



ANTIOCH
UNIVERSITY



**PHD IN LEADERSHIP
AND CHANGE**

ANTIOCH UNIVERSITY'S PhD IN LEADERSHIP AND CHANGE

The PhD in Leadership and Change program began in 2002 after several years of planning. The program designers wanted to draw the best from the traditional doctoral program model as well as incorporate nontraditional approaches. The vision that emerged was to create a doctoral experience that focused on supporting working adults to achieve their life's dream of obtaining a PhD and to do so within a learner-centered environment that supported student success through personalized faculty mentoring, real-world applicability, and a strong peer learning community. We set out to do something different, and we have succeeded.

The Graduate School of Leadership and Change obtained full and permanent approval from the Ohio Board of Regents in summer 2005.

A 2011 external review of the PhD in Leadership and Change program concludes that we have met our goals.

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The reviewers believe that the PhD in Leadership and Change is an excellent program that should serve as a model for Antioch University and for many doctoral programs at traditional universities...The PhD program is serving as a national model to inform the continuing discussion of the nature of doctoral education in the United States and around the world. It is once again placing Antioch University at the forefront of innovation, leadership and change.

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Antioch University's mission is to provide learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, racial, economic, and environmental justice.

WELCOME TO THE PhD IN LEADERSHIP AND CHANGE



AMY RUTSTEIN-RILEY

As a relational learner and leader, I welcome the opportunity to connect to explore your interests and the ways in which our PhD in Leadership and Change program's long standing commitment to social justice, educational equity, and dedication to rigorous doctoral education could further your lifelong learning.

Considered a paradigm-shifting innovation in doctoral study, our program combines faculty-mentored individualized learning in a student's professional area of interest. Inspired by the mission of Antioch University, to “provide learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, racial, economic, and environmental justice”, the interdisciplinary core curriculum focuses on leading positive, inclusive and equitable change and the development of research and inquiry skills to explore issues of our time within a relational and caring learning community.

The core of our program is centered around the student's own practice in their career. Our goal is to educate individuals from diverse fields to become effective, principled leaders and change agents, reflective practitioners, and socially engaged scholars.

The program's distinctive curriculum and delivery model are designed with the adult learner in mind, offering a unique mix of cohort and individualized learning, virtual support services, personalized writing and library attention, high-quality faculty mentoring, and growth-fostering impact immersive learning experiences and residencies.

I look forward to the possibility of working together to further your professional practice and to contribute to meaningful change in your field and community.

Sincerely,
Amy Rutstein-Riley, PhD, MPH
Dean, Graduate School of Leadership and Change
arutsteinriley@antioch.edu

A CULTURE OF DEEP LEARNING

The program puts student learning and success center stage. We believe that students learn best when their individual interests are stimulated within learning communities composed of diverse experiences and perspectives. We know that students excel when they are held to high standards by caring faculty and share mutual accountability with peer learners.

Deep learning in the research, theory and practice of leading change is coupled with the development of research skills in order to engage in rigorous inquiry in the students' areas of professional passion. The outcome is that as students practice the art of leading change, the application of research and theory guides their actions.

Rather than standardized tests and discrete courses that may have little relation to what is learned, the program's curricular pathways are marked by demonstrations of student learning coupled with face-to-face residencies and virtual learning activities between the gatherings. As students make progress, their individualized paths within the larger interdisciplinary study of leadership and change become clearer.

A CULTURE OF INQUIRY

Engaging in change processes in workplaces and communities provides each of us with a range of experiences and challenges. These perplexing dilemmas and thorny questions become the basis for rigorous inquiry as scholar-practitioners. Familiarity with a wide range of research methods—qualitative, quantitative or mixed—enables students to identify and develop competence in many varied modes of inquiry into the challenging issues of their professionals files and 'wicked problems' of our times. The process of real-world application of original research empowers graduates to enhance their professional practice and have the potential for generative impacts to improve their workplaces and communities.

A CULTURE OF MENTORING

The program provides a culture of mentoring among our learning community. Students are guided and supported by all program faculty, not just one or two. Individualized advising is complemented by students' personalized interaction with faculty as they evaluate assignments with iterative and challenging feedback.

A CULTURE OF COLLABORATION

Despite being geographically dispersed, students and faculty collaborate in learning that focuses on students' success and achievement of individual and peer learning goals. Building a community of collaboration requires trust and intentionality. Adult learners bring a wealth of experiences and diversity of perspectives to share with each other. The program believes in the power of peer learning and hosts venues that support peer dialogue including residencies and annual faculty-facilitated virtual proseminars.

The program incorporates technology to do what it does best—help people stay connected, access resources, and engage in learning—when they are not co-located. The program has a custom-designed virtual platform that enables students to work with faculty, interact with peers, track their learning as they move through the program, find and use resources, access the library, writing support, residency preparations and inter-residency workshops, and so much more. Time and place become factors that enrich our geographically dispersed learning community rather than inhibit it.



AN INNOVATIVE AND INTERDISCIPLINARY CURRICULUM

Our PhD in Leadership and Change combines faculty-mentored, individualized learning with a challenging interdisciplinary core curriculum. The focus of the program is on studying, researching and leading change. At the heart of study is the student's own practice in professional life. The program is decidedly transdisciplinary. We believe that to understand and engage in the art and research of leading change from both practice-based and theory-based perspectives requires knowledge and skills drawn from many disciplines, including the social sciences, liberal arts, the humanities, and professional studies.

PROGRAM GOALS

- To model an academically courageous and exemplary learner-centered PhD in leadership and change;
- To educate scholar-practitioners with the knowledge, skills, and dispositions to be reflective change agents committed to furthering social, economic and environmental justice;
- To prepare members of our learning community to be bold voices for the common good by actively contributing to public debate and discourse as leaders in their professions and communities.

LEARNING OUTCOMES

The program is able to assure that every graduate upon completing the program will have demonstrated both the ability and capability to:

- 1 Conduct an informed critique of theories, concepts, and debates related to leading change in their profession, communities, and/or society at large;
- 2 Engage in and create positive change in an organization, community, and/or the larger society;
- 3 Reflect critically and responsibly on self and society as learners, leaders, and scholars in the global context;
- 4 Pursue self-directed and lifelong learning;
- 5 Consider that knowledge is socially constructed and has historically privileged dominant groups and marginalized others;
- 6 Engage in the critical appraisal of research and other forms of scholarly communication in their fields of leading change;
- 7 Design and execute research that meets scholarly and professional criteria of the candidate's chosen field or sector and prepares them with the scholar-practitioner potential to inform and improve practice.

- The core curriculum reflects an interdisciplinary approach to the study of leading change that integrates research, theory, practice, and reflection, and that is committed to bringing the most diverse voices from around the world to present perspectives that address equity, inclusion and community.
- An educational model attuned to the needs of adult learners that emphasizes short-term intensive residencies, cohort and individualized learning and ongoing technologically enabled interaction between faculty and students.
- The assessment of student progress through the demonstration of doctoral-level learning as opposed to seat time in courses.
- The integration of theory and practice, as exemplified by the design and implementation of a change project that includes an in-depth reflection on the student's own leadership intervention.
- A research-based dissertation that contributes knowledge to leading change in one's field of practice.
- Opportunities for reflection on the convergence of values, professional practice and critical theoretical orientations with the purpose of fostering personal and professional development as principled leaders and engaged scholar-practitioners.

THE FACULTY Our dedicated and diverse faculty are world-class scholars and practitioners. They bring years of experience and interdisciplinary knowledge to our students' learning. The program's faculty contribute to local, national and international efforts to explore the art and research of leading change through their scholarship and practice. They represent a range of disciplinary backgrounds including psychology, organizational development, education, critical studies, management and communications. Affiliate faculty who serve as mentors for students' individualized learning and as guests at residencies bring field expertise in specific sectors.

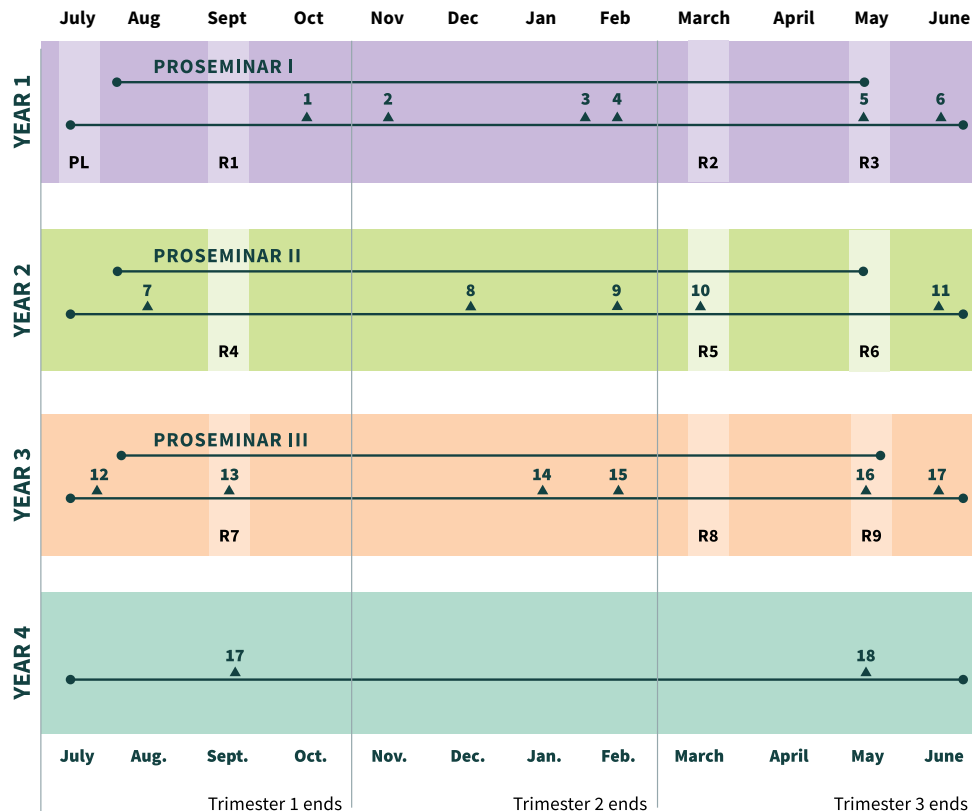
RESIDENCIES Three face-to-face residencies are held annually for the first three years of the program. The residencies combine cohort-based and program-wide seminars, advising sessions and orientations, guest speakers, peer discussions and engaging presentations.

TIMELINE While the pacing of students' progress through the program's requirements varies, many advance to candidacy by the end of the third year and complete their dissertation in the fourth year. However, the maximum time allowed is five years to candidacy, and graduation within seven years of entering the program. The program's distinctive design and sequenced demonstrations of student learning means the path from admission to graduation is different than a traditionally designed doctoral program. Students should expect to devote 15-20 hours per week to their studies.

INTER-RESIDENCY LEARNING Between residencies, the program offers a wide range of virtual required and elective workshops, drop-in sessions, and so forth.



LEARNING ACHIEVEMENT TIMELINE



LEGEND

Year One

- 1 Reflective Leadership Essay
- 2 Professional Ethics Essay/Citi Modules
- 3 Case Study
- 4 Nature of Leadership Outline
- 5 First Year Learning Plan
- 6 Nature of Leadership Essay

Year Two

- 7 Change Project Proposal
- 8 Change Project Final
- 9 Global/Cultural Dimensions of Leading
- 10 Critical Review of Research Proposal
- 11 Critical Review of Research Final

Year Three

- 12 Research Redesign
- 13 Individualized Learning-Content A
- 14 Individualized Learning-Content B
- 15 Individualized Learning-Research A
- 16 Individualized Learning-Research B

Year Four

- 17 Dissertation Proposal
- 18 Dissertation Defense

PL = July Orientation & Program Launch
R = Residency



"I'm so grateful for Antioch, and the knowledge, critical thinking skills, and unique relationships it brought me. I deepened my professional practice and accelerated the ability to achieve my professional goals many times over because of the valuable education I received at Antioch that I was able to get while working full-time. In my current role as Director of Diversity, Equity, and Inclusion, I consistently draw on not just the readings and my dissertation research, but conversations with cohort mates and interactions with faculty to be effective and work towards justice."

DR. KIM WALKER (Senior Advisor of Organizational Structure, Population Services International)



"I didn't pursue a PhD as a means to an end, however, it began paying dividends nearly from the start. As a principal in an EdTech firm focused solely in higher education, being a PhD student endeared me to my customers and potential customers as most of them hold PhDs. My consciousness has been raised in so many ways, and I've become a better leader, citizen, husband, father, and friend. How do you put a price on becoming a better person?"

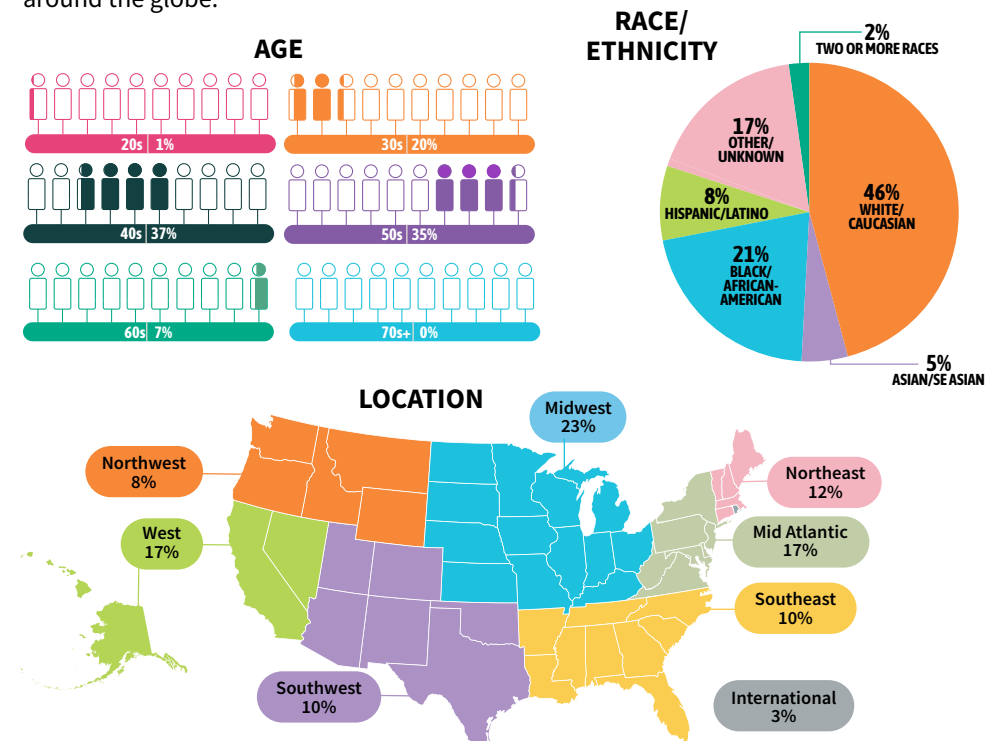
DR. MIKE BILLS (General Manager, AtlasRXT/Verse.ai)



"The backbone of the PhD program, the scholar/practitioner, is what drew me to this distinctive doctoral program. That and how the interaction of a diverse learning community of unique individuals was integral to fostering scholarship and critical thinking not just with the faculty but almost more importantly with each other."

DR. MAXINNE RHEA LEIGHTON (Senior Vice President of Marketing and Communications and Business Development, Jaros, Baum, & Bolles)

Our students may be formal leaders engaging in change from the top or informal leaders affecting change from the side. They hail from every state in the nation and around the globe.



*As self-identified in University application

Student body figures as of 2023*

OUR FACULTY



Amy Rutstein-Riley, PhD, MPH
Dean



Lize Booysen, DBL
Professor of Leadership and
Organizational Behavior



Philomena Essed, PhD
Professor of Critical Race, Gender,
and Leadership Studies



Rengin B. Firat
Professor of
Leadership and Change



Mitch Kusy, PhD
Professor of Organization
Learning and Development



Amy Lesen, PhD
Professor of Environmental Leadership
and Participatory Change



Beth Mabry, PhD
Professor of Leadership,
Change, and Sociology



Fayth Parks, PhD
Professor of
Leadership and Psychology



Harriet L. Schwartz, PhD
Professor of Relational Practice
and Higher Education



Steve Shaw, MLS, PhD
Faculty Research Librarian



Aqeel Tirmizi, PhD
Professor of Leadership,
Management and Service



Kenneth Alaxander Williams
Professor of Leadership,
Organizational Change and Learning

FINANCIAL AID

Students in the PhD in Leadership and Change program are eligible for federal financial aid, and we have experienced financial aid advisers who can speak with you and assist you in the process. Financial aid for the PhD program is disbursed on a trimester basis.

In addition to federal financial aid, many students in the PhD program secure reimbursement from their employer. We will be happy to speak with your employer and complete all paperwork to assist you in securing this employee benefit.

FELLOWSHIPS AND GRANTS

A number of fellowships and grants are available to graduate students through outside sources.

For more information on funding your education visit at.antioch.edu/scholarships-grants



The PhD program also offers several tuition scholarships and research grants to assist new and continuing students.

TUITION SCHOLARSHIPS

- Bruce and Arlene Crandall Scholarship
- The Eula Johnson and Fitzgerald Cumberbatch Tuition Scholarship
- Founders' Scholarship Fund
- The Ruth Weisman and Mayneal Wayland Scholarship
- Joanne E. McLean Scholarship for Leadership

FELLOWSHIPS

- Peace Corps Coverdell

Fellows Program

RESEARCH & ENGAGEMENT FUNDS

- The Ethical Leadership for Social Justice
- The Valentine Action Research Fund
- The Student Engagement Fund
- Home Stretch Fund
- The Elizabeth Holloway Grounded Theory/Situational Analysis Research Fund
- The Jean Baker Miller Relational Cultural Theory (RCT) Research Fund

ABOUT ANTIOCH UNIVERSITY

Antioch University, founded in 1852 in Yellow Springs, Ohio, is committed to providing learner-centered education that equips students with the knowledge and skills to lead meaningful lives and advance social, racial, economic, and environmental justice. With five locations across the United States and online and low-residency programs accessible globally, Antioch offers diverse educational opportunities. The University offers programs in Counseling, Psychology, and Therapy, Creative Writing, Education, Environmental Studies, Leadership, Management, Nursing and Health Professions, and Undergraduate Studies as well as continuing education and professional development programs.



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Antioch is a proud co-founder of the Coalition for the Common Good, the first national higher education system of affiliated universities organized around a shared mission of educating students not only to advance their careers, but to promote our pluralistic democracy, social, racial, economic, and environmental justice, and the common good. This is the first system of its kind to be created in which the affiliate institutions are bound by a common mission of educating for social justice and a commitment to building and preserving democracy.

Antioch is a private, nonprofit institution. It is accredited by the Higher Learning Commission and has held continuous accreditation since 1927.

Read stories about students, alumni, and faculty on our university news site, **commonthread.antioch.edu**



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