### Dr. Sean Creighton

was the commencement speaker for the 2009 graduation at Southern State Community College where he delivered a strong message about the value of higher education, particularly community colleges where he said he first “learned how to learn”. Additionally, Sean had an article accepted for publication in the premiere issue of the *Journal of Higher Education and Community Engagement*.



Dr. Sean Creighton

### Dr. Caroline Fu

authored the chapter “The Tao of Value Leadership and the Power of Interdependence” in the recently published, *Power and Interdependence in Organizations* (Cambridge University Press, 2009). Dr. Fu is currently Assistant Professor of Leadership Studies at Gonzaga University teaching “The Tao of Leadership”. To learn more visit: <https://connect.gonzaga.edu/fu>



Dr. Caroline Fu

**Dr. Dee Giffin Flaherty** was recently hired by the mayor of Pittsburgh, Luke Ravenstahl, to write 11 white papers to articulate his initiatives for the 2009 campaign. The papers served as a comprehensive statement of his political positions and his vision for the future. Mayor Ravenstahl won the primary election in May in a landslide victory and is well positioned for the general election in November.

### Dr. Janet Rechtman

published “The Road Made By Walking: Participatory Evaluation and Social Change” in the May 2009 issue of the peer reviewed journal *The Foundation Review*. To learn more, visit: <http://www.foundationreview.org/>



Dr. Janet Rechtman

**Dr. Charis Sharp** recently accepted the position of Interim Head of School for Cedar River Montessori School in Renton, Washington. In her new position, Dr. Sharp will focus on board development, strategic planning, community communications and marketing.

**Cohort 3****Dr. Rhoda Weiss**

was named to the United States Air Force National Civic Leaders Board for a multi-year term. She continues to be the strategy columnist for *Health Services Marketing* magazine and was quoted recently in *Heath Leaders* magazine on trends in communications and marketing.



Dr. Rhonda Weiss

**Cohort 4**

**Dr. Heather Forest** recently published, "Artful Leadership for Creating Positive Social Change: Reflections on an Arts-Based Autoethnography" in the May 2009 edition of the interdisciplinary journal of storytelling studies, *Storytelling, Self and Society*.

To learn more please visit: [http://www.course.unt.edu/efiga/SSS/SSS\\_Journal.htm](http://www.course.unt.edu/efiga/SSS/SSS_Journal.htm)

**Dr. Kim McNamara**

was recently promoted to Dean of Student Development at Olympic College.

To learn more about Olympic, visit: <http://www.olympic.edu>



Dr. Kim McNamara

**Cohort 5**

**Chip Espinoza** has recently authored, *Managing the Millennials: Discover the Core Competencies Needed for Managing Today's Workforce* (Wiley, 2010). Backed by years of serious research, *Managing the Millennials* provides managers of all ages with specific recommendations and tools for engaging this burgeoning demographic of the "millennial" generation – some 78 million strong.



Chip Espinoza

**Laura Santana** has played a key role in designing, launching, and delivering a multi-year, multi-staged Leadership Development initiative in Spanish with the Banco de Credito Peru. The bi-lingual cross-functional delivery team includes staff from all three North America Center for Creative Leadership (CCL) campuses, as well as a team of international coaches from Mexico, Venezuela, and the U.S. Since February 2009, 88 executives have participated in classroom and experiential activities, as well as ongoing executive coaching for sustained development.



Laura Santana

**Dr. Harriet**

**Schwartz** was recently promoted to Assistant Professor in the Master's of Professional Leadership Program at Carlow University. This summer Harriet also received a grant from Carlow's Grace Ann Geibel Institute for Justice and Social



Harriet Schwartz

Responsibility to fund her podcast project "Leading Toward a Just and Merciful World".

**Dr. Guylaine**

**Vaillancourt** was recently appointed as the new President of The Canadian Association for Music Therapy. In addition, Guylaine accepted the position of Assistant Professor of Creative Arts Therapies at Concordia University in Montreal, Canada.



Dr. Guylaine Vaillancourt

To learn more about Concordia, visit:

<http://www.concordia.ca/>

**Cohort 6****Jane Alexandre**

presented, "Leading and Facilitating Change in Systems – A View for Dance" at the 2009 Dance Under Construction XI: Choreographing Politics/The Politics of Choreography Conference hosted by the UCLA Department of World Arts and Cultures this past May. Jane has been working in the New York City area dance world for more than 30 years as a performer, writer, choreographer, director, producer, and administrator. She is at present an artistic director of Evolve Dance, Inc and the co-Director of the Y Dance Program at the Family YMCA in Tarrytown, New York.



Jane Alexandre



Lillian Drakeford and Cheryl Jordan

Several members of Cohort 6 pictured during their last face-to-face residency, Spring 2009



Carolyn Love



Naomi Nightingale and Annette Squetemkin-Anquoe

### Cohort 7

**Kara Malenfant's** article "Leading Change in the System of Scholarly Communication: A Case Study of Engaging Liaison Librarians for Outreach to Faculty" will be published in the upcoming January 2010 edition of the *College & Research Libraries Journal*.



Kara Malenfant

To learn more, visit: <http://www.ala.org/ala/mgrps/divs/acrl/publications/crljournal/collegereasearch.cfm>

### The Rev. Dr. Wayne Walters

was appointed Senior Pastor of the over 1000 member Burbank First United Methodist Church in Burbank, California this past July. Wayne's new church has a robust community presence as well as a strong children and family ministry program. In his new role, Wayne will be leading 25 staff members and about 100 volunteers. Wayne has been a United Methodist pastor for thirty years and for the last two years was serving a small church in Sierra Madre, California.



Rev. Dr. Wayne Walters

### Cohort 8

**Kate O'Neill** presented "The Global Modules Project: Learning Worldly Leadership" at The From Global to Worldly Leadership Symposium this past May in the United Kingdom. Kate's presentation detailed her Global Modules project work in which an online learning solution allowed students to explore concepts such as ethics, justice, and integrity, and promotes the development of the skills and attitudes students will need to be successful leaders and followers in diverse, intercultural, and globally networked workplaces.

### Alpha Woodward

was recently awarded a Michael Cohl scholarship from the Music Therapy Trust Fund in Canada and was recently elected to the first Alumni Board of Capilano University where she helps to forge a vital role for alumni in the University's development and growth in Vancouver.



Alpha Woodward

### Cohort 9

**Michael Davis** presented a workshop on the U.S. Department of Justice; National Impact of Crime Program Curriculum entitled "The Ripple Effect" at the 24th National Conference on Preventing Crime in the Black Community. To learn more, visit: [www.preventblackcrime.com](http://www.preventblackcrime.com) Additionally, Michael recently contributed to The Ohio State University's Community Safety Institute Knowledge Center Newsletter, Spring 2009. To read his contribution, "Impact of Crime Programming on Public Safety Initiative", visit: <http://groups.google.com/group/osu-youth-violence-prevention-advisory-board/web/csi-knowledge-center-newsletters>

### Dr. Funso

**Oluyitan**, a retired professor of communication, for many years has been raising a new generation of African youths to combat corruption. His latest seminar was at the Leadership Institute, Jos, Nigeria where 21 student leaders of four Nigerian universities took a public oath to shun corruption in all its ramifications for the rest of their lives. To learn more visit: <http://www.leadershipinstitutenigeria.com/>



Dr. Funso Oluyitan

### Kim John Payne

recently published *Simplicity Parenting: Using the Power of Less to Raise Calmer, Happier and More Secure Kids* (Ballantine Books/Random House).



Kim John Payne

To learn more visit: [www.simplicityparenting.com](http://www.simplicityparenting.com).

## Faculty Updates

### Deborah Baldwin

recently spoke about Antioch University's Electronic Thesis and Dissertation Program to the Ohio Electronic Theses and Dissertations Association annual meeting. To learn more, visit: <http://www.oetda.org/>



Deborah Baldwin

**Dr. Lize Booyesen** co-authored the South African chapter entitled "Culture and Leadership in South Africa" included in the second GLOBE book, *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*. The book recently won the 2008 Ursula Gielen Global Psychology Book Award which is given every year to the book that makes the most significant contribution to psychology as a global discipline by the International Psychology Division (52) of the American Psychological Association. Dr. Booyesen also co-authored a chapter in the *International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment*, an international book on diversity management. Additionally, this past spring Dr. Booyesen delivered a key note address at The American Society for Training and



Dr. Lize Booyesen

Development Conference entitled, "Leadership in the Context of Social Identity Differences". To learn more, visit: <http://www.astd.co.za/>



Dr. Mitch Kusy and Dr. Elizabeth Holloway

**Drs. Elizabeth Holloway and Mitch Kusy** have been busy with presentations related to their national research study on toxic personalities and their most recent book *Toxic Workplace! Managing Toxic Personalities and Their Systems of Power* (Jossey-Bass, 2009), which has just been translated into Portuguese. With national and international conference appearances in Australia and New Zealand, they have been interviewed about their work through various media outlets including CNN.com/life, Radio America, Career-builders, Latino News and Coaching Leadership Academy.

## Recent Dissertations

January – July 2009  
(Listed in order of defense)

### Dr. Mark Moir (Cohort 3)

#### **Contextual Leadership: The Social Construction of Leadership in a Comprehensive Healthcare System**

The central purpose of this qualitative study was to illuminate the nature of culturally specific processes that emerge within a specific organizational setting and that fuel leader attribution and the social construction of leadership within the complex and dynamic environment of a comprehensive healthcare organization.

### Dr. Michael Shoop (Cohort 3)

#### **Public Service Employees' Experiences in Communities of Practice**

Communities of Practice (CoPs)

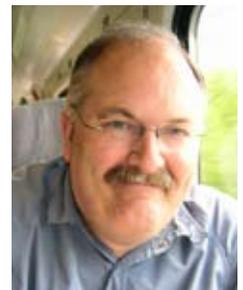
have become a widely used method

to enhance knowledge management, knowledge transfer, innovation and learning in large, complex organizations. This grounded theory study uses a combination of both situational and dimensional analysis to explicate the experience of the participants in a number of CoPs functioning in the British Columbia Public Service. The intent is to offer a deeper understanding of the internal dynamics within CoPs for those interested in facilitating successful CoPs.

### Dr. Rhoda Weiss (Cohort 3)

#### **What's In A Name? The Impact of Organizational Name Changes on Health Care Providers**

The purpose of this study was to explore the impact of organizational name changes in organizations that offer medical and health care programs and services in their communities. While scores of corporate and not-for-profit businesses are changing names, the trend is especially evident among health care organizations – an area with little empirical research on the topic of name changes. Using multiple case studies, this study examined a number of areas and steps in the naming process including origin of the name change; key catalysts, factors, events, and/or critical incidents that led to the suggestion to make the change; the process for identifying a new name; specific individuals and groups engaged in the naming process; and issues surrounding the name selection; process for group and final decision-making; and title and role of the key decision-maker.



Dr. Michael Shoop

## Recent Disertations

*continued*

### **Dr. Harriet Schwartz (Cohort 5)**

#### ***Thankful Learning: A Grounded Theory Study of Relational Practice between Master's Students and Professors***

The purpose of this study was to explore what goes on in relational practice between master's students and professors. Ten matched pairs of recent alumni and professors (from six different schools) were interviewed. Participants reflected on their relationships while the student was enrolled in the master's program, and the evolution of their relationships in the alumni context.

### **Dr. Guylaine Vaillancourt (Cohort 5)**

#### ***Mentoring Apprentice Music Therapists for Peace and Social Justice Through Community Music Therapy: An Arts-Based Study***

Community music therapy (CoMT) is a practice that is getting more attention in the larger field of music therapy. As a creative approach, CoMT liberates expressions, giving voice to groups of individuals of all age, status, and race who contribute, in their own way, to build a better society. This dissertation aims to reveal some of the critical themes in the experiences and relationships that apprentice music therapists have with community music therapy, peace, social justice, leadership, and mentorship.

### **Dr. Lucy Barbera (Cohort 4)**

#### ***Palpable Pedagogy: Expressive Arts Leadership and Change in Social Justice Teacher Education***

This qualitative arts-informed ethnographic study of pedagogy and culture examines the power of the expressive arts (to identify, explore, and address issues of inequity) in the context of a social justice teacher education course that the student taught over three consecutive years.



*Dr. Lucy Barbera*

*By clicking on this link,*

<http://www.ohiolink.edu/etd/search.cgi?q=instcode:antioch&field=&pagesize=30&dept.facet=Leadership%20and%20Change&sort=author>

*you can peruse the Program's dissertations to date.*



**Congratulations to Cohort 6, pictured, who recently gathered for their last face-to-face residency together as a group this past spring 2009.**