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What is the Institute for Social Innovation?

The Institute for Social Innovation (ISI) supports the creation of social capital by strengthening the capacity of individuals and organizations to address societal problems. Housed in Fielding's School of Human & Organization Development (HOD), ISI is organized into three program areas: **frontiers in research**, **leadership for change**, and **organizational development**.



ISI Supports Projects that Exemplify the Following Principles

Research

Knowledge that blends multidisciplinary theory and professional practice

Leadership

Action that leads to sustaining positive social change

Organizational Development

Collaboration that builds more effective organizations

Latest News: Leadership for Health Care

In partnership with Royal Roads University in Victoria, BC, ISI sponsored a three-day seminar on *Leadership for Health Care: Change through Public Dialogue*. Fielding students, faculty, alumni, and health care professionals from Canada and the U.S. met to discuss strategies for reforming health care, methods of public engagement and dialogue, and building leadership for creating new health care systems. The dialogue promoted a deeper understanding of the two systems and the challenges they face. In addition to the initial dialogue, Royal Roads and ISI are planning a collaborative research project as a result of this seminar.

For the full report, see <http://www.fielding.edu/hod/ISI/index.htm> ■

Frontiers in Research

Kellogg Foundation Supports the Dialogue Project

With major funding from the Kellogg Foundation, ISI has launched the **Dialogue Project** to develop leadership in local civic engagement and dialogue. Members from three communities participate in dialogue training for use in their social justice work.

Penobscot River, ME, Restoration and Corridor Planning Initiatives

This group engages communities, including the Penobscot Indian Nation, along a 100-mile river corridor for the purpose of land-use planning, economic and community planning, and community visioning.

African-American Health Disparity Project, San Francisco Bay Area

The project works to address institutional racism, implement citywide health initiatives, improve access to care, and impact public policy.

Citizen Action Project in Wisconsin

A progressive grassroots organization, Citizen Action engages the public in “action” to improve democracy. They aspire to build their capacity to develop mechanisms to deepen their democracy work by adding a component of dialogue.

Linda Honold, HOD alumna and CEO of *Citizen Action*, is featured on page 12. ■



ISI has launched the Dialogue Project to develop leadership in local civic engagement and dialogue.



Doctoral Research: ISI Scholarships

ISI awards \$2,500 research scholarships at the School of HOD's Summer Session this July in Kansas City, MO. ISI is pleased to announce the following awardees:

- **Andrew Meade (HOD)**, “Graduating global citizens: Unlocking intercultural competence through appreciative inquiry”
- **Kathy Armijo Etre (HOD)**, “Public sector: Change through the lens of complexity theory”
- **George Fedha (HOD)**, “How aid workers adapt to complexity and uncertainty in the frontline of war against hunger”

Orion House Research Fellowships Announced

The Orion Research Fellowship is offered to doctoral students within all three schools at Fielding. Many thanks to HOD '02 alumnus, **Mark Bissell**, Orion House

Executive Director, who created this fellowship for Fielding students. The primary goal of this fellowship is to create learning, research, clinical practice, scholarly

writing, and publishing opportunities for ELC, HOD and PSY students.

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Robin Jones, Psychology student and Orion House research fellow



Katherine Kott, HOD
student and Orion
House research fellow

Orion House (continued)

The secondary purpose is to support the nonprofit's organizational, clinical, and educational competencies of their programs, staff, and services. Orion House has made a \$6,000 commitment for 2008.

This year, **Robin Jones** (PSY) and **Katherine Kott** (HOD) are two of our fellowship recipients. If you are interested in applying for this fellowship in the fall, or if you are an alumnus who would like to have students work on issues of importance to your organization, please contact Katrina Rogers, ISI Director, at kr Rogers@fielding.edu. ■

Fielding Forges a Presence at the American Educational Research Association (AERA) International Conference

Jenny Edwards, ELC faculty member, served as Program Chair of the Invitational Education Special Interest Group (SIG) business meeting, which included a seminar entitled, "*The Critical Multicultural Imperative, Multicultural Dispositions, and Invitational Schools: Teacher Dispositions, Student Self-Assessment, and Best Practices.*"

Jeremy Kemp, ELC doctoral student, helped launch the Applied Research in Virtual Environments for Learning Special Interest Group (ARVEL SIG). The mission of the ARVEL SIG is to steward a robust community of educators, scholars, and practitioners dedicated towards research in and on virtual 3D environments. Jeremy also presented and led a discussion on the research paper entitled, "*Second Life: Exploring the Immersive Instructional Venue for*

Library and Information Science Education." **Donna Kleinman**, ELC alumna, presented a poster session, "*Adults Learning Spanish Through a Multisensory Approach: The Synergy of Tango With Language and Culture.*"

Lynn Newman, ELC alumna, presented a research paper, "*Youth Voices: Perceptions and Expectations of Youth with Disabilities,*" and a second presentation, "*Secondary and Postsecondary Transition in Special Education.*" **Susan Stillman**, ELC alumna, served as a discussant lead on the research paper, "*Aesthetics and Engagement in Local Contexts of Teaching and Learning.*" **Brian Trautman**, ELC student, served as a discussant leader on the research paper presentation, "*Peace Education: Diverse Perspectives.*"

Nathaniel J. Williams, ELC alumnus, served as the Chair of the AERA session on "A

Potpourri of Critical Issues In Educational Leadership."

Mary Henderson, ELC alumna, shared her book, *Gifted and Talented Females Speak Out on Parental Influences and Achievement!*

Other Fielding folks attending included **Anna DiStefano**, **Yolanda Gayol**, **Joyce Germaine-Watts**, **Sue Gordon**, **June Klein**, **Pamela Thomas**, **Wendy Tilton**, and **Gloria Willingham**.

Faculty, students, and alumni shared not only what they were presenting at AERA, but also updated one another on their current and past research. ■

ISI Supports Fielding at the Western States Communication Association, February 2008

The theory of the Coordinated Management of Meaning (CMM) provides the conceptual base and inspiration for ISI's new initiative in the Transforming Communication Project (TCP). Fielding Graduate University is the world leader in doctoral level research in CMM. **Darrin Murray**, HOD student, organized this panel as an opportunity to continue the engagement of the intellectual community at Fielding and the academic discipline of communication.

Linda Blong, HOD student, presented the results of her research titled "Making Public Deliberation: Moderator Episode Work in National Issues Forums." The Kettering Foundation, with which Fielding has several collaborative arrangements, has expressed great excitement about this research. It presents the first scholarly description of what moderators at NIF Forums actually do and generates a new understanding of the paradoxical roles they must negotiate.

Darrin Murray, HOD student, presented his study called "Navigating the Liminal Space between Pedagogy and Andragogy: Coordination and Management of Student and

Professor Communication." Focused particularly on the transitional nature of traditionally-aged college undergraduate students, this study describes the communication patterns in which professors and students engage in a delicate dance that shifts among "pedagogic" and "andragogic" role relations.

Cate Creede, HOD student, presented her research about "Conversations that Amplify: Developing a Practical Theory of Relational Generativity." Continuing the development of the concept of "relational responsibility" introduced by Ken Gergen and Sheila McNamee, and regarding the concept of social generativity embedded in Appreciative Inquiry, social constructionism and pragmatism, her research is an in-depth reading of those conversations that have a deepening or enhancing effect on desired possibilities for interaction and identity.

Lydia Forsythe, PhD (HOD alumna), described the framework for a series of projects that she has done since receiving her degree. Her work focuses on creating a "culture of safety" in hospital operating rooms. Using simulation

procedures, she has been able to identify and change the patterns of communication among members of operating teams. In this paper, she explores research opportunities that grow out of and support this work.



*Darrin Murray,
HOD student*

Liz Clark, PhD (HOD alumna), focused on ways in which research of "the learning place" contributes to the theoretical framing in which it was conducted.

William F. Eadie, PhD (Professor, San Diego State University), served as respondent to the panel. He is former Executive Director of the National Communication Association. Among other things, he co-authored one of the earliest papers in the development of the theory of CMM.

The Western States Communication Association publishes two scholarly journals – *Western Journal of Communication* and *Communication Report*. <http://www.westcomm.org/> ■

Research in Diversity and Social Justice

Fielding was founded on the principle that education plays a pivotal role in creating a more just and inclusive society. Within the school of HOD, the diversity and social justice team of faculty and students that works to ensure that these twin themes are included throughout our curriculum.

In addition, this team promotes a diverse community, explores new models of practice based on multicultural understandings, and identifies opportunities for pursuing diversity and social justice objectives.

Examples of doctoral research in this area include:

Adrienne Anderson – “The economic potential of diversity: Creative linkages between internal and market-oriented corporate strategy,” 2002.

Beverly Battaglia – “Cultural diversity in the health care workplace,” 1991.

Marcella Benson-Quaziena – “Respect and fairness: Assessing the diversity climate on an organization,” 1996.

Tony Byers – “Building support for diversity programs among senior management in organizations,” 2006.

Linda Company – “Transforming community: A constructive/developmental approach to social change,” 1990.

Cathy Collins – “Forgetting and remembering the desegregation of Central High School in Little Rock, Arkansas: Race, community struggle, and collective memory,” 2004.

Amy Kahn – “How diversity in contemporary business is constituted in discourse by external diversity practitioners,” 2005.

Berit Lakey – “Development of racial diversity in a local church: Key factors and stages,” 1996.

Linda Powell – “The challenges faced by CEOs in championing a diversity change process,” 1996.

Susan Pope – “Wanting to be something more: Transformations in ethnically diverse working-class women through the process of education,” 1996.

Helen Turnbull – “The experience of internalized oppression among female diversity consultants of different social identity groups,” 2005.

Michael Welp – “Pathways to diversity for white males: A study of white males’ learning experiences on the path toward advocating for inclusion and equity,” 1997.

For more information, please contact Dottie Agger-Gupta at dotagger@fielding.edu ■



Placida Gallegos (above) and Stephen Murphy-Shigematsu (below), HOD faculty members and members of HOD diversity team.



“Fielding was founded on the principle that education plays a pivotal role in creating a more just and inclusive society.”

Creative Longevity & Wisdom Project to Honor Outstanding Scholar at National Session, Kansas City, MO

KANSAS CITY, JULY 2008

Gene Cohen, MD, PhD, a highly respected researcher, writer, and professor on creative aging and the mature mind, will receive the 2008 Outstanding Scholar award from Fielding's Creative Longevity & Wisdom Project at Summer Session.

Cohen is at the forefront of a movement to focus attention on the capacity for positive change and creative expression in the second half of life, rather than on aging as a problem. Dr. Cohen is Director of the *Center on Aging, Health & Humanities* at George Washington University.

Within the Center, he has launched a new education program on aging targeting the

young; the program is called *SEA Change*—an acronym for Societal Education about Aging for Change. He also co-founded the Creativity Discovery Corps whose mission is to identify and preserve the creative accomplishments and rich histories of under-recognized adults and talented older adults.

Each year since 2005 an outstanding scholar is chosen for this prestigious award given in recognition for the recipient's work with the aging population. Gene Cohen joins Rick Moody, George Valliant and Gisela LaBouvie-Vief in receiving this distinguished honor of achievement.

On July 30, Cohen will speak on *The Mature Mind: Creative*

Potential and Psychological Growth in the Second Half of Life. The lecture is sponsored by the Creative Longevity & Wisdom Project, the focus of a major initiative of Fielding's School of Human & Organization Development, which is training leaders in aging. ■



Gene Cohen, Director, Center on Aging,
George Washington University

Storytelling Narratives & Social Bonding

An article entitled **Storytelling Narratives: Social Bonding as Key for Youth at Risk** will appear in the next issue of *Child and Youth Care Forum*. The authors are HOD Dean, Charles McClintock; Annabelle Nelson, faculty member; and students Anita Perez-Ferguson, Mary Nash Shawver, and Greg Thompson. The research in the article was sponsored by a grant to ISI by the McCune Foundation in 2003 to evaluate the youth development

programs it funds in Santa Barbara and Ventura Counties. The McCune Foundation wanted to see how well these projects were doing in helping young people become active in their own communities. The innovative methodology of the project created a protocol for youth to tell stories about their school and home life before and after participating in these programs, focusing on which features of the programs helped them. Categorical

content analysis of their stories reported the following themes: positive peer experiences, caring adults, family atmosphere, and learning new skills, particularly computer literacy. Participants reported changing from being isolated or acting out to succeeding in school and setting goals to give back to their communities. ■

HOD Faculty Members Publish New Work



Freedom, Transformative Phenomenology
Illustration cover by Wan Chang-Hamachi

HOD faculty members David Rehorick and Valerie Bentz have published a new work, *Transformative Phenomenology: Changing Ourselves, Lifeworlds and Professional Practice*. Lanham, Maryland: Lexington Books (a division of Rowman & Littlefield).

This unique edited collection captures the influence of phenomenology and hermeneutics on non-university-based scholar-practitioners who completed their doctoral education in later life, thus blending their workplace experiences with their intellectual interests. Contributions from seasoned university-based scholars expands our

understanding of phenomenological inquiry in fresh ways. The concept of “transformative phenomenology” springs from the long-term teaching and research experiences of the authors.

Contributing Authors: Valerie Malhotra Bentz, Gloria L. Córdova, Lucy Dinwiddie, David B. Haddad, Steven Jeddelloh, Marc J. LaFountain, Adair Linn Nagata, Jeffrey L. Nonemaker, Bernie Novokowsky, Linda Nugent, David Allan Rehorick, Sandra K. Simpson, Roanne Thomas-MacLean, Dudley O. Tower.

“A wide-ranging collection of compelling research studies and personal reflections. Displays a variety of ways that phenomenological analysis can enrich understanding of one’s self and others and makes phenomenology’s insights readily accessible.”

—Frances Chaput Waksler, Wheelock College



Valerie Bentz, HOD faculty member and author



David Rehorick, HOD faculty member and author

“This book is a masterful example of the transformative potential of phenomenology as a methodology and a way of living one’s life open to possibility. These scholar-practitioners bring the reader inside ordinary lifeworld experiences such as illness and personal trauma, corporate environments, cultural identity, art, and jazz to reveal the extraordinary understandings to which their writing gives voice.

As a phenomenologist, I highly recommend this book for an accessible entree into the methods of phenomenology based on Husserlian and Schutzian approaches. Be prepared to experience your own transformation and ‘possibilizing’ as you read and engage with it!”

—Francine Hultgren, University of Maryland

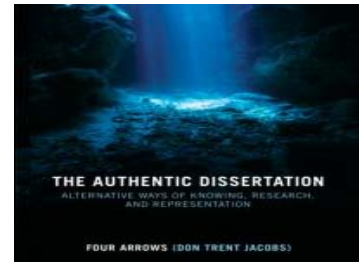
Announcing a New Publication— *The Authentic Dissertation*



ELC faculty member
Don (Four Arrows) Trent Jacobs

Don (Four Arrows) Trent Jacobs, ELC Faculty member, has edited a new book out this coming October 2008, by Routledge, in which 15 Fielding faculty, alumni, and students made contributions. This work included contributions by three faculty: Rodney Beaulieu (ELC faculty), Valerie Bentz, and Katrina Rogers (HOD faculty); seven alumni, Denise Purnell (ELC 07), Adair Linn Nagata (HOD 02), Carol Parker Terhune (HOD 05), Tiffany von Emmel (HOD 05), Denise A.

Segor (HOD 06), Sarah MacDougall (ELC 05), Blaine Pope (HOD 07); and four doctoral students, Amy Scatliff (ELC), Glen Gatin (ELC), Rebecca Carmi (ELC), and Joo-Yeon Christina Ri (ELC). ■



Creative Longevity and Wisdom Announces Collected Works

Collected Papers on Creative Longevity and Wisdom (CL&W), written by CL&W fellows, scholars, and faculty and edited by Valerie Bentz, Dudley Tower, and Katrina Rogers, are now available online at www.fielding.edu/hod/ISI/clw_1.htm. The publication is organized into themes, each addressing a different aspect of positive aging, including women and aging, tools for later life development, innovative research methodologies, and aging in the workplace. Our distinguished scholar award recipients, **George Valliant** and **Gisela LaBouvie-Vief**, are featured in this work. ■

HOD Faculty Member Immigration Research

Christine Ho, HOD faculty member, presented a paper at the annual conference of the American Anthropological Association in Washington, DC in November 2007 entitled, “Contradictions, Paradoxes, and Social Injustice in Fortress America.” The paper proved to be seminal in producing an article titled “Constructing Immigration Wars in Fortress America:

Globalization, Anti-Immigrantism and Contradictions in U.S. Immigration Policy.” The presentation also proved to be the foundation of a future book, *Fortress America: Misunderstanding Undocumented Immigration*, being considered for publication by Kumarian Press.

The aims of the above publications are to reframe the emotionally charged public discourse surrounding undocumented migration and to produce a sea change in failed U.S. immigration policy.



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Christine Ho, HOD
faculty member

Immigration Research (continued)

Currently, undocumented migration is depicted inaccurately as an issue of criminality, which obscures its structural causes. The overarching goal of the project is to promote a better public understanding of how global economic integration and labor interdependence connect across national boundaries; more specifically, how “free market” ideology and “free trade” practices have generated joblessness in the underdeveloped world and simultaneously a hunger for a disposable labor force in industrialized countries.

This project will also have a practice dimension, in concert with the scholar-practitioner philosophy of HOD. Christine will participate in the work of the Institute for Social Innovation (ISI) by contributing to the National Issues Forum (NIF) for large-scale public dialogue supported by

the Kettering Foundation. She will offer workshops on immigration issues with the aim of promoting public engagement and reframing national public discourse on immigration. She may also provide moderator training for NIF events and may also help prepare new issue books on public policy issues such as immigration. ■



“The aims of the [immigration research] publications are to reframe the emotionally charged public discourse surrounding undocumented migration and to produce a sea change in failed U.S. immigration policy”

New Multidisciplinary Journal

Environmental Justice, a new quarterly peer-reviewed journal, will be the central forum for research, debate, and discussion of the equitable treatment and involvement of all people, especially minority and low-income populations, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. The journal will explore the adverse and disparate environmental burden impacting marginalized populations and communities all over the world. The journal will draw upon the expertise and perspectives of all parties involved in environmental justice struggles: communities, industry, academia, government, and nonprofit organizations.

See http://www.liebertpub.com/publication.aspx?pub_id=259

Topics include:

Studies that examine adverse health effects on populations • The protection of socially, politically, and economically marginalized communities from environmental health impacts • The prevention and resolution of harmful policies, projects, and developments, and issues of compliance and enforcement, activism, and corrective actions • Multidisciplinary analysis, debate, and discussion of the impact of past and present public health responses to environmental threats, current and future environmental and urban planning policies, land use decisions, legal responses, and geopolitics • Past and contemporary environmental compliance and enforcement, activism, and corrective actions, environmental politics, environmental health disparities, environmental sociology, and environmental history. ■

Leadership for Change

August 15, 2008 –
January 15, 2009

Mid-career professionals from around the world are learning how to improve dialogue in their communities and organizations as a way to strengthen democracy. **Dialogue, Deliberation, and Public Engagement (DDPE)**, an unusual 19-week certificate at Fielding Graduate University, has attracted participants from Latin America, Australia, Asia, Europe, and the United States.

The goal of this educational experience is to enable practitioners to create useful dialogue that contributes to greater participation in decision making and public policy. An important component of this goal is to increase the international exchange of information around dialogue and deliberation. **Simon Wright**, a current student of the program, describes it this way, “I feel extremely fortunate to be working for an

organization charged with developing policy advice to the New Zealand government by promoting and participating in dialogue with the public. We are currently hosting a national deliberation on the pre-birth testing of human embryos and fetuses. For the first time in New Zealand, a National Issues Forum approach is being tried by a government agency. That's because my colleague, **John Pennington**, took this Fielding course last year.”

Examples of DDPE student projects include:

Manon Abud, “On the path to virtuosity: Lessons learned in online deliberation.”

Bill Hall, “Sustained process of civic dialogue and deliberation in Anchorage, AK.”

Kate Henderson, “A Romania-based template for public deliberation.”

Chris Neff, “Special survivors: Twinless twins in Australia.”

Monica Pohlmann, “A dialogue forum on Industry-Environmental nongovernmental organization collaboration.”

“Working for the UN in Latin America and the Caribbean, I am particularly interested in advancing the practice of dialogue for conflict prevention and democratic governance,” says **Marc-Andre Franche**, a current student of the program.

The next enrollment date is July 2008. To register online, www.fielding.edu/hod/ce/dialog/index.html, please contact Nathan Lewin at ce@fielding.edu. ■

*Dialogue,
Deliberation and
Public
Engagement
Certificate
Start date :
August 15*

*ISI supports
action that
leads to
sustaining
positive social
change*

Evidence Based Coaching: European News

Leni Wildflower (HOD '98), Director of Evidence Based Coaching (EBC), has been organizing the Research and Innovative Practices section of the International Coach Federation European Conference in Geneva, Switzerland. (<http://www.ecc2008.ch/home.htm>). Students from the EBC program will be attending as well as EBC faculty members Arlene Falk-Withers and Francine Campone are presenting. In addition, EBC is launching a European arm. Professionals will be able to take Fielding's EBC program and do their skills training in Europe.



*EBC
facilitators
pictured at
left.*

The EBC certificate program is based on theory and research from disciplines such as psychology, communication, and organizational studies together with current coaching practice. Graduates are qualified for certification by the International Coach Federation. For more information, please contact Leni Wildflower at lwildflower@fielding.edu. ■

ISI partners with the Institute for Conservation Leadership

Barbara Rusmore (HOD '96), CEO of the Institute for Conservation Leadership (ICL), has offered HOD doctoral students the opportunity to conduct evaluation research on leadership development for the Institute. ICL strengthens leaders, organizations, and coalitions or networks that protect and conserve the

Earth. They use the tools of consulting, training, coaching, meeting facilitation, and research to help groups more effectively accomplish their mission. ICL programs offer a range of responsive consulting and public programs that blend multiple learning opportunities and processes to help leaders and groups to implement change.

Jeff Leinaweaver and **Kari Crowley**, HOD students, will be leading these efforts to evaluate a consulting program and the Executive Director Leadership Program. ■



Social Entrepreneurs at Fielding

The School of HOD is multidisciplinary in academic content and guided by the ideal of the scholar practitioner as a foundation for enlightened social change. Within this broad academic and action-oriented environment, we also have clusters of shared interest that bring greater depth of perspective. We share common interests in three broad content areas - adult development, organizational systems and civil society. Our Institute for Social Innovation was created to promote creative research, leadership for change, and organizational development as areas of societal transformation.

Finally, within our doctoral program we have free-standing concentrations—Information Society and Knowledge Organizations, and Transformational Learning for Social Justice.

Much of our professional practice cuts across adult development, organizational systems and civil society. ISI supports the creation of social capital throughout the world by supporting Fielding students, faculty, and alumni working in their communities. In each issue of the ISI Newsletter we showcase this type of socially inventive work. In this issue we are proud to feature **Linda Honold** (HOD '99) as an exemplary Fielding Social Entrepreneur.

Linda Honold, HOD Alumna



Citizen Action of Wisconsin is a grassroots organization with over 90,000 members that is dedicated to social justice, economic and environmental justice. Since 1999, *Citizen Action* has been working on achieving quality, affordable health care for all. In 2008, employing several different but inter-related tactics, it seeks to keep health care reform at the top of the agenda and to elect people who are supportive of universal health care.

A broader **visibility campaign** includes a “cow-dogging” (aka bird-dogging) campaign which will have an activist dressed in a cow costume (Wisconsin is the dairy state) asking people if they “got health care?” Other volunteers collect signatures on postcards to be presented to candidates for state and federal office. This whimsical campaign will attract attention from others at the event and generate newspaper, radio, and television news stories. Town hall meetings will give candidates for public office the opportunity to listen to residents’ stories of obtaining health care in the current system.

A civic engagement electoral campaign targets citizens interested in health care reform but who are not registered to vote. At free health clinics, at their homes, and at other public events, citizens are given the opportunity to register to vote and talk to volunteers supportive of the initiative. *Citizen Action of Wisconsin* is able to endorse candidates who support the issue and then to communicate with members about which candidates support health care reform. ■

Organizational Development

Custom Programs for Corporate, Government, and Nonprofit Organizations

Fielding creates custom programs attuned to each client's unique needs for professional and organizational development. Employees integrate workplace challenges with outcome-driven learning through a collaborative peer-learning process. Our blended delivery model (online, tele-conference, face-to-face) is a solution for professional development across location, time, and numbers of employees. It keeps "out of office" costs down, reduces employee travel, and enables virtual learning across multi-site locations.

For more information, please contact Leni Wildflower at lwildflower@fielding.edu.



The following list includes current and previous programs:

Corporate custom programs

- BP
- Disney Corporation
- First Data Corporation
- Palmetto Health of South Carolina

Nonprofit and government effectiveness projects in

Santa Barbara County

- CALM
- Court Appointed Special Advocates (CASA)
- Casa de Maria
- Casa Esperanza
- City of Santa Barbara
- Community Environmental Council
- County of Santa Barbara

- Good Samaritan Services
- Foodbank of Santa Barbara County
- Neighborhood Health Services
- Transition House

Other regional projects

- Ballet Arizona (AZ)
- Orion House (NH)
- Institute for Conservation Leadership (MT)
- North County Community Health Care (AZ)
- RE-AMP (WI)
- The Center for Creative Leadership (OH)
- Wilderness Inquiry (MN)

ISI supports collaboration that leads to more effective organizations

Transformational Learning for Social Justice, Fourth Annual Symposium National Session, Santa Barbara, CA, January 2008

The theme of this year's symposium was *Scholar-Practitioners: Ways of Doing and Being*. Many Fielding students and faculty are currently engaged in efforts to help further personal, organizational, and social transformation intended to create diversity and achieve social justice. This symposium gave them an opportunity to share their experiences, placing special emphasis on how theory and practice come together in what they do. It was hoped that the models, frameworks, and projects presented would inspire those present to replicate and create similar acts towards transformation, as we brought together a community of scholar-practitioners able and willing to help others on this path.

The program included a variety of topics, representing the wide array of research in which concentration faculty, students, and alumni are engaged, including: **Blaine Pope**

(HOD alumnus), *Terracentrism: An Earth-based View of the World System*. **Alice McGillivray** (HOD student), *Diversity for the Unconverted*. **Karen Merson** (HOD student), *The Role of Passion in Creating a Transformative Learning Environment*. **Anita Ferguson** (HOD student) and **Placida Gallegos** (HOD faculty member), *Latina Research and Practice: Ways of Doing and Being*. **Stacey Coffman** (HOD student), *Disability, Identity, Sexuality, and the Search for Self*. and **Charlyn Fared-Green** (HOD alumna), *Fostering Critical Transformative Learning in Strong Black Women: Creating New Ways of Doing and Being*.

Taking transformational learning for social justice work into the wider academic community, in June, faculty members

Steven Schapiro and **Placida Gallegos** presented a paper at the Adult Education Research Conference, drawing on their work in the concentration. The paper, *Transformative Learning for Social Justice: Insights from a Blended Seminar*, describes the powerful learning outcomes and unique process of a Fielding online seminar that they conducted on structural inequality and diversity. ■

“Working together to further organizational and social transformation for diversity and social justice.”



For more information on the Institute for Social Innovation

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If you no longer wish to receive messages about ISI at Fielding, please email bbertero@fielding.edu and ask to be removed. Please include your full name with your request to be removed from our mailing list. If you have any questions or comments, email them to krogers@fielding.edu or call 805.898.2924.