

fielding focus

PEOPLE, PROGRAMS & PROGRESS

AT FIELDING GRADUATE UNIVERSITY

Q&A with

Yvette
Burton
PhD

Shaping IBM's
Global Future

**FACE TO FACE
YET WORLDS
APART?**

Do Psychologists Practice
What They Preach When
Dealing with Multicultural
Clientele?

**30th ANNIVERSARY
CAMPAIGN DONORS**

SUMMER 2006
VOLUME 5/NUMBER 1





The Women's Network for Gender Empowerment (WNGE) Core Group met in Santa Barbara in June 2006 to review progress on its work as a participatory action research project and to plan another presentation at the United Nations later in the year.

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FIELDING AT A GLANCE

FIELDING GRADUATE UNIVERSITY is a world leader in graduate-level distributed learning for mid-career adults. The Fielding community is dedicated to lifelong learning, social justice, and innovation and change for individuals, organizations, and society.

Fielding's academic programs are administered through three schools:

School of Psychology

PhD, Clinical Psychology

PhD, Media Psychology

Postdoctoral Respecialization in Clinical Psychology

Postdoctoral Certificate in Neuropsychology

Post-Master's Certificate in School Neuropsychology

School of Educational Leadership & Change

EdD

MA in Collaborative Educational Leadership

School of Human & Organization Development

PhD, Human and Organizational Systems

PhD, Human Development

MA in Organization Management and Development

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Fielding Graduate University is a 501(c)(3) nonprofit organization accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001). The Clinical Psychology PhD Program is accredited by the American Psychological Association (Committee on Accreditation, c/o Office of Program Consultation and Accreditation, APA, 750 First Street NE, Washington, DC 20002, 202.336.5979).

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Judith L. Kuipers, PhD
President, Fielding Graduate University

FIELDING'S GLOBAL REACH

When corporations seek to improve their systems of information management, they often turn to technology. Yet human and social solutions can prove every bit as powerful, as we learn in this issue's interview with **Yvette C. Burton, PhD** (HOD 01).

Burton's meteoric career has seen her evolve from conducting diagnostic assessments for the New York City Criminal Court Systems to becoming IBM's global business development executive for sales and distribution. She credits her doctoral experience at Fielding with equipping her to more powerfully and effectively translate her ideas into reality.

On page 12, we explore a current dilemma plaguing modern psychology. "Do We Practice What We Preach? A Survey of Multicultural Competencies" interprets the results of a groundbreaking study published in the American Psychological Association's journal by School of Psychology faculty members Nancy Hansen, PhD, and Katherine Randazzo, PhD.

Fielding's impact is being felt across the nation and around the world. Last May in Houston, Fielding's School of Educational Leadership & Change presented a series of

Fielding's impact is being felt across the nation and around the world. Last May in Houston, Fielding presented a series of salons to discuss the lasting aftermath of Hurricane Katrina.

— Judith L. Kuipers, PhD

salons to discuss the lasting aftermath of Hurricane Katrina. The three evenings were a great success and received prominent local coverage (page 19). In addition, Dean Judy Witt, along with other faculty members and students, continues to work with Delgado Community College in New Orleans to help them deliver courses online to students now scattered throughout the country (page 11).

Also in May, Dean Charles McClintock and Associate Dean Dottie Agger-Gupta of the School of Human & Organization Development, traveled to Rome with a small group of faculty and students to collaborate with the UN World Food Programme (page 23). At its headquarters in Santa Barbara, Fielding hosted a delegation of scholars from Xi Dian University in Xian, China, to explore possible collaborations and affiliations.

It is a tremendous benefit to be able to entertain potential donors at the "McCune House." We have hosted a number of events since March, and we continue to be so grateful to Sara Miller McCune for her unsolicited gift.

Finally, I am pleased to tell you that we have achieved our 30th Anniversary Campaign goal of raising \$3 million. We appreciate and thank all who have given, and in the final year of the campaign we will continue to work hard to increase our scholarship and endowment dollars.

Judith L. Kuipers



President Kuipers, HOD dean Charles McClintock (center) and former Santa Barbara mayor Harriet Miller (second from right) received visitors from Xi Dian University at a McCune House reception.

Q&A

With Yvette C. Burton, PhD



COURTESY OF IBM, REPRINTED FROM IBM ANNUAL REPORT 2000

For Yvette Burton, PhD, (HOD 01), thinking global comes naturally. Seven years ago when she was hired as a senior consultant for IBM Global Services, Burton helped the business and information-technology giant maximize the effectiveness of its global workforce. The essence of Burton's job, as described in IBM's 2000 annual report, required a grasp of the "organic life of ideas and conversations." Though her role at IBM has evolved, she has continued to use this vital understanding of how people think and interact to impact IBM's worldwide success. In fact, she is currently leading the company's expansion of sales capabilities and human capital management in Latin America.

Here, in a compelling interview with Focus editor Kara Watkins, Dr. Burton discusses her fascinating career and where she and the business world are going next.

Why did you decide to pursue a doctoral degree and what brought you to Fielding? How has your choice affected your career?

The history of my career path is the manifest of a relentless quest to understand what it takes to move people to action, and how different types of actions can and do move people. I began my professional career in the New York City's Criminal Court Systems, where I conducted psychosocial diagnostic assessments for individuals facing incarceration on drug-related offenses. I later moved to directing HIV/AIDS programs for The Center for Children and Families, providing care to New York City's low-income communities.

This experience—in individual behavior modification and transformation of the way organizations partnered with marginalized populations—prepared me for two unique positions: I served as director of lesbian health for the New York City

Department of Health, and as director for organizational and program development at the National League for Nursing (NLN). In both positions, success hinged on the institution's ability to create processes and systems that supported a community-centric approach to value creation.

At NLN, the executive director (and my mentor) heightened my awareness of the importance of a doctoral degree. She explained that although I had an incredible amount of insight and life experience, the reality was that a formal advanced degree was needed to establish credibility in many circles. She encouraged me to find an institution that held values aligned with my own and the vision of an educational experience bold enough to equip me for the marathon ahead.

After much research I chose Fielding and was very happy with my decision. During the final years at Fielding I was recruited by Ernst & Young to help launch the design and implementation of their management-

consultant approach to change management. IBM also recruited me, based on my doctoral research, which was at the time considered to be the most ground-breaking research on the topic. I was invited to join IBM as an IBM senior consultant and to launch a new Knowledge Management Global Practice. Since then, I have served in a variety of leadership roles within IBM, including executive coach to the chairman's direct reports, research manager at the Institute for Knowledge Management, and global business development executive for Human Capital Management Solutions.

Describe your current role(s) at IBM.

I am the global business development executive for IBM's Sales and Distribution organization. I lead cross-tower sales initiatives designed to create emerging market opportunities for IBM's Human Capital Management solution areas.

IBM's Global Sales and Distribution organization leads the IBM corporation's global client coverage, IBM Business Partners, and go-to-market initiatives. IBM's Human Capital Management solutions support clients through delivery of their overall people strategy and human resources function.

What impact has Fielding had on you professionally? Which faculty members are particularly memorable, and why?

Fielding has given me the authority to stand behind my often unique and innovative

ideas. Before Fielding, my tendency was to seek validation externally for my ideas. After Fielding, I don't hesitate to drive perspectives and approaches I believe to be the best options for IBM and my clients. I am equipped with the tools and ability to defend my point of view, find and leverage diverse perspectives, and be mindful of my impact on the world around me.

For me, the most memorable faculty members include Dottie Agger-Gupta, PhD, who coached me when I thought the experience was bigger than me and who challenged me when I thought I was bigger than the experience; Libby Douvan, PhD, a quiet warrior who could move me with a glance and humble me with a simple sentence; Annabelle Nelson, PhD, who drew the line in the sand and delineated the performance expectations of students and doctoral candidates; and finally Marie Farrell, RN, EdD, MPH, who assessed my first Human Development Knowledge Assessment—and me in the process. She encouraged me to distinguish my doctoral work from my career.

What defines your Fielding dissertation, "Understanding the Significance of Socially Constructed Conditions and Business Information Exchanges in Group Task-Goal Dynamics," as one of the most requested dissertations in the country?

My doctoral research was a protest against the popular belief that the answer to effective management of knowledge sharing within companies was better technology. I believed that effective knowledge sharing began with the individual. At the time my employer, Ernst & Young, was designated as a thought leader in Knowledge Managements (KMs). My research was focused on how Ernst & Young approached one of its KMs—a three-day event with over 100 participants—that involved face-to-face interaction and little technology. The event was captured in multiple formats (video, personal journals of the participants, and facilitator notes). I explored to what extent the socially constructed conditions affected the knowledge-sharing behaviors in the small work teams.

What attracted you to this research area? What other topics interested you (and perhaps still do?).

What attracted me to this area was the arrogance of technology. I believe that technology will always be an enabler for human processes on individual, team, and organizational processes. My doctoral research gave me a unique opportunity to explore a very intimate behavior (sharing what you know) and to understand the variables that impact that very critical decision.

Other topics that interest me are the dynamics of voting and individual or constituency affinity in political activities. I would love to obtain a better understanding of the intersection between people's life conditions, their attitudes, and their behaviors in the political system.

Another topic that intrigues me is the cultural clashes that occur as the result of mergers, acquisitions, and outsourcing. These types of global business transformations trigger random yet insightful interactions across the globe.

How do you keep your research "fresh"?

I keep it fresh by constantly testing my assumptions and their relevance with different audiences. My research still informs how the solutions I developed are designed and positioned across the globe. Iterations are expected and insights are a gift!

Describe your typical workday.

One of the things I love about IBM is that there is no typical workday. I work very much within IBM's focus on growth and innovation and on issues that are relevant to our customers. I am a part of a variety of global teams that span Europe, Latin America, and Africa. The projects encompass efforts to develop new markets, building cultural competency in multinational/global organizations, designing approaches to global electronic conferences that enhance a corporation's ability to engage and develop its workforce, and closing multimillion-dollar sales.

You've been widely recognized for your excellence as a scholar-practitioner. What does the term "scholar-practitioner" mean to you, and how does it influence your work?

In application, scholar-practitioner means that I incorporate reflective learning in everything I do. There is a body of knowledge that informs and supports everything I do and there is an equally impressive amount of experiences and observations that inform commonly held assumptions in the disciplines that inform my profession. I actively facilitate the infusion of knowledge across these bridges. It helps me stay relevant, responsive, and competitive.

You are a sought-after speaker. What are some of the most popular and/or significant topics you discuss? Describe your speaking style.

The most popular topics I address are:

- Senior Leadership and Organizational Effectiveness
- Diversity and Inclusion Approaches in Complex Business Transformations
- Effective Facilitation and Fostering Interaction in On-Line Environments
- Strategies for Addressing Gay and Lesbian Issues in the Workplace/Marketplace

My speaking style is very honest, entertaining, informational, and personal. I incorporate myself into everything I do and make myself very accessible to my audience. My goal is always to leave participants more capable at the end of our time together.

Fielding is known for creating virtual communities between its students and professors. How does the virtual environment impact your current work? Describe how you use the virtual environment.

IBM is the world's largest e-business. It's how we work. I use the virtual environment to foster different types of interactions and



ALB KAMIAN PHOTOGRAPHY

“The ability to foster basic human interaction (trust, decision-making, risk-taking, and learning) effectively in a virtual environment will be as fundamental as math and science.”

include a wider perspective and more minds around a problem (globally) in a fairly short period of time. I also record occurrences of innovation that would not be captured in another venue.

What are communities of practice? What role do they play in your work?

These communities are made up of practitioners who have an affinity for a certain discipline or business problem. They are an invaluable resource for support, problem solving, brainstorming, and validating assumptions.

What is the number-one area of concern you address in your work? What does its solution involve?

How Fortune 500 companies manage the people component of transformation in complex business situations. Depending on where the company is and what market they are in, engagement could range from identifying emerging market opportunities in new areas to developing internal HR delivery models, setting a new strategy to compete in their respective industries, or becoming more efficient and effective in the way the company optimizes its most important asset—its human capital.

How does someone in your profession influence an organization's business strategy? How do you measure a company's competency and success? Share a specific example of how your professional input directly influenced a business decision that gleaned positive results.

Senior executive and leading organizations must be effective at simultaneously monitoring current performance, managing incremental innovation, and leading more revolutionary or discontinuous change efforts. A professional in my discipline helps companies manage this delicate balancing

act by emphasizing methods to align human capital management and HR strategy with the overall business strategy.

Some indicators of organizational competency in this area are:

- Existence of concepts and frameworks that directly link human resources with the organization's vision and competitive strategy
- Sophisticated understanding of how to manage human-resource policies and practices in ways that add the most value to the organization
- Knowledge of how to implement change and manage organizational transition as the firm adapts to new market conditions
- Ability to identify the customer-value proposition and link it to the organization's culture
- Clarity and integration of diversity and inclusion as market differentiators

Allow me to share an example in the context of my work:

A CEO was considering an international acquisition designed to accelerate the company's R&D capacity. He said that, in his experience, the vast majority of M&A failures were due to cultural mismatches. With millions of dollars and customer issues on the line, he stressed that his organization could not afford a merger that would lead to conflict and failure. Before the acquisition occurred, he wanted to devote considerable time to discussing the culture of each organization and how compatible they would be. The results would make or break the deal, because unless there was compatibility, the union would not work.

I conducted a cultural due-diligence assessment to discern the risks and op-

portunities. I also designed the transition blueprint for the acquisition. The result: new leadership practices, operational infrastructure, technology, and clear direction for the merged organization.

Discuss the role of diversity and inclusion in business. How do you address these areas?

Companies with the most evolved attitudes toward diversity and inclusion have moved beyond the EEO and Affirmative Action paradigm of diversity. From my perspective, diversity is not a human-resources compliance issue but a strategic approach to ensuring a competitive edge. Diversity is the degree to which I have resources or access to resources that reflect the range of potential value. Inclusion is how I integrate these diverse resources in the execution of strategies and tasks. Thinking of diversity beyond simple representational paradigms allows me to build organizational capacity in diversity—as opposed to creating tokens or symbols that offer little impact.

How do you see the business environment changing over the next several years? How will your profession adapt?

Global, global, global. We will be increasingly confronted with the blurring of geographical boundaries and the challenges of practitioners and organizations who lack cultural competence. Virtual competencies will also be at a premium. The ability to foster basic human interaction (trust, decision-making, risk-taking, and learning) effectively in a virtual environment will be as fundamental as math and science.

The challenge for me and for those in my profession is to discover ways to help the world get there, one reflective moment at a time. ▴

HOLLYWOOD REVEALED

For everyone who's ever wondered how Hollywood operates (and haven't we all?), Fielding hosted a public lecture, "Entertainment: How It Works and Why." Presented by Fielding Graduate University Trustee and Hollywood insider Robert J. Dowling, the January 19th lecture kicked off Fielding's Distinguished Speaker Series. Held at Santa Barbara's beachside DoubleTree Resort and sponsored by the Media Psychology program, the event received enthusiastic reviews from the 250 attendees drawn from Psychology Winter Session participants and the Santa Barbara community.

Dowling was the ideal choice to discuss the entertainment industry, having served for 17 years as editor-in-chief and publisher of *The Hollywood Reporter*. During his lengthy tenure at the helm of the industry's go-to daily magazine, Dowling set the standard high, emerging as a leading authority and spokesman on entertainment issues and trends worldwide. In the lecture, a relaxed and conversational Dowling detailed the ins-and-outs of this unpredictable and exciting industry, revealing how all entertainment products—feature films, TV shows, literature, music, games, and more—are developed, chosen, produced, distributed, and marketed.

Perhaps the most telling revelation was that no one in Hollywood can predict if a project will succeed or not—there is no magic

bullet. Dowling conceded that Hollywood is driven by profit margins. Nevertheless, he insisted that entertainment will always begin and end with two things: the audiences who want to be entertained and the artists who create entertainment not because they want to, but because they have to. This constant supply and demand insures the future of Hollywood.

Its future may be secure, but what will entertainment look like in the future? "Entertainment is the industry of the 21st century," argues Dowling. And it's all about the Internet and digital media. The industry has quickly adapted to the digital age and is meeting consumer demand for hi-tech fun. Specifically, Hollywood has eagerly embraced multimedia marketing. In an effort to attract tech-savvy audiences, the industry is creating specialized, interactive programming for the Internet, mobile phones, and MP3 players, designed to complement and whet our appetites for more traditional entertainment options.

At the evening's conclusion, many attendees stayed to ask Dowling entertainment-related questions, which he answered with honesty and a refreshing lack of cynicism. He explained that entertainment is indeed fun, challenging and rewarding, though unforgiving and fickle. "Anyone can succeed in Hollywood," says Dowling, but it helps to be aggressive, smart, focused, and passionate. He encouraged aspiring artists



Robert J. Dowling, former editor-in-chief and publisher of *The Hollywood Reporter*, explains the entertainment industry to a Santa Barbara audience.

to work hard, stay true to themselves, and be persistent—because in Hollywood dreams really can come true.

Jean-Pierre Isbouts, DLitt, a well-known movie producer and a Fielding media psychology faculty member, taped the lecture, which later aired on cable stations in both Santa Barbara and Ventura counties.



Slides from Robert Dowling's entertainment industry presentation

FIELDING LAUNCHES CERTIFICATE IN EVIDENCE-BASED COACHING

Program Applies Behavioral Theory and Research to Enrich Skills



Leni Wildflower, PhD, heads up the new MA program in evidence-based coaching. "The certificate involves reviewing and selecting theoretical principles to help construct or enhance a coaching practice," she says. "We introduce participants to a variety of lenses and researched-based approaches through which the coach, or the client, might view the client's situation and process."

IN JANUARY 2006, in response to the demand that coaching become more grounded in theory and research, Fielding launched one of the first graduate-level evidence-based coaching certificate programs in the country. Combining training in face-to-face and telephone skills with graduate-level online courses in coaching theory and application, this yearlong program offers a breakthrough in coach training and education. Upon completion, participants will be eligible for certification from the International Coach Federation.

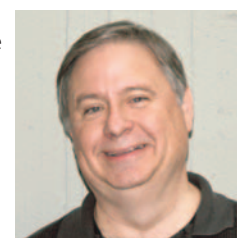
Evidence-based coaching links theories and research from a variety of behavioral disciplines with current coaching techniques. The evidence-based coach designs an effective course of coaching for the client by combining personal coaching skills with the best existing research and theory from the fields of psychology, adult development and learning, leadership and organizational studies, and communication.

Participants in this first cohort of EBC come from a variety of backgrounds and disciplines. Their reasons for participating are rich and varied.

Ellyn Wolfe, HR director for the San Diego Convention Center, recently relocated from Boston, where she was the award-winning work/life director for FleetBoston Financial. With an EdM from Harvard and an impressive professional resumé, Ellyn is a frequent presenter at HR-related conferences and has conducted seminars on stress management and burnout at numerous Fortune 500 companies. Strongly motivated to help her colleagues be the best they can be by developing their confidence, leadership, and personal success skills, Ellyn sees EBC as an invaluable tool to help them believe in themselves and turn their dreams into reality.



Dennis K. White is vice president of human resources at Lafarge Construction Materials, a major division of the largest building materials company in the world. With almost 30 years of experience in HR, he obtained an MA in organizational development from Fielding in 2005. In an industry dominated by equipment and systems, Dennis sees EBC as a way to develop his interpersonal skills to assist people throughout his organization in becoming more effective. He values the opportunity to learn more about himself while he learns how to coach others.



Diane Houde has been working in student services at Bishop's University in Quebec, Canada, for the past 14 years. She holds an MA from Fielding in leadership and training. Her research project, "Coaching for Reflection in Leadership Development," invited undergraduate student leaders to participate in a coaching study. Once certified through the EBC program, Diane hopes to introduce one-on-one development coaching at the undergraduate level as an important component of any student leadership program.



Scott Langstaff is an executive consultant at Kaiser Permanente. The director of membership administration, to whom Scott reports, believes that managers at all levels of the organization would benefit from a quality coaching experience. With an academic background in psychology and organizational behavior plus extensive coaching experience, Scott was the obvious person to acquire the skill set needed

FIELDING OFFERS POST-MASTER'S CERTIFICATE IN SCHOOL NEUROPSYCHOLOGY

with Director Lynne Saba, PhD

Public Schools Need the Ability to Determine Whether Student Violence Stems from Social Context or Neural Dysfunction

to accomplish this objective. After completing Fielding's EBC program, he plans to demonstrate that coaching will not only enhance Kaiser's operational goals, but also reinforce its positive work environment.



Arlene Falk Withers is chief administrative officer and chief counsel of the Motion Picture Industry Pension & Health Plans, which provides health and retirement benefits to over 120,000 participants and dependents. She has worked as a process re-engineering consultant and as an adjunct professor at the UCLA School of Law. She has also practiced law with a major Los Angeles law firm. As an executive, Arlene is involved in coaching on a daily basis. The EBC program is adding new depth to her coaching skills and experience. She currently serves on the Board of Trustees of Fielding Graduate University.



PHOTOS: NATHAN LEWIN

RECENT STUDIES IN NEUROPSYCHOLOGY indicate that childhood neurocognitive impairments are closely associated with a lifelong pattern of antisocial behavior. Yet school psychologists, perfectly placed to identify such impairments, typically do not have the education and supervised clinical experience to assess neuropsychological disorders in children and adolescents.

Fielding addresses this need with a new certificate in school neuropsychology for licensed or credentialed school psychologists. "There is a great demand for this new program," says **Lynne Saba, PhD**, the program's director.

First, public school districts have become acutely aware of how important it is to determine whether a child's inclination toward violence stems from a social context or from a neural dysfunction such as fetal-alcohol syndrome or early-onset bipolar disorder.

Second, Saba says, schools also have a much better understanding of how subtle learning disabilities, such as mild dyslexia, can impede a student's progress. Yet only 10 percent of school psychologists currently have the necessary skills to make a neuropsychological diagnosis.

The certificate program will consist of 15 months of weekend instruction divided into three areas: theory and foundation courses, hands-on clinical assessment courses, and 750 hours of clinical experience plus 150 hours with supervision. Three on-site weekends in Los Angeles will accommodate clinical assessments and proctored examinations. Faculty member Henry V. Soper, PhD, will serve as the program's chief instructor. For more information, contact Lynne Saba at lsaba@fielding.edu.



"Currently, only ten percent of school psychologists have the necessary skills to make a neuropsychological diagnosis," says Lynne Saba, PhD, director of the new program for a Post-Master's Certificate in School Neuropsychology.



Provost Anna DiStefano, EdD

Provost **ANNA DiSTEFANO, EdD**, has been appointed to serve on the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The commission is responsible for evaluating the quality and effectiveness of colleges and universities that offer baccalaureate and graduate degrees in California, Hawaii, Guam, and the Pacific Basin. Fielding congratulates Dr. DiStefano on this prestigious appointment.

RAYMOND HAWKINS, PhD (PSY), and psychology student **Martha Spriggs** presented "Can the MMPI-2 Predict Outcomes from Cognitive-Behavioral Treatments for Anxiety Disorders?" at the Association for Behavioral and Cognitive Therapies (ABCT) national conference in Washington, D.C.

LENNEAL HENDERSON, PhD (HOD, ELC), is the recipient of a 2006 Maryland University System Board of Regents Award for Excellence in Public Service. This award is the highest honor that the University of Maryland Board bestows to recognize exemplary faculty achievement.

FOUR ARROWS (Don Trent Jacobs) PhD, EdD (ELC), has a chapter, "The Military Drills on 9-11: Bizarre Coincidence or Something Else?" in the recently published *The Hidden History of 9-11*, available from Elsevier Science Textbooks (Holland).

BARBARA MINK, EdD (HOD/ELC), was elected to a second six-year term on the Austin Community College District Board of Trustees.

Faculty Research & Practice

BERNIE LUSKIN, EdD (PSY/ELC), director of Fielding's Media Psychology Program, has been appointed to the Advisory Board of the DVD Association, which fosters the use of compact discs in all industries. Luskin will represent educators fostering emerging professional development programs in the field of digital media.

ANNABELLE NELSON, PhD (HOD), was a participant in the first North American conference on spirituality and social work, "The Transforming Power of Spirituality: Blocking Barriers and Creating Common Ground," held in May at the University of Waterloo, Waterloo, Ontario. She contributed a poster display titled "Storytelling to Awaken the Human Spirit: Empowering Latino Youth in the Southwest U.S. to Choose Health." Her article "Multicultural Model of HIV Prevention for Youth" can be found in the *International Journal of Learning*, 11. Nelson also was a co-author of *Stories to Live or Die by: Inhalants, Meth, Ecstasy* (2005) published by The WHEEL Council.

W. BARNETT PEARCE, PhD (HOD), contributed the chapter "Reflections on a Process to Promote Social Justice in Communication Education and Research," in *Social Justice and Communication Scholarship*, edited by Omar Schwartz, published by Lawrence Erlbaum Associates.

DAVID REHORICK, PhD (HOD), and Peter Weeks presented a multimedia event "Performance Phenomenology: Jazz Variations in Rehearsal" at the annual conference of Society for Phenomenology and the Human Sciences (SPHS).

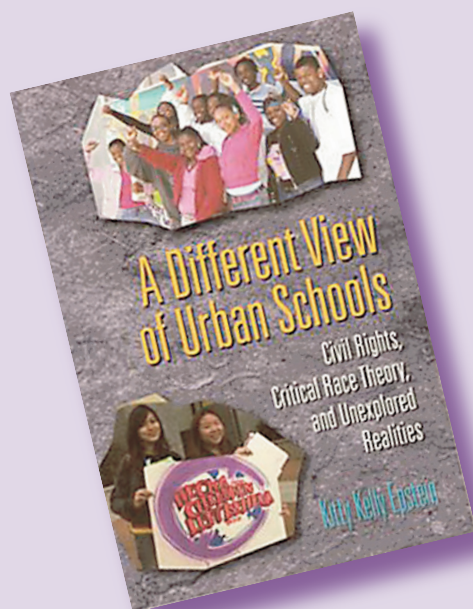
JEREMY SHAPIRO, PhD (HOD) and **SHELLEY HUGHES**, Fielding's on-line academic environment director, were plenary speakers at the 35th Workshop on Instruction in Library Use (WILU) conference. Their presentation, "If Everything is Information, is Information Literacy Possible?" emphasized the social dimensions of information use and of information literacy.

HENRY SOPER, PhD (PSY), continues to involve his students in research projects. Such was the case at the recent Western Psychological Association meeting, where Fielding was well-represented.

At the Brain Function paper session, Fielding students **Lorrie Shiota** and **Lisa Kandra** presented a paper, "A Comparison of Methods of Estimating Premorbid Intelligence." **Cindy Mitchell** and **Cristina Isaacs** presented "Neuropsychological Analysis of the Visual Organization Test," and **Teri McHale** and **Hugo Doig** presented "A Program for Reducing Recidivism in the Juvenile Justice System."

In the Psychology and the Law paper session, faculty member **PAT HODGES, PhD (PSY)**, presented "Perceived Deterrence of California's Three Strikes Law." **LYNNE SABA, PhD (PSY)**, and Hodges presented "The Virtual Classroom" at the symposium on digital learning communities.

DIANNE STOBER, PhD (HOD), along with Tony Grant from the University of Sydney, had a book released this spring, *The Evidence Based Coaching Handbook: Putting Best Practices to Work for Your Clients*, published by Wiley & Sons.



BOOK PROFILE:

A DIFFERENT VIEW OF URBAN SCHOOLS

Civil Rights, Critical Race Theory, and Unexplored Realities

(Peter Lang, 2006)

ELC faculty member and noted UC Berkeley lecturer, **KITTY KELLY EPSTEIN, PhD**, has spent a lifetime engaged in the educational civil rights struggle. In *A Different View of Urban Schools*, she offers a history of racism in education politics while deconstructing common "urban myths" held by liberals and conservatives alike about public schools. Punctuating her discourse with interesting facts such as the little-known racial roots of standardized testing, she also outlines the makings of a multiracial "people's program for educational change."

According to Luis O. Reyes of Lehman College, CUNY and a former member of the New York City Board of Education, "Her book is a clear-noted reveille for the necessary national movement for education as a civil right." For more information, contact kepstein@fielding.edu.



Delgado Community College Partners with Fielding Graduate University

New Orleans' Delgado Community College was forced to close after Katrina destroyed several campus facilities and severely damaged many more. A record enrollment of 17,398 students, plus faculty and staff, scattered across the nation just one week after the school's fall semester had begun. In the hurricane's aftermath, Delgado raised the number of its online courses from 60 to 255 to help students continue with their education.

When Fielding's School of Educational Leadership & Change learned of Delgado's efforts, it reached out in a gesture of humanitarian support. Dean **Judy Witt**, along with faculty members **Rena Palloff** and **Keith Pratt**, met with Delgado's leaders to ascertain their most critical present and future needs and made a commitment to help find external funding to meet those needs. In addition, HOD students **Angela Breckenridge** and **Rick Daniels** provided invaluable support and assistance.

Palloff and Pratt visited Delgado in April to provide an afternoon workshop on "Effective Online Course Development" plus two days of one-on-one consulting with teachers who wanted feedback on their Web sites. Both Palloff and Pratt are authors and experts in the field of distance education.

"Keith, Rena, and Judy made an instant and profound connection with us."

—Delgado professor *Cindy Siegrist*

The April visit was the first of a five-stage faculty development project funded through Fielding with the help of Carl Perkins Funds. The next stages include "Faculty Lounge" asynchronous coaching discussions on Blackboard and support during Delgado's Summer Blackboard Institute.

"Keith, Rena, and Judy made an instant and profound connection with us," says Delgado professor Cindy Siegrist. "Their expertise and generosity of time, energy, and spirit have been invaluable and uplifting to us, both professionally and personally."

"It's very important to us," says Witt, "to partner with an institution that has displayed such courage and tenacity after going through so much. We've both grown through the process."



FACE ^{to} FACE yet WORLDS

Do Psychologists Practice What They Preach With Multicultural Clienteles?

by Roberta Grant

Can a psychotherapist of European-American origin understand the socio-cultural issues facing a Mexican-American lesbian fighting a custody battle with her ex-husband? Can the same clinician successfully treat depression in an elderly, blind, and indigent widower of strong Irish heritage and culture? Can she or he possibly grasp the powerful cultural imperatives of a Native-American male nurse who is suing his former employer for discrimination?

Whether post-doctoral psychologists are adequately equipped to treat clients with backgrounds different from their own has become a hot topic in the last 15 years, says Nancy Hansen, PhD, chair of the Recruitment, Retention, and Diversity Committee at Fielding's School of Psychology. Now she and her colleague, Katherine Randazzo, PhD, chair of the school's Research Committee, have co-authored a multicultural competency study that breaks new ground. "Do We Practice What We Preach? An Exploratory Survey of Multicultural Psychotherapy Competencies" appears in the February 2006 issue of *Professional Psychology: Research and Practice*.

Funded by a research grant from Fielding, the survey showed that a majority of post-doctoral psychologists did not always do what they thought was the competent thing to do when treating clients whose race, ethnicity or sociocultural background differs

from their own. Those surveyed had been practicing for an average of 20 years and 98 percent were of European-American origin.

"I was definitely surprised," says Hansen. "While 51 percent of our respondents believed they were either somewhat competent or very competent in the area of multicultural sensitivity, we found a huge gap between their beliefs about how to handle such a situation and their actual behaviors. In 86 percent of the situations we asked about, they did not practice what they preached."

For example, when the survey asked participants if they regularly evaluated their own multicultural competency, 80 percent said it was extremely important to do so, while only 50 percent said they did it with any regularity. Asked about implementing a professional development plan to improve multicultural competency, 90 percent thought it was important or extremely important to do so, but only 25 percent took action to improve their skills on a regular basis.

Hansen credits the study's genesis to her work at Fielding. From 1995 through 2001, she chaired a task force within the School of Psychology "charged with defining what we meant by multicultural competence, what skills [in this area] our graduates should have, and how to train and test students before they graduated."

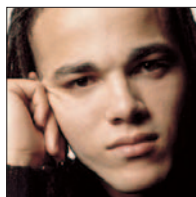
Hansen summarized the task force's findings and delineated a spectrum of



"You might assume that an Anglo-American therapist working in an ethnically heterogeneous community would practice more of these sensitivity behaviors."

—Nancy Hansen, chair of the Recruitment, Retention, and Diversity Committee at Fielding's School of Psychology





STUDENTS BENEFIT FROM REAL-WORLD RESEARCH

Doctoral students **Arielle Schwartz** and **Royce Frazier** learned so much from working on the multicultural study with **Nancy Hansen** and **Katherine Randazzo** that they each decided to model their dissertation research on the study's "beliefs vs. practices" template.

Based in Boulder, Colorado, Schwartz has titled her dissertation "Beliefs and Practices of Practicing Psychologists on the Use of Mind/Body Therapies in Psychotherapy." "I never had a big interest in research," she admits. "But Nancy brought so much passion to the process that it became meaningful for me. Getting our results published was very exciting."

Frazier, a self-described "late-career student" in Haviland, Kansas, decided to adapt some of Randazzo's statistical techniques to explore "The Religious/Spiritual Domain in Psychotherapy: Professional Psychologists' Beliefs and Practices." "Sometimes we get lost in our little old subjective world and our biases go unchecked," he says. "I want to be challenged by a wider, more objective scope of treatment practices. Now, when I sit with a client, I'm much more sensitive."

APART?

essential competencies in "Multicultural Competence: Criteria and Case Examples." Co-authored with Fran Pepitone-Arreola-Rockwell and Anthony F. Greene, the paper appeared in the June 2000 issue of *Professional Psychology*.

"Then I began to wonder if articles like this do much good," Hansen says. "I've written them, I've read them, but do I—and others—practice what we preach?"

Hansen and Randazzo decided to organize the study as a student research project. The School of Psychology had just adopted a research practicum requirement and needed to create student opportunities for hands-on training.

"I knew my cluster of advisees would benefit from a teaching model," Hansen says. "It would be more fun for them to learn research skills together and they

would gain confidence before they began their individual dissertation research."

Hansen credits Randazzo's statistical expertise for much of the project's success. For example, by feeding participants' zip codes into a software program of U.S. census data, they were able to determine how diverse the surrounding community was where the clinicians practiced.

"You might assume that an Anglo-American therapist working in an ethnically heterogeneous community would practice more of these sensitivity behaviors," Hansen explains. "We were surprised to find that this was not the case—the diversity index didn't correlate with anything."

Randazzo was impressed with the respondents' honesty. "They had to describe what they thought should be done in any given situation," she explains, "and then, right next to that, describe what they actually did. So they must have been aware of the discrepancies between their beliefs and their practices, but they were willing to admit it."

Most psychologists have good intentions, Hansen says, but often face daunting opposition from institutional bureaucracies and a fast-paced culture. "Some therapists

may be constrained by institutional settings, managed care in particular," she says. "Others may find that a caseload of 36 clients per week plus paper work leaves no time for professional development. To follow up on these things takes extra time, which the system doesn't provide for."

In 2002, the APA passed a set of multicultural competency guidelines, but not everyone is paying attention. Recent graduates appear to rely on them heavily, while clinicians with 20 years of practice are much more likely to consult their own experience.

"This is why we can't rely on one-size-fits-all training programs," Hansen says. The solution is for psychologists to self-evaluate and then embark on an improvement program tailored to their individual needs and experience. Ultimately, Hansen says, enforceable standards may become necessary.

The survey results had a big impact on Hansen, causing her to change how she works with her students. "Now I evaluate them with greater humility, in the context of an open discussion approach rather than a 'pronouncing mode,'" she says. "I'm more sensitive about the struggle of what it takes to actually put these suggestions into practice." ▴



30th Anniversary Campaign Gains Momentum

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FIELDING: A Hard Habit to Break

WHILE EARNING HIS DOCTORATE, **GARY WAGENHEIM, PhD** (HOD 05), relished attending Fielding's biannual national sessions. "I became a bit of a national session junkie," he admits. As an extrovert, he found "the largely solitary pursuits" of reading and writing at the computer emotionally draining. But the interaction with fellow students and professors at national sessions revived his energy, increased his knowledge, and motivated him to complete his coursework when he returned home.

As a consistent contributor to Fielding, Wagenheim seems to have formed another habit. So what motivates him to support his alma mater? "Being an educator, I think it is important to give back, regardless of the amount," says the adjunct professor at British Columbia's Simon Fraser University (SFU) and the Helsinki School of Economics. "I believe those of us who have been given the opportunity and privilege to obtain a doctorate have a responsibility to give back—with knowledge, time, effort, and money."

True to his word, Wagenheim fulfills that responsibility by donating to Fielding's Malcolm Knowles Chair in Adult Learning Fund. When completed, the fund will be awarded to an HOD faculty member who exemplifies learning principles developed by the late Knowles, an esteemed adult-education pioneer and early member of the Fielding faculty. In the future, Wagenheim hopes to give even more and perhaps fund student scholarships as well.

Owner of an organizational development consultancy, Wagenheim travels the world teaching customized international executive development and business-education programs. In fact, he will spend the summer in Shanghai teaching a new leadership course for managers in a Finland-based forestry company with operations in China.



Gary Wagenheim, PhD, (center) relaxes with Simon Fraser University business students, November 2005.

Before settling in British Columbia, Wagenheim was for 13 years the owner/operator of a successful chain of retail clothing stores in Pennsylvania. After earning an MBA in organizational behavior, he sold the stores and began teaching business courses, eventually landing at Purdue University's School of Technology, where he garnered several teaching awards. In 2000, he resigned from Purdue and moved to Canada to marry his wife, Carolyn, who is a professor of organizational behavior at SFU.

The move afforded him the opportunity to continue his journey of lifelong learning. "Fielding was a natural choice for me because it fit my learning style and learning needs, and had an excellent reputation in the field of organizational change and development," he explains.

When Wagenheim is not teaching or consulting, he likes to stay active. He can often be found skiing the slopes at Whistler, hiking, running, or lifting weights and practicing yoga in the gym. Actively involved in his community, he also offers his organizational development services to local nonprofits.

The Evolution of Woman

JOYCE C. BURLAND, PhD (PSY 88), LOVES WORKING TOO MUCH to even think about retiring. “My best Fielding pal, Sally Peterson, PhD (PSY 83), and I have decided that retirement is not for us—there is just too much joy to be had in ‘becoming’ as we grow older,” she says with a smile.

Challenging herself to evolve, it would seem, has been a life-long pursuit of this accomplished mental health professional and grandmother. Before enrolling in Fielding’s psychology doctoral program, Burland, once a political science major at Vassar College, enjoyed a successful career in politics—she served in the 1970s as the first female county legislator for Long Island’s Suffolk County. Psychology, then, was uncharted territory. But, she says, “I was looking for substance, innovation, and adventure.” Fielding delivered on all three counts, and in 1979 Burland embarked on her journey to become a psychologist. Soaking up all the knowledge she could hold, she says Fielding gave her “a freedom to pursue meaning which I had never experienced before.” Two professors in particular—John Gladfelter, PhD, and Jackie Zilbach, MD—helped Burland transform herself into a psychologist. She credits them for giving her the tools and confidence to complete her transformation by writing her dissertation, “Autonomy as Destiny: A Feminist Construct of Female Psychology, Development, and Self-Realization.”

“After graduating from Fielding, it never occurred to me that I could not do anything I set out to do,” recalls Burland. She set out to help individuals struggling with serious and persistent mental health concerns. Specializing in feminist therapy and collaborative treatment, she maintained a private practice and worked in mental health facilities for more than a decade. Then, in 1991 she joined the senior staff of the East Coast-based National Alliance on Mental Illness (NAMI), where she wrote, designed, and field-tested several



Joyce Burland, PhD (right), enjoys springtime in the Southwest with her niece Marny in downtown Santa Fe, New Mexico.

family mental-health education and training curricula, now implemented nationwide. In 2002, Burland became national director of the NAMI Education, Training, and Peer Support Center.

Burland and her husband, Granville, have recently settled in Santa Fe, New Mexico, and she’s thrilled with her latest adventure in a place where she can indulge her love of theater, music, architecture, and “riding the range” in her kitchen. She’s still actively involved with NAMI as an “offsite” staff member, and the organization will soon launch her latest project, a teacher’s in-service program.

“Really—I think of Fielding so often, and give abundant thanks for its exceptional faculty and its extraordinary and original concept of graduate education,” says Burland. She expresses that thanks by giving abundantly to her alma mater, motivated by what she describes as Fielding’s “uniqueness . . . encouragement of independent spirit, and . . . amazing ability to stay fiercely relevant in a changing world.” The same can be said for Joyce.

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Hudson Highland Group**Arlene Falk Withers, JD***Los Angeles, CA*Chief Administrative and Legal Officer, Motion
Picture Industry Pension and Health Plan

Katrina's Aftermath Inspires Houston Salons

Last April, the School of Human & Organization Development presented a series of three evening salons at Houston's Hilton Post Oak Hotel to discuss the ongoing impact in both Houston and New Orleans of Hurricane Katrina in the areas of education, faith-based disaster response, and social justice. Organized by HOD students and associate dean Katrina Rogers, PhD, the salons featured panels of prominent academics and community leaders.

The first evening's topic was "The Impact of Katrina on Education Systems." Lawrence Marshall, a board trustee of the Houston Independent School District, expressed frustration with all levels of bureaucracy when he noted that the district had mandated an expenditure of \$30 million a year on its students, yet had received, to date, only \$600,000 in government funds. Still, he expressed optimism that students from New Orleans who had transferred to Houston schools "would be allowed to graduate with New Orleans diplomas."

Other educators spoke to the power of therapy as a key to the future success of traumatized students. Carol Flores, of Lutheran Social Services of the South, described Camp Noah, a K-6 day camp for New Orleans youngsters where they're encouraged to tell their stories. "They reach an emotional bottom during the process, sure," Flores says. "But by the end of the week, they're looking ahead to what happens next."

Most dramatic, perhaps, was the formation in Houston of a high school just for New Orleans students, run by Teach for America (NOW). Peter Cook, head of the organization's Houston branch, described how the charter school concept employs Ivy-League graduates to teach in underprivileged public schools. "We expect these students to close the achievement gap," he said. "What's going on in New Orleans will have ramifications for the entire nation's approach to education."

The second salon examined "Houston's Faith-Based Community Disaster Response." Increasingly, faith-based initiatives play an essential role in helping people in need. "We provided social services for 11,000 evacuees and helped resettle 400 families into permanent housing," said Carol Little, executive director of Northwest Assistance Ministries.

Such organizations also plan ahead. Karen Hahn, executive director of Houston's Center for Faith and Health Initiatives, described how Katrina spurred the creation of the Revere Corps: senior citizens trained for and charged with the responsibility for ensuring their family's emergency preparedness and for alerting everyone when disaster strikes.

The third and last salon looked at "Social Justice for the Most Vulnerable in the Wake of Katrina" through the prism of housing. "Our mayor and our county judge set the tone for a dynamic and efficient housing response," said Sylvia Brooks, president and CEO of the Houston Area Urban League. "The local realtors had asked us to develop a database of churches, groups, and individuals who could provide temporary shelter. Because of that, just days after Katrina struck, we were able to shift our focus to locating permanent housing."

Tom Lord, CEO and president of The Housing Corporation of Greater Houston and a professor of architecture at Rice University, described how, in Katrina's

aftermath, his students hustled to design affordable replacement housing for New Orleans. "We even went there to research the needs and wants of the flood survivors," he explains. "Then we incorporated elements of the 'New Orleans vernacular,' such as corrugated metal roofs, for two- and three-story townhomes built three feet off the ground with a concretized exterior." Salon attendees were able to examine the students' plans for the rebuilding proposal.

Throughout, the series of thought-provoking discussions received extensive radio coverage from KPFT Houston, an affiliate of NPR-Pacific.

The discussions will continue for years to come, if HOD associate dean Rogers has her way. "Repercussions from disasters like Katrina can last for decades," she says. "Conversations like this help communities—and the country—to heal. Fielding has always been committed to social issues, and we want to understand and communicate the valuable lessons learned in the aftermath of disaster."



"Social Justice" panel. Back Row: Beverly Stevenson (HOD student), Katrina Rogers (HOD faculty and event organizer), Gregoria Smith (HOD student), three Rice University students, Guy Rankin (Harris County Housing Authority), and Sylvia Brooks (Houston Area Urban League). Front Row: Gail Cote (The Housing Corporation), Tom Lord (The Housing Corporation and Rice University), three Rice students, and Joyce Langenegger (HOD student).

NATHAN LEWIN

news and goods

THOMAS BAILEY, PhD (HOD 99), has been appointed director of psychology for the undergraduate program at University of Maryland University College (UMUC). The program provides over 500 psychology classes for more than 15,000 students in the U.S., Asia, and Europe in both face-to-face and on-line settings. UMUC is the primary venue for military personnel and their dependents to complete an undergraduate degree regardless of where they are stationed.

JOANNA BIRDSALL, EdD (ELC), wrote an article, "Community Partners Reflect on Service Learning" for the fall 2005 issue of *The iJournal: Insight into Student Services*, a publication designed for California Community College professionals. It can be accessed at www.ijournal.us.

ARDITH K. BOWMAN, PhD (HOD 96), has accepted a position as associate professor at Kaplan University Graduate School of Management. Over the last three years she helped with program design and accreditation and is

honored to help bring the vision into reality.

CATHY COLLINS, PhD (HOD 04), has been named executive director of the Eleanor Roosevelt Center at Val-Kill (EVRK) in Hyde Park, NY. She will oversee the nonprofit Eleanor Roosevelt Center, a "vibrant living memorial, a center for the exchange of significant ideas, and a catalyst for change and the betterment of the human condition." Collins, whose background is in administration and management of nonprofit organizations, states that the "legacy of Eleanor

Roosevelt, including the forging in 1948 of the Universal Declaration on Human Rights, aligns with my own beliefs."

JUDY CORE, MA (HOD 02), has a new book, *Good Music is Better than Sex*. According to her publisher, the book "will appeal to a broad range of women, including teenage girls, who are struggling to find themselves and make the good choices that will steer them on a path to confidence, security, and healthy relationships."

Joan J. Mariani Gomes, PhD

EARLY LEARNING TEACHER

Each year the American Montessori Society (AMS) honors an outstanding doctoral dissertation that furthers public understanding of Montessori's educational methods. At their annual meeting in Houston this past April, the AMS awarded \$1,000 to **JOAN J. MARIANI GOMES, PhD (PSY 05)**, for her dissertation, "Using a Creativity Focused Science Program to Foster General Creativity in Young Children: A Teacher Action Research Study."

"I still can't believe it," the recent graduate says. Married for 29 years with three grown children, the Honolulu native is currently head teacher at Honolulu's Star of the Sea Early Learning Center.

Searching for a dissertation topic, Gomes wondered if basic scientific concepts, introduced through and reinforced with creative activities, could serve as a portal for a general increase in learning and creative abilities among kindergartners.

Gomes devised a six-month study that compared two classrooms being taught the Montessori Cosmos Curriculum, which introduces basic building blocks of the physical universe (planets, animals, volcanoes, etc.) and reinforces them through creative activities such as drawing, singing, and asking questions. The difference

between the two groups was that one class studied the Cosmos Curriculum once a week while the other studied it twice a week and added in even more creative activities.

The study's data included classroom observations, interviews with students and parents, and results from the Thinking Creatively in Action and Movement (TCAM) test. Unequivocally, Gomes says, children in the creatively enhanced, twice-a-week group scored higher, while their qualitative data revealed a heightened interest in science as well as a bounty of creative traits, processes, and products.

By telling children the story of science, Gomes says, "I found that we were able to introduce other educational topics such as language, literature, history, and math. The children grasped that everything is interwoven, that everything connects to everything else. This integrated learning process, in turn, fosters even greater creativity, problem solving, and critical thinking."



Montessori award winner Joan J. Mariani Gomes, PhD (PSY 05).

NANCY ALPHEUS/STUDIOS

MAXINE BOROWSKY JUNG, PhD (HOD 92), has authored a third book, *Architects of Art Therapy: Memoirs and Life Stories*, to be published by Charles Thomas. She is guest editor for a series, "People of Color: Lifestories," in *Art Therapy: Journal of the American Art Therapy Association*.

CAROLYN KELSO, PhD (HOD 94), retired after ten years as assistant professor, and two years as assistant dean, in the Education Department at Chapman University. She developed the education program at the Vandenberg/Santa Maria, CA campus and will continue to teach there on a part-time basis.

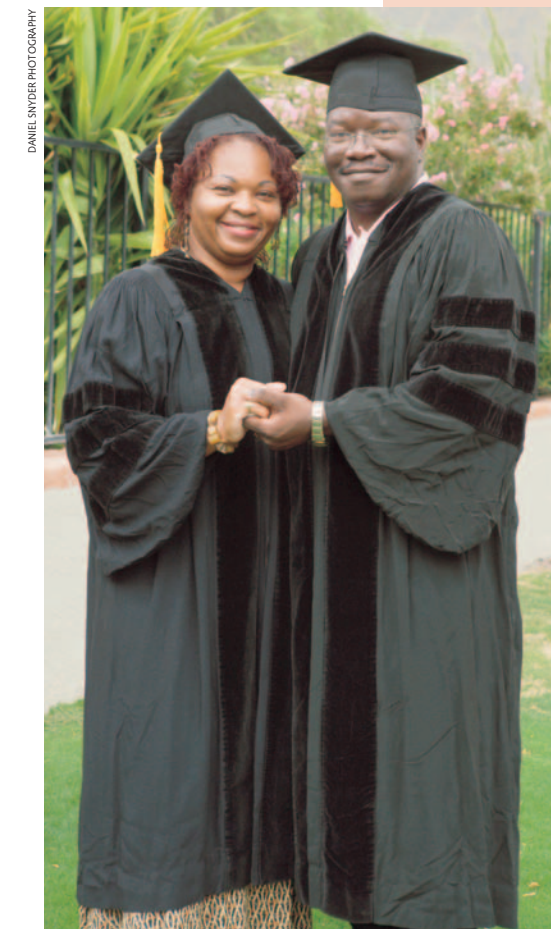
JAMES M. LYALL, PhD (NRO 01), became board certified in neuropsychology in 2005 through the American Board of Professional Neuropsychology.

KRIS MAYER, EdD (ELC 01), has received a gubernatorial appointment to the State Board of Education in Washington.

NIK ORLANDO, MA (ELC 03), and **LISA TREMAIN**, MA (ELC 03), along with MA-CEL facilitators **KATHY TINER**, PhD (HOD 89), and **ELIZABETH DOUGLAS** presented "Designing Professional Communities for Action Research" at the National/California Charter Schools Association Conference in Sacramento, CA.

JOSEPH STEINER, PhD (PSY 93), has an article critique on incitement of terrorism in the latest issue of the *American Psychologist*.

JACQUELYN H. WOLF, MA (HOD), has been appointed Executive Vice President, Corporate Human Resources, at Comerica,



Dolores Slaton, EdD, and Christopher K. Slaton, EdD, are partners in marriage, in business, and in social responsibility.

Inc. She will lead the company's compensation, corporate learning, employee benefits, employee relations, and human resources consulting functions.

ANDREA ZINTZ, PhD (HOD 88), has merged her firm, Andrea Zintz & Associates, and The Center for Inquiring Leadership with the Hudson Highland Group. Hudson Highland Group emerged from Monster.com two years ago to become a leading global organization in the staffing and retained executive search arenas.

Dolores Slaton, EdD Christopher K. Slaton, EdD

EDUCATION CONSULTANTS

DOLORES SLATON, EdD, and **CHRISTOPHER K. SLATON, EdD**, are long-term partners in marriage, in business, and in social responsibility. Based in Sacramento, California, they created a human-systems research firm, the Progressive Investment Institute of Focused Learning, in 1991. In 1998, they founded Save Our Youth, a nonprofit educational outreach organization.

"At the time," recalls Dolores Slaton, "we were having problems getting our own children through school. We knew we were doing our part as parents, so we didn't understand why they weren't successful."

Ultimately, they learned that two of their children had special needs, including learning disabilities. They reasoned that if kids from highly motivated families could hit educational bumps in the road, what must it be like for children in underprivileged or unstable households?

Through their personal experience and their research for Progressive Investment's clients, the Slatons grasped the need to analyze all the components in a child's educational universe, including study habits, the classroom dynamic, the surrounding neighborhood, and the family's medical, educational, and criminal justice history.

They founded Save Our Youth to provide solutions to Sacramento's at-risk families. "We want students and their parents to learn how to live together and to bond as a team," Slaton explains. "We have a special focus on poor minority children with special needs and high needs."

Games of chess and other exercises instill learning skills such as how to focus and how to think. Students also develop social skills, including how to develop self-control and how to respond to pressure.

"These families have never been formatted to learn," Slaton says. "This creates complications like communication problems between parents and schools. Part of what we do is to go into the classroom on behalf of a particular student and report back to the parents to make sure the communication is clear."

The Slatons' reward, they say, comes when demoralized teachers rediscover hope and when kids who have gone through Save Our Youth return to help the next generation of disadvantaged students.

For more information, go to www.saveouryouth.com.

Congratulations New Graduates!



SCHOOL OF EDUCATIONAL LEADERSHIP & CHANGE

Anissa Butler, EdD, "Voices from the Valley: People of Color Discuss the Intersection of Race, Class, and Privilege in a Predominantly White College Town"

Virginia Christensen, EdD, "Conflict at the Governance Level in Friends Schools: Discovering the Potential for Growth"

Sharona Fountain, EdD, "A Study of Methodologies and Strategies That Impact Reading Achievement in the Early Years"

Michelle O'Brien-Palmer, EdD, "The Effect of Learning Web Site Design on Higher Order Thinking Skill Usage in Fourth-Grade Students"

Sheris Red Feather, EdD, "An Educational Model Based Upon the "Old Lakota Ways" (Ehanni Lakol Tunkasila Kiksuye) and a Plan to Implement the Model"

Dolores Slaton, EdD, "Progressive Investing: A Systems Approach to Studying African American Family Development"

Sally Spieker Slaughter, EdD, "Leveraging: A Grounded Theory of Collaboration"

Anna Szabados, EdD, "The Use and Transfer of Multimedia Techniques to Online Learning: An Examination of Community College Multimedia Faculty Interests and Attitudes"

Ellen Urell, EdD, "Simulating Benevolence: A Grounded Theory Study of Capacity Building Efforts at Nongovernmental Organizations"

Barry Vroeginday, EdD, "Traditional vs. Online Education: A Comparative Analysis of Learner Outcomes"

SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT

Alisa Cortez, PhD, "Putting Identity to Work: Modes of Identity-Work Engagement Among High-Performing Information Technology Managers"

Nava Lazar, PhD, "Women's Magazines, Feminism, and Resistance"

Martha Manning, PhD, "Individuation and Resilience in Older Women: How Awareness and Resolution of Culturally Induced Experiences of Shame and Humiliation Contribute to Intentional, Ongoing Development"

Karen Schreyer, PhD, "Factors that Contribute to Significant Increases and Decreases in Employee Job Performance Ratings from the Employees' Perspective at a Large Midwest Company"

Linda Sitkowski, PhD, "The Experience of Corporate Career-Oriented Mothers in Integrating Their Work Life and Family Life"

Helen Turnbull, PhD, "The Experience of Internalized Oppression Among Female Diversity Consultants of Different Social Identity Groups"

Gisela Wendling, PhD, "Being Initiated: The Liminal Life of Andean Neo-Shamanic/Mystical Practitioners"

Hameed Williams, PhD, "Our Bodies, Our Wisdom: Engaging Black Men Who Experience Same-Sex Desire in Afrocentric Ritual, Embodied Epistemology, and Collaborative Inquiry"

SCHOOL OF PSYCHOLOGY

Linda DeShetler, PhD, "Aspects of Psychotherapists' Response to a Client's Experience of Disability"

Edward Doherty, PhD, "The Role of Internalized Shame in Clinical Supervision"

Elana Evan, PhD, "Understanding Coping Processes of Young Children Using a Self-Report Coping Inventory"

David Mullen, PhD, "A Multidimensional Model of Psychological Well-Being as a Predictor of Job Performance"

Laura Rieffel, PhD, "The Moderating Effects of Clinician Cognitive Complexity on the Accuracy of Neuropsychological Clinical Judgments for Hispanic Patients"

MA, COLLABORATIVE EDUCATIONAL LEADERSHIP

Justin Berry
Kimberly Knudson
Sharon Mamane

MA, ORGANIZATIONAL MANAGEMENT

Michiko Achilles
Joshua Jacobs
Richard Parker
Kathryn Sanders

MA, ORGANIZATION DEVELOPMENT

Edward Franzone
Andrae Griffin
Marilyn Kenyon
Shirley Knobel
Tanya Nixon
Valerie Wallen
Dennis White

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ORGANIZATION DEVELOPMENT

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Michael Milbier
Gail Sweezy

NEUROPSYCHOLOGY

Thomas A Bristow
Joseph Gorin
Fariba Kezel
Theresa Majchrzak
Russell Swayne
Sharon Venema

IN ROME

IN MAY, FIELDING'S SCHOOL OF HUMAN AND ORGANIZATION DEVELOPMENT (HOD) and the United Nation's World Food Programme (WFP) cosponsored a workshop and a World Café in Rome for WFP leaders and Fielding students and alumni. Thirty participants engaged in reflective learning and in-depth dialogue on the theme of "Organization Dynamics Amid Frequent Change."

With over 10,000 employees worldwide, WFP is the largest UN agency, charged with delivering food and emergency relief for human crises due to famine, conflict, and natural disasters. The complex, rapidly changing organization continually seeks excellence in its management, operations, and staff development. Among the key issues discussed were e-learning for professional development, managing a distributed organization, reflective practice, and the future role of WFP in the UN.

HOD doctoral student George Fedha organized the HOD-WFP session from WFP headquarters in Rome, along with HOD doctoral students Joyce Owens-Smith from Surrey, England, and Cory Harris, who lives in Kampala, Uganda. The students were assisted by Dottie Agger-Gupta, HOD associate dean for the doctoral program, with the support of Charles McClintock, HOD dean.

This event is part of HOD's plan for international initiatives that deepen its core content areas of adult development, organizational systems, and civil society. Planning has begun for a similar workshop in Surrey, England, in October. Other proposed initiatives include cluster meetings and workshops in Uganda, Shanghai, Tokyo, and Eastern Europe. For more information, contact dotagger@fielding.edu.



George Fedha, Rome session organizer and HOD doctoral Student.



HIGHLIGHTS FROM HEADQUARTERS



Sara Miller McCune, longtime friend and associate of Fielding Graduate University, continued her support of the university through recent gifts that include a planned gift and a gift earmarked toward the purchase of a presidential home. A Santa Barbara home was purchased and named the **Fielding Graduate University McCune House**.

McCune, a Fielding Lifetime Fellow, served on Fielding's Board of Trustees for eight years, as chair for two of those years, and as president 1999-2000. She and her late husband George

McCune founded Sage Publications, Inc., in 1965 and built the company into a major international publisher of scholarly works in the social sciences.

As shown here, the home provides an ideal setting for welcoming and engaging Fielding community members, as well as notable visitors from Santa Barbara, the nation, and the world. Fielding is grateful for Sara's friendship and thoughtfulness, and we look forward to many happy occasions at the McCune House in the years to come.



Right: Sarah Miller McCune (center) was honored at the ribbon-cutting for the McCune House. Shown with her are President Judith Kuipers (right) and her friend and Santa Barbara philanthropist Léni Fé Bland.

PHOTOGRAPHY BY SYLVIA WILLIAMS



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