

The Antiochian Leader

“be ashamed to die until you have won some victory for humanity.”

Community News

From just a gleam in our eyes less than a year ago, the Ph.D. program has now become a robust learning community of over 40 students and four Core Faculty. Our first cohort of 11 pioneering students met three times between January and June 2002, holding residencies at Antioch Seattle, Antioch Los Angeles, and Antioch McGregor.

The new academic term kicks off with the 7-day Summer residency (August 10-17) in Yellow Springs, Ohio. A rich array of over 35 sessions and a number of guest speakers will enliven this annual gathering. Guest speakers will include the Rev. Fred Shuttlesworth, one of the nation’s foremost civil rights leaders, Dr. Gene Rice, one of the nation’s most innovative thinkers on higher education change, and Dr. Patricia Mische, Professor of Peace Studies at Antioch College.

Focus on Students

Each issue of *The Antiochian Leader* highlights at least one of the program’s students in an in-depth profile.

Peggy Marshall

Peggy is a Disability Management Consultant whose career began working in community health and into public health agencies, voluntary health organizations, university settings, hospital-based occupational medicine programs, and insurance companies. In her current position, Peggy assists companies with the integration of programs and policies that build pathways for injured or ill workers to remain at work. Peggy has one son, a junior at the University of Toledo and her daughter is an incoming freshman at Butler University in Indiana. Peggy shares her Dayton house with a rescue golden retriever, Buddy, and a cat named Martha.

Q: What brought you to the Ph.D. program at this stage in your life?

When I graduated with my master’s degree, I knew that I wanted to pursue a doctorate. I began doctoral studies at The Ohio State University but withdrew after a year due to family obligations and lack of passion for my topic area. For the past 5 years I have been researching distance-learning programs. A friend told me about Antioch University’s new Ph.D. in Leadership and Change. It fits perfectly with my topic areas, as Leadership and Change can be easily woven into the topic of conflict resolution. Second, I anticipated that I would find not only talented and experienced faculty but hopefully develop relationships with some of the leaders in the field. Third, the program offers a solid research basis and I wanted a program that placed emphasis on research. Finally, I wanted a program that balanced freedom with structure, creativity

and spontaneity with organization and connected-ness with solitude. I have found all of these components in the Antioch program and much more.

Q: How are you balancing work, life, and study?

Balancing work, life, and study has been a real exercise in self-discipline for me. However, I think one of the major differences and advantages of the Antioch doctoral program is the capacity for self-determinism regarding your own learning process. This allows for more flexibility in establishing a pattern for daily activities. Once I began the program, I had to establish a rhythm for myself that would allow me to integrate all demands into my life without becoming obsessive, overwhelmed, or even a bit crazy.

Q: Where and what are your passions?

My daughter would say that engaging in philosophical discussions before 8 AM is my greatest passion. However, I would identify my greatest passion as learning, with teaching as a close second. I think that the "where" of my passion is in striving to create a better world to live in by searching for processes that will allow us to collaborate and resolve differences with one another.

Q: What do you like best about the program?

First, the people! We have a great faculty with a depth and breadth that would be hard to duplicate. My classmates bring the same depth and breadth to the program and the opportunity to dialogue with each other both on a structured and unstructured basis is definitely a plus.

Next, Antioch's focus on the practitioner has been a factor that I love. Knowledge without application is simply that, and through our experiences and with faculty direction we are continually brought back to the application of our learning.

Q: What are you finding the most challenging?

The most challenging aspect for me is being able to say "no" to some activities. I find it somewhat humorous that I have to turn down some offers because "I have to study". A second challenge is assimilating and absorbing all of the information that we are reading and discussing. I have become a fanatical note taker and even began making notes in my books, something unheard of in past educational endeavors.

Q: If and how are you changing as a result of this program?

It would be impossible not to change as a result of engaging in a process such as this. New ideas, new perspectives on old information, new discussions with colleagues all move us in a direction that challenges us to grow and stretch in ways that I would not have conceived of just six months ago. Specifically, I find myself more reflective before acting. I have lost some of my certainty about complex issues and have become much more aware of the global nature of all our relationships.

Q: What are your future directions and how is this program fitting into your future?

I want to integrate my past and present consulting experiences with my dissertation research in the areas of emotional intelligence and conflict resolution. I'm anticipating that my research will lead me in the direction of developing training materials and possibly a book on these topics. Both topics allow for the adaptability to the workplace setting, resulting in enhanced working relationships and increased performance, with the ultimate goal being a healthier organization.

More Focus On Students

A demographic profile of the new 32-student cohort entering in Summer 2002 demonstrates the program's appeal to non-traditional doctoral students.

Gender

69% women
31% men

Age

44% in 40's
22% in 30's
19% in 50's
9% in 20's
6% undeclared

Ethnicity

69% Euro-American/Anglo
16% African-American
6% Native American
6% Asian American
3% undeclared

Occupational Sector

34% For Profit
28% Higher Education
19% K-12
19% Non-Profit, Government

Location

38% Midwest
28% Northwest
16% Northeast
9% South
9% West

Focus on Faculty

Richard (Dick) Couto took on full-time faculty status on July 1st and immediately turned his attention to building the program's leadership track. Vanderbilt University Press will publish Dick's latest book, *To Give Their Gifts: Community, Health, and Democracy*, later this year. He has organized a panel on political leadership for the American Political Science Association annual meeting in Boston at the end of August. He has several papers underway and an edited book, *Leadership Reconsidered*—which deals with Burn's book *Leadership*—almost ready to send to publishers.

In July, Dick attended the fifth bi-annual meeting of the International Society for Third Sector (read: non-profit organizations) Research in Cape Town, South Africa along with more than 300 other delegates from 48 countries. In his formal role in the conference, he moderated a panel on civic entrepreneurship that featured presentations by researchers from Britain, Jordan, and Benin. Informally, he renewed friendships with democratic advocates in higher education from around the world. One of the most profound experiences was when Dick traveled with his daughter, Barbara, to visit Robben Island, home to Nelson Mandela's internment for 18 years and stood at his Cell #5 in the solitary confinement block of the prison. The Island is a museum now and ex-political prisoners serve as tour guides in the prison and around the island. On the day of their visit, those serving in the prison had started a hunger strike and locked themselves into their former cells to protest mismanagement of funds. The former political prisoners explained that the island has an almost sacred nature for them because of the redemptive suffering and political planning that went on. It is estimated that Mandela and others wrote about 60 percent of the post-apartheid government's constitution in a dug-out cave in the lime quarry. It grieved the current workers and ex-prisoners to see people trying to profit from the notoriety that suffering and oppression had brought the island. For that reason, they voluntarily resumed their status as prisoners.

Al Guskin has held the third meeting of his think tank, the Project on the Future of Higher Education. It drew over a dozen key leaders in higher education from around the country. Al Guskin has held the third meeting of his think tank, the Project on the Future of Higher Education, which is a 3 year project involving over a dozen of the best thinkers and practitioners in higher education in the development of new models of undergraduate education. Those interested in Al's Project can browse the web-site www.antioch.edu/pfhe.

In November, Al was the 2001 recipient of the Morris T. Keeton Adult and Experiential Learning Award by the Council for Adult and Experiential Learning (CAEL). "for his long and noteworthy history in higher education as an administrator, teacher, writer, consultant, and speaker and his demonstrated commitment to student learning and innovation and change in higher education."

Al has been busy writing and publishing a number of articles and chapters this year — two of them are: "Pressures for Fundamental Reform: Creating a Viable Academic

Future" in *Field Guide to Academic Leadership*, Robert Diamond, Ed. Jossey Bass, 2002 (with Mary Marcy) and "Why Too Many University Leaders Fail" *Trusteeship* 2002 (in press, with Mary Marcy.)

**The deadline for applications for July 2003 is
February 14, 2003.**

For more information or details, contact:

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