

Fielding Graduate University serves a community of scholar-practitioners dedicated to social justice, diversity, and transformational learning.

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Katrina Rogers, PhD
Director, Institute for Social Innovation

Social innovation is about the ways in which people are creating new and more effective answers to the biggest challenges of our times: how to provide accessible and better education, how to create more sustainable organizations; and how to keep people safe and healthy. The newsletter of the Institute for Social Innovation (ISI) at Fielding, published in June and December, keeps the community up to date about our work—what we are doing to forward new ideas that both meet social needs and create new social relationships and collaborations. In these pages, we feature a new book by HOD alumna Dr. Leni Wildflower, *The Handbook of Knowledge-Based Coaching*, which includes articles on coaching and gender disparities, sustainability, cultural competence, and aging, all important issues in organizational life and society. In other news, guest presenters at Fielding’s national session in July 2011 discuss the importance of social justice and diversity in scholarly practice, while Fielding doctoral students study the experiences of elderly Cuban émigrés and hospital equity initiatives. Whether it is new publications in teaching and learning or new dissertation research in minority retention in higher education, developmental supply chains in African villages, and changing understanding of people with physical disabilities, our students, faculty, and alumni each make a contribution to creating a more humane future.

What is the Institute for Social Innovation?

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

Frontiers in Research

Knowledge that **blends** multidisciplinary **theory and** professional practice

Leadership for Change

Professional development that **sustains** social change

Organizational Development

Action that **builds** more effective organizations

**Dialogue,
Deliberation
and
Public
Engagement
CERTIFICATE**

**Worldwide
Network
for
Gender
Empowerment**

Invitation To Learn About Dialogue

Fielding Graduate University offers an award winning course called **Dialogue, Deliberation and Public Engagement** that investigates the historic roots of public dialogue, the contemporary theory and practice of meaningful exchange and civic engagement, all with a practical application for organizational

professionals. The Dialogue, Deliberation and Public Engagement (DDPE) course begins with a face to face session in Washington DC (September 22-25, 2011) with fellow students in preparation for a 16 week online exchange. After three and a half months in a rich curriculum and interactive exchanges between students, faculty

and guest presenters, the group reunites for a second face to face session in Santa Barbara, California, January 13-16, 2012. During the final session students share their application of DDPE theory and literature while presenting individual Capstone Projects that incorporate their graduate level learning.

Join us for a free introductory session

WEDNESDAY, July 20, 2011 8:30-12:00 PM

With Faculty Members Dr. John Dedrick, Dr. Keith Melville and Dr. Katrina Rogers

Location: Hilton Alexandria Mark Center, 5000 Seminary Road Alexandria, VA 22311 (703) 845-1010

To sign up for this free dialogue session, please email: krogers@fielding.edu

To register for DDPE online:

<http://www.fielding.edu/programs/ce/ddpe>



WNGE is a global network of social activists and researchers committed to gender equality and improving the status of women housed at ISI. Our work ranges from village level projects to improve girls' education, to national efforts to improve the status of health care providers, to international efforts to help victims of natural and man-made disasters recover from trauma and build resilience. Researchers, activists, and the individuals involved in each of our projects all have something to share and something to learn. We believe that genuine empowerment builds on every individual's innate strengths and is multiplied through caring relationships, acts of solidarity and collective action.

Please join us to learn more about WNGE

THURSDAY July 21, 2011. 4-6 PM

Location: Hilton Alexandria Mark Center, 5000 Seminary Road, Alexandria, VA 22311 (703) 845-1010

For more information contact Anna DiStefano: annadis@fielding.edu

In the Fall, 2011 we will be offering:

WNGE doctoral student Fellowships of \$2500 each for projects related to our mission and a Moodle seminar, "Education for the Empowerment of Women Worldwide" for academic credit across all three schools— facilitated by Anna DiStefano, EdD, ELC Faculty plus Wednesday Webinars in October highlighting the work of WNGE members.

Dr. Nancy Barcelo and Dr. Nihad Awad, Guest Presenters at Fielding's National Session

Social Justice in Scholarly Practice

Tuesday, July 19, 2011 at 7 p.m.
Hilton Alexandria Mark Center
5000 Seminary Road
Alexandria, VA 22311



"How can we reflect our concern for social justice and respect for diversity in everyday scholarly practice?"

Social Justice in Scholarly Practice will be led by a panel of distinguished speakers, who will each address a unique aspect of social and cultural diversity in modern discourse, including Dr. Nancy Barcelo, president of Northern New Mexico College, and Nihad Awad, executive director of the Council on American-Islamic Relations. Following a brief presentation by the speakers, the floor will be open for questions and discussion.



Nancy Barcelo, President of Northern New Mexico College.

After leaving the University of Minnesota from 2001-2006 to combat anti-affirmative action issues for the University of Washington-Seattle, Barcelo returned to the University to lead the Office of Equity and Diversity as its first vice president and vice provost. Her recent appointment as president of Northern New Mexico College is a "victory for equity and diversity in higher education." Barcelo has made a career of advocating diversity. "Usually, diversity is an afterthought," Barcelo said. "Here was a president saying diversity needed to be front and center at the beginning of the process. He wanted me to build this position - make this work sustainable in new and exciting ways."



Nihad Awad, Executive Director of the Council on American-Islamic Relations (CAIR). Nihad Awad was born in Amman New Camp, a Palestinian refugee camp in Amman, Jordan. He studied at Second Amman Preparatory School for Boys, located at the camp and belongs to UNRWA, and at Salaheddine High School in

Achrafieh. A few days after September 11, 2001, Awad was one of a select group of American Muslim leaders invited to the White House to join President Bush in a press conference condemning the attacks and acts of anti-Muslim intolerance that followed. He is one of the signatories of "A Common Word Between Us and You," an open letter by Islamic scholars to Christian leaders, calling for peace and understanding. In 2009, the Royal Islamic Strategic Studies Centre called Mr. Awad one of the 500 Most Influential Muslims.

Social Justice in Scholarly Practice

Tuesday, July 19
7 p.m. - 9 p.m.

The lecture is open to the public. Event takes place at:

Hilton Alexandria
Mark Center
5000 Seminary Road
Alexandria, VA. 22311

For more information,
please contact

Katrina Rogers
krogers@fielding.edu



ISI awards scholarships to students for innovative research and professional practice

Student & Alumni Publications & Honors

Sarah Brokaw, EBC 07, has recently published a new book, *Fortytude: Making the Next Decades the Best Years of Your Life —Through the 40s, 50s, and Beyond*, (Hyperion Books).

Teresa Bailey, PSY 03, recently published *Auditory Pathways and Processes: Implications for Neuropsychological Assessment and Diagnosis of Children and Adolescents*, an invited review article for Child Neuropsychology. Her presentation at the 2010 annual meeting of the American College of

Professional Neuropsychology in Las Vegas, NV, was based on this paper.

Marlon Hall, ELC 07, assumes his new role as Vice President of Student Services at West Hills College Coalinga, CA. In this position he plans, organizes, directs, coordinates, and sets standards of direction and service for student services for the college campus.

ISI Fellow **Anne Litwin, HOD 08**, was a guest scholar at the Simmons Center for Gender in Organizations and

published an article based on her research entitled *Women Working Together: Understanding Women's Relationships* in CGO Insights, a publication of the Center for Gender in Organizations.

Rena Palloff, HOD 96, and **Keith Pratt, HOD 96**, have just published *The Excellent Online Instructor: Strategies for Professional Development* (Jossey Bass). In addition, **Rena** has been appointed to the advisory board of the Distance Teaching and Learning Conference hosted by the University of Wisconsin.

Doctoral Research: ISI Scholarships

The Institute for Social Innovation awards \$2,500 dissertation scholarships at Fielding's national sessions. Students from the doctoral programs in Fielding's Schools of Educational Leadership & Change (ELC), Human & Organizational Development (HOD), and Psychology (PSY) are eligible to apply. We'd like to extend our congratulations to Summer 2011 honorees!



Charlene Adams Mahaley
(ELC)
"College persistence

of first-year African American and African Immigrant males."



Sarah Blackmun Eskow
(HOD)
"Creating a development

supply chain to Villages in Africa"



Gabriel Young
(HOD)
"Gap in educational achieve-

ment experienced by minority and socio-economically disadvantaged students."



Stacey Coffman
(HOD)
"Physical disability and narratives of

resistance: Claiming discursive narratives"

Sara Gibson Receives Dissertation Award from the World Institute for Action Learning



The Board of Directors of the World Institute for Action Learning (WIAL) has selected Sara Gibson's (HOD 11) dissertation

as the recipient of their 2011 Research Award. WIAL is an international nonprofit organization dedicated to the growth and advancement of Action Learning in business and government. WIAL promotes Action Learning through forums, certification workshops, professional coaching, research, thought leadership, publications and other initiatives. The award was

presented at the Annual Action Learning Global Forum held in Washington, DC on June 8th. Gibson's dissertation was entitled "How Action Learning Coaches Foster a Climate Conducive to Learning." Her dissertation Chairperson was Barbara Mink. Gibson received her PhD from Fielding Graduate University in March 2011.

Sara Gibson is an organization development consultant who specializes in facilitating small groups. She has deep expertise in Action Learning, a group process design that has proven to be very effective in leadership development in organizations of all sizes. In addition to consulting, Sara has taught undergraduate classes in Human Resources Management, Career Development and Principles

of Ethics. As an avocation, she facilitates divorce recovery groups and grief groups. Sara worked as a subject matter expert in employee benefits tax law related to retirement and welfare benefit plans for twenty years, including eight years at Ernst & Young. She decided to pursue her passion for adult learning and leadership development and recently



completed her doctorate in Human and Organizational Systems.

Sara earned her undergraduate degree in economics from Stanford University and an MS in psychology from George Peabody College for Teachers.

HOD Scholarship Recipients

The School of Human & Organizational Development offers scholarships to doctoral and masters students, currently enrolled in the program. Congratulations to recent recipients!



Zarat Boyd

"Applying relationship awareness theory and the SDI tool to build emotional intelligence"



John Inman

"An exploratory study investigating the development of non-profit leaders through multi-generational dialogue"



Gabrielle Wanamaker

"Sinai Hospital health equity initiative"



Charlotte Gorley

"How do non-profit organizations develop the capacity to adapt to change?"



Marilyn Monarch

"El Exilio 1959-1963: Elderly Cuban's narratives of gains and losses fifty years after leaving the island"



Dorriane Cotter-Lockard

"Coaching strategies and techniques: Building empowered and collaborative teams by applying principles of a string quartet's pedagogy"

Fielding Launches Sustainability Leadership Program

A new four-course certificate program in Sustainability Leadership is now underway, with the first course completed in Spring 2011, and the second now in progress. The program is based in the HOD masters program, OMD (Organizational Management and Development), but students are drawn from other programs, doctoral students already enrolled, and participants from other universities and organizations.

Courses are offered either as stand-alone electives, or as a four-course series leading to a graduate Certificate in Sustainability, Leadership and Organizational Development. The courses (4 credits each) may be taken in any order, and at least one is offered each term: OMD627—*Theories of Sustainable Development* (Spring Term); OMD628—*Organizational Leadership, Management, & Sustainability* (Summer); OMD629—*Social Entrepreneurship and Innovation in Sustainability* (Fall); and OMD630—*Ecological Frameworks for Sustainability Practitioners* (Winter).

The initiative for this program has come from a confluence of enthusiasm among faculty who have been involved in sustainability issues in the past, catalyzed by ISI Director Katrina Rogers, in her role as Associate Dean for the HOD Doctoral Program. Barclay Hudson, one of the Founding

Faculty of the OMD program, has also been involved from the start, having been long involved in environmental issues in the public, private, and academic sectors; and is now teaching some of the new courses.



Another major factor in the timing of this launch is the recent explosion of interest in sustainable practices, both in business and academic circles. While the idea of sustainability goes back to the 1970s, the movement has suddenly begun to build up steam, globally. For the first time, sustainability has become a mainstream issue of "doing

business." Leadership training is no longer just about the economic bottom line, but the "triple bottom line" of profits plus planet and people. Forty years ago, "sustainable development" meant thinking about the needs of future generations.

Today, it means taking concrete actions toward that goal, and implementing specific forms of accountability, in response to emerging technologies, regulations, global opportunities, and social values.

But beyond adaptation to outside forces, sustainability leadership is about transformation — both on an organizational and personal level — where business and social entrepreneurship actively embraces an explicit context of moral action and social justice.

One aspect of the new four-course program is a formal cooperative agreement with the international organization, The Natural Step (TNS), which has applied systems thinking, collaborative planning, and multiple ecological frameworks to bring together new partnerships for effective action on sustainability issues among corporations, small businesses, NGOs, and academic institutions. This all fits very nicely with the purpose of this new Fielding program in sustainability.

-Barclay Hudson, EdD

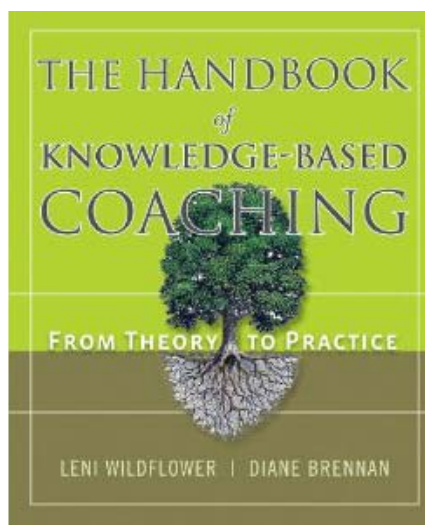
For more information or to register for the certificate contact

Geren Piltz, Admission Advisor MA & Certificate programs
 omdadmission@fielding.edu

Or go to: <http://www.fielding.edu/programs/hod/Sustainability>

Evidence Based Coaching

Leni Wildflower Co-Edits Coaching Book



We started out with a hand printed manual in the Evidence Based Coaching certificate program in 2005. And look where we are today!

We shifted the title to *The Handbook of Knowledge-Based Coaching* to accommodate the many traditions and practices that have made up the coaching profession. We have included a stellar International panel of more than thirty practitioners who offer an overview of the major theoretical models and sources of knowledge that have contributed to current coaching practice.

Each chapter follows a progression from theory to application. Diane Brennan and Leni Wildflower debunk some of the more common myths and assumptions about the profession and propose an approach that embraces quality. We suggest coaches maintain the quality of the coaching relationship, the efficacy of the engagement, the adherence to ethical standards and the return on investment. We believe this book also helps coaches to meet the challenges and tap into the possibilities of working with a diverse—gender, culture, and age—client base.

Available now at Amazon or wherever books are sold



Author Bios



Leni Wildflower (HOD 99), PhD, PCC designed and launched the Evidence

Based Coaching program at Fielding.



Diane Brennan, MCC is a graduate of Coach University, and holds a

certificate in Evidence Based Coaching from the Fielding Graduate University, where she served as curriculum consultant, developed curriculum, and was training coordinator for the year-long coaching program. She was responsible for the overall skills development design, faculty training and development, curriculum delivery, measurement and evaluation for the program.

Evidence Based Coaching Certificate

The blended delivery method of the program, a combination of online and telephone training with two face-to-face sessions, accommodates students who live across the world.

EBC graduate Raija Salomann was quoted in Finland's top leadership and coaching magazine, *Valmennus*, as saying that "Fielding is one of the best coaching programs in Europe

and the only one to offer asynchronous learning, face-to-face sessions, and the latest theory and practice from the United States."

The EBC certificate program is based on theory and research from disciplines such as psychology, communication, and organizational studies. Graduates are qualified for certification by the International

Coach Federation. As part of Fielding's commitment to social justice, EBC requires participants to contribute one-third of their training on a pro-bono basis to non-profit agencies in need.

The program start dates are in January, May, and September. For more information, contact Geren Piltz at gpiltz@fielding.edu

Online Dialogue: Americans and Economic Security

As part of a Kettering Foundation research project on online dialogue, the Institute for Social Innovation has been experimenting with virtual dialogue. Our latest effort was a one-hour nationwide dialogue with participants invited from networks of Fielding Graduate University, The National Coalition for Dialogue & Deliberation and World Café Foundation. Three issues were discussed:

1. Making better choices with our money.
2. Looking out for each other in families and local communities.
3. Starting new businesses for economic growth, including public policy issues.

We used Maestro Conference platform, which was easy to use for dialogue. Many thanks to our four facilitators, Amy Lenzo from the

World Café Foundation, John Inman, HOD doctoral student, Dr. Anita Perez Ferguson (HOD 10), and Dr. Katrina Rogers, Director for the Institute for Social Innovation. Participants were candid, personal and compassionate for those struggling with economic insecurity. The one-hour time period required significant pre-planning and structured movement of topics.

Charles McClintock, HOD Dean, followed up with the results of this dialogue at a Kettering Foundation seminar. Several recommendations were made, including the following:

1. Creating a multi-week series of events over time to move from dialogue to deliberation, using a variety of tools to enrich the experience.

2. Paying attention to the demographics of participants (90% female; 25% employed full-time)
3. Creating a role for local universities as conveners of community-based conversations. This could help institutionalize the resources necessary to run the online events, analyze findings, and move to action.



Andre Avramchuk (HOD 10) Presented at the Academy of Management mid-year meeting in Bergen, Norway

When Fielding faculty member Mike Manning introduced me in 2007 as a new doctoral student representative to the board of Organization Development and Change division at the Academy of Management (Aom), I did not know what to expect. The leading

body for the field's scholars welcomed me with open arms, and I was eager to represent the student voice at our semiannual meetings. Four years later, I am still with the executive board, helping with the division's communication affairs and moderating the ODC listserv. The latest meeting in Bergen, Norway, brought the board back together to prepare for the August 12-16 AoM session in San Antonio, Texas. Every year, thousands of management scholars descend on a different city to present papers and symposia with an eye on a particular theme, exchange ideas at professional development workshops (PDWs), collaborate about management research and practice, and simply mingle and catch up with new and old friends. The 2011 theme - *West Meets East: Enlightening, Balancing, and Transcending* - encourages to critically and appreciatively look at integration of management approaches across boundaries, something Fielding has been exploring for years. Many ISI affiliates and supporters will be there, as Fielding community's presence in this major scholarly venue strengthens with every annual session.



ISI to Host 5th Annual International Conference on Positive Aging

Innovation in Positive Aging

December 6-9, 2011

CA Endowment,
Center for Nonprofit Management,
Los Angeles, CA

"It's been said that the best way to predict the future is to create it, and that is what this conference begins to do. Positive aging is the future we want to create."—Harry R. Moody, Director of Academic Affairs, AARP

The Fifth Annual International Positive Aging Conference is a highly interactive gathering of diverse leaders who are shaping a dynamic future for older adults throughout the world.

Our keynote speaker this year is Mary Catherine Bateson. Daughter of Margaret Mead and Gregory Bateson, she is professor emerita at George Mason University and is the author of, *Composing a Further Life: The Age of Active Wisdom*, on the

contributions and improvisations of engaged older adults, written to raise consciousness of the changing life cycle and to encourage older adults to claim a voice for the future. This project continues to lead to further exploration of intergenerational communication and changing ways of experiencing time.

The conference will commence with activities presented by Life Planning Network. Plenary sessions are offered in creativity, wellness, community, and life transitions. The conference invites submissions associated with aging and ageism, caregiving, civic engagement, community, creativity, dialogue, diversity, entrepreneurship, generativity, global & transcultural contexts, housing, intergenerational issues, lifelong learning, life transitions, public policy, services, spirituality, sustainability, wellness,

workplace issues, and work in the second half of life.

This conference welcomes contributions that are innovative, experiential, and involve active engagement in supporting greater understanding of what it means to age well.

To submit a proposal:

<http://www.surveymonkey.com/s/positiveagingconference>
submissionform

For more information & to register:

www.positiveaging.fielding.edu



Successful Online Seminar on Positive Aging

Creating Positive Transitions in Later Life: Learning the Skills for Aging Well

A two week online seminar was conducted with great success from February 7 - 18, 2011 in order to continue the learning process on the topic of positive aging. The seminar was led by Fielding faculty member Dr. Leni Wildflower. The seminar began with the Kegan/Lahey change process as a vehicle for enhanced understanding of self, which followed into a discussion on how to build a good life as we grow older. Positive Aging themes of wellness, community, life transitions and creativity were explored.

If you would like information regarding future seminars on positive aging and how to register, please contact Katrina Rogers at

krogers@fielding.edu

or 805.898.2924



Social Entrepreneurs at Fielding

The Institute for Social Innovation supports social entrepreneurship in three broad academic areas: adult development, organizational systems, and civil society.

In the Newsletter we feature the socially inventive work of our community members. In this issue we are proud to feature **Carla Sherrell**, Educational Leadership & Change (ELC) student, as an exemplary Fielding Social Entrepreneur in the area of education and social justice.

Education, Equality and Community

I am an African-American, gay woman, raised in poverty in the mid-western US. I was educated in segregated neighborhood schools, and then in desegregated educational settings. All of these identities and experiences have been pivotal in my journey of committing my life—personally and professionally—to social justice and equity. This commitment is to act to create living alternatives to structural inequality and its devastating impacts upon all members of this society and the world.

In my family and community, becoming an educator was among the most honorable professions that I could have chosen. I stepped into a classroom for the first time, as a teacher, over thirty years ago holding that perspective in my heart and mind. I spent my career in public schools working as a teacher, counselor, and teacher educator. During my years of service in public schools, I had the opportunity to be on the design team that created a secondary public school from the ground up. It was during that process and the next fifteen years as a counselor in that school that I learned a tremendous amount about the joys and challenges of attempting to create and *maintain* a truly

innovative educational environment. Through that work, I also came to firmly believe that structural inequality is connected to virtually every aspect of what is referred to as school failure. This moved me to officially become a teacher educator for equity in my district and other local organizations.



With retirement from my school district and entry into my doctoral program, I helped develop a non-profit with my current business partner. Our organization is The Sum (<http://thesum.org>). Our business has allowed me to continue to work with educators in becoming more equitable, culturally proficient and responsive in their practice with students and families from K through post-secondary levels.

Co-Creating a New Community

Five years of practice, consulting with schools and other organizations on structural inequality, intercultural proficiency, culturally responsiveness, has led my business partner and me to reflect deeply on the ways that in-place institutions and capitalism create impediments to true community. As a result of that reflection, we are in the process of co-creating, with others, a residential multicultural, multiethnic community committed to non-violence “personally, between people, across cultural and other differences, systemically.” While this initiative requires that I be open to challenging learning, I can see daily how my previous work, personally and professionally, has prepared me for this phase of my journey.

I am an educator and I am also continually being educated. Indeed, this dynamic is a focus of my in-progress dissertation. While the term entrepreneur is uncomfortable for me because of its connection to capitalism, I am humbly connected to the concept of innovation. From the latter association, I can think clearly about what it would mean to access my own and others’ skills and gifts in a collective that might build true community. -Carla Sherrell

Custom Programs for Corporate, Government & Nonprofit Organizations

ISI teams work with for-profit, non-profit, and governmental organizations to increase their organizational effectiveness and ability to lead and manage change.

Employees learn to solve workplace challenges through a collaborative process that involves multiple stakeholders within their organizations and communities.

Our blended delivery model (online, teleconference, face-to-face) is an excellent solution for organizations because it provides a cost-effective way to involve more people in the process, which leads to more effective organizational change.

The following list includes current and previous programs:

Corporate programs:

- British Petroleum (BP)
- Disney Corporation
- First Data Corporation
- Palmetto Health of South Carolina
- Prudential Life Insurance



Nonprofit and government effectiveness projects in Santa Barbara County:

- CALM
- Casa de Maria
- Casa Esperanza
- City of Santa Barbara
- Community Environmental Council
- County of Santa Barbara
- Court Appointed Special Advocates (CASA)
- Foodbank of Santa Barbara County
- Good Samaritan Services
- Neighborhood Health Services
- Transition House

Projects in other regions:

- EcoSocial (Brazil)
- Institute for Conservation Leadership (MT)
- Keystone, (China)
- North County Community Health Care (AZ)
- Orion House (NH)
- Re-AMP Environmental Network (WI)
- The Center for Creative Leadership (NC)
- Wilderness Inquiry (MN)

For more information on custom programs, please contact Katrina Rogers at krogers@fielding.edu

Call
to
Alumni

Are you interested in partnering with Fielding to help design a custom program for your organization?

We're offering a range of custom programs and initiatives for your company, which could include hiring you to help design, train, or coach in your organization along with a Fielding faculty member.

Please contact Katrina Rogers for more information at krogers@fielding.edu

Friends of the Institute for Social Innovation

Foundational Friends of ISI

Adams Legacy Foundation
Hutton Foundation
James Irvine Foundation
W.K. Kellogg Foundation
Kettering Foundation
McCune Foundation
Transition Foundation
The Towbes Foundation

National Partnerships

African American Health Care Initiative, California
AARP, Washington, DC
Arrowhead Economic Opportunity Agency, Minnesota
Center for Creative Leadership, North Carolina
Citizen Action of Wisconsin, Wisconsin
Connecticut's community-technical colleges, Connecticut
Darke County League of Women Voters, Ohio
Engaging Solutions, Indiana
Envision Central Texas, Texas
Genesis Coaching and Consulting, Georgia
Hope Community Center, Florida
Institute for Conservation Leadership, Montana
Interactivity Foundation, Indiana
Maricopa Community College, Arizona
North County Community Health Care, Arizona
Orion House, New Hampshire
Penobscot River Cooperative, Maine
Public Dialogue Consortium, California
Re-Amp Environmental Network, Wisconsin
UHD Center for Public Deliberation, Texas
Volunteer Center for Sonoma County, California
Wilderness Inquiry, Minnesota

Santa Barbara Partnerships

CALM
Casa de Maria
Casa Esperanza
City of Santa Barbara
Community Environmental Council
County of Santa Barbara
Court Appointed Special
Advocates (CASA)
Foodbank of Santa Barbara County
Good Samaritan Services
Neighborhood Health Services
Transition House



For more information on the Institute for Social Innovation

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<http://www.fielding.edu/whyFielding/ci/isi.aspx>