

The Antiochian Leader

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

Student News

Ph.D. student *Curt Cardine* is Superintendent of the Monadnock School District, in southwest New Hampshire. Curt and his colleagues just received a \$10.8 million 5-year federal grant to develop an alternative public high school, The Monadnock Community Connections School. The school will be located at Antioch New England. As *The Keene Sentinel* wrote: “The daily schedule is unbroken by bells or buzzers, a lot of learning goes on outside the classroom, and teachers don’t routinely spring pop quizzes about long homework assignments. A science class can last all day. The curriculum for one student includes being teamed with a graduate student in a study of local aquatic life.” This alternative public school is a wonderful example of educational innovation and Curt will incorporate what he learns leading this change into his doctoral studies.

Ph.D. student *Sheryl Fryberg* manages a Child Welfare Program for her Tulalip Tribe in Washington. In October, Sheryl and 15 members of the Tulalip Canoe Family were invited by Senator Paul Schin to go to Korea and participate in the Second international Megolithic Cultural Fair. The symposium brings together those from around the world who are protecting ancestral sites, and included cultural performers from Ireland, Thailand, Japan, France, and North and South Korea. In addition, her Tulalip Canoe Family also performed at Governor Gary Locke’s Inaugural Ball.

Ph.D. student *Mark Light*, is President of the Victoria Theatre Association, Arts Center Foundation, and Dayton Opera. Mark, who has spent years working with nonprofit organizations and their boards, was commissioned by BoardSource (formerly the National Center for Nonprofit Boards) to write *The Executive Committee*, usually the most prevalent committee on all nonprofit boards. The book was published in March 2003.

Faculty News

Dr. Richard Couto joined our program as Professor of Leadership Studies in July 2002...and he...and we...haven't been the same since! Prior to coming to Antioch, Dick had been one of the founding faculty of the Jepson School of Leadership Studies. His most recent book, *To Give Their Gifts*, has just been published. *The Antiochian Leader* recently asked Dick a few questions about his experience joining our doctoral program.

Q: Taking this position in the Ph.D. program was quite a transition for you. What stands out most for you about this change?

The position meant moving from undergraduate education to graduate and more importantly adult education. I was more prepared for this than it might have appeared. I have worked directly with community leaders for most of my career. I worked with the Highlander Research and Education Center and knew Miles Horton, this country's Paulo Freire, very well. I came to Antioch with an appreciation for the power of learning circles and communities of learning and had long ago approached the classroom as a workshop and my role as a near peer rather than a sage on the stage. Still, this was quite a change.

I have been really surprised at how easily I adapted to working at home and how much I like it. The flexibility it provides offers me many more opportunities for professional activity and participation. It doesn't surprise me so much that I immediately used it to make so many commitments that I have less flexibility. It does surprise me how many times I do that to myself.

Q: What has it been like working with our doctoral students?

Let me give some examples. I delved into the classics and sacred texts in order to give a breadth to the considerations of the origins of leadership studies. I had always wanted to be more systematic about my study of Moses and enjoyed delving into Exodus and related texts. I remember offering Moses up as a leader and the story of the exodus as a powerful leadership narrative. A hand went up and explained that other interpretations had Moses as a disciple of a monotheistic leader in Egypt. Later in the first session, students griped about the Robert Kegan's book, *In Over Our Heads*. In response, another student leaned over and said, "I loved **Bob's** book" (emphasis added). In preparing for the Fall residency, I read a student's comments about his decade-long collaboration with Howard Gardner on educational innovation. What surprised me is not the range of interesting and exciting experiences that the students brought to the program but the depth of reading and understanding and the personal contacts they had with authors, events, and ideas under study. I came to assume that

no matter what I talk about there are at least two other people in the program who know more about it than I do. That surprise is a delight because it makes my role of facilitating, very explicit.

Q: In what way does our program most differ from other PhD programs you have taught in?

Most PhD programs devour their graduate students. They assume that students need to be knocked down and then built back up again, in the image and likeness of the faculty of course. Fortunately, for faculty and students, this program starts with an assumption about the value and validity of a student's experience and ability. They offer a foundation upon which to build, not a façade to raze. Similarly, our program is much more deliberate and intentional in fashioning a community of support in study and research.

There are other obvious differences. The competency-based curricula rather than a course-based one; the combination of distance learning and intensive residencies; the combination of self-direction and program structure and goals; and the deliberate effort to combine theory and practice.

Q: What excites you most about the program?

Three things. First, I have the chance to ride a little while among the sparks of a set of exciting people whose careers blaze across the sky like a comet. Second, I have a chance to work with them to fashion the emerging field of leadership studies with serious scholarship. Third, the program offers me the chance to work with others to demonstrate the validity of a sound set of assumptions about the way we should conduct education. I firmly believe that the Antioch program is a precursor to and participant in profound educational reform, K-PhD.

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We are pleased to announce that Dr. Jon Wergin will be joining the Ph.D. in Leadership and Change Program as Professor of Education starting July 2003. Jon's most recent book, *Departments That Work: Building and Sustaining Cultures of Excellence in Academic Programs* (Anker Publishing, 2003) has just been published. Jon was also recent cited in *The Chronicle of Higher Education* for his innovative work on accreditation and institutional assessment.

Director Laurien Alexandre co-authored (with her husband, Henrik Rehbinder) an article in the November/December 2002 *Columbia Journalism Review* comparing Spanish-language and English-language local television news.

Community Updates

The Ph.D. Program's outreach arm, **The Leadership Institute**, just received a \$90,000 grant from the Forum on the Future in Central Pennsylvania to develop a plan for youth leadership development in the state. Under the direction of Dick Couto, a series of meetings, interviews, and planning sessions will be held with colleges, businesses and other stakeholders in the heartland.

The next residency will be held at Antioch Seattle, January 23-26, 2003. Guest faculty include Mitchell Kapor, founder of Lotus Development and of the Electronic Frontier Foundation, and Dr. Freada Klein, founder of the Institute for Inclusive Workplaces and a nationally recognized consultant on workplace discrimination issues.

APPLICATION DEADLINE

Friday, February 14, 2003 by 5pm

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