

ANTIOCH UNIVERSITY

PhD in Leadership and Change

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Welcoming Tony Lingham and Aqeel Tirmizi: Bringing Expertise and Enthusiasm

Dr. Tony Lingham and Dr. Aqeel Tirmizi are joining the PhD in Leadership and Change faculty this July. Their presence strengthens our breadth and depth in wonderful and exciting ways and helps build for the future as the program expands its curricular programming.



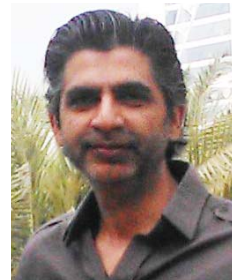
Tony Lingham joins Antioch University from the Weatherhead School of Management at Case Western Reserve University, where he was a professor in the Department of Organizational Behavior. He is also a visiting professor at ESADE

Business School in Barcelona, ranked one of the top business schools in the world.

Dr. Lingham's research focuses on understanding teams and change efforts at the individual, team, and organization levels. Dr. Lingham is currently involved in developing cross-functional and inter-professional teams in healthcare and in university settings, working with several Native American tribes on change efforts, and with leaders in Washington, DC to develop transformative healthcare.

Born and raised in Singapore, Dr. Lingham earned his PhD in Organizational Behavior from Case Western Reserve; his Masters in Applied Music from the University of Houston, and both a BS in Organizational Psychology and a BA in Music from the University of Houston. Prior to coming to the United States, he obtained his Diploma in Music Performance (guitar) and in Mechanical Engineering, and was also trained as a logistician with a specialty in quality and work improvement.

An interview with Dr. Lingham is continued on page 3



Aqeel Tirmizi joins Antioch University from the Department of Service, Leadership and Management at the Graduate Institute of the School of International Training. He previously taught at the Graduate School of Business at The

Lahore University of Management Sciences in Pakistan, one of Asia's top business schools. He was a visiting research fellow at the European Research Institute on Cooperatives & Social Enterprise at the University of Trento, Italy.

Dr. Tirmizi focuses on leading and managing in multiple sectors, especially in the non-profit and social sector, with attention to themes of social justice, social innovation and multicultural dynamics. He was co-director of the Ford Foundation's Leadership for Social Justice Institute, which trained emerging leaders in international development, and he consults regularly with national and international NGOs including CARE USA, ChildFund International, Women for Women International, Heifer International, Aga Khan Rural Support Program, the Eisenhower Fellows Program, and The World Bank. He is especially interested in social innovation that makes a difference in the world.

Dr. Tirmizi received his PhD in Management with a focus on organizational behavior and cross-cultural leadership from the Center for Leadership Studies at State University of New York, and earned his MA in International Administration from the School for International Training. He completed his BA in Commerce from the University of Punjab, Pakistan.

An interview with Dr. Tirmizi is continued on page 4

Director's Note



What a busy and productive time! As this academic year draws to a close and a new one begins, students, faculty and staff are busy tying up this year's work and preparing for next! You know, annual progress letters, summer residency planning, commencement, alumni reunion and so on. Let me share a bit of what's going on beyond the ordinary business of running the program.

Our national search for the program's new core faculty concluded in April with the hiring of Drs. Tony Lingham and Aqeel Tirmizi (see page 1). We are super-excited with the scholar-practitioner background, expertise and passion that both Aqeel and Tony bring to the program and to our students' learning. I can't wait for them to have the experience of the powerful upcoming summer residency.

This year's annual recruitment for the upcoming AY 2015-16 was particularly active. We held our five regular information meetings at campuses coupled with information meetings in Atlanta, Boston, Houston and Denver. We also conducted 10 information webinars between February and May and fielded hundreds of phone calls and emails. In fact, we had over 900 inquiries this year, which is a 25% increase over last year! I'd like to share a very special thank you to students and alumni for continuing to spread the word! The result of all of this hard work is a very robust Cohort 15 and inaugural Cohort 1-Healthcare.

In terms of the new healthcare concentration, we are very excited taking this next program step to create, as we've been saying, "one degree, multiple pathways." What I'm most interested in considering these days is how we "scale with excellence," retaining the highly

personalized and individualized learning model while also expanding in sustainable ways. There are no easy answers, and I'm sure we'll encounter some wrinkles along the way. But this is precisely how we will learn and continue to improve. Our bottom-line commitment is to remain distinctive, high quality, learner-centered, and boldly paradigm-shifting. As noted in *Scaling Up Excellence* (Rao and Sutton, 2014), scaling is not just about adding more, it is about trying to improve, building a long-term vision, and doing so with passion and zeal. The authors conclude with profound simplicity that you can't spread excellence if there is no excellence to spread. So, I am confident we can expand conscientiously so more learners can thrive in our unique doctoral community.

I continue to be blown away by our students and alumni. Just take a look at the updates section (pages 8-11). The amazing efforts to lead change across the country and world being done by members of our community and you'll know what I mean. As scholar-practitioners committed to "winning victories for humanity," you make us proud. I also want to highlight the increasingly robust engagement of alumni in supporting the program as well (pages 6-7). In so many bountiful ways, our graduates are giving back. Thank you, and I hope to see many of you in Barcelona at our first-ever international alumni symposium. It's going to be a great time!

Enjoy the newsletter and let me know if you have any questions or thoughts. Feel free to send me an email. You know where to reach me: lalexandre@antioch.edu.

Laurien Alexandre
lalexandre@antioch.edu

Student Body 2014-15

GENDER

Women	64%
Men	36%

OCCUPATIONAL SECTOR

Higher Education	35.0%
For-Profit	19.1%
Non-Profit	16.6%
Government	12.1%
Consultants	8.3%
K-12 Education	5.1%
Healthcare	3.8%

AGE

20s	2.4%
30s	21.4%
40s	28.5%
50s	29.1%
60s	15.9%
70s	1.2%
Unknown	1.5%

RACE/ETHNICITY

Caucasian	51.0%
African American	26.1%
Hispanic/Mexican/Latino	5.7%
Non-resident	5.7%*
Bi-Ethnic/Bi-Racial	5.0%
Native American	2.5%
Other	1.9%
Asian	.7%
Pacific Islander/Hawaiian	.7%
Unknown	.7%

LOCATION

Midwest	26.8%
West	18.5%
South	17.8%
Northeast	12.1%
East	8.9%
Northwest	8.9%
International	7.0%

* Canada, Jamaica, China, Ethiopia, Jordan, Nigeria, Afghanistan, Ecuador, and Australia

Dr. Tony Lingham continued from page 1



Why did you want to join the Antioch PhD in Leadership & Change program?

I wanted to join the PhDLC program for many reasons but a few major ones being its multidisciplinary nature; the fact that the program focuses on doing meaningful work that has real impact; the fact that the faculty functions as a team of equals with a

focus to develop student learning and development as scholar-practitioners (or “engaged scholars”); the intent to have global impact; and also being able to focus on doctoral education with students that have high intrinsic motivation and a wealth of real work experience.

What do you find most appealing and distinctive about the program?

There are many appealing and distinctive characteristics about the program. What I might say is most appealing is working with a great faculty team that is focused on learning and also to constantly revisit and make the program better! What I find particularly distinctive about the program is the multidisciplinary nature of topics and areas of research and practice. There are management focused executive doctorate programs burgeoning across the country and even the globe but not many with the ability to have a multidisciplinary focus. Such an approach would certainly encourage more creative and innovative topics that span multiple disciplines and that could have much more impact in the real world (which usually involves the ability to work with multiple disciplines).

As you begin to learn more about the program, its students and faculty, what would you hope to contribute to make it even more distinctive than it already is?

Based on what I know now (I am sure this will just get better and more exciting!), I hope to contribute to methodologies and topics that can have greater impact in the real world especially since we are also moving toward expanding degree and non-degree offerings so as to provide powerful and meaningful approaches to help our work and living environment.

We have designed this program for scholar-practitioners, to train those who are leading change in many professions and fields of practice with the skills and knowledge as ethical researchers to improve the lives of those they serve. How do you marry your scholar and practitioner passions to lead change?

I am a firm believer that good scholarship should have very strong impact (ethical with both rigor and vigor) in our immediate, national, and global environment. In my own work I pay attention to the three aspects of ethics, vigor and rigor so as to lead changes that have powerful impact in the real world while also generating respect and trust with those I work with (straddling both worlds of practice and scholarship).

What leadership and/or change scholars or practitioners have most influenced your path in this field?

Having taught in the Doctorate in Management (DM) program at Case Western Reserve University, I have influenced

many scholars and practitioners and they have influenced me as well if not more! I love to read widely and therefore would say that instead of leadership and/or change scholars or practitioners that have influenced me, I am more influenced by ideas and patterns that emerge in the work I do and the diverse types of environment I engage with. Contexts and interactions with others influence me most!

If we were doing this interview five years from now (and I hope we do!), and I asked you to look back on your first five years in the program, what would you have liked to have learned, done? In what ways would you like to have seen yourself grow?

Interesting question indeed! There are certainly things I don't know I don't know and will certainly evolve in many ways when engaging with both the faculty and students (and the diverse areas/topics and types of environment) as I live through the program. For now, looking forward five years, I would love to learn more about the impact our students and faculty have in the world of both scholarship and practice and be more involved in that aspect of the program. I would also love to learn about how we can expand our extent of influence both nationally and globally. Finally I would also love to learn how I could contribute to the non-degree expansion efforts we are hoping to create and develop. As for myself, I would like to see myself grow to be respected, valued, and seen as a co-contributor to the PhDLC program and to have more ability to work with technology so as to be more effective as a faculty, co-learner and member of the community.

Would you please share something about yourself that you would like our community to know that they wouldn't learn from your CV?

I love people. I love effecting change and seeing people thrive more holistically. I am also someone who loves seeing patterns, creating patterns, and shifting patterns in the contexts I engaged in so as to effect meaningful change. In this, I am referring to the multiple and complex world of interaction with others which usually centers on the unseen but easily felt. My training in music (composition, performance, and analysis) has helped in my work due to its abstract nature. Most of human interaction and change have similar characteristics to music and art. In essence, I love art as much as I love science and am still very much sane! That is why the multidisciplinary nature of the PhDLC is so very attractive to me!

Now accepting applications
for 2016-17 for both the PhDLC cohort
and the PhDLC for Healthcare cohort!
 Application review will begin in early February
 and continue through mid-May until the
 cohorts are filled. For more information
 contact admissions.phdlc@antioch.edu

Dr. Aqeel Tirmizi continued from page 1



Why did you want to join the Antioch PhD in Leadership & Change program?

The PhD program mission and focus are quite aligned with my professional expertise and aspirations. Specifically, the area of leadership and change has been an important and exciting part of my teaching and learning portfolio. I believe that 21st century

organizations have gotten pretty sophisticated at crafting strategy and managing operations. However, organizational effectiveness is increasingly becoming dependent on managing complexity, implementing and aligning strategies, and encouraging innovation. Expertise in leadership and change are essential for organizations and leaders to wisely navigate through our complex world. And I find it quite motivating and exciting to participate in an advanced program exclusively focusing on these needs and possibilities.

What do you find most appealing and distinctive about the program?

The PhDLC program is appealing in many ways but three things stand out for me in particular: a) the interdisciplinary and values-driven nature of the program b) participant-centered and flexible program design, and c) the experienced and diverse faculty and student body.

As you begin to learn more about the program, its students and faculty, what would you hope to contribute to make it even more distinctive than it already is?

Given my initial understanding of the learning community which the faculty, staff, and students have created through this program, it feels like a place where seriousness of inquiry, respectful engagement with colleagues, diversity of backgrounds and voices, and commitment to improving human conditions are greatly valued. I certainly feel honored that I have been invited to contribute to this program and hope that my own commitment to multiculturalism, social justice and social innovation will offer meaningful additions to the wonderful platform that has been built. The program would become even more distinctive as it continued to take a more global focus in terms of its curriculum, student body and international presence. And it would make me very happy to play a small part in supporting these aspirations.

We have designed this program for scholar-practitioners, to train those who are leading change in many professions and fields of practice with the skills and knowledge as ethical researchers to improve the lives of those they serve. How do you marry your scholar and practitioner passions to lead change?

I feel that the scholar – practitioner linkage has been an important component of my work. There are a few specific ways in which I attempt to combine my scholar and practitioner passions. First, my learning exchanges, both through advising and class sessions, are often built around the question: how may an existing or emerging theory best inform practice?

The expectation here is that, in answering this question, the practitioners would carefully and critically choose the relevant scholarship to improve their inquiry and practice. Second, I raise the same question in my own organizational development work. The idea is not to fully examine every leadership and change problem through some theoretical lens in order to arrive at some solution. Rather, it is an effort to distill “partial truths” that a good theory entails, selecting those that may be most relevant to understanding and dealing with the phenomenon of interest.

What leadership and/or change scholars or practitioners have most influenced your path in this field?

I must start with the late Professor Bernard Bass. Dr. Bass was directing the Center for Leadership Studies at the State University of New York when I was completing my doctoral work there. His presence and guidance greatly influenced the early part of my academic career and his ideas have influenced my leadership scholarship in subsequent years. I believe his work on transformational leadership had a profound impact on our field and continues to be highly relevant today. Additionally, Joseph Rost’s work on leadership has significantly contributed to my own leadership scholarship and practice. In my opinion, his book, *Leadership for the 21st Century*, provided a thoughtful, in-depth and an inclusive way of thinking about the subject.

If we were doing this interview five years from now (and I hope we do!), and I asked you look back on your first five years in the program, what would you have liked to have learned, done? In what ways would you like to have seen yourself grown?

Looking back, it would give me great pleasure if students were to report feeling supported, challenged, and successful in their own learning and professional goals. Being part of the Antioch community would have helped me enrich my perspectives on leadership and change. Deep and sustained immersion within leadership, its issues and opportunities, would have encouraged me to further my scholarship agenda.

Would you please share something about yourself that you would like our community to know that they wouldn’t learn from your CV?

I briefly operated a passenger train once, ran a leadership development institute in five languages and when inspired I can make a very good vegetarian chili.

PhD in Leadership and Change Commencement

Saturday, August 1, 2015 | 9:00 am
Antioch University Midwest, PNC Auditorium

For more information, contact
Margaret Morgan at mmorgan1@antioch.edu

2014-2015 Dissertation Submissions to Date

Organizational Leaders' Experience with Fear-Related Emotions: A Critical Incident Study, Dr. Al Barkouli (Cohort 11)

At the Heart of the Classroom: Teachers' Experience of the Suffering and Success of Students for Whom They Care, Dr. Randall Kenyon Bartlett Jr. (Cohort 10)

Powerlessness within a Budget-Driven Paradigm: A Grounded Theory Leadership Study from the Perspective of Michigan Corrections Officers, Dr. Timothy Michael Eklin (Cohort 8)

Anna Julia Cooper: A Quintessential Leader, Dr. Janice Y. Ferguson (Cohort 8)

The One Less Traveled By: A New Model of Leadership for the Nonprofit Sector, Dr. Michael Guillot (Cohort 7)

My Heart is in the East: Exploring Theater as a Vehicle for Change, Inspired by the Poetic Performances of Ancient Andalusia, Dr. Jessica Litwak (Cohort 12)

Adapting to a Virtual Learning Environment, Dr. Winston H. Maddox (Cohort 5)

Combating Corruption at the Grass-Roots Level: The Case of Individual Oath Takers, Dr. Emmanuel Funso Oluyitan (Cohort 9)

Addressing Global Threat: Exploring the Relationship Between Common Purpose and Leadership, Dr. Charles Powell (Cohort 7)

Living Aloha: Portraits of Resilience, Renewal, Reclamation, and Resistance, Dr. Camilla G. Wengler Vignoe (Cohort 6)

Tapestry of Tears: An Autoethnography of Leadership, Personal Transformation, and Music Therapy in Humanitarian Aid in Bosnia Herzegovina, Dr. Alpha M. Woodward (Cohort 8)

Around Antioch University

Antioch University Los Angeles joins the movement to end violence against women and girls. Learn more about AULA at www.antiochla.edu/news-events/aula-news

Antioch University Midwest announces new scholarships to support students. Learn more about AUM at www.antiochmidwest.edu/news

Antioch University New England celebrates the launch of the First in the nation Peace Corps PhD. Learn more about AUNE at www.antiochne.edu/news-events

Antioch University Santa Barbara offers workshop on Scalability of Social Change. Learn more about AUSB at www.antiochsb.edu/news

Antioch University Seattle teams with community partner organization to offer a Master of Arts in Education in Urban Environmental Education Concentration. Learn more about AUS at www.antiochseattle.edu/category/uncategorized

The PhD in Leadership and Change program supports the fight against global warming by offsetting the climate impact of all work-related air travel of 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 the Summer of 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

Alumni Engagement and Commitment

Alumni Scholarship Giving - Setting New Records

As of the writing of this article, over 25% of our alumni are now giving to our scholarship fund. This is absolutely fantastic. Thank you all for your generosity of spirit!

Here's a little more detail: In one-time annual gifts, we have received 25 annual alumni gifts this year, totaling \$7,250.

About this time last year, we also began an effort to replenish and expand our scholarship fund by creating opportunities for alumni (and others) to make multi-year pledges. As of the writing of this article, we now have 18 multi-year pledges totaling over \$128,000. Of these, 13 are from alumni, the other 5 are from faculty and administrators. I hope over the next 3-5 years to build our multi-year pledges to 30, so we are more than halfway there!

The program also received a one-time gift this year from a fellow University colleague for \$15,000.

This brings the grand total in annual gifts and multiyear pledges made this year to approximately \$155,000. Since we distribute approximately \$60,000 in scholarships each year, this means we have already extended our scholarship fund for almost three years! And, we are just beginning.

When I realized that we had 25% of our alumni giving, I paused and I did what every good scholar-practitioner is trained to do, I said, "I wonder what the literature says about this?"

Here's what I found: According to Alumni Factor (www.alumnifactor.com), alumni giving is a reliable indicator not only of loyalty and affinity, but also "a reliable indicator of excellence" on many measures such as graduate rates, intellectual development, career preparation and the like. Most interesting, given our cohort model and strong relational doctoral community, "Schools that rank the highest in alumni giving are "able to create environments where students are academically challenged while developing deep bonds with each other and their learning community."

Here's the clincher: While the vast majority of higher education institutions in the country are in single digits for alumni giving, the top 60 schools have percentages of 24% or more. What does this tell us? That we rank in this list and our alumni definitely rock! Thank you!

Antioch University's Repository and Archive (AURA)

AURA is a service of the University's libraries to house scholarly output with an aim to preserve and provide access to research. This University-wide repository offers the opportunity for the program's alumni to reach a world-wide audience and we are proud to report that last month AURA had 2,735 full-text downloads!

Most Downloaded Dissertations (May 2015):

Decolonizing the Empathic Settler Mind: An Autoethnographic Inquiry
Dr. Norman Dale (Cohort 6)

Social Entrepreneurship and Wealth-Building Plans: Creative Strategies for Working Class Americans
Dr. Wayne Curtis (Cohort 6)

Melungeon Portraits: Lived Experience and Identity
Dr. Tamara Stachowicz (Cohort 9)



Dr. Norman Dale with his dissertation committee members, Drs. Philomena Essed and Carolyn Kenny.

Access full PhD in Leadership and Change program dissertations produced by alumni to date at www.aura.antioch.edu/mlphdlcuw

Alumni Engagement and Commitment

Connecting Students and Alumni through the Appreciative Dissertation Forum

Alumni and students are brought together through the program's Appreciative Dissertation Forum, in which faculty pre-select 20 program dissertations based on their method and/or topic area. Small groups of third-year students then choose one of these dissertations, based on collective interest, and spend six weeks engaged in review and discussion. The Forum provides the opportunity for pre-Candidacy learners to explore the dissertation writing experience and alumni are able to give back to the program and its learners. The alumni who have participated in this process have been as excited as the students to share their reflections on the experience!

Dr. Heather Forest (Cohort 4)

Inside Story: An Arts-Based Exploration of the Creative Process of the Storyteller as Leader

I felt honored that several candidates chose my dissertation as a sample to read and study. Their interest made me go back and revisit my work. With a bit of distance I was able to see my writing anew and to realize how much the theory and philosophy of my leadership and change education at Antioch has pervaded my real world work. I have applied my learning about being a change agent to becoming one. I reveled in remembering my passion and dedication to the research and inquiry process. My time studying at Antioch set my intellectual path for the long journey. By engaging in the learning projects, I realized that I can effectively research, reflect, write, and communicate.

Dr. Chip Espinoza (Cohort 5)

Millennial Integration: Challenges Millennials Face in the Workplace and What They Can Do About Them

I loved the appreciative approach. I enjoyed questions about the "life" side of the process. I really wanted to remind students to be kind to themselves in the process and not compare themselves to others. I loved how the students' questions took me back in time to my own journey. I continue to be impressed with the quality of students that our program attracts!

Dr. Martha Miser (Cohort 6)

The Myth of Endless Accumulation: A Feminist Inquiry Into Globalization, Growth, and Social Change

There are very, very few opportunities to have a group listen so intently about a topic that you have poured your heart into. What surprised me - and really touched me - was the personal feedback I got. This is both a scholarly and very personal venture and they "heard" me and remarked specifically on the tone and voice of the dissertation. I felt that I was able to give them context and encouragement for their own dissertation journeys. It's really a matter of telling the unpredictable and amazing story of how a budding scholar goes from A to Z and voila, you are now a graduate!

Dr. Harriet Schwartz (Cohort 5)

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

The students were fantastic, asked excellent questions and had clearly engaged deeply with my dissertation. They commented on my writing style and the strength of my Chapter 5 in a way that was deeply affirming for me. I am particularly proud of that chapter but who thinks anyone is going to read it years after you have defended? This conversation touched me deeply and I will hold on to it for a long time.

Dr. Peter Dickens (Cohort 7)

Facilitating Emergence in a Hospital Setting: Complex, Adaptive Systems Theory and the Shape of Change

I suggested to the students that we ignore the maxim "the best dissertation is a finished dissertation." While this appeals on a short-term, practical level, I think the best dissertation is one of which you are deeply proud. This is a once in a lifetime opportunity to go really deep into something you love and emerge with an outcome that has the potential to add in a significant way to a body of knowledge. That's when you know you've done good work. I will be forever grateful for the experience.

Consider contributing to the scholarship fund!

The PhDLC program is proud to offer the Alan E. Guskin Scholars' Fund which provides tuition scholarship to 10 incoming students and 10 continuing students each year.

Please consider making a gift to the Fund!

www.antioch.edu/university-advancement/make-a-gift

Alumni and Student Updates

COHORT 2



Dr. Sean Joseph Creighton, president Southwestern Council for Higher Education, recently launched creightoncollaborative.com, an initiative dedicated to building a culture of collaboration

in people and organizations by sharing research, leadership, strategy, and practice that showcases both collaborative thinking and action.



Dr. Luane Davis Haggerty, senior lecturer at Rochester Institute of Technology, recently directed a production of Shakespeare's *A Midsummer Night's Dream* using a doubled cast of

deaf and hearing actors. This production was for the Rochester Shakespeare Players in Highland Bowl Park in Rochester New York and drew audiences of 500-800 per night for a three week run; the largest turn out they have had in their 90 year history. The local newspaper had a poll and voted the show the best local theater production (over the local equity house and the local non-union professional theater). This resulted in an invitation to present at the Shakespeare Theater Association, an international Shakespeare organization connecting Shakespeare theater organizations internationally. Nearly 100 people attended the presentation (including the Globe Theater in London and the Folger's theater in Washington DC) and before even leaving the conference (held in San Francisco CA) Dr. Davis Haggerty had connected four professional deaf artists with theater companies ready to try this type of work for themselves.

Dr. Charis Sharp, head of Cedar River Montessori, is serving as the board chair for the Washington Federation of Independent Schools – a lobbying force for private schools. She is also part of the Montessori Public Policy Initiative and teaching for the Houston Montessori Center in the administrator's credential program on the topics of leadership and school operations.

COHORT 3

Dr. Kathryn Gaines, president and founder of Leading Pace, LLC, continues to provide executive coaching with U.S. government leaders and serves as a faculty member with the Center for Creative Leadership. This year she also facilitated team development and organizational learning with the American Association for the Advancement of Science, as well as Emerging Leaders in Science and Society. Dr. Gaines remains committed to her role as a scholar-practitioner and co-presented a workshop at the International Leadership Association in San Diego entitled "Collective Leadership Capacity: Developing Leadership and Leaders" and delivered "Leadership Pragmatics: A Communicative Approach to Practice" for the International Studying Leadership Conference in Copenhagen.



Dr. Charlotte Moats-Gallagher, launched BlueStone Collaborative, a consulting firm, which provides strategic and tactical support for the creation of innovative internationalization strategies with clients

(universities, non-governmental organizations and corporations) both abroad and domestically, and strategic support for innovation in global girls' and women's initiatives.



Drs. Janet Rechtman and Shana Hormann (Cohort 2) gather to reconnect!

COHORT 4

Dr. Lucy Barbera, expressive art therapist for Rosendale Family Therapy Center, launched a professional development program in September of 2014 and is currently expanding to accommodate interested medical and mental health licensed professionals who want to learn how to infuse the expressive arts into their professional practice. Also, the original *Masks of Hope and Healing Exhibition* that Dr. Barbera mounted while at the State University of New York Medical University teaching and working at the Children's Hospital Art Therapist, opened at the NYU Langone Medical Science Art Gallery.

COHORT 5

Dr. Chip Espinoza, academic director of organizational psychology for Concordia University, recently presented "Mentoring Millennials" at the University of New Mexico's Mentoring Institute Conference. In addition, Dr. Espinoza's newest book *Millennials@Work: The Skills Every Twenty Something Needs to Overcome Roadblocks and Achieve Greatness* (Franklin Covey, 2014) elevated to the number two spot on Kindle Personal Development upon release.

Dr. Marti Goetz is the new executive director at Bear's Mill, a non-profit organization formed to preserve the historic landmark, is teaching at the Academy for Community Leadership at Edison Community College. Dr. Goetz is also the president at We Care Arts and secretary at Collaborative Solutions, Inc.

Dr. Lynn Olsen, chief executive officer and principal at The Innovation Group, Inc., served as a lead faculty member for a new, University of St. Thomas Executive Education Leadership and Management program.

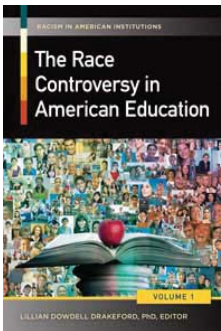
Dr. Harriet Schwartz was named Wellesley Centers for Women JBMTI lead scholar for Education as Relational Practice. In her role as lead scholar, Dr. Schwartz will be building a community of educators and researchers to expand and develop effective relational practices in all areas of teaching. Dr. Schwartz also gave the keynote address at this year's Carlow University convocation. "Thankful Learning: Hospitality and Humanity in the Space We Share" drew on her dissertation and the research she has conducted since graduating from Antioch University.

Alumni and Student Updates

COHORT 6

Dr. Martha Miser, founder and president of Aduro Consulting, delivered the keynote on leadership and change for Hamilton College's annual Alumni Weekend this past April. Dr. Miser also joined the Board of Trustees for Antioch University New England.

Dr. Lillian Drakeford is editor of the new two-volume work entitled *The Race Controversy in American Education* (Praeger, 2015) which examines race and racism in public education, tackling controversial educational issues such as the school-to-prison pipeline, charter schools, school funding, affirmative action, and racialized curricula. Learn more about this impactful work at www.abc-clio.com.



COHORT 7

Dr. Peter Dickens now serves as co-director of a major physician leadership development program developed by Dr. Brenda Zimmerman at the Schulich School of Business in Toronto.

Dr. Tavia LaFollette recently accepted a tenure track position at Towson College.

In Celebration of Life
Dr. Michael Guillot
1953-2015

COHORT 8

Dr. Wayne Moran is teaching at the New England Institute of Technology (NEIT). Dr. Moran's teaching focuses on discipline and characteristics of high performance teams as well as interpersonal skills related to effective teamwork.

COHORT 9

Dr. Michael Davis was recently appointed to the position of Religious Services Administrator for the Ohio Department of Rehabilitation and Correction. In his new position, Dr. Davis will provide central leadership in the coordination of all religious programs for the Ohio prison system. The Ohio prison system includes 28 correctional facilities with approximately 50,000 incarcerated men and women.

Previously, Michael served as the Deputy Warden of Special Services at the Pickaway Correctional Institution in Orient, Ohio.



Dr. Annie Hernandez, executive director of The Frieda C. Fox Family Foundation, recently joined the national board for Learning To Give which is the world's leading developer of lessons and resources that teach giving and volunteerism, civic engagement, and character through service.

Dr. Kimberly Yost, visiting assistant professor at Lourdes University, was invited to write a chapter on leadership and science fiction narratives for the Routledge *Companion to Leadership* to be published by Taylor and Francis.

COHORT 10



Dr. Froswa Booker-Drew, national community engagement director at World Vision, U.S. Programs, has received an offer to publish her article, "Social Capital: Friend or Foe in the Lives of Two Prominent Incarcerated Individuals" in the upcoming *Berkeley Journal of African American Law and Policy*.

Dr. Armenta Hinton joined Allegheny College as associate dean, director of Center for Intercultural Advancement and Student Success.



Dr. David McLean, partner at Soulzatwork, a division of T.S.C., Inc., has published, *Exploring Constructs of Relational Leadership Through Story* (Sage, 2015). Dr. McLean was also invited to speak at Canada's Change Management Conference in Toronto this past May and was invited as guest lecturer on leadership at Redeemer University in Ancaster, Ontario.

Randy Osmun executive director of The Source, an innovative non-profit in Grand Rapids, Michigan recently spoke with representatives from *The Washington Post* about ways in which organizations can work to reduce employee turnover. Read the full article here www.washingtonpost.com.



Dr. Michael E. Guillot (Cohort 7), [far right], pictured here with his students and Dissertation Committee Chair, Jon Wergin, Ph.D. [far left]

Alumni and Student Updates

COHORT 10 *continued*

Dr. Kiko Suarez, vice president of communications and innovation for the Lumina Foundation, will be presenting “Wise by Design: A Wisdom-Based Framework for Innovation and Organizational Design and its Potential Application in the Future of Higher Education” at the 7th biennial Positive Organizational Scholarship (POS) Research Conference focused on illuminating research for a positive future.

COHORT 11

Dr. Tom Crawford, chief operating officer of Florida Prostate Disease Center, recently co-authored *The Complete Business Guide for a Successful Medical Practice* (Springer, 2015). The book provides physicians with the basic business skills in order for them to become involved in the financial aspect of their practices.



Dr. Ashley Lackovich-Van Gorp, founding executive director of Enhance Worldwide and independent consultant for Girl Child Protection, recently began work with Girls Globe, a non-profit

organization raising awareness about global issues concerning the rights and health of women and girls. Read her recent writings at www.girlsglobe.org.

Roxanne Swogger was promoted to Correctional Warden’s Assistant at the Ohio Reformatory for Women (ORW) within the Ohio Department of Rehabilitation and Correction. ORW is a multi-security correctional institution that currently houses 2,500 female offenders.



Laurien Alexandre and Heidi Hiatt (C12)

COHORT 12

Renee Charney, principal for Charney Coaching and Consulting, LLC and **Lisa Gick**, chief executive officer and founder of [c u r i o u s] consulting, facilitated a workshop titled, “Curious and Inclusive Practices of Leadership,” at the 2014 International Leadership Association Conference in San Diego, California. The focus of their workshop was to introduce later-stage adult development, and interdisciplinary concepts and theories in support of curiosity, consciousness, and inclusivity leading to compelling creative collaboration and mature engagement in leader and team-member relationships.

COHORT 13

LaTonya Branham, founder and chief executive officer at Reader2Leader Foundation, Inc., has written *The Academic Prayer*, (Desta Publishing, 2013) which received honorable mention in the spiritual genre at the New England Book Festival.

Maria Dezenberg, associate provost for Carrington College, led a change project that engaged a group of front-line employees in leading change in a multi-campus university setting. The cross-functional team, titled BOOST, was entrusted with the institution’s strategic priority of improving student retention over a 12 month period. The success of the project included significant improvements in both student retention and service metrics.

This BOOST project was recently honored by the DeVry Education Group for its achievements. The national recognition included acknowledgement of the group’s successful implementation of “Student CARE” initiatives resulting in service excellence.



Members of Cohort 12 celebrate their final residency together!

COHORT 13 *continued*

Lloyd Duman, division chair of English and Humanities at North Idaho College, recently published an article in *WPA: Writing Program Administration Journal*, a scholarly journal which focuses on theory, research and professional practices in the administration of college and university writing programs. The article titled, “Relentless Engagement with State Educational Policy Reform: Collaborating to Change the Writing Placement Conversation,” describes the educational reform efforts surrounding writing placement in one state context.

COHORT 14

Maria Mendoza Bautista has accepted a position at California State University, San Marcos, as the inaugural associate director for the new Latin@ Center. In this role she will be responsible for implementing support services aimed at helping Latin@ students develop the leadership and academic skills they need for success.

Tawana Davis, executive minister at Shorter Community AME Church, was asked to contribute to an article published by *Christianity Today* as a result of her dedication to post to facebook for 31 days during October’s domestic violence awareness month for her “A Face to Domestic Violence” campaign.

Thom Stevenson recently became executive director of ChefVet, a socially responsible, comprehensive training facility, currently in the design phase, which will include a wholesale, retail, catering and instructional kitchen created to support disabled veterans entry into the food service industry. Learn more at www.kickstarter.com.

Faculty Updates

Drs. Jon Wergin and **Laurien Alexandre** are co-authoring a chapter “Integration & Differentiation: Managing the Paradox in Doctoral Education” for the upcoming book, *Emerging Directions in Doctoral Education* edited by Blessinger, P., & Stockley, D. (International Higher Education Teaching and Learning (HETL) Association, 2016). This volume will examine the diverse ways in which universities and colleges around the world are developing innovative ways to provide doctoral education, including new theories and models of doctoral education and the impact of changes in government and/or accreditation policy on practices in doctoral education.

Dr. Lize Booyesen published “Cross-Cultural Coaching” in the *Center for Creative Leadership Handbook of Coaching in Organizations*. (Wiley, 2015).

Dr. Booyesen also co-presented “Building New Leadership in African American and South African Communities” at the International Leadership Association Conference in San Diego.

Dr. Laura Morgan Roberts presented on the practice of cultivating positive identities and the foundation of a multi-level model of strengthening leadership capacity at the University of Michigan’s Center for Positive Organizations.



Dr. Philomena Essed was interviewed by Gina Gent from UC Santa Cruz regarding her book *Dutch Racism* (Rodopi, 2014). Dr. Essed also delivered two keynotes in Sweden about the quality of life in higher education. At the University of Lund, Department of Gender Studies she opened the conference, Breaking Out of Inclusion with a keynote on “Cultural Cloning and De-cloning in Higher Education”. She also addressed

a large audience at the G14 Challenging Power Conference, organized by the Umeå University, Center for Gender Studies, with a keynote on “Corporate Academia vs. Feminism: Social Justice and the Dignity of Work under Attack”.

Additionally, Umeå University, Sweden, is awarding Dr. Essed with an honorary doctorate degree in the Social Sciences. The decision was made on the basis of what they describe as her “great contribution in the development of our research and practices within the fields of gender studies and education research”. Dr. Essed has worked with the Umeå Center for Gender Studies since 2007, where she engaged with scholars and students on issues of gender, norm criticism and education. The ceremony takes place October 2015.



Cohort 14 celebrates the culmination of their first year!

Leading Change Alumni (and Student) Symposium

October 17 and 18, 2015 | Barcelona, Spain

Our first-ever alumni international event will be a fantastic opportunity to network with colleagues and have a fantastic day-long workshop with one of the most exciting thinkers in the leadership studies world, Dr. Donna Ladkin.

The day-long workshop, “Leadership as Social Relationship: Finding ‘Wormholes of Action’ for Catalyzing Positive Social Change,” will examine the complexities and ambiguities of leading change. Through conversation and interactive experiences, leadership will be examined as the outcome of (messy, joyful, dynamic, indeterminate, ambiguous) social relationships. The aim of the workshop is to locate and exploit those ‘wormholes of action’ through which any individual, from whatever position they hold, can initiate positive social change.

Dr. Donna Ladkin is Professor of Leadership and Ethics at Plymouth University in the UK. Dr. Ladkin will draw from her book, *Rethinking Leadership: A New Look at Old Leadership Questions*, (Northampton, MA: Edward Elgar, 2010) as well as from her significant experience as a consultant, researcher, and yoga teacher! All participants will receive a copy of the book in advance of the session. The workshop will include a presentation, a large and small group discussion, exploration of real-world examples from participants’ lives, reflection, and creative problem solving exciting thinkers in the leadership studies world.

Please contact Leslee Creighton (lcreighton@antioch.edu) to confirm your attendance.

Attendance Fees

Alumni \$350 | Student \$150 | Guests \$350



PhDLC Presenters at the Upcoming International Leadership Association Conference!

Ashley Benson (C13) and Colleen Canty (C13) symposium: **“Vision to Reality: Intergenerational Positive Relational Leadership”**

Mario Burton (C14) panel discussion with four other panelists: **“Queering Leadership”**

Renee Charney (C12), Lisa Gick (C12), Meridithe Mendelsohn (C12), Diane Warha and, Dr. Jon Wergin symposium:

“Moving from Reductive to Integrative Practices: New Mindsets for Organizational Learning and Leadership”

Lloyd Duman (C13) and Eddie Perez (C13) paper presentation: **“Strategic Social Capital: A Framework to Develop Organizational Resilience in Times of Disruptions”**

Tami France (C11) paper presentation: **“Leading and Succeeding Across Cultures: Resilience, Adjustment, and Success - the Professional Female Perspective”**

Atim Eneida George (C14), Angela L. Hamilton (C13), Lilun Li (C13), and Maria Chavez-Haroldson (C13) panel discussion: **“Disrupting Recidivism: Diverse Global Perspectives on a Restorative Leadership Framework”**

Lisa Gick (C12) presentation: **“Influencing a Culture of Engagement in the Workplace: Relationally Focused Early Dispute Resolution”**

Lisa Gick (C12) workshop: **“Women Leader Identity Development: An Interactive Theory Building Experience”**

Audy Johnston (C12) symposium: **“The Quest of the Female Empty Nester College Student”**

Ashley Lackovich-van Gorp (C11) paper presentation: **“Positive Deviance for Youth Leadership against Child Marriage”**

Dr. Ashley Lackovich- van Gorp (C11) and Lisa Berkley (C10) panel discussion: **“Female Leadership and Implications for a Global Culture of Peace”**

Dr. Ashley Lackovich-van Gorp and Lisa Berkley (C10) book discussion: **“Women and Leadership Around the World”**

Dr. Tony Lingham, paper presentation: **“Leading Change: The Role of Attention in Building Employee Commitment to Organizational Change”**