

Michael Valdez Raffanti

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Tacoma, WA 98404
(760)399-7638
mraffanti@yahoo.com

EDUCATION

- Ed.D. Leadership and Change, Fielding Graduate University, 2005
Dissertation: *Weathering Change: A Grounded Theory of Organizations in Flux*
- M.A. Literature & Writing, Union Institute & University, 2012
Thesis: *Challenging Heteronormativity: LGBTQ Young Adult Fiction*
- M.I.T. Teaching of Native American Learners, The Evergreen State College, 2000
Thesis: *Family Involvement and the Self-Enhancement of Native Americans*
- J.D. Boston College Law School, 1989
- B.A. Philosophy and History, University of Portland, 1983

PROFESSIONAL EXPERIENCE

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|----------------|--|
| 2019 – Present | Director, Ed.D. Program, Antioch Univ., Yellow Springs, OH |
| 2016 -2019 | Dean, Ph.D. Program, Union Institute & University, Cincinnati, OH |
| 2013 - 2016 | Associate Dean, Ph.D. Program, Union Institute & University |
| 2007 - 2013 | Graduate Faculty, Ed.D., Union Institute & University, Cincinnati, OH |
| 2007 - 2008 | Interim Assistant Dean, Ph.D. Program, Union Institute & University |
| 2017 - 2019 | Adjunct Instructor, Adult Ed., Southern Arkansas University, Magnolia |
| 2005 - Present | Adjunct Lecturer, California Institute of Integral Studies, San Francisco, |
| 2004 - 2007 | Faculty Mentor, Western Governors University, Salt Lake City, UT |
| 2002 - 2004 | Teacher, Franklin Pierce School District, Parkland, WA |
| 2000 - 2002 | Teacher, Renton School District, Renton, WA |
| 1997 - 2000 | Director, Education and Prevention, Pierce County AIDS, Tacoma, WA |
| 1993 - 1997 | Supervising Attorney, Bar Association of San Francisco |

Areas of Specialization

Leadership Studies
Social Justice and Education
Multicultural Education
Adult Education
Qualitative Research

SCHOLARSHIP

PUBLICATIONS

Book Chapters

Gregory, T.A., & Raffanti, M.A. (2010). Leveraging diversity. In R. Couto (ed.), *Political and civic leadership*, pp. 1013-1021. Thousand Oaks, CA: Sage.

Raffanti, M. A. (2010). LGBT-themed Hollywood cinema after *Brokeback Mountain*: renegotiating hegemonic representations of gay men. In B. Frymer, R. Kahn, A. Nocella, II, & R. Van Heertum (eds.) *Hollywood's exploited: Movies as public pedagogy and cultural politics*, pp. 131-149. New York: Palgrave.

Refereed Journal Articles

Raffanti, M.A., & Gregory, T.A. (2012) "Climbing a Great Hill": Integral Diversity Maturity illustrated in Nelson Mandela's autobiography *Long Walk to Freedom*. *International Journal of Diversity in Organizations, Communities and Nations*, 11(2), 171-184.

Gregory, T.A., & Raffanti, M.A. (2009). Integral diversity maturity: Toward a postconventional approach to diversity dynamics. *Journal of Integral Theory and Practice* 4(3), 31-58.

Raffanti, M.A. (2008). Leaders sitting beside followers: A phenomenology of teacher leadership. *Journal of Ethnographic and Qualitative Research* 3, 58-68.

Raffanti, M.A. (2005). Weathering change: Coping in a context of pervasive organizational change. *Grounded Theory Review* 5(1), pp. 55-75.

Refereed Articles in Conference Proceedings

Raffanti, M.A. (2006). Grounded theory in educational research: Exploring the concept of "groundedness." In *Ethnographic and qualitative research in education: Proceedings of the eighteenth annual conference*, eds. P. Brewer & M. Firmin, Newcastle, UK: Cambridge Scholars Press, pp. 61-76.

Olson, M., & Raffanti, M.A. (2006). A grounded theory inspired approach to teaching: The emergence of grounded learning. In *Ethnographic and qualitative research in education: Proceedings of the eighteenth annual conference*, eds. P. Brewer & M. Firmin, Newcastle, UK: Cambridge Scholars Press, pp.31-46.

Raffanti, M.A. (2006). Teachers coping with pervasive organizational change: A grounded theory study. In *Ethnographic and qualitative research in education*:

Proceedings of the seventeenth annual conference, eds. P. Brewer & M. Firmin, 147-164. Newcastle, UK: Cambridge Scholars Press.

Invited Publications

Raffanti, M.A. (2006). Theoretical synergy: Evolving understanding of organizational diversity dynamics. *World Futures: The Journal of General Evolution* 62(7), 551-560.

Raffanti, M.A., & Olson, M. (2006). Leverage points, paradigms and grounded action: Intervening in educational systems. *World Futures: The Journal of General Evolution* 62(7), 533-541.

Raffanti, M.A. (2006). Book Review: Discussion based online learning: Theory and practice. *The Quarterly Review of Distance Education*, 7(3), 327–330.

Miscellaneous

Mosbrucker, C. & Raffanti, M.A. (1997). *Eviction defense: A practical guide to representing tenants in San Francisco*. San Francisco: Bar Association of San Francisco.

Raffanti, M.A. (1989). The role of speculation in the equitable distribution of property upon divorce. *Boston College Law Review* 30(2), 679-685.

Raffanti, M.A. (1989). Erosion of “subtle hazards” analysis jeopardizes safety and soundness of the banking system: Securities Industry Association v. Board of Governors (NATWEST). *Boston College Law Review* 30(3), 937-967.

PRESENTATIONS

Refereed Conference Presentations

“Integrating LGBT Fiction into the Elementary Classroom.” Diversity Conference, Olympic College, Bremerton, WA (2019).

“Ecopedagogy and Critical Multicultural Education: A Framework for Teacher Education.” International Diversity in Organizations, Communities, and Nations Conference, Granada, Spain (2016).

“Challenging Heteronormativity through Young Adult Fiction.” International Diversity in Organizations, Communities, and Nations Conference, Darwin, Australia (2013). (Virtual)

“Integral Theory and Diversity.” International Diversity in Organizations, Communities, and Nations Conference, Vancouver, Canada (2012).

“Leveraging Diversity: A Case Study of Malcolm X’s Life and Leadership” (Co-Presenter, T. Gregory). Tobias Leadership Conference, Colorado Springs, Colorado (2012).

“‘Climbing A Great Hill’ Integral Diversity Maturity Illustrated in the Autobiographies of Nelson Mandela and Malcolm X.” International Diversity in Organizations, Communities, and Nations Conference, Cape Town, South Africa (2011).

“LOL: Leadership Online: Teaching Leadership ‘Soft Skills’ in an Online Environment” (Co-Presenters, B. Goertze & S. Graham). International Leadership Association Global Conference, Boston, Massachusetts (2010).

“Integral Diversity Maturity Illustrated in the Lives of Nelson Mandela and Malcolm X” (Co-Presenter, T. Gregory). Integral Theory Conference, Pleasant Hill, California (2010).

“Integral Education: Implications for Transforming Multicultural Curriculum” (Co-Presenter, T. Gregory). National Association for Multicultural Education (NAME) Conference, Denver, Colorado (2009).

“Metaphoric Thinking: Implications for Leadership Development.” International Studying Leadership Conference, Auckland, New Zealand (2008).

“Integral Diversity Maturity: Toward a Postconventional Approach to Diversity Dynamics.” (Co-Presenter, T. Gregory) Integral Theory Conference, Pleasant Hill, California (2008).

“Leaders Sitting Beside Followers: A Phenomenology of Teacher Leadership.” Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio (2008).

“Dispositions in Teacher Education: Rethinking Approaches to Social Justice.” Northwest Association of Teacher Educators Conference, Seattle, Washington (2008).

“Phenomenological Bracketing and Grounded Theory.” Ethnographic Qualitative Research in Education Conference, Cedarville, OH (2007).

“Grounded Learning” (Poster Session, Co-Presenter, M. Olson). Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio, (2006).

“Grounded Theory in Educational Research.” Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio (2006).

“Teachers Coping with Change.” Ethnographic and Qualitative Research in Education Conference, Cedarville, Ohio (2005).

Invited Presentations

“Research Design.” Puyallup High School, Puyallup, WA (2019).

“Current Developments in Housing Law.” MLK Specialization Presentation, Union Institute & University Residency, Cincinnati, OH (2018).

“Rivers of Justice: Bridges of Love,” Presenter and Advisory Board Member at the Duquesne Educational Leadership Symposium. Pittsburgh, PA (2014).

“Assessing Social Justice Dispositions.” Duquesne Educational Leadership Symposium. Pittsburgh, PA (2012).

“Recent Developments in Education Law: Bullying and Free Speech.” Master of Education Residency, Union Institute & University, Montpelier, Vermont (2012).

“Integral Theory and Diversity.” Bay Area Cluster Meeting, Fielding Graduate University, Palo Alto, California (2009).

“White Identity Development and Gary Howard’s *You Can’t Teach What You Don’t Know*.” Teacher In-Service, Edgemont Junior High, Puyallup, Washington (2008).

“Grounded Theory and the Study of Organizational Change.” Western Governors University Faculty Colloquia, Salt Lake City, Utah (2006).

“Weathering Change: A Grounded Theory Study.” Fielding Graduate University’s Grounded Theory/Grounded Action Symposium, Tucson, Arizona (2005).

“An Introduction to Literature Circles.” Gospel Outreach School, Olympia, Washington, 2005.

COURSES TAUGHT

Organizational Leadership and Development (Southern Arkansas University)
 Qualitative Research Methods (Union Institute & University)
 Literature Review (Union Institute & University and California Institute of Integral Studies)
 Legal Issues in Education (Pre-K-12 and Higher Education) (Union Institute & University)
 Law and Policy in Education (Union Institute & University)
 Educational Leadership Internship (Union Institute & University)
 Ethics and Social Justice in Education (Union Institute & University)
 Current Issues in Education (Union Institute & University)
 Education and Social Justice (Union Institute & University)
 Dissertation Research (Union Institute & University)
 Education, Society, and Culture (Union Institute & University)
 Educational Policy (Union Institute & University)
 Education, Sustainability, and Social Justice (Union Institute & University)
 Leadership for a Complex World (Union Institute & University)
 Focused Research Design (Union Institute & University)
 Organizational Leadership Capstone Project (Union Institute & University)
 Demonstration Teaching (Western Governors University)
 Varieties of Scholarly Experience (California Institute of Integral Studies)

Transdisciplinarity (California Institute of Integral Studies)
 Transforming Systems (California Institute of Integral Studies)
 Ways of Knowing (California Institute of Integral Studies)
 Ways of Relating (California Institute of Integral Studies)
 Introduction to Transformative Leadership (California Institute of Integral Studies)
 Building Communities and Coalitions (California Institute of Integral Studies)
 Ecology of Ideas (California Institute of Integral Studies)

Dissertation Service

Chairperson

Gresham, D. (2019). Self-Directed Learning: Empowering authentic learner autonomy through self-direction in the secondary school learning environment. California Institute of Integral Studies. (Theoretical/Creative)

Bradbury, D. (2018). Quantum reconciliation: A framework for Martin Luther King Jr.'s "inescapable mutuality." Union Institute & University. (Theoretical)

Burgoyne, T. (2018). Why do children work? Union Institute & University. (Qualitative Case Study)

Soko, A. (2018). The tension between equity and productivity in South Africa's land reform: A critical inquiry into the framing of social justice. Union Institute & University. (Critical Ethnography)

Gupta, S. (2018). Inclusion in recreational programs: A case study of youth with intellectual disabilities participating in Kids Included Together (KIT) affiliated programs. California Institute of Integral Studies. (Case Study)

Murua, V. (2018). Examining the Puente Program through group dialogue and shared Space: Engaging stakeholders using a collaborative inquiry approach. California Institute of Integral Studies. (Collaborative Inquiry)

Rinck, R. (2018). Passing through life: The chronicles of cancer advocacy. California Institute of Integral Studies. (Creative)

Argentina, D. (2017). Therapeutic mindfulness with children. Union Institute & University. (Phenomenology)

Cox, O. (2017). Exploration of the experiences of individuals diagnosed with Human Immunodeficiency Virus. California Institute of Integral Studies. (Narrative Inquiry)

Mast, E. (2017). The gamification of an online English composition course: An action research exploration of student motivation and engagement. Union Institute & University. (Action Research)

Buchanan-Farmer, M. (2016). "When you grow stronger, you grow up to be a beautiful, healthy person": Developing an awareness of wellness with early adolescent girls using action research. California Institute of Integral Studies. (Action Research)

Chofla, S. (2016). Preschool educators' roles in creating supportive spaces for gender exploration and expression. Walden University. (Qualitative Case Study)

Criccio, A. (2016). (De)Positioning the (hetero)normative model of identity: A metatheoretical analysis of trans*/gender non-conforming standpoint epistemology and the (trans)formation of social consciousness. California Institute of Integral Studies. (Theoretical)

Gallagher, T. (2016). Gay men and the Church: A mutuality of gifts. California Institute of Integral Studies. (Heuristic Inquiry)

Gay, R. (2016). Exploring barriers to implementing a school-wide positive behavioral intervention and support program. Walden University. (Qualitative Case Study)

Goldberg, D. (2016). The intersection of leadership and spirituality: A qualitative study exploring the thinking and behavioral attributes of leaders who identify as spiritual. Union Institute & University. (Qualitative Interview)

Lambruschini, S. (2016). The connection spectrum: How leaders experience interpersonal connection in the workplace. California Institute of Integral Studies. (Grounded Theory)

Nelson, R. (2016). The medical cannabis recommendation: An integral exploration of doctor-patient narrative. Union Institute & University. (Narrative Inquiry)

Street, S. (2016). School community members' perceptions regarding LGBT-based bullying, harassment, and violence. Walden University. (Qualitative Case Study)

Dietrich, N. (2015). Relinquishing dreams: A classic grounded theory study of gifted adults. Union Institute & University. (Grounded Theory)

Polly, R. (2015). (Trans)forming the family: A narrative inquiry into the experiences of transgender parents. California Institute of Integral Studies. (Narrative Inquiry)

Byas, K. (2014). Compartmentalizing: Classic grounded theory of sustaining successful leadership. Union Institute & University. (Grounded Theory)

Cooper, T. (2014). A qualitative investigation of highly sensitive persons and temperament-appropriate careers. California Institute of Integral Studies. (Qualitative)

Sellers, A. (2014). A phenomenological study of at-risk, elementary students in small group counseling. Union Institute & University. (Phenomenology)

Sowell, R. (2014). Visualizing change: A narrative Inquiry on how designers represent and prototype their intangible design ideas. California Institute of Integral Studies. (Narrative Inquiry)

- Sutherland, J. (2014) *Imagining dialogue with other voices as part of indirect, post-heroic leadership development: Writing mytho-poetic narrative as arts practice exploratory inquiry*. Union Institute & University. (Theoretical)
- Wagner, K. (2014). *Somatic resilience in gay men living and thriving in a hostile world*. California Institute of Integral Studies. (Qualitative)
- Harris, K. (2013). *A mirror of voices: A collaborative learning community of digital storytelling*. Union Institute & University. (Action Research)
- Hon, L. (2013). *Pre-service teachers and the use of constructivist teaching strategies*. Union Institute & University. (Qualitative Case Study)
- Lemons, T. (2013). *Factors that influence special education teachers' career decisions in a rural school district in southern Indiana*. Walden University. (Qualitative Case Study)
- Yeomans, J. (2013). *The theory of unconditioning presence: A grounded theory study of contemplative psychotherapy*, California Institute of Integral Studies. (Grounded Theory)
- Epstein, S. (2012). *Students and stakeholders: How college presidents publically portray the urban college student*. Union Institute & University. (Qualitative Content Analysis)
- Lutrell, R. (2012). *Social networking sites in the public relations classroom: A mixed methods analysis of undergraduate learning outcomes using WordPress, Facebook, and Twitter*. (Mixed Methods)
- Murray, M. (2012). *Civilian leadership in a public safety organization: A collaborative inquiry among a group of public safety dispatchers*. California Institute of Integral Studies. (Cooperative Inquiry)
- Whalen, T. (2012). *A comparison of the first-year experience programming to enhance the retention of future allied health professionals*. Union Institute & University. (Mixed Method Case Study)
- Davis, R.S. (2011). *Art education and family history as a vehicle for self identity and cultural discovery: An illustrated heuristic study*. Union Institute & University. (Heuristic Inquiry)
- Fernandez, S. (2011). *The relationship between teacher sense of humor and emotional intelligence, and student achievement*. Union Institute & University. (Quantitative)
- Mills-Byrd, L. (2011). *The retention of African American males in a community college health and public safety program*. Union Institute & University. (Phenomenology)
- Sugarman, C. (2011). *The development of community in an asynchronous online learning environment*. Union Institute & University. (Phenomenology)

Spann-Davis, R. (2011). Exploring self and cultural identities through an interdisciplinary model of art education: An illustrated case study and heuristic inquiry. (Heuristic Research)

Tyler, J.M. (2011). Unlearning to teach: A grounded theory study of adjunct community college faculty. Union Institute & University. (Constructivist Grounded Theory)

Moze, M.B. (2009). A theory of surrender: Understanding psychological surrender with comparison to psychological ego defense. California Institute of Integral Studies. (Theoretical)

Reese, D. (2008). Authentic education: Applying principles from authentic movement to educational theory and practice. California Institute of Integral Studies. (Theoretical)

Committee Member

Corcoran, C. (2017). The juxtaposition of "gentle action" theory and Native American ways of knowing and being: The provision of services to Native American women experiencing incarceration. California Institute of Integral Studies. (Theoretical)

Loetzerich, J. (2017). Educational advocacy and the foster child. Walden University. (Case Study).

Laster, J. (2016). An autoethnography on a nontraditional career. Union Institute & University. (Autoethnography)

Lee, M. (2016). Four mindsets of a visual ecology in the workplace: Re-visioning language through visual literacy. California Institute of Integral Studies. (Theoretical)

Erickson, L. (2015). Principals' experiences initiating, implementing, and sustaining change within their school. Walden University. (Qualitative Interviews)

Hankes, K. (2015). Transitions and transformation: An interpretive analysis of the phenomenon of bereavement and non-bereavement related grief in sandplay therapy. California Institute of Integral Studies. (Phenomenology)

Harden, J. (2015). I serve in order to know: A case study in student engagement, service, and self-authorship. California Institute of Integral Studies. (Case Study)

Murray, H. (2015). Lifelong learning in the twenty-first century: An investigation of how self-directed learning interrelates with lifelong learning outcomes. Union Institute & University. (Qualitative Interview)

Pinto, S. (2015). The ontology of love: A framework for re-indigenizing community. Union Institute & University. (Theoretical)

Wood-Kofonow, K. (2015). The significance of joy in the learning process. California Institute of Integral Studies. (Narrative Inquiry)

Cardwell, O. (2014). An autoethnographic study of the heroic journey and authentic leadership. Union Institute & University. (Autoethnography)

Rankin, B. (2014). An analysis of teachers who teach struggling students. Walden University. (Grounded Theory)

Richardson, A. (2014). A phenomenological inquiry into the unique experience of male elementary teachers. Walden University. (Phenomenology)

Maxam, S. (2012). Creating an inclusive collegiate learning environment for students on the autism spectrum: A participatory action research study. Union Institute & University. (Participatory Action Research)

Uri, T. (2012). Integrating differences: Design culture's potential impact on contemporary education. Union Institute & University. (Situational Analysis Grounded Theory)

Meeker, J. (2012). Engaging emotions and practicing conflict: Emotions and teaching toward social justice. California Institute of Integral Studies. (Qualitative Interview)

First, L. (2012). Creativity in theoretical physics: A situational analysis of the Fifth Solvay Conference, 1927. California Institute of Integral Studies. (Situational Analysis Grounded Theory)

Uhl, J. (2011). Experiences and insights on masculinity by former Navy SEALs in their military and civilian lives. California Institute of Integral Studies. (Narrative Inquiry)

Libert, R. (2010). Breaking out of the box: A grounded theory study of urban high school students. Fielding Graduate University. (Classic Grounded Theory)

Pashi, M. (2010). The relationship between teacher turnover and literacy achievement in early childhood education. Union Institute & University. (Quantitative)

Randolph, B. (2010). Reculturing: A grounded theory study of changing cultures of practice. Fielding Graduate University. (Classic Grounded Theory)

Rosenberg, K. (2010). Regaining a foothold: A grounded theory study of immigrants. Fielding Graduate University. (Classic Grounded Theory)

Chears, V. (2009). Taking a stand for others: A grounded theory. Fielding Graduate University. (Classic Grounded Theory)

Loyd, R. (2009). The adaptive work of Trinitarian leadership: A case study of pastoral transition. Union Institute & University. (Qualitative Case Study)

Montgomery, C., (2009). In search of race-transcending prophets: A Narrative inquiry of the role of spirituality in the leadership and social justice practices of Black men. Union Institute & University. (Narrative Inquiry)

Stebick, D. (2009). A case study investigating the implications of change as instructional leaders implement IDEIA's response to intervention policy. Union Institute & University. (Qualitative Case Study)

Young, L. (2009). Springboarding: A grounded theory study involving community college education. Fielding Graduate University. (Classic Grounded Theory)

Pereira, S. (2008). Case study of women in recovery: A transformative journey of recovery from alcohol and other drug dependencies. California Institute of Integral Studies. (Case Study)

Spear, S. (2008) Bridging paradigms: A grounded theory of changing ways of thinking. Fielding Graduate University. (Classic Grounded Theory)

Toscano, P. (2008). A grounded theory of maintaining order: Stability, structure, and hierarchy. Fielding Graduate University. (Classic Grounded Theory)

Kashani, T (2007). Cinema for transformation: Toward a pedagogy of social change. California Institute of Integral Studies. (Theoretical)

AWARDS AND PROFESSIONAL ACTIVITIES

UCEA Center for Educational Leadership and Social Justice, Advisory Board Member
(2012-2015)

International Journal of Diversity in Organizations, Communities and Nations,
Associate Editor (2011)

Proposal Reviewer, International Leadership Association (2012, 2019)

Proposal Reviewer, National Association for Multicultural Education (2009, 2013, 2019)

Celebration of Teaching Award, Greater Cincinnati Consortium of Colleges & Universities
(2014)

National Association of Multicultural Education, Peer Reviewer (2008 - 2011)

Ethnographic and Qualitative Research Conference, Peer Reviewer (2008 - 2012)

Special Recognition for University Service (NCATE accreditation) (2006)

Who's Who among America's Teachers (2004)

Freeman Foundation China Studies Scholarship (2004)

Finalist, Renton Chamber of Commerce Ahead of the Class Award (2002)

Fulbright Memorial Fund Scholarship (Japan) (2001)

The Evergreen State College Foundation Scholarship (1998 – 2000)

Pride Foundation Scholarship (1998)

Outstanding Alumni in Public Service Award, University of Portland (1995)

Boston College Presidential Scholarship (1986 – 89)

Member, International Leadership Association (2008 – Present)

Member, National Association for Multicultural Education (2008 – Present)

SERVICE

Union Institute & University

Member, Library Committee (2018 – present)
Member, Strategic Planning Steering Committee (2017-18)
Member, Technology Subcommittee of Strategic Planning Steering Committee (2017-18)
Member, Advisory Board, *Penumbra* interdisciplinary studies journal (2016 – present)
Member, Graduate Program Review Committee (2012)
Chair, Doctor of Education Program Curriculum Committee (2012)
Member, Distance Teaching and Learning Subcommittee (2011 - 2013)
Co-Facilitator, Critical/Creative Thinking Workshop, National Faculty Meeting (2011)
Co-Chair, Retention Subcommittee of Strategic Planning Coordinating Committee (2011)
Strategic Planning Coordinating Committee (2010 - 11)
North Central Association Accreditation Self-Study Team (2009)
Dean's Review Reader for Pre-Cohort Ph.D. Program (2007 – 11)

Western Governors University

Co-Facilitator, Poster Session for NCATE Accreditation Visit (2006)
Assessment Development Subject Matter Expert, History (2006)
NCATE Accreditation Team Member (2005 – 06)

Community Service

Co-founder and Board Member, Mila's Mutts: A Rescue Group (2019)
National History Day Judge (2015 – present)
Old Dog Haven volunteer transporter (2015 – present)