

# fielding focus

PEOPLE, PROGRAMS & PROGRESS

AT FIELDING GRADUATE UNIVERSITY

## KAFKA & KAHLO

Art's Healing Power

MANAGEMENT GENIUS:  
**Ingmar Bergman and the  
Art of Creative Leadership**

Q&A:  
**Creativity at Fielding**

**2007 Annual Report**

WINTER 2008  
VOLUME 7/NUMBER 1



Frida Kahlo, "Memory," 1937, Oil on Metal

## FEATURES

- Kafka & Kahlo: Art's Healing Power** ..... 4
- Management Genius: Ingmar Bergman and the Art of Creative Leadership**..... 6
- Q&A: Creativity at Fielding** ..... 8

## FOCUS

- Alumni & Student: News and Goods**..... 21
- With profiles on Christina Rambo, Sharon Mamane, James Hirsén, Patrick Roden, and Jo Ann Morris

## UPDATES

- President's Message** ..... 3
- Faculty Research & Practice** ..... 10
- With book profiles on *Building Online Learning Communities* and *Surviving Your Dissertation*. In Memorium: Anne Alonso
- Fielding News** ..... 12
- A New Benchmark for Transparency in Higher Education
- 2007 Annual Report** ..... 13
- Donors, Fielding Facts, Financial Statement, Board of Trustees
- New Graduates** ..... 26
- Art at Fielding Headquarters** ..... 30

## 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

MA in Media Psychology and Social Change

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

### Accreditation

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).

### Equal Opportunity Statement

Fielding Graduate University does not discriminate on the basis of race, gender, religion, age, ethnic origin, sexual orientation, or disability in either admissions or employment. The complete text of Fielding's equal opportunity policy is available at [www.fielding.edu](http://www.fielding.edu).

## fielding focus

PEOPLE, PROGRAMS & PROGRESS AT FIELDING GRADUATE UNIVERSITY

WINTER 2008  
VOLUME 7, NUMBER 1

DIRECTOR OF COMMUNICATIONS  
Sylvia Williams

EDITOR  
Roberta Grant

ART DIRECTOR  
Susan Stensland

CONTRIBUTORS  
Frances Goodrow • Roberta Grant • Marine Dumas  
Lisa Lewis • Mary McGeachy

CONTRIBUTING STAFF  
Beth Parker Brown • Cheri Gurse • Dilys Jones • Anne Kratz  
Shoko Kashiyama • Susan Sanchez

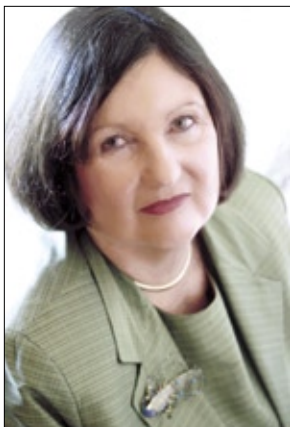
*Fielding Focus* is published twice a year by Fielding Graduate University  
2112 Santa Barbara Street, Santa Barbara, CA 93105.

*Fielding Focus* is available online at [www.fielding.edu](http://www.fielding.edu).

Reader responses are welcome and should be sent to Sylvia Williams, [sawilliams@fielding.edu](mailto:sawilliams@fielding.edu).

© 2007 Fielding Graduate University. All rights reserved. No portion of this publication may be reproduced in any form without prior written permission from Fielding Graduate University.





Judith L. Kuipers, PhD  
President, Fielding Graduate University

**I like to think of the “chaos” Nietzsche refers to as the multidisciplinary approach Fielding employs. And some of our “dancing stars” are featured in this issue.**

— Judith L. Kuipers, PhD

## THE CREATIVE ACT

*“You need chaos in your soul to give birth to a dancing star.”*

— FRIEDRICH NIETZSCHE

In this issue, we salute creativity in all its forms at Fielding—the creative aspects of our learning model and the creative achievements of our students and faculty.

It has been my longtime belief and practice that involvement in the creative arts is what makes each of us more human to the other. Imagery, dancing, and writing poetry have always brought great joy to my life in addition to dedicated service on arts boards in the community.

We begin this issue with fresh insights about famous artists. Evelyn Torton Beck, PhD (PSY 04), wrote a masterful dissertation linking the wounded psyches, modes of expression, and healing artistry in the lives of painter Frida Kahlo and writer Franz Kafka. In addition, Fielding alumnus and trustee Bo Gyllenpalm, PhD (HOD 95), has “recast” Swedish director Ingmar Bergman as a wizard of project management.

At Fielding, creativity shapes the dialog of learning every bit as much as the result. In rural Wisconsin, Christina K. Rambo, MA (MA-CEL 07), designed a self-motivating studio curriculum on CD-ROM for her advanced art students. In southern California, Sharon Mamane, MA (ELC 05), showed how integrating the arts into the teaching of other subjects can provide students with a clearer understanding of the matter at hand.

I like to think of the “chaos” Nietzsche refers to in the quote above as the multidisciplinary approach Fielding employs. And some of the “dancing stars” featured in this issue include James Hirsen (media psychology student) teaching a virtual law course within the cyber-realm of Second Life; Tiffany Von Emmel, PhD (HOD 06), using bodily instincts and awareness to improve organizational structures; JoAnn Morris, MA (OMD 05), using poetry to coach executives; and Patrick Roden (HOD student) looking at how a creative mindset can reduce the negative effects of aging.

Advertising executive George Lois defined creativity as the defeat of habit by originality. To find out how Fielding accomplishes this, we have asked current students, faculty, and alumni to define what excites them most about the educational process at Fielding.

Finally, as media psychology program faculty member Erik Gregory, PhD, reminds us, it's a bad idea to relentlessly pursue the muse. Instead, take a break. That elusive “Eureka!” moment often occurs when we're taking a shower or resting on the couch. Enjoy!

*Judith L. Kuipers*



Evelyn Beck (center) in Santa Barbara, California, to lead a participatory, inter-arts workshop, “All My Life's a Circle: Integrating Life's Journey through Poetry, Song, and Movement.” A sponsoring organization was the new Center for Successful Aging, founded by Beverly Schydrowsky, PhD (PSY 83) at left. Beck and Schydrowsky are fellows with Fielding's Center for Creative Longevity and Wisdom. With them is Roberta Grant, Focus editor.

## KAFKA &amp; KAHLO

## ART'S HEALING POWER

by Roberta Grant

What could the extroverted Mexican painter Frida Kahlo and the introverted Czech writer Franz Kafka possibly have in common?

Born in Mexico City in 1907, Kahlo was a passionate artist whose bohemian lifestyle and vivid palette matched her convention-shattering images. Kafka, on the other hand, born in Prague in 1883, hid behind convention's cloak while writing stories of existential anguish in a style stripped bare of contextual detail.

Apart from the fact that they're both famous for their creative achievements, it seems unlikely that anyone would bother to connect the two. And yet scholarship at its best—scholarship seeded with the spark of creativity—can often produce a fresh perspective that reveals previously hidden parallels and similarities between two radically different subjects or situations.

This is what **Evelyn Torton Beck, PhD (PSY 04)**, accomplished with her 2004 PhD dissertation for Fielding's School of Psychology. Titled *Physical Illness, Psychological Woundedness and the Healing Power of Art in the Life and Work of Franz Kafka and Frida Kahlo*, Beck's treatise illuminates the ways in which both artists used their physical and psychological wounds to inform their creative endeavors. At the same time, each found in the artistic process a way to heal the suffering caused by these same wounds.

Beck had already compiled an impressive list of achievements when she enrolled at Fielding in 1991, at the age of 60. She received an MA from Yale University in 1955, completed a dissertation on Kafka to obtain a PhD in comparative literature from the University of Wisconsin-Madison in 1969,

and became a founding member of the Women's Studies faculty at the University of Maryland in College Park in 1984. She also trained extensively in group psychotherapy, poetry therapy, and psychiatry.

"I've always had a passion for psychology," she notes, "both from a perspective on the motivations of literary characters and from a personal perspective. I had some therapy myself and found it so incredibly healing that I began to read about the healing process from a psychodynamic perspective."

Currently professor emerita in Women's Studies at UMD, Beck retains a youthful *joie de vivre* and a reverence for the creative process as she describes the thoughts that led her to link Kafka and Kahlo.

"In my mind's eye I saw the violent image in one of Kahlo's paintings [*The Broken Column*, 1944] of her body in a corset, her self split open," she recalls. "And in her other works there are so many depictions of blood and wounds, it reminded me very powerfully of Kafka's short story, 'In the Penal Colony' [1919], which describes a machine designed to mutilate a prisoner to the point of death. With his skin stripped bare and his blood flowing freely, he's supposed to achieve enlightenment just before he dies."

"I experienced a deep recognition that both Kafka and Kahlo built punishment structures meant to hold them together," Beck continues. "Once I saw this connection, other ideas came into play."

As she delved into her research, Beck found additional parallels. Both artists suffered from childhood emotional trauma



Dr. Franz Kafka

and deprivation, including early attachment failures to maternal figures. As a result, both hungered to merge with another human being and both transformed the pain of failed relationships into powerful images in their art.

Both Kahlo and Kafka developed feelings of shame and self-loathing, in part as a response to their physical handicaps—Kafka despised his body as insufficiently masculine; Kahlo was disfigured first by childhood polio and then by a serious bus accident at age 18 that resulted in 35 surgeries.

Both felt overwhelmed by the circumstances of their lives, both created false selves to survive, and both suffered from the tension of living with these split and false selves. Both grappled with issues of gender—Kafka with his inability to consummate the sexual act and his latent homosexuality; Kahlo by sleeping with both sexes in her attempts to merge with an “other.”

In addition, through an analysis of the symbolism in Kahlo’s paintings as well as her personal writings, Beck breaks new ground by positing that she may have suffered childhood sexual abuse at the hands of her father.

Both artists rebelled against their low-bourgeois background, both were highly educated, and both explored the spiritual roots of their ancestry. “Frida was half Jewish, half Indian,” Beck says. “Franz was half Jewish, half German. Their ancestral identities became not just a source of creativity but also of vitality, a way to work against their psychological deadness.”

Beck also found echos in Kafka’s and Kahlo’s psychological motivations to create. “Their art became a safe holding environment for the expression of unbidden thoughts and unbearable feelings,” she says. “At the same time, it helped them discover who they were. Art was both a regression of the ego and an act of restoring the self. Not a cure, but a moving toward the restoration of psychic wholeness. It allowed them to experience feelings of aliveness, to see

themselves mirrored, to develop a sense of integrity and ultimate truth.”

For Beck, Fielding was the ideal environment in which to pursue this unique intellectual journey. “As a 60-year-old professional, I was supposed to know everything by that time in my life. It was so exciting to become a learner again, with a beginner’s mind. I found the faculty incredibly supportive of all my work and particularly my interest in issues of gender and sexuality.

“I’m also a Holocaust survivor,” she says, “which led me on a subconscious level to this work. I don’t know that I could have done this dissertation anyplace else. I would never have fit into a traditional program. Plus, I realized that at Fielding I could pursue a PhD while continuing to teach feminist studies full time at UMD.”

Beck also found that Fielding’s creative process enhanced her own. “Fielding was an incredibly transformative journey,” she says. “The interactive nature of group presentations at Fielding fosters a vital, creative spirit,” she says. “It’s the antithesis of the old model of the isolated scholar. At Fielding, you spark off other people.”

At 75, Beck shows no sign of slowing down her creative approach to life. “Personally, I am in the greatest flow when I am painting or writing. My experiences with Fielding and the Kafka/Kahlo project have shown me that creativity does not diminish with age but can build upon itself and increase with age.”

She is affiliated with Fielding’s Creative Longevity and Wisdom project and recently gave a four-hour poetry-and-movement workshop in Santa Barbara titled “All My Life’s a Circle.”

“I’ve done a lot of reading in the fields of creativity and longevity,” she says. “I’m totally convinced that they are linked.”

Beck plans to publish her dissertation as a book. Recently, she took up circle dancing. “It’s both restorative and contemplative,” she says, “with bursts of creativity.”

Very much like herself.



Frida Kahlo, “Self Portrait with Thorn Necklace and Hummingbird,” 1940, Oil on Canvas







# MANAGEMENT GENIUS:

## Ingmar Bergman and the Art of Creative Leadership



*Bo Gyllenpalm, PhD (HOD 95), currently serves on Fielding's board of directors and works with Fielding's Institute for Social Innovation to develop the capacity for research methodology within World Café, an online community geared toward education and social justice. He also teaches corporate trainers to run leadership workshops in companies throughout Europe.*

When the renowned Swedish film and stage director Ingmar Bergman died this year at the age of 89, he left behind monumental achievements in the areas of film, theater, television—and management technique.

While Bergman is best known outside Sweden for celluloid *chef d'oeuvres* such as *Fanny and Alexander* (1982), *Cries and Whispers* (1972), and *Persona* (1966), he was also a master at creating electrifying theatrical productions and for eliciting peak performances from his stage cast and crew through the use of a specific set of leadership skills.

These skills and techniques can be successfully transposed to more traditional enterprises, says **Bo Gyllenpalm, PhD (HOD 95)**. Gyllenpalm described Bergman's techniques in his 1995 Fielding doctoral dissertation, published that same year in Sweden as *Ingmar Bergman and Creative Leadership* (Stockholm: STABIM, 1995).

Bergman was an organizational genius as well as a creative one, Gyllenpalm says. His ability to elicit the very best in creativity and effort from each member of a large group of actors and production personnel

provides a useful model to team-builders, executives, and project managers in all fields. He was even able to transpose his techniques to other cultures, mounting multiple successful productions in London and Munich, although not without overcoming initial resistance.

Bergman excelled as a short-term project manager, notes Gyllenpalm, not as a long-term executive. In fact, he lasted only 2 ½ years as head of the Royal Dramatic Theater. "He cannot stand anything too long," writes Gyllenpalm, "so he moves on."

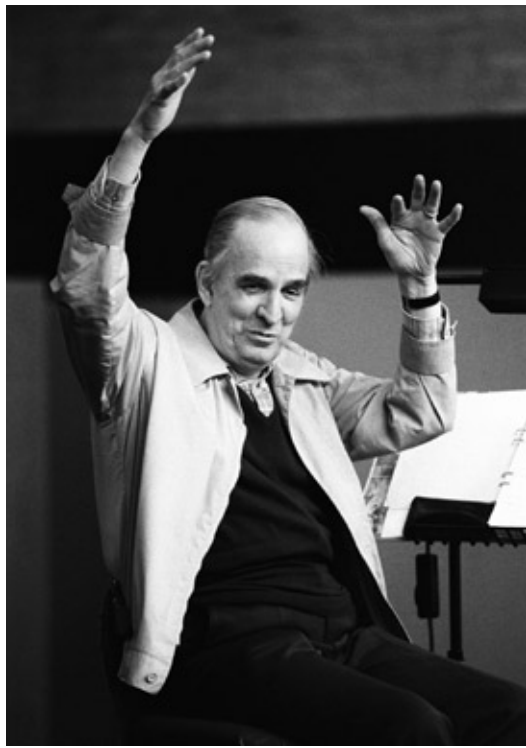
Bergman's restless creative imagination compelled him to "give birth" to one successful performance after another—more than 150 over the span of his 50-year stage career. Each production was mounted in only 8 weeks. After the dress rehearsal, Bergman would depart and almost never returned to see the play again. His management genius lay in the fact that the team he had molded was able to become a self-directed one, one that produced a peak performance night after night.

Initially, Gyllenpalm interviewed members of theatrical casts and crews who had collaborated intimately with Bergman.

They were able to detail the years-long preproduction process Bergman undertook alone: first to master the dramatic essence of the written text, then to develop and refine his own artistic vision for the play. Once he hired the cast and crew he desired, he would communicate his vision of the play to his team in such a way that each was inspired to bring forth his or her best creative effort in order to realize Bergman's vision and goals.

Bergman knew exactly what he wanted, but he was also wise enough to know that spelling it out would not engage his actors' creativity. Instead, after framing very clearly how he saw the text, he would walk the actors through the blocking he had devised. Because of this, he was often accused of being authoritarian or controlling. Yet those who worked closely with him insist that, instead of imposing his will, his method provided a safe platform where they could apply their unique talents and insights.

"He has such an ability to communicate what he wants with the play," said one staffer. "This means we all can go into the production and feel, OK, this is the story we are going to tell .... You don't feel that your



*Ingmar Bergman mounted over 100 successful stage productions, often casting his favorite film actors such as (below, right) Bibi Andersson and Erland Josephson.*

PHOTOS COURTESY BENGT WANSELIUS



responsibility or your artistic integrity is being taken away.... You feel very clearly that you are part of the creative process."

The actress Ingrid Bergman was initially intimidated by the prospect of performing in one of Bergman's productions. "Of course his reputation is formidable," she said in an interview, "...but he never raised his voice once to me .... He's big enough to listen to your ideas, and if he likes them he'll use them. He's very flexible and open, allowing his actors to feel they are creating too, and are not just marionettes in his hand."

Bergman himself noted that when the director "notices that the actors themselves arrive at what he has thought, then he can build on this .... If it does not come out, you stealthily inject it by changing the blocking or something similar."

Bergman also created a team spirit and an ambience of safety by holding daily production meetings with each department. Everyone was free to ask for advice or clarification so that small tensions and obstacles could be diffused on the spot. Enormously prepared and a strict disciplinarian, he also knew how to inject humor into a situation, to stay flexible, and to set his ego aside.

As noted, Bergman's theater career spanned 50 years and 150 major productions. "More than 100 of them were huge successes," Gyllenpalm says. "I feel sad that he is gone because he meant so much for the Swedish theater."

*From closely studying how Bergman managed his stage productions, Gyllenpalm discerned six techniques that allow managers in almost any situation to motivate, challenge, and elicit peak creativity from their team:*

- 1) **Define a purpose or mission, alone or together with the team, and passionately communicate this to create a shared vision that conveys meaning to the different stakeholders.** Bergman accomplished this through careful preparation, craftsmanship, dedication, and passion.
- 2) **Make strategic choices/decisions to create the possibilities for the team to peak-perform.** Provide your team with the right information, the right training, and the right tools, says Gyllenpalm, so they can excel. Bergman made sure he got the resources he wanted: human, technical, and financial. He used his power of position whenever he felt it was necessary.
- 3) **Set challenging goals, communicate clear expectations of oneself and others.** Bergman skillfully communicated his inner picture of what he wanted, set barrier-breaking goals, and used humor to release tension. He encouraged team members to stretch and go beyond their comfort zones.
- 4) **Create and activate a productive, coherent, collective mindset by making positive mental models conscious and letting them guide the energy.** Bergman created a productive work environment and made sure there was something in it for everyone. He influenced the collective mindset with his own professionalism and personal example.
- 5) **Build strong performance ethics by creating disciplined working processes and rules.** Bergman supervised and followed up closely during the rehearsal period. He was willing to use both personal and positional power when needed to make sure the working processes and rules were implemented and adhered to.
- 6) **Define clear roles, delegate tasks, and support the team members in their work to grow and develop.** Bergman showed that he believed in his team members' abilities and he gave direct and honest feedback. He also demanded that everyone be prepared, on time, and focused.



Above (L-R): A successful OD improvisation technique; improv expert Tiffany Von Emmel, PhD

Opposite (Background): "California Zen, Four Elements (Sun)," Carol North Dixon



Patrick Roden, PhD (HOD 07)



Kathy Tiner, PhD, program director MA-CEL

# Q & A

## CREATIVITY AT FIELDING

Focus asked several students, alumni, and faculty to describe how the Fielding learning model nurtures creativity within the Fielding community.



### How does the Fielding learning model foster creativity?

**Patrick Roden, PhD (HOD 07):** One definition of creativity is bringing something new into existence. Fielding's concept of adult education was not just a syllabus thrown down on my desk. It involved a lot of leaps of faith on my part, but this was appealing to me. I wasn't redoing work that somebody else had already done; I wasn't doing what my chair wanted me to do. I was allowed to find my own voice within a context of academic rigor.

**Kathy Tiner, PhD (HOD 94), director of the MA Collaborative Educational Leadership program:** I was given ownership of and responsibility for my learning. Instead of being told what I should read and do, I was able to use what I had learned from my previous educational and professional experiences to design a learning process that would teach me what I knew I needed to know.

**Tiffany Von Emmel, PhD (HOD 05):** I wanted to go in a new research direction in order to look at social and organizational systems. For years I couldn't find a school or group of people to support me in that. When I came to Fielding, I was able to delve into an inquiry that I felt passionately about. I was helped to find the language and mentorship I needed. I was deeply satisfied.

### Erik Gregory, PhD, PSY faculty:

Everyone is capable of creative thinking. Ask a 6-year-old for solutions to a problem and he'll come up with at least 60, some quite fantastical, of course. An adult will generate only 5 or 6. Part of that is the result of convergent thinking—being taught there is only one right answer.

Specialization doesn't help us know how to act in new or novel situations. In one study, some very smart Ivy League students showed that they could answer questions on a test, but when they were taken out of their classroom environment and confronted with a real-world problem, they were not able to transfer their academic skills to solve it. Creativity enhances transference of skills.

### How is the Fielding learning process both multicultural and multidisciplinary?

**Gregory:** You need a multidisciplinary knowledge base to fuel divergent thinking. Creative types are very widely read, they have a great sense of curiosity, and they are willing to explore topics that may not produce immediate results. They're reading for the intrinsic benefits of learning, not some extrinsic reward.

**Judy Stevens-Long, PhD, associate dean, School of Human & Organization Development:** A multicultural consciousness is essential, even in something as basic





*Erik Gregory, PhD, assistant director,  
Media Psychology Program*



*Judy Stevens-Long, PhD, associate dean,  
School of Human & Organization  
Development*



*Charles McClintock, PhD, dean, School  
of Human & Organization Development*

as writing technique. For example, the Israeli culture considers it very educated to use a lot of adverbs, whereas I teach that the adverb is the enemy of the verb. In the Hispanic culture, students tend to write in a very flowery way with lots of dependent clauses and prepositions. With my students, we discuss how certain cultural attributes can be pluses or minuses within a different context.

**Tiner:** At Fielding, we believe that people can make meaning through social and personal experiences. We use art, music, and all modes of learning and creativity to make meaning of everything around us.

**Von Emmel:** If we're going to engage more diversity in all its forms, we need to be able to use multiple ways of knowing, including music, dance, movement, visual arts, people



*James Hirschen, Media PSY student*

joining together to do things. Diversity and creativity are fundamentally linked.

**Stevens-Long:** Students say that as a result of our multicultural approach they develop a greater tolerance for ambiguity and other peoples' points of view as well as the ability to focus and work in chaotic situations, which is in itself a kind of creativity.

**What characterizes Fielding's student-faculty dynamic?**

**Charles McClintock, dean, HOD:** We strive for a relational process, along the lines of the British model as opposed to the traditional "apprentice" model.

**Stevens-Long:** Our faculty members do have power over students—that's just a fact—but we try to make the gradient less steep so students and faculty are more like colleagues.

**Von Emmel:** I found the faculty to be incredibly supportive. In addition to allowing me to coteach with him, my faculty advisor, Peter Park, invited me to debate him on the topic of knowledge. The first-year students were shocked. "I can't believe you spoke to Peter like that!" "How could you talk to a professor that way?" But it was intentional, to give the students a different experience of power dynamics.

**How do faculty members demonstrate their creativity?**

**James Hirschen, Media PSY student:** For me, Media Psychology program director Bernie Luskin is the quintessential personification of creativity. He is profoundly innovative, with a vulnerable charisma that makes him very approachable. If you need an idea, ask Bernie!

**Von Emmel:** Charlie Seashore is keenly intuitive about what is going to be most helpful for each student's development. He realized that through teaching I would be able to develop my ideas.

**Stevens-Long:** In a sense, I teach "the psychology of grammar." It's a kind of diagnostic, to show students how they're burying their ideas or not stepping into the authority they need to claim.

We talk about how people use grammar as a neurotic defense against owning what they're saying. For example, someone will overcomplicate a sentence with three prepositions and two dependent clauses. They've buried their idea down at the bottom of this grammatical nest. So their most creative stuff becomes the most difficult to understand. It's because they don't trust themselves.

So I teach them to take risks. I teach them to step into their authority.

# Faculty Research & Practice

---

## BOOK PROFILE:

---

### *BUILDING ONLINE LEARNING COMMUNITIES: Effective Strategies for the Virtual Classroom*

John Wiley & Sons, 2007

The world of online teaching has changed significantly since 1999, when this book was first published as *Building Learning Communities in Cyberspace* (Wiley & Sons).

Back then, authors **RENA PALLOFF, PhD (HOD 96)**, and **KEITH PRATT, PhD (HOD 96)**, predicted there would be a big surge in the burgeoning field of online community research. They were right. "There's been a ton of studies in the last eight years," Palloff says, "that look at how critically important community building is to the learning process."

In the new edition, she continues, "We have updated our thinking on the subject as well as some of our terminology and our review of the research and literature."

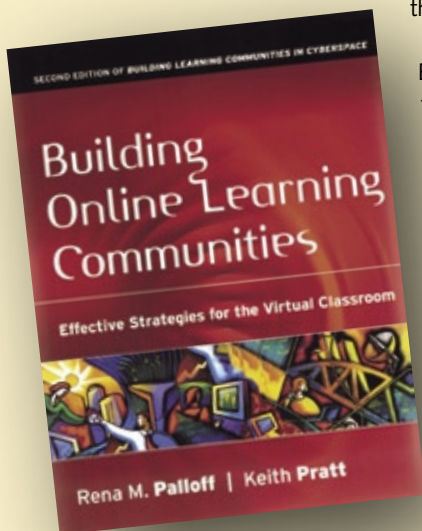
As online learning has spread, say the authors, so has the need to overcome feelings of isolation that can arise. "People don't see each other face-to-face and they often react asynchronously," Palloff explains, "which can create a tremendous feeling of 'disconnect.' If you don't take the time to help online students connect as people, then collaborative learning attempts fall flat."

Palloff and Pratt believe it's necessary for the first week in any online course to be devoted to community building. "We call the first week 'Week Zero,'" she says. Icebreaker activities such as exchanging personal introductions, profiles, and biographies can create a bond between participants, which becomes essential as the coursework progresses.

"That time spent on the front end reaps tremendous benefits on the back end," one student told Palloff. A sense of community deepens critical thinking skills, increases levels of creativity and engagement, and, perhaps most important, reduces a sense of isolation. "It's so crucial for students to realize they are not alone." The authors describe how to handle students who don't participate, how to deal with conflict, even how to deal with the death of a student—all within the parameters of an online course community.

Palloff serves as faculty in Fielding's School of Educational Leadership & Change and program director for the academic certificate program Teaching in the Virtual Classroom. She also teaches online for Fielding's MA program in organizational behavior/organization development.

Pratt is currently associate dean of Distance Learning and Instructional Technology at Northwest Arkansas Community College in Bentonville. Together, Pratt and Palloff are managing partners of Crossroads Consulting Group.




---

**NANCY BAKER, PhD (PSY)**, was elected as a Fellow of the Society for the Psychological Study of Ethnic Minority Issues (APA Division 45) and given the Laura Brown Award from the Society for the Psychology of Women (Division 35).

---

**JOSEPH BUSH, PhD (associate dean, PSY)**, accepted a three-year reappointment to the editorial board of the *Journal of Pediatric Psychology*.

---

**ANNA DiSTEFANO, EdD (provost)**, was named vice chair of the Western Association of Schools and Colleges (WASC) Commission's Policy & Planning Committee.

---

**BARCLAY HUDSON, PhD (HOD)**, published "More Things Than Dreamt . . . Collaborative Treasure Hunts for the Invisible" as Chapter 5 (pp. 75–93) in *Selected Papers from the 18th International Conference on Teaching and Learning*, edited by Jack A. Chambers. Dr. Hudson won the "best paper" award at the April 2007 conference in Jacksonville, FL, hosted by the Center for the Advancement of Teaching and Learning.

---

**JEAN-PIERRE ISBOUTS, LittD (PSY)**, authored *The Biblical World*, published in November 2007 by National Geographic Society. Dr. Isbouts will present his work at Fielding's winter session.

---

**FOUR ARROWS (DON TRENT JACOBS), EdD, PhD (ELC)**, has a new book, *The Authentic Dissertation: Alternative Ways of Knowing, Research, and Representation*, under contract with Routledge Press. He authored *Unlearning the Language of Conquest: Scholars Challenge Anti-Indianism in America*, 2006, University of Texas Press. In South



---

## BOOK PROFILE:

---

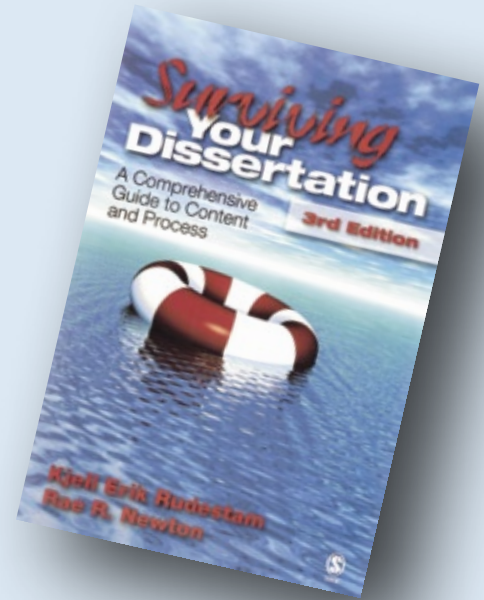
### *SURVIVING YOUR DISSERTATION: A Comprehensive Guide to Content and Process*

Sage Publications, 2007 (Third Edition)

First published in 1992, this straight-shooting guide to running the dissertation gauntlet has proven a significant success for coauthors **KJELL ERIK RUDESTAM, PHD**, associate dean of academic affairs at Fielding, and **RAE R. NEWTON, PHD**, a consulting faculty member at Fielding.

"Somebody out there likes us," Rudestam says, indicating that reviews have been positive. "As far as we know, ours is the only guide to fully discuss both content and process. We often get emails or notes from students saying, 'Your book was my bible for getting through my dissertation process.'"

The new edition has been revised and expanded in significant ways. "We pay more attention to examining the philosophical underpinnings of the various research paradigms and to differentiating between quantitative and qualitative approaches," Rudestam says. "We also devoted a separate chapter to qualitative research approaches, as they are attracting more and more interest. We made a real effort to distinguish among them."



The authors expand their list of alternative approaches to include the mixed method approach, case studies, and action research. They increase the number of actual Fielding dissertations cited as exemplars and devote a new chapter to using the Internet for data collection. They provide a frank discussion of the difficulties that can arise when choosing a dissertation committee.

Updated information on software programs and computer guidance is distributed throughout, as are handy tip boxes and more detailed suggestions for presenting tables and graphs. The authors also update their chapters on writing and on research ethics.

"We hope these changes have resulted in a user-friendly edition," Rudestam says, "while maintaining the breadth and depth of the original text."

Korea, Four Arrows lectured on American Indian education at Daegu Catholic University and at Yeungnam and KyungPook University. He also lectured at KyungPook University Hospital on the subject of the new edition of his Prentice-Hall text, *Patient Communication*, to be published by Jones and Bartlett with the title *Communicating with the Sick and Injured*.



**RUTHELLEN JOSSELYN, PhD (PSY)**, wrote *Playing Pygmalion: How People Create One Another* (Jason Aronson, July 2008). She co-edited *The Meaning of Others:*

*How People Create One Another* (APA Books) and authored a chapter, "The Ethical Attitude in Narrative Research," in *The Handbook of Narrative Research*, edited by Jean Clandinin (Sage, 2007). She also gave the keynote address for The Society for Research in Identity Formation on the topic "Continuity and Change in Women's Identity from College to Age 55."

**BERNIE LUSKIN, EdD (director, Media Psychology PSY)**, joined The Society for New Communications Research as an Honorary Senior Fellow and member of the advisory board. The society is a group of recognized industry leaders dedicated to the advanced study of new media, new communications tools, technologies, and emerging modes of communication and their effect on traditional media, professional communications, business, culture, and society ([www.sncr.org](http://www.sncr.org)). Luskin was also

honored by Coastline College at the 2007 Visionary of the Year Awards gala.

**ALLAN MIRSKY, PhD (PSY)**, received an American Psychological Association Distinguished Service Award for the Profession of Psychology. The award was presented in August 2007 at the annual APA convention in San Francisco.

**GREGORY MURREY, PhD (PSY)**, published "History of Reported Head Trauma in a Sample of Women in Substance Abuse Treatment" in the *American Journal of Drug and Alcohol Abuse*, 2007.

**BARNETT PEARCE, PhD (HOD)**, completed two books in 2007: *Communication and the Making of Social Worlds*, published by Danish Psychological Press, and *Making Social Worlds: A Communication Perspective* from Blackwell Publishing.

**NOLAN PENN, PhD (PSY)**, was invited by Christine Hunefeldt, director of the Center for Iberian and Latin American Studies (CILAS), to become a faculty affiliate of CILAS and the Latin American Studies (LAS) Program. He will share with them research conducted by Fielding's Cross-Cultural Research Faculty Team in Santa Barbara.

**ODIS SIMMONS, PhD (ELC)**, was invited by Japan's Seirei Christopher University to speak at the first of a series of planned research methodology sessions for faculty development at the Seirei School of Social Work. Dr. Simmons briefly explained grounded theory and also discussed the differences between Glaserian grounded theory and Straussian grounded theory.

**GLORIA WILLINGHAM, PhD (associate dean, ELC)**, was selected as a Fulbright Grant recipient to

assist the University of Malta last November in its curriculum development, review processes, and faculty development activities in Public/Global Health at both the graduate and undergraduate levels. Dr. Willingham is one of over 400 U.S. faculty and professionals who traveled abroad last year through the Fulbright Senior Specialists Program. The University of Malta was established by the British in 1592.

In 2008, Willingham will lead a delegation of 55 scholars from American universities across the United States to South Africa. Sponsored by the International Scholars Laureate Program, the delegation will meet with faculty and administrators at the University of West Cape and the University

of Zulu Natale. They will also spend time in two orphanages, public health services, hospitals, HIV/AIDS education settings and clinics, and with traditional healers in the Zulu Nation.



## FIELDING NEWS



Bernie Luskin, EdD, was honored by Coastline College as the 2007 Visionary of the Year at the college's annual awards gala in April.

### IN MEMORIAM

#### Anne Alonso, PhD

1933-2007



Her many friends and colleagues at Fielding and in the world of professional psychology are deeply saddened by the death of Anne Alonso. Anne's peers and students considered her to be a master teacher, trainer, and clinician in addition to a prominent researcher and author. She was a consummate professional and an iconic figure in the fields of group and psychoanalytic psychotherapy.

Anne graduated from Fielding's School of Clinical Psychology in 1980 and went on to serve as a faculty member in that school from 1983 through 2001. She remained involved with the university as a member of the board of trustees, alumna, and faculty emerita. Her enduring legacy to Fielding is the founding of the Alonso Center for Psychodynamic Studies, which will continue to foster her passion for psychodynamic theory, research, and scholarship.

As Sam Osherson, PhD (PSY), Anne's friend and colleague of many years, says, "She modeled the wisdom, generosity, and humanity we all need as we wrestle today with the same social problems and opportunities that so moved Anne in her life."

## A NEW BENCHMARK FOR TRANSPARENCY IN HIGHER EDUCATION

Fielding Graduate University is one of 10 prominent adult-serving colleges and universities that are leading a groundbreaking initiative toward greater accountability and transparency in higher education. On October 22, 2007, the consortium launched "Transparency by Design" at a press conference at The National Press Club in Washington, DC.

The initiative provides a comprehensive action plan to elevate the quality of higher education available to adults and to provide program-specific outcome data, allowing students to make informed decisions about their education investment. The idea grew out of a working group of the Presidents' Forum, which was established by Excelsior College to provide adult-serving institutions an opportunity to exchange ideas about current educational models and tools. The group recognized the needs of adult students for trustworthy and transparent ways

to choose among many available educational options.

**Bernie Luskin, EdD**, Fielding's executive vice president, represents the university on the "Transparency by Design" panel. Starting in 2009, the panel plans to issue annual reports that will include comprehensive data for each course of study, including student demographics, completion rates, costs, and student engagement as well as knowledge, skills learned, and outcomes at the program specialization level. This will allow prospective students to assess how well a program will prepare them for their professional pursuits.

In the media announcement of the initiative, Luskin was quoted as saying, "We are pleased to participate with a mix of campus-centric and also completely distance learning institutions, ranging from community colleges through universities. We are working toward increasing quality access and opportunity through the emerging twenty-first century models."





**FIELDING**  
*Graduate University*

**2007  
ANNUAL  
REPORT**



# Honoring All Donors to the 30th Anniversary Campaign

January 1, 2002 – June 30, 2007



Thank you to the more than 760 individuals and organizations who contributed to Fielding during the 30th Anniversary Campaign. Gifts totaling \$6,666,655 made the campaign a resounding success and have forever changed the face of Fielding Graduate University.

## PRESIDENT'S CIRCLE

Fielding thanks the members of the President's Circle who made extraordinary contributions to the 30th Anniversary Campaign.

### BENEFACTORS

(\$1 million +)

Marv & Linda Branch  
John H. Gladfelter  
Sara Miller McCune

### PATRONS

(\$100,000 – \$999,999)

Anne Alonso (d)  
Anonymous  
James Irvine Foundation  
UniHealth Foundation/  
David Carpenter

### PLATINUM

(\$50,000 – \$99,999)

Frank R. Jankovitz  
E. Nancy Markle  
James Muren

### GOLD

(\$25,000 – \$49,999)

Patricia Gregory for the  
Baker Foundation  
Louis & Adele Osherson Estate  
Pfizer Foundation  
Matching Gifts  
Charles N. Seashore  
Staples Foundation for  
Learning, Inc.  
Gary Wagenheim

### SILVER

(\$10,000 – \$24,999)

Don D. Bushnell  
California Charter Schools  
Association  
David & Leila Carpenter  
Michael J. Corey  
Anna DiStefano  
Robert Dowling  
Bo V. Gyllenpalm  
Patricia M. Hodges  
Dianne & Irving Kipnes  
Foundation  
Gerald & Judith L. Kuipers  
Rochelle H. Levit  
Charles McClintock  
Joyce Menschel  
Patricia Oelrich  
Louis & Harold Price Foundation  
Margarita Rosenthal  
Stephanie Simonton-Atchley  
Marvin Sirot Charitable Trust  
Nicola E. Smith  
The Towbes Group  
Latham Williams

### BRONZE

(\$5,000 – \$9,999)

CASA  
LaNelle B. Ford  
Kathy Geller  
GlaxoSmithKline Foundation  
Michael Goldstein  
Russell Goodman  
Melinda L. Hall  
Sherry L. Hatcher  
Lennel J. Henderson  
Linda H. Lewis  
Bernard J. Luskin  
Magic Feet Fund  
Harriet Miller  
Kristie Miller/Minerva  
Foundation

Eileen S. Morgan  
Nancy E. Moss  
Michael Nash  
Patricia Palleschi  
Nolan E. Penn  
Sally Peterson  
Frederick Phillips  
Sage Ann Scheer  
Constance R. Shafran  
Martha E. Sherman  
Ann C. Stephens  
Judith Stevens-Long  
Arlene Falk Withers

### PARTNERS

(\$2,500 – \$4,999)

ABC-CLIO  
Adams Legacy Foundation, Inc.  
Anonymous  
Association for the Treatment  
of Sexual Abusers  
Suzanne Baer  
Sandra McCord Best  
El Adobe Corporation  
Jeanne Gavrin  
Tracy Gibbons  
Sandra L. Gill  
Al Gonzalez  
Ruth Hochberg  
Harriet G. Jenkins  
W.K. Kellogg Foundation  
Jesse Gwen Kennedy  
Robert E. Kinsinger  
Anne Kratz  
Frances B. McCallister  
Anna J. McDonald  
Mennonite Foundation, Inc.  
Robert B. Mintz  
Richard J. Mucowski  
Carl Oliver  
Pacific Capital Bancorp  
Marilyn Parker Brooks  
Paulette Pasciuti  
J. David Ramirez  
Katrina Rogers  
Evelyn Rouner Estate  
Ken & Jo Saxon  
Harold Shabo  
Ronald J. Stratten  
Robert J. Tankard  
Tolman & Wiker Insurance, Inc.  
Mary Ann von Glinow  
Stanley Weinstein

Donna Wickham Furth  
Judy Witt  
Xerox Corporation

Dorothy Agger-Gupta  
Neils Agger-Gupta  
Almich & Associates  
Anonymous  
Nancy L. Baker  
Bank of America  
Patricia Barth  
Rodney Beaulieu  
Mark & Debra Bernstein  
Eric Boehm  
Beth Parker Brown  
Ruth Camp  
Katherine J. Carr  
J.P. Morgan Chase Foundation  
Cox Communications  
Datatel Scholarships Foundation  
Rodney Davis  
Sonya E. Delgado  
Donna J. Dennis  
Glory Fox Dierker  
Rosemary Dietrich  
Daniel J. Distelhorst  
Kathleen Edwards  
Daniel Eison  
Léni Fé Bland  
Tiffany Field  
Marie Fielder (d)  
Beth Fisher-Yoshida  
Ronald A. Giannetti  
Suzanne Gilbert  
Anthony F. Greene  
Toni Gregory  
Elizabeth A. Hardy  
Stephen Haymes  
Kathleen M. Henry  
Bill J. Huffaker  
Lisa Hunter  
Kae R. Hutchison  
Leo F. Johnson  
Pamela Johnson  
Deborah Kahn & Harris Miller  
Leon Kaplan  
Stephen Kay  
Sandra Kewanhaptewa-Dixon  
Kay A. Knox  
Susan M. Lawley  
Lisa Lewis

### FRIENDS

(\$1,000 – \$2,499)

Michael Little  
Marianne E. Locke  
Lee Mahon  
James & Jeryl McIntyre  
Weston F. Milliken  
Montecito Bank & Trust  
Lisa Moriyama  
John & Claire Morrissey  
Jodie Morrow  
Donald W. Mroz  
Nelnet, Inc.  
Jerry P. Nims  
Northrop Grumman Litton  
Foundation  
Christi A. Olson  
Thierry Pauchant  
John Petote  
Linda A. Powell  
Marvel M. Proton  
Psychology Student Governance  
John & Kathleen Randolph  
Robert Wood Johnson  
Foundation Matching  
Gifts Program  
Linda R. Rosene  
Wendy Rowe  
Santa Barbara Chamber of  
Commerce  
Judith Schoenholtz-Read  
Norman & Carol Schulman  
Kesiah E. Scully  
Michael Serabian  
Nancy Shapiro  
Robert Silverman  
Frank L. Smith  
Lisa Stephens  
Eugene H. Stivers  
John & Jane Stromberg  
Ted J. Takamura  
DeAnne Taylor  
Ted Tedesco  
Gine Thomes-Cotter  
Kathy Tiner & Daniel R. Sewell  
Dudley O. Tower  
Jody Veroff  
Alice M. Warner  
Ilene C. Wasserman  
James B. Webber  
Sylvia Williams  
Gloria Willingham  
Erik K. Willmarth  
YSI, Inc.  
Alan Yurman

## FOUNDERS' CIRCLE

The Founders' Circle recognizes those who have generously designated Fielding in their wills or have made a planned gift to secure Fielding's future.

Natalie Ammarell  
Peggy Azad  
Marvin & Linda Branch  
Anna DiStefano  
D'Ann Downey  
Kathy Geller

Tracy Gibbons  
John H. Gladfelter  
Sharon Hawley  
Anne Kratz  
Gerald & Judith L. Kuipers  
Sara Miller McCune

Eileen Morgan  
Christi Olson  
Wendy Overend  
Andrea L. Shields  
Judith Silverstein  
Roland (Roc) & Charlotte Troike



*Thank you to all those who have so generously supported the 30th Anniversary Campaign.*

## INNOVATORS

(\$500 – \$999)

ACE Service  
Keith Alward  
American Pension Company  
Anonymous  
Diane G. Armstrong  
Christina Boardman  
Boeing Gift Matching Program  
Miné A. Boyd  
Bridget L. Brady  
Joseph P. Bush  
Judith E. Clyman  
Coldwell Banker Residential  
Brokerage Corporation  
Elizabeth A. Cole  
Kenneth Collier  
John C. Cooper  
Susan W. Cortez  
Argentine S. Craig  
J. Rick Day  
Jenny Edwards  
Charles H. Elliott  
April Fallon  
Linda F. Ford  
Dennis Forster  
Marilyn Freimuth-Baron  
Margie Gonzales  
Cynthia J. Hardwick  
Stanley & Betty Hatch  
HOD 25<sup>th</sup> Anniversary  
Attendees  
Lois S. Hogan  
Thelma Jackson  
Will Kouw  
John La Puma  
James Lazarus  
Julie Lopp  
Laura L. Markos  
Mary E. Maxwell  
McCune Foundation  
Nancy C. Molter  
Gregory J. Murrey  
John Nelson  
Mary W. Nicholas  
Sara Orem  
Samuel O. Osherson  
Beverly Palley  
Georgia A. Persons  
Joan B. Read  
Marie Ann Reilly  
Rodheim Marketing Group  
Kjell E. Rudestam  
Patricia B. Salgado  
Santa Barbara Travel Bureau  
Jack Saporta  
Paul C. & Nancy Shaw  
Judith Silverstein  
Odis Simmons  
Charlease T. Stevenson  
Edward C. Tronick  
Lynne Valek-Gordon  
Louis Weider  
Nancy C. Weisman  
Richard B. Welch  
Patricia Wiklund  
Kathryn Williams

## CHANGEMAKERS

(\$250 – \$499)

Phyllis Fathom Acadia  
Natalie Ammarell  
Julie Anding  
Anonymous  
Deborah P. Arcoleo  
Leslie J. Adler  
Lila Azad  
Barbara Lutz Bates  
Debra Bendell Estroff  
Micki Berg  
Best Western Encina Lodge  
Marion Bilich  
Janice S. Bock  
Judy A. Bordin

William R. Boyd, Jr.  
Mary Ellen Brantley  
Karin A. Bunnell  
Joyce Burland  
Jill Bond Caire  
Judith W. Caves  
Barbara Chambliss  
Marie Claibourne  
Elizabeth A. Downes  
Curtis J. Edwards  
Sally J. Fox  
Myrna L. Frank  
Frank Friedlander  
Robert & Pat Fuller  
Bernardo C. Garcia  
Yolanda Gayol  
Joyce Germaine-Watts  
Martha S. Gilly  
Frances Goodrow  
Sue Gordon  
Sheila Gregory  
Cheri L. Gurse  
Natan HarPaz  
Mary E. Henderson  
Barclay M. Hudson  
Denise Humphrey  
Richard Hunter  
William J. Husson  
Szabi Ishtai-Zee  
Anzi Jacobs  
Shoko Kashiama  
Morris T. Keeton  
Charles J. Kennedy  
Phillip L. Kent  
Tracy A. Knight  
Toni A. Knott  
Zieva Konvisser  
Carmen D. Kuchera  
Nancy R. LaPelle  
Gwendolyn A. Lewis  
Mary Mead Lofy  
Sarah MacDougall  
Stanford L. & Shirley McDonald  
Irene McHenry  
Sandra B. McPherson  
Anneliese Merich  
Mary Lou Michael  
Jeanette M. Moore  
Adair L. Nagata  
Peter Park  
Cynthia Phillips  
Chris Pipes  
Rita F. Resnick  
Harriet J. Robles  
Anne Rose  
Stephen Ruffins  
Patsy H. Sampson  
Mark Scanlon-Greene  
Gary Schulman  
George P. Sillup  
Paula M. Singer  
Leigh Slaughterbeck  
Laura L. Smith  
Marion Somers  
Terry Stimson  
Roland (Roc) Troike  
Constance Ulasewicz  
Paul Van Almkerk  
Teya Walker  
William Randy Warley  
Jodie Wigren  
Leni Wildflower  
Stephanie K. Williston  
Katherine M. Wright

## LIFELONG LEARNERS

(\$100 – \$249)

Mary Abbajay  
Richard Abbott  
Ruth W. Ackerman  
Richard P. Appelbaum  
Debra A. Arviso  
Andrea Aucoin  
Leonard M. Baca

John J. Barnett  
Frank J. Barrett  
Richard Beaver  
Shirley Beck  
Marcia Bedard  
Holly McKinzie Beene  
Kathryn M. Bender  
Marcella Benson-Quaziena  
Valerie Bentz  
Sheila D. Bergman  
Brent Betit  
Ada Birch  
Peter Bloch & Kathy Lowe  
Marlene M. Blumenthal  
Robert Bodine  
ReGena M. Boose  
Judy Boykin-McCarthy  
Kimmis Brady  
Angela Breckenridge  
Philip I. Brennan  
Mark K. Brenner  
Juanita Brown  
P. John Brunstetter  
Fae Louise Bush  
David Bushnell  
David G. Bushnell  
Jeff Bushnell  
Lura Butler  
Marsha Rogers Canick  
Lisa Carlson  
Sidney L. Chadwick  
Irvin Clark  
Arnold Cohen  
Alexandra Cole  
Marshall Colt  
Kenneth R. Coy  
Bill & Joan Crawford  
Kimberly S. Davenport  
Brent D. Decker  
Peter V. Deison  
David B. deMerville  
Valerie Dhanens  
Andrea N. Diaz  
Barbara Divver  
Peter Flavin Donnelly  
David Drake  
Patricia R. Evans  
Sonja Ferreras-Sullivan  
Shela B. Fisk  
Ron & Carole Fox  
Ellen F. Franklin  
Leola Furman  
Placida Gallegos  
Mary L. Gerke  
Penny M. Goffman  
Richard Goodman  
Kenneth Grech  
Marisa L. Guerin  
Miguel G. Guilarte  
Matt Hamabata  
Mark & Sally Hamilton  
Nancy E. Hansen  
Yvonne Hansen  
Mimi Hanzel  
Connie Harmsen  
Marcia M. Harris  
Miranda Haskie  
Violet Hatipoglu  
Doreen Marie Heath  
James Hershey  
Carol Hershey  
Gerald H. Heuett  
Marian H. Higgins  
Judith Hill  
Hallock Hoffman (d)  
Nancy J. Holley  
Anthony H. Holliday  
R. John Hoover  
Vaughan Howland  
Shelley K. Hughes  
Susanne Jensen  
Ann Marie Johnson  
Martha L. Jones  
Marc L. Joslyn  
Gus B. Kaufman, Jr.  
Marty Keller  
Salah C. Khellaf  
Terry Kirchner

Efrosini Kokkinos  
Eleanor B. Komet  
Marie B. Kraft  
Stefan Kramer  
Diana Kunkel  
Berit M. Lakey  
Jeanne E. Lamprecht  
Jean R. Lasee  
Lois LaShell  
Martin J. Leahy  
Elizabeth Leddy  
James & Joan Levine  
Christopher M. Lindemann  
Katherine W. Lui  
Claudia Lutosky  
William H. Maehl  
Indramati Mahabir  
Mike Manning  
Don & Barbara Margerum  
Mae Marks  
Louis Martucci  
Andrew & Dorothy Mason  
Lorraine R. Matusak  
Patrica Maxson  
Linda M. McLean  
R. Drumm McNaughton  
Elizabeth McNeill  
Mary Jane Melvin  
Judith E. Meyer  
Barbara Mink  
Richard Mirabile  
Jerrold A. Moore  
Edna Mordecai  
Virginia Morrison  
John Muldoon  
Margaret Murphy  
Michael J. Murphy  
M. Beth Myers  
Deborah Naish  
Gerald Nathan  
Annabelle L. Nelson  
Carlene H. Nelson  
Susan Newman  
Debra Nitschke-Shaw  
Michael & Betty Noling  
Tre Normoyle  
Marilyn Nusbaum  
Wendy A. Overend  
Rena M. Palloff  
Gerald Parent  
Scott Patterson  
Andrew & Florie Perellis  
Shirley Peterson  
Alan J. Politte  
Rebecca I. Porter  
Ellen Porter Honnet  
George T. & Laurie Potter  
Ida Pound  
Deborah J. Provost  
Roy & Berdina Ralph  
Tina M. Rasmussen  
Gaby & Sandra Reisner  
Carole S. Robin  
John Robinson  
Chris & Betsy Roden  
Evelyn Rouner (d)  
Barbara R. Rusmore  
Adam Russo  
Sonja Saltman  
Santa Barbara County  
United Way  
Tom Sappington  
Bruce & Rebecca Savage  
Thomas J. Scheff  
Nancy A. Schmitz  
Lorraine Schooner  
Beverly H. Schydowsky  
Marilyn L. Sears  
Barbara A. Seidel  
Maynard Seider  
Nancie V. Senet  
Jeanne Shaw  
Evelyn Shlensky  
Fred & Barby Siegel  
Sierra School Equipment  
Company  
Junell S. Silver  
Carolyn C. Slocombe

Maryhelen Snyder  
Hinde Socol  
Bob Stains  
Timothy K. Stanton  
Hinda K. Sterling  
Ted Stern  
Kathryn J. Stevens  
Gabrielle F. Stutman  
Alice Kay Talbot  
Inez Tenzer  
Carol Parker Terhune  
Terry L. Timmins  
Susan R. Tobin  
Joseph E. Troiani  
Steve Upham  
Ellen Urell  
Joan Vitello-Cicciu  
Colin R. Vogel  
Susan B.F. Wageman  
Linda Watkins  
Gerald & Dolores White  
Catherine J. Winter  
Susan Wyatt  
Izraela Yaron  
Zvi Yaron  
Pamela Young  
Andrea Zintz

## SCHOLAR-PRACTITIONERS

(up to \$99)

Kimberlee Acker  
Barbara Banas Adams  
Kathleen Aguilar  
Sita M. Aiello  
Kristine D. Allcroft  
Shirley Aragon  
Athena Arthur  
Susan E. Auerbach  
Gilbert H. Backerman  
Teresa Bailey  
Gayle Barrett  
Kim Bechler  
Carol Bekendam  
Alycia Bellah  
Kenneth Bergman  
Jan Marie Bestwick  
Sandra L. Birdleough  
Mark C. Bissell  
David L. Blustein  
Joan M. Bowman  
Carol L. Boyce  
Ronald A. Brandon  
The Bullens Family  
Barbara Carlson  
Robin Cash  
Barbara Cavalier  
Erin R. Chick  
Martin J. Clarke  
Marvin & Darryle Clott  
Mary E. Collieran  
James D. Collison  
Nancy J. Copeland  
Gloria L. Cordova  
David M. Corey  
Linda Crafts  
Margaret A. Cramer  
Lex Crane  
Sharon J. Cumblin  
John F. Davis  
Patricia L. Dawson  
Yaya De Andrade  
Osvelia G. Deeds  
Deborah Delafield  
Deby DeWeese  
Eike B. Diebold  
Silvio Dileto  
Deborah B. Dixon  
Kathryn Dodge  
Donna Mae Donahue  
D'Ann Downey  
Deborah R. Dwyer  
William & Linda Edgar  
Jo Ellen Eng  
Cynthia L. Federico  
Madeline F. Finnerty  
Ann M. Flood  
Sharona Fountain

Four Arrows (Don Trent Jacobs)  
 Ann M. Francis  
 Karen Lea French  
 Marilee Goldberg  
 Susan Goldberg  
 Noel C. Gonzalez  
 Cara Good  
 Scott Gorsuch  
 Mark A. Gould  
 Dorothy J. Granger  
 S. Nelson Gray  
 Erik M. Gregory  
 Shawn E. Guinn  
 Paul Gunser  
 David Haddad  
 Mary Beth Haines  
 Harley-Davidson Foundation  
 Laurinda B. Harman  
 Fred Harris  
 Viola M. Harrison  
 Michelle Harway  
 Avis C. Hayden  
 Dana L. Hersher  
 Edward E. Hogg  
 Philip C. Hoile  
 Pamela Hopkins  
 Luisa Stellini Horn  
 Thomas & Gail Hough  
 Danny Jaques  
 Jeanette Jaramillo  
 Anne Johnson  
 David Johnson  
 Perri W. Johnson  
 Margaret R. Jonas  
 Anna Jones  
 Dilys J. Jones  
 Elizabeth A. Jones  
 Ruthellen Josselson  
 Nick & Peggy Kaufman  
 Gloria M. King  
 Kenzie Kwong  
 John La Mothe  
 Marquerite Laban  
 Donna J. LeBlanc  
 Gladys A. Lee  
 Carolyn H. Lejuste  
 Debra J. Lemke  
 Tony LeTrent-Jones  
 Linda A. Lewis  
 Bernard B. Lippman  
 Gina Gentry Loudon  
 Jo Manion  
 Ernest Marx  
 Arieahn Matamonasa-Bennett  
 Heather A. Matesevav (d)  
 Theresa D. Mattison  
 Faith Mauro-Huse  
 Michael McDermott  
 Marcella M. McGee  
 Mark McIntire  
 Suzanne S. McKann  
 Sherry Melchiori  
 Andrea Miller  
 John Miller  
 Jeannie Mintz  
 Patricia M. Mitchell  
 Don Monroe  
 Rianna Moore  
 Audrey M. Moran-Murphy  
 Marilyn G. Morrissey  
 Kathy Moshier  
 Russell D. Mott  
 Lorraine T. Munoz  
 Hani Y. Murad  
 Nora Lester Murad  
 Parvathi Narayan  
 Kay Nations-Ruiz  
 Linda J. Neutz  
 Lynn Newman  
 Julia E. Noble  
 Suzanne Noble  
 Dwight S. Nobles  
 Michael Padden-Rubin  
 Annette Mayo Pagano  
 Marsha Perlmutter-Kalina  
 Ernest D. Pipes  
 Michael Raffanti  
 David A. Rehorick  
 Allan S. Risley  
 James M. Robinson  
 Ines Roe

Susan Roti  
 Kristin Rozelle  
 Larry S. Sanders  
 Christopher G. Sansone  
 Michael D. Saylor  
 Steven Schapiro  
 Linda Schild-Jones  
 Arline E. Schwartz  
 Lois J. Sculco  
 Diane Shaevitz  
 Mary Jo Shane  
 The Shane Family Charitable  
 Lead Annuity Trust  
 Lore Shelley  
 Sharon B. Sherman  
 Kimberly T. Sibille  
 Willa Jean Simpson  
 Elissa L. Slinger  
 David C. Slaughter  
 SoCal Students & Alumni  
 Henry V. Soper  
 Richard Spilka  
 Mary Stahlhuth  
 Lynn Stanton-Riggs  
 Rosemary J. Stauber  
 Carol S. Steele  
 Joseph M. Steiner  
 Janet Steinwedel  
 Donna F. Stonich  
 Pamela L. Strange  
 Reid Strieby  
 Kathleen Strnad  
 Marion A. Stuart  
 Michael Suarez  
 Susan Y. Taira  
 Myrna E. Thompson  
 Frederick Troutman  
 Helen Turnbull  
 Rosemary E. Tyksinski  
 Dawn J. Upham  
 Nancy C. Wallis  
 Ann Walton  
 Doris M. Ward  
 Harold Webb, II  
 Mary F. Wegmann  
 Candace White  
 Lawrence M. White  
 Beth Williams  
 Donna Wilson  
 Lesley Wilson  
 Virginia Wright  
 Tamara Yoshikawa  
 Michelle Yount-Smetana  
 Hamdy Yousef  
 Tracy Zemansky

## GIFTS IN KIND

Niels Agger-Gupta  
 Wan Chang-Hamachi  
 Daily Grind  
 Docuproducs  
 Beth Fisher-Yoshida  
 Taichi Fujita  
 Sandra Gill  
 Denise Humphrey  
 Doreen Joffe  
 Pamela Johnson  
 Magellan's  
 Patricia Oelrich  
 Samuel O. Osherson  
 Pat Palleschi  
 Pascucci  
 Mary Jo Shane  
 Two Peas in a Pod  
 Raynette Yoshida

*Special thanks  
 to everyone who  
 participated in Magic  
 Feet and the ELC  
 auctions.*

## GIFTS IN HONOR AND IN MEMORY

*Thoughtful tribute gifts honor special individuals.*

### In honor of...

Edgar Angelone  
 Eugenio Barrios  
 Don Bushnell  
 Susan Cortez  
 Argentine S. Craig  
 Floyd Davis  
 Anna DiStefano  
 Oolah Evans  
 Fielding Students  
 Gladys Fisher  
 LaNelle Ford  
 David L. Fox  
 William Friedman  
 Ronald Giannetti  
 John L. Gladfelter  
 Margie Gonzales  
 Frank Gordon  
 Cheri Gurse  
 Sherry Hatcher  
 Lenneal Henderson  
 Frank Jankovitz  
 Leo Johnson  
 Will Kouw  
 Judith L. Kuipers  
 Donald & George Levy  
 Honey & Skeets Levy  
 Julie Lopp  
 Toni Luskin  
 Myrna Marcia's Graduation  
 Carla Mathieu  
 Joyce Menschel  
 Barbara Mink  
 Isador Mitzner  
 Morgan  
 Isaac Naish

Kathy Okuna Wedding  
 Sara Oren  
 Sam & Julie Osherson  
 Sam Osherson  
 Barnett Pearce  
 Adam Russo  
 Pat Salgado  
 Bruce & Rebecca Savage  
 Steve Schapiro  
 Michael Simson  
 Nicola Smith  
 Susan Taira  
 Jody Veroff  
 Margaret Weekley  
 Herbert Wong

### In memory of ...

Al & Edie Abrams  
 Anne Alonso  
 Susan Auerbach  
 Dorothy Blackmore  
 Lois Bradley  
 Inge Broverman  
 Denison Bullens  
 Stan Caplan  
 Alvin & Shirley Cowan  
 Frank & Marjorie D'Aquila  
 Elizabeth Douvan  
 Marie Fielder  
 Seymour Fisher  
 Dennis Ford  
 Mae S. Garber  
 Samuel & Selma Geller

Rose Ellen Wilhelm Gladfelter  
 Herbert & Rose Gross  
 Ari Hirsch  
 Bill Hodges  
 Hallock Hoffman  
 Edna M. Instasi  
 Laine James  
 Sabra Jones  
 Richard Kalish  
 Eugene Kerfoot  
 Ruby Lee Kiest  
 Helen Kuipers  
 David Lichtenstein  
 Jeanne Lindemann  
 Mahon Family Deceased  
 Eva & Marie Mauro  
 Camille McRae  
 Will McWhinney  
 Frances Nash  
 Ellis & Mary Nelson  
 Louis & Adele Osherson  
 Marcus Pearl  
 Clinton Phillips  
 Gary C. Ralph  
 Marilyn Robinson  
 Susan Esther Rose  
 Israel & Beatrice Schulman  
 Dorothy Singer  
 Anita Stein  
 Jonathan Michael Troutman  
 Ruth Grossberg Tucker  
 Jackie Webb  
 George Arthur Wilson

## ANOTHER WAY TO GIVE: FRIENDS OF FIELDING REFERRAL NETWORK

*Fall 2007*

*One of the greatest strengths Fielding has in attracting new students is the community's belief in what happens here and a willingness to share experiences and successes. Many of you have encouraged friends, relatives, colleagues, employers, and others to pursue their academic and professional goals as a Fielding student. This fall, 238 students enrolled in a Fielding degree program. Sixty-six (28 per cent) of them reported being personally directed to the university by someone affiliated with Fielding. Sincere appreciation goes to the following for referring an entering student during the Fall 2007 term.*

### Alumni

Rebecca Ann Armacost  
 Jacqueline Binkert  
 ReGena Booze  
 Osvelia Deeds  
 Lisa Delman  
 Daniel Distelhorst  
 Sharona Fountain  
 Janet Greco  
 Catherine Murray Hence  
 Barrett Horne  
 Linda Houden  
 Janet Ruth Cooper Jackson  
 Martha Mattare  
 Faith Mauro-Huse  
 Robert McNaughton  
 Angela Mims  
 Nora Murad  
 Adair Nagata  
 Bryon Noon  
 Wendy Rowe  
 Cathy Royal

Jennifer Tuman  
 Tiffany von Emmel  
 Diana Waters  
 Gisela Wendling

### Students

Victor Cheers  
 Michelle Conover  
 Terry Hildebrandt  
 Loren Mozelle Hill  
 Loretta Hobbs  
 Jennifer Limtiaco  
 Timothy Link  
 Alice MacGillivray  
 James Marlatt  
 Ruth Rominger  
 Shaheed Shabazz

### Faculty

Malcolm Bonner  
 Tiffany Field

Garry Hare  
 Patricia Hodges  
 Nancy Holley  
 Szabi Ishtai-Zee  
 Keith Melville  
 Rena Palloff  
 Henry Pratt  
 Lynne Saba  
 Charles Seashore  
 Leni Wildflower

### Staff

Dottie Agger-Gupta  
 Carmen Kuchera  
 Judy Stevens-Long  
 Michael Suarez  
 Addie Merrill Townley  
 Dawn Upham

### Friend

Gerald Nadler

*We make every effort to report contributions accurately. Please call our attention to any errors or omissions by contacting Frances Goodrow at fgoodrow@fielding.edu or 805.898.2951.*







## FIELDING FACTS

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

Fielding was founded March 11, 1974, in Santa Barbara, California, as a 501(c)(3) nonprofit organization.

Fielding Graduate University is 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).

## DEMOGRAPHICS

**Combined Enrollment in Degree-Granting Programs:** 1,326

**Student Age:** average: 46; range: 23-74

**Alumni:** 2,643 throughout the United States and around the world in 32 countries

### Student Body Ethnicity:

Native American	1.6%
Asian	4.1%
African American	4.6%
Caucasian	67.8%
Hispanic	6.4%
Unidentified	5.4%

**Administrative Staff in Santa Barbara:** 96

## SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT

PROGRAM	ENROLLMENT	FULL-TIME FACULTY	PART-TIME AND ADJUNCT FACULTY
PhD in Organization Systems and PhD in Human Development	392	31	5
MA in Organization Management and Development	102	7	5

## SCHOOL OF PSYCHOLOGY

PROGRAM	ENROLLMENT	FULL-TIME FACULTY	PART-TIME AND ADJUNCT FACULTY
PhD in Clinical Psychology	410	40	16
PhD in Media Psychology	60	6	2

## SCHOOL OF EDUCATIONAL LEADERSHIP & CHANGE

PROGRAM	ENROLLMENT	FULL-TIME FACULTY	PART-TIME AND ADJUNCT FACULTY
EdD	279	19	20
MA in Collaborative Educational Leadership	83	24	1

Data is approximate and based on reporting available July 2007.



*"Light & Dark,"*  
Barbara Baker McIntyre



## 2007 FINANCIAL STATEMENT



*Russell Goodman, MBA, chairs the Board of Trustee's Budget, Finance, and Audit Committee. Lisa Lewis, MBA, is Fielding's chief financial officer.*

**FIELDING GRADUATE UNIVERSITY** had a financially healthy FY 2007. At the conclusion of the 30th Anniversary Campaign, contributions reached a record high for the period. As often happens in higher education, enrollment fluctuated down slightly, resulting in a modest 1 percent increase from tuition. Projections for the coming year look very good. Fulfilling a commitment to students with financial need, scholarship awards more than doubled and totaled \$351,000. Cost containment efforts were successful in keeping cost increases to just 4 percent. Using the strategic plan as a guide, efforts to keep costs down will continue as we do our best to keep tuition affordable for our students.

Fielding's financial position has continued to improve, with net assets increasing by \$1.3 million to \$10.4 million at year end. Revenue reached \$24.1 million, up \$.3 million from FY 2006. Expenditures were \$22.8 million, an increase of 4 percent as compared to the prior year and lower than budgeted. Capital expenditures totaled \$539,000 for computer and technology improvements and for facility repairs.

Contributions to the endowment funds were \$45,000, bringing the total of those funds to \$450,000. At year end, quasi-endowment funds totaled \$913,000.

### STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2007

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
<b>Revenues</b>				
Tuition	\$ 21,898,941	\$ —	\$ —	\$ 21,898,941
Student Fees	780,991	—	—	780,991
Less: Allowance for Scholarship	(350,706)	—	—	(350,706)
Net Tuition, Fees, and Other Support	22,329,226	—	—	22,329,226
Contributions	732,285	247,993	44,633	1,024,991
Auxiliary Enterprise Income	96,808	—	—	96,808
Investment Income	508,960	41,984	—	550,944
Other Income	72,153	—	—	72,153
Assets Released from Restrictions	142,271	(142,271)	—	—
<b>Total Revenues, Gains, and Other Support</b>	<b>\$ 23,881,703</b>	<b>\$ 147,706</b>	<b>\$ 44,633</b>	<b>\$ 24,074,042</b>
<b>Expenditures</b>				
Education & General	12,862,125	—	—	12,862,125
Instruction	295,483	—	—	295,483
Research	1,414,090	—	—	1,414,090
Student Services	2,034,773	—	—	2,034,773
Institutional Support and G & A	5,065,900	—	—	5,065,900
Operation & Maintenance of Plant	280,637	—	—	280,637
Depreciation and Amortization	436,967	—	—	436,967
Interest	285,178	—	—	285,178
Auxiliary Enterprises	92,632	—	—	92,632
<b>Total Expenditures</b>	<b>22,767,740</b>	<b>—</b>	<b>—</b>	<b>22,767,740</b>
<b>Changes in Net Assets</b>	<b>1,113,963</b>	<b>147,706</b>	<b>44,633</b>	<b>1,306,302</b>
<b>Net Assets at June 30, 2006</b>	<b>8,263,953</b>	<b>490,147</b>	<b>423,398</b>	<b>9,177,498</b>
<b>Net Assets at June 30, 2007</b>	<b>\$ 9,377,916</b>	<b>\$ 637,853</b>	<b>\$ 468,031</b>	<b>\$ 10,483,800</b>

## FIELDING GRADUATE UNIVERSITY BOARD OF TRUSTEES

**CHAIR** **Patricia Oelrich** *Philadelphia, PA*  
Vice President, Global IT Risk Management, GlaxoSmithKline

**VICE CHAIR** **James Muren, PhD** *New York, NY*  
Vice President, Manufacturing (retired), Pfizer, Inc.

**TREASURER** **Russell Goodman, MBA** *Oxnard, CA*  
President, Sares-Regis Group

**SECRETARY** **Nancy Shapiro, PhD** *Potomac, MD*  
Associate Vice Chancellor  
of Academic Affairs, University System of Maryland

**IMMEDIATE PAST CHAIR** **Eileen Morgan PhD (HOD 95)** *Weston, CT*  
Partner, BarnHouse Enterprises

**Judith L. Kuipers, PhD** *Santa Barbara, CA*  
President, Fielding Graduate University

**Simon Baitler** *Santa Monica, CA*  
Managing Director, Paradigm Partners International

**Emma M. Beal** *Hampton, GA*  
Student, Fielding Graduate University

**Sandra McCord Best, EdD (ELC 00)** *Savannah, GA*  
Assistant VP, Business and Finance, Savannah State University

**Michael Goldstein, JD** *Washington, D.C.*  
Partner, Dow Lohnes

**Bo Gyllenpalm, PhD (HOD 95)** *Nynashamn, Sweden*  
President, Situational Management Services

**Bill J. Huffaker** *Walnut Creek, CA*  
Student, Fielding Graduate University

**Leon Kaplan, JD** *Los Angeles, CA*  
Judge, Superior Court of the State of California,  
County of Los Angeles

**Sandy Kewanhaptewa-Dixon, EdD (ELC 06)** *Pomona, CA*  
Professor, Dept. of Ethnic & Women's Studies  
California Polytechnic University, Pomona

**Lee Mahon, EdD** *Millbrae, CA*  
Faculty, School of Educational Leadership & Change

**Nancy Markle, MS** *Sarasota, FL*  
Americas Chief Information Officer (retired), Arthur Anderson

**Harriet Miller, DHL** *Santa Barbara, CA*  
Former Mayor, City of Santa Barbara

**Patricia Palleschi, PhD** *Pacific Palisades, CA*  
Independent Management Consultant

**Marilyn Parker, PhD** *Los Angeles, CA*  
President, The Parker Group

**Paulette Pasciuti** *Los Angeles, CA*  
Director, Board of Directors Office, City of Hope

**Frederick Phillips, PsyD (PSY 78)** *Washington, DC*  
President and Founder, Progressive Life Center, Inc.

**J. David Ramirez, PhD** *New York, NY*  
Scholar in Residence and Research Scientist, New York University

**Yoke San Reynolds, MA** *Charlottesville, VA*  
Vice President and Chief Financial Officer, University of Virginia

**Margarita V. Rosenthal, MPA, JD** *Millbrae, CA*  
Administrative Law Judge (Retired)

**Charlie Seashore, PhD** *Columbia, MD*  
Faculty, School of Human & Organization Development

**Harold Shabo, JD** *Los Angeles, CA*  
Judge (retired), Los Angeles County Superior Court

**Constance Shafran, PhD (PSY 95)** *Malibu, CA*  
Psychologist

**Margaret Sirot, MS** *Stamford, CT*  
Director of Development and Funding Initiatives,  
American Institute for Foreign Study

**Ronald J. Stratten, MS** *Indianapolis, IN*  
President, Stratten Solution Consulting

**Kenneth J. Sylvester, PhD** *Colorado Springs, CO*  
President, Organization Strategy Institute, Inc.

**Ted Takamura, PhD (HOD 97)** *Gresham, OR*  
Faculty, Eastern Oregon University

**Latham Williams, JD** *Chicago, IL*  
Senior Vice President, Legal Affairs & Administration,  
Hudson Partners



"Pulley System," Nance Cole



# news and goods

**ROB ABEL (ELC student)**, executive director of the IMS Global Learning Consortium, wrote the cover story, "Innovation, Adoption, and Learning Impact: Creating the Future of IT," in the March/April 2007 issue of *EDUCAUSE Review*.

**LEXSEE WATERFORD ALLEN, PhD (HOD 97)**, has been appointed executive director of human resources at Baltimore City Community College.

**BEVERLY ANDERSON (Clinical Psychology student)** and her team of therapists at the Washington, DC, Police Department Employee Assistance Program were featured in an article in the *Washington Post* on June 21, 2007. "Protecting Those Who Protect Us" describes the work they do helping police officers cope with the trauma of their profession.

**DAVID COREY, PhD (PSY 88)**, has been appointed to a three-year term on the American Psychological Association's Committee on Legal Issues (COLI). COLI is a nine-member committee responsible for making recommendations, preparing and issuing reports, and taking other action to educate APA and psychologists about psycho-legal issues, to promote the field of psychology as it interfaces with the law, and to implement APA policies.

**SANDRA DIXON, EdD (ELC 06)**, presented "How Our World Is Changing: Dimensions on International Migration" at the International Research Conference. She was honored with the Diversity Champion Award from Cal Poly University, Pomona. Further, Spirit Drum Records released Dixon's new CD, *Journeys of My Spirit*,

(continued)



## Christina Rambo, MA

### A NEW DESIGN FOR TEACHING ART

In her sixth year as sole art instructor at Colfax Middle/High School in rural Colfax, Wisconsin, **CHRISTINA K. RAMBO, MA (MA-CEL 07)**, was becoming increasingly frustrated in her efforts to teach advanced art to her 11th and 12th graders.

"When I supervised them closely," she says, "they produced good work but complained of my interference. When I gave them more autonomy, they didn't grow as artists but kept replicating the simplistic images and styles they were already comfortable doing."

"I needed to find a way to get them excited and developing their skills without my constant hovering." She also wanted them to learn art history, to see contemporary museum collections, to know how to communicate their intentions and ideas, and to feel a sense of independence and responsibility for their own learning.

Confronted with this dilemma, Rambo became as courageous and resourceful as a big-screen action hero. For her capstone project at Fielding, she decided to create "a self-paced advanced studio curriculum integrating [the] technology that has become a major part of students' lives." And she would package it as a CD-ROM.

Her students were at ease with iPods, Gameboys, and going online, of course, but Rambo had never designed a Web site or CD-ROM in her life. To her, it was like learning a foreign language—which she proceeded to do with help from MA-CEL faculty members.

"I used my knowledge of Gardener's multiple intelligences to create a variety of prompts that would appeal to many areas of intelligence," she says. "Then I began to construct a mind map organizing each aspect of learning for each medium—charcoal, colored pencil, watercolor, and so on. I narrowed the aspects of learning into categories: museum walk, gallery walk, journal, sketchbook,

---

**"In the first half hour they looked at more artwork than previous classes had done in a year!"**

---

— Christina Rambo, MA (ELC 07)

---

lessons, prompt, and artist statement."

She progressed quickly enough that she was able to use her program with students in her 2006 Advanced Studio class. "The very first day, I handed each student a CD; then we all reported to the library to use the computers. Immediately, students were following links to museum websites. In the first half hour of class, they looked at more artwork than previous classes had done in a year!"

It gets better. "When they began their sketchbook assignments," Rambo says, "I immediately saw great improvement. Instead of getting work that was finished in one class period, I was receiving beautifully executed pieces that were taking multiple periods to complete.

In addition, she says, "The journaling questions and gallery walk writing have allowed me to know my students so much better. Their responses are candid, and it is refreshing that they feel inspired to write so openly."

As far as she knows, no one else has designed an art curriculum to be explored via CD-ROM. "I think my students appreciate that I'm keeping up with today's technology. They also like the flexibility. They can work on their own schedule and they're always eager to get started."

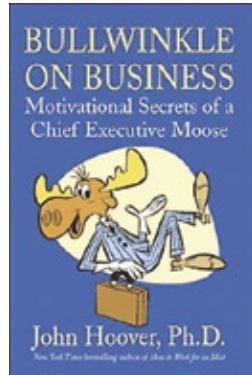
Even better, it's an inexpensive solution from an administrative point of view. "I just bought a 25-pack of CDs and made a copy for each student. Our school principal has been very supportive."

which goes back to the oral tradition of storytelling through poetry.

**JENNY WHITTEMORE FREMLIN** (Media Psychology student) was appointed associate editor of the *Amplifier*, the newsletter of the Media Psychology Division (46) of the American Psychological Association.

**JERRY LYNN HOGG** (Media Psychology student) has been appointed assistant professor of communication management and media psychology at Bay Path College in Longmeadow, MA. She will be teaching in the graduate program and designing an undergraduate co-op program. In September, Hogg delivered a paper at the 10th International Confer-

ence on Interactive Computer-Aided Learning 2007 in Villach, Austria. Her paper was titled "The Positive Impact of Virtual Environments across Cultures: E-Tools in The Learning Environment."

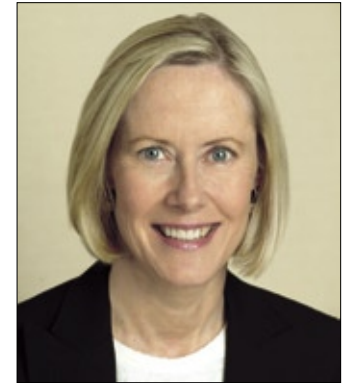


**JOHN HOOVER, PhD (HOD 97)**, has a new book, *Bullwinkle on*

*Business: Motivational Secrets of a Chief Executive Moose*, published by St. Martin's Press. A review in the *Philadelphia Inquirer* says, "Like the television show about the somewhat obtuse moose and his flying squirrel pal, the story line of this animated business analogy is corny, outrageously unrealistic, and at times fiendishly clever. Much of the practical wisdom imbedded in it is right on target."

**ANITA K. JENSEN, PhD (HOD 98)**, was appointed vice president for leadership development for Catholic Health East (CHE). CHE is one of the nation's leading Catholic healthcare systems. In her new position, Jensen will be responsible for developing and implementing

a comprehensive approach for leadership development. This will include competency-based assessment, selection and development of CHE executives, planning of governance and management leadership conferences, and development of a leadership curriculum.



Anita K. Jensen, PhD

## Sharon Mamane, MA

# HOW ARTS INTEGRATION IMPROVES LEARNING

Collaborative Educational Leadership student **SHARON MAMANE, MA (ELC 05)** was intrigued by the question of whether infusing the arts into grade-school subjects such as languages, math, and science would enhance students' ability to learn.

"Traditionally," she writes in her MA-CEL capstone project, *The Effects of Arts Integration into Non-Arts Classes on Student Achievement*, "art programs in schools have been focused around providing art for art's sake, separating art classes as their own discipline and learning about the arts and in the arts."

Learning through the arts, Mamane hoped, might provide students with a clearer understanding and an additional avenue for academic success.

True arts integration involves teaching parallel concepts, she says. For example, students learn from a music teacher how orchestration can enrich and characterize a simple melody. Then another teacher may demonstrate how adverbs and adjectives play a similar role in enriching a simple declarative sentence.

In her literature review, Mamane found that several schools had attempted to integrate arts into the teaching of other subjects by adapting a program from "Changing Education through the Arts," created at the Kennedy Center for the Performing Arts in Washington, DC.

Mamane conducted similar research at the California Academy for Liberal Studies Charter Middle School in Los Angeles by giving sixth- and eighth-grade students four "integrated arts" lessons: "Drawing a Character and Characterization," "Color Mixing and the pH Scale," "Comparing a Painting to History," and "Making a Film about Government." Then the students were questioned about whether the arts component of the lesson helped to clarify their understanding.

In all four lessons, the vast majority of students responded that the arts component increased their understanding significantly. For example, one student commented after the color mixing and pH scale lesson, "It helped me understand the concept of the pH scale in a more clear way. I think that without the color mixing, I wouldn't have understood it."

Other studies have recognized the arts for their ability to encourage problem-solving abilities, develop imagination, and increase students' motivation and self-esteem by showing that there can be multiple answers to one question. Some show that students who participate in the arts improve their communication and critical thinking skills, earn better grades, are less likely to drop out of school, and are more involved in community service.

"Teachers of the arts and other subjects may require additional training in lesson planning and collaboration," Mamane emphasizes, "in order to be able to skillfully teach an integrated arts approach."

"I hope that teachers will begin to create 'toolkits,' or collections of arts-integrated lessons," she says. "After all, isn't one of the goals of education for students to be able to see connections in the world around them? What better way for them to begin than to internalize [the idea] that art isn't something only artists do, it's also a way of learning and thinking."





**JANJA LALICH, PhD (HOD 00)**, was selected for a professional achievement honor by the Faculty Recognition and Support Committee at California State University, Chico. This honor recognizes faculty who, through their scholarship and teaching, provide unique and exciting learning opportunities for students. Lalich is an international leader in the exploration of cults and extremist ideologies and involves CSU, Chico students in many phases of her scholarly activity.

**MIKE MEYER (Media Psychology student)** co-authored a manuscript accepted for publication by the *Journal of Rural Health*. The article is "Cultural Perspectives Concerning Adolescent Use of Tobacco and Alcohol in the Appalachian Mountain Region."

**SUSAN NEWMAN, PhD (HOD 96)**, was featured on ABC's *20/20* segment that looked at lingering myths about only children. Newman is the author of *Parenting an Only Child* (Doubleday, 1990).

**SUSAN M. OSBORN, PhD (HOD 90)**, is a storyteller, coach, and consultant. She wrote a chapter in *Wake Me Up When the Data Is Over: How Organizations Use Storytelling to Drive Results* (Jossey-Bass, 2006). Osborn's chapter is "We Need More We and Less Me: How Stories Build Teams and Teamwork."

**HARRIETT J. ROBLES, EdD (ELC 99)**, was named president of Mission College in Santa Clara, CA. Previously she was vice president of instruction at the college and served as interim president since July 2006.

**MARION SOMERS, PhD (HOD 83)**, pictured next page, is one of America's leading experts on elder care. She recently published *Elder Care Made Easier* and wrote an article for *U.S. News and World Report's* annual

(continued)

## James Hirsen, PSY Student

# RIFFING ON MEDIA PSYCHOLOGY

"As an undergraduate, I was a music major," says **JAMES HIRSEN (PSY student)**. "Then I toured with the Temptations as a keyboardist for two years. Creativity is a fundamental part of my life."

Today Hirsen is the bestselling author of *Tales from the Left Coast* (Crown Forum, 2003) and *Hollywood Nation* (Crown Forum, 2005). In addition, he appears as a media commentator on CNN, MSNBC, Fox News Channel, PBS, CNBC, the BBC, ABC, and numerous radio shows. A former entertainment lawyer, he teaches law at both Trinity Law School and Biola University in southern California.

Still, he hasn't lost the beat. "Music has always been my baseline for analysis," he says. "I still look at a situation in terms of rhythm, unity, and variety. This seems to work particularly well when applied to visual media."

Why would a successful professional like Hirsen, with a "completely insane" schedule of commitments, go back to school to obtain a PhD in media psychology?

Because, he replies, Fielding's faculty and knowledge distribution systems fuel his quest to stay one step ahead of the pack.

"Fielding is so far ahead of everyone else on the utilization of distributed learning," Hirsen says. "Some of the Webex seminars I've taken have been profound in terms of the way knowledge is imparted and shared. The ability to transfer documents immediately and to interact with video enables students to have a more concentrated and less distracted experience with the material than they would in a classroom."

Having just completed his first year of study in media psychology, Hirsen works closely with his faculty advisor, Paul J. Wright, and with program director Bernie Luskin and faculty member Erik Gregory. For his dissertation topic, he may try to define the discipline of forensic media psychology.

"I have so many reasons to love Fielding," Hirsen says. "For example, it's one of the few places in the world where scholars apply a multi-disciplinary approach to analyze how the media can affect the decision-making process of jurors."



**"Fielding's faculty and knowledge distribution system fuel my quest to stay one step ahead of the pack."**

— James Hirsen, PSY Student

With Erik Gregory, Hirsen completed a Knowledge Area within the cyber-realm of Second Life, a virtual world with its own economy where Coldwell Banker has opened an office to sell virtual real estate.

"Second Life is growing exponentially the way My Space did," Hirsen explains, "with 11 million registrants now and a broader age demographic."

"This could only happen at Fielding," he says. "Second Life showed me the cutting edge and the future of media. Like the real world, it contains positive aspects—education, social change, communication—and negative aspects—pornography and violence."

"Second Life also provides an incredible opportunity for observational research in every aspect of psychology," Hirsen continues. "It's a wonderful place to acquire data for social science. With Paul, I'm going to set up a research facility in Second Life. I've built a mock courtroom and intend to research jury bias."

He also constructed an adoption site in Second Life, where "people can get information about real-life orphans from developing countries around the world."

"I love that Fielding's ambience is oriented toward generating something positive," Hirsen says. "Fielding is like a utopian island in the academic world. I am such a fan."

Jo Ann Morris, MA

## THE USE OF POETRY IN EXECUTIVE COACHING

Executive coaching has been defined as a relationship that helps clients learn powerful lessons in personal change and expand their capacity for action. In her master's thesis for the Organization Management and Development program, **JO ANN MORRIS, MA (OMD 05)**, describes the use of poetry as a powerful catalytic tool within the executive coaching process.

"Coaching Through Poetry: A Device for Instant Insight" describes the context in which the executive coaching dynamic takes place: a hurly-burly of "business landscapes littered with injunctions to innovate while doing more with less, faster than before."

Within this daily context of pressure, fear, and rivalry, Morris says, the coach must determine the right moment in the coaching process to select a poem that has metaphorical bearing on the client's particular struggle and then ask him or her to read it aloud, twice.

This often produces an "aha!" moment, an instant insight for the client. One of Morris's study participants felt "pushed squarely in front of my intentions and behavior" by a particular poem, "and I knew what actions I needed to take." In this way, poetry serves as a metaphorical dousing rod, pointing to the inner work the client needs to do.

Another technique involves asking the client to write a poem. Reading or writing poetry extracts the client from his or her "business as usual" context. It creates a state of liminality, defined as a "transitional state between two phases (limbo), a space of 'betwixt and between'" that allows the client to frame things differently, to look up from the lens of habit.

Clients are often incredulous at the forceful impact of their "aha!" moment. They may blurt out their truth, laugh loudly and slap the desk, pace back and forth in silence, or even shed tears. They are amazed by their sudden new awareness. The coach serves as a validating witness to this experience, and the client feels seen by both the poet and the coach.

As an example of poetry's power, Morris points to John Barr, president emeritus of the Poetry Society of America. Previously, Barr was a partner at

*My teacher says, you've got to stink first.  
I tell her, I don't have time to stink—  
At 64 years old  
I go directly to perfection  
Or I go nowhere.*

*Perfection is nowhere,  
She says, So stink.  
Stink like a beginner,  
Stink like decaying flesh,  
Old blood,  
Cold sweat,  
She says, I know a woman who's eighty-six,  
Last year she learned to dive.*

Morgan Stanley for 18 years before leaving to found his own investment-banking firm. Throughout his career, he wrote and published poetry and credits it with developing his capacity for inventive thinking and creative business deals. "Poetry is about risk," he says.

It's a risk well worth taking, Morris says to those who may criticize poetry as a "flaky" tool to introduce into a work environment. Poetry can transform a person's emotions and suffering into meaning and provide a gateway to change. Its inherent healing qualities emerge from the recognition that we are not alone in our struggles. What's critical is the coach's ability to pick the right poem and the right time to leap into the client's personal well of meaning.

"Poetry seduces clients into looking at things about themselves that they may have become blind to, all the intimate, vulnerable details of the work lives they create but have been too busy to notice." This creates true intimacy between coach and client and allows them to explore together the issues and challenges ahead.

Ultimately, "Poetry-charged coaching can compel action from the self-reflection it engages." Poetry connects clients' hearts and heads so that any decision they make speaks to their personal truth and reflects their freedom of choice.



caregiving issue. Her popular and extensive Web site is located at [www.doctormarion.com](http://www.doctormarion.com).



**TERRY TIMMINS, PhD (HOD 93)**, third from left above, was named Faculty Member of the Year for 2006-07 at Orange Coast College, where he has been a professor of sociology and anthropology for 35 years. Following the awards cere-

mony, Timmons delivered a lecture, "Balancing Progressive Change with Fundamentals," that focused on his teaching philosophy.

**HAMEED (HERUKHUT) S. WILLIAMS, PhD (HOD 06)**, has joined the faculty of the BA in Individualized Study Program



at Goddard College in Plainfield, Vermont. His first book, *Conjuring Black Funk: Notes on Culture*,

*Sexuality, and Spirituality, Vol. 1*, is available at Vintage Entity Press.

**PAMELA YOUNG, PhD (HOD 06)**, received Fielding's 2007 Libby Douvan Scholarship Award. The scholarship will help support her research project, "African American women who are HIV+ and Towson University dance students in a storytelling and movement project." The study seeks to identify ways women living with HIV express health, well-being, and illness verbally and nonverbally.



Patrick Roden, PhD

## CREATIVITY AND AGING

When **PATRICK RODEN, PhD (HOD 07)**, began looking for a graduate program in gerontology, he was motivated by what he calls “my burden of insight.” During his career in acute-care nursing, all the older adults he met were sick. This provided him with a biased view of aging, he now says. “In the Western medical traditions, aging is treated like a disease process.”

As a volunteer during the Portland Marathon, he met a different kind of “old person” when he came to the aid of an 85-year-old participant. He wondered whether she was an anomaly or whether there were more like her, aging differently? “I knew the potential for a better experience of aging was possible.”

Roden's desire to formally study gerontology led him to Fielding, where he discovered a dialectic between historical gerontology, grounded in the medical model of viewing aging as pathological, and critical gerontology, a more recent model emphasizing human development in late life.

Roden found the human development standpoint compelling. “In the past, the potential for creativity in late life has been neglected, with little research on the topic. I decided to focus on aging's creative aspects.” His dissertation, “What Is the Experience of Individuals over 70 Years of Age, Who Adopt Creativity in Response to Age-Related Losses?” presents an in-depth study of late-life creativity.

Interviewing a group of 10 visual artists, his key finding was that lifelong creativity provides older artists with habits of thinking, techniques, and independent points of view that help shore up their sense of self and allow them to develop adaptive strategies in dealing with the limitations that come with aging.

“In school we're traditionally taught to find the one right answer,” Roden explains. “But these artists, when faced with challenges, were able to go in many different directions.”



One subject, a painter with a lifelong tremor, loved to paint the human figure. As his tremor worsened with age, however, he came up with creative alternatives. First, he tried painting after imbibing a cocktail, reporting that alcohol steadied his hand. But he realized this didn't bode well for his health, so he went from painting figures to painting abstracts. To create straight lines, he painted over masking tape, then pulled the tape up after it dried. “Instead of giving up painting, he moved into a new realm of creativity.”

Roden also found that creativity sustained his respondents through the loss of loved ones and depression. “Art takes you out of yourself and provides a stable identity in the face of other losses. Many older nonartists lack this continuity of self due to loss of their roles as parents or workers. Clinically, we see some older adults develop ‘sick careers,’ focusing on their ailments and medical appointments to provide meaning.”

The respondents in this study didn't automatically accept the cultural construction of aging as a time solely of decline. Instead, all reported that at some point in their lives they had felt like cultural outsiders, so now they were comfortable questioning the status quo. This marginalization may prove to be adaptive in a culture that denies late-life creativity, Roden says.

“These artists do not deny losses but rather accommodate to them. Their limitations were sources of creativity and provided meaning beyond the losses.”

Roden's external reader, Harry R. Moody, PhD, directs academic affairs for the AARP. “Goethe once remarked, ‘By his restrictions the Master proclaims himself,’ Moody says.

“Roden's dissertation shows us the dialectical connection between gain and loss, positive and negative aging . . . real people struggling to find meaning in the last stage of life.”



---

**In the past, the potential for creativity in late life has been neglected, with little research on the topic.**

---

— Patrick Roden, PSY Student

# Congratulations New Graduates!



## SCHOOL OF EDUCATIONAL LEADERSHIP & CHANGE

**Melanie Booth, EdD**, "A Study of Adult Undergraduate Learners' Experience of Becoming and Being Self-Directed Learners"

**Shawn Lemont Bulloch, EdD**, "Peer Tutoring and Mentoring: A Study of Methodologies and Strategies that Impact Academic Achievement for African Americans in Higher Education"

**Esther Rebecca Chon-Vargas, EdD**, "Nurturing Identity Safety in Elementary Classrooms: A Participatory Action Research Study of Effective Strategies that Validate Students' Background and Cultures While Promoting Academic and Social Success"

**Wayne Downey, EdD**, "Living Between the Color Line: How Biracial and Racially Mixed People Cope with Everyday Life"

**Suzanne Caldwell Flores, EdD**, "A Delphi Method Case Study of How One University's Exemplary Instructors Are Providing Quality Learning Experiences in Online Education"

**Shandrina V. Griffin, EdD**, "The Satisfaction and Dissatisfaction of African American Women Administrators Using Transformational Leadership Practices"

**April Danyael Hadley, EdD**, "A Study of Quality Parental Involvement in the Education of Young Children"

**Melissa Nicole James, EdD**, "Leadership and Teacher Retention: A Study of the Characteristics of Leadership and the Relationship to Teacher Retention"

**Deborah P. Jones, EdD**, "Women and Smoking: The Ban on Smoking and Its Impact on Women in Treatment for Chemical Dependency"

**Andrew Michael Keyne, EdD**, "Underlying Conflicts, Inclusion, and Exclusion in Junior High School Intergroup Relations and an Evaluation of the Effectiveness of the Safe School Ambassadors Program"

**Nicolasa Mohs, EdD**, "The Theory of Conquering Systems: The Latino Perspective—A Grounded Theory Approach"

**Alto Lee Moseley, EdD**, "A Case Study of a School-Based Reform of a Public Middle School: Using Collaborative Action Strategies to Transform a School Culture for Continuous Improvement and Success"

**Denise R. Purnell, EdD**, "A Critical Race Theory Analysis of Parents' Rights in the Aftermath of the Pennsylvania State Takeover of Chester Upland School District"

**Christina M. Reagle, EdD**, "Examining Community Voice in Implementing the Quality Schools Model in the Bering Strait School District"

**Heidi Ann Smith, EdD**, "Chinese Immersion: A Study of Effective Elementary School Programs"

**Susan Braude Stillman, EdD**, "Working the System: Aligning to Advantage, A Grounded Theory"

**Jianping Wang, EdD**, "Crusading: A Grounded Theory of Persistent Participation in Organizational Activities"

**Allie Faye Williams, EdD**, "Reform and Reorganization of a Small Urban High School"

**Nathaniel J. Williams, EdD**, "Exploring the Professional Development Experiences of Residential Child Care Workers as They Relate to Effectiveness and Retention"



*Summer 2007 School of Educational Leadership & Change graduation celebrants*





*Summer 2007 School of Human & Organization Development graduation celebrants*

## **SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT**

**Teresa Rene Bailey, PhD**, "The Experience of the Storyteller: Moving from Personal to Collective Knowledge Sharing"

**Kenneth R. Bartos, PhD**, "Redesigning Corporate America: Lessons Learned from Engineers Reflecting on Their Work Lives"

**Robert Rondall Baumgardner, PhD**, "Experienced Professional Staff Transitions in Health Care Organizations: Developing Outstanding Professional and Personal Relationships in the Workplace"

**Mary Ellen Brantley, PhD**, "Executive Coaching and Deep Learning"

**Margaret Mary Buckley, PhD**, "Unsettled Lives: Giving and Receiving Care in Contemporary American Culture"

**Sharon Bonnie Buckmaster, PhD**, "Standing Up and Standing Proud: Senior Executive Women Who Advocate for Gender-Equity"

**Elizabeth Susann Clark, PhD**, "An Interpretive Journey into the Learning Place: How Adults Bring 'Place' from the Taken-for-Granted to the Forefront during Meaning Making"

**Arthur Lee Dunklin, PhD**, "African American Men of High Enlisted Military Rank: Stories of Struggle and Achievement in Service to Country"

**Lydia L. Forsythe, PhD**, "Healthcare Communication and the Creation of a Culture of Safety"

**Thyonne Gordon, PhD**, "Once Upon a Time . . . What Do Stories Told or Heard by Inner-City Girls Tell About Their Resiliency?"

**Kathryn A. Harris, PhD**, "Understanding the Experience of Individuals When They Share New Information Using an Integrated Business System"

**Norma C. Harris, PhD**, "The Black Cross: A Phenomenological-Ethnographic Study of African American Men, Their Experience, and Negotiation of Internalized Oppression"

**Judith Esther Hochberg, PhD**, "The Experience of Severe Self-Criticism: A Phenomenological, Psychological, Linguistic, and Cultural Exploration"

**Laura Ann Huggler, PhD**, "CEOs on the Couch: Building the Therapeutic Coaching Alliance in Psychoanalytically Informed Executive Coaching"

**Nora Lou Hughes, PhD**, "Changing Faces: Highly Skilled Chinese Workers and the Cultural Adaptation Required to Work at a Foreign Multinational Corporation"

**Gerald Wesley Johnson, PhD**, "In the Moment: Identity Shift by Multiple Language Users"

**J. Deborah Johnson-Sterrett, PhD**, "The Rise of Oprah Winfrey as a Cultural Icon"

**Mary Grevelle Kennedy, PhD**, "Cocreating a Participatory Vision of Joy: An Autoethnographic, Arts-Based Inquiry"

**Elyse Ann Kutz, PhD**, "The Personal Altar: Women's Expressions of Sacred Space"

**Rita S. Lustgarten, PhD**, "Women's Wisdom in Leadership"

**Paige Cara Marrs, PhD**, "The Enactment of Fear in Conversations-Gone-Bad at Work"

**Heather M. Marshall, PhD**, "Bridges to a Sustainable Future: An Empirical Study of Moruga's Experiences"

**Martha Miller Mattare, PhD**, "Entrepreneurial Strategies: The Relationship to Myers-Briggs Preference and Self-Efficacy"

**Rochelle Turoff Mucha, PhD**, "Business as Performance Art™: Exploring Relationships Between Passion, People, and Performance"

**Nathan Nifco, PhD**, "Sense-Making and Communities of Tolerance: Emerging Outcomes in the Modeling of a Conceptual Framework Applying Multi-Agent Systems"

**Pate Allen Purvis, Jr., PhD**, "Gay Identity Formation, Locus of Control, Hope and Hopelessness Among Gay Men Living with the Chronic Illness of HIV/AIDS: A Cross-Sectional Study"

**Michael John Reed, PhD**, "Understanding the Transformative Learning Experience: Catalysts and Environment, Consciousness Enhancement, and Opportunities for Formalized Learning"

**Marcia Teitelbaum Ruben, PhD**, "Organization Hairballs: Context for Surfacing, Making Sense of, and Untangling"

**Vincent Anthony Scott, PhD**, "Direct-Support Staff Workers—Their Lives: A Phenomenological Interpretation"

**Carol Elaine Sommerfield, PhD**, "Where's the Ticker Tape Parade? Subjective Underemployment in Repatriated Employees"

**Lynn W. Stanton-Riggs, PhD**, "Journeys of Relational Hope: Stories of Recovery and Growth Following Trauma"

**Jennifer Marie Tuman, PhD**, "Realizing Self: A Grounded Theory Study of Consciousness Transformation during Significant Transitions in the Lives of Ordinary Adults"

**Kelley Douglas Wood, PhD**, "Experiences of Transformative Learning in the Appreciative Inquiry Event"

**Douglas Wayne Woodworth, PhD**, "Human Judgment in Collaborative Governance: A Dynamic Model of Intervention Judgment"

*(continued)*

## SCHOOL OF PSYCHOLOGY

### MEDIA PSYCHOLOGY PROGRAM

**Rachel Moran Bishar, PhD**, "Internet Use, Depression, and Hope Among the Older Blind and Visually Impaired"

### CLINICAL PSYCHOLOGY PROGRAM

**Gomer Ray Bailey, Jr., PhD**, "The Effects of Abuse and Alcoholic Parent Behavior on Perceived Adjustment and Life Satisfaction in Gay/Lesbian and Non-Gay/Lesbian Adult Children of Alcoholics (ACOs)"

**Barbara Jo Pearce Baumgardner, PhD**, "Potential Pathways of Trauma Transmission Among Adolescent Mothers and Their Infants in a Three Generation Context"

**Jennifer Kelly Clark, PhD**, "Relationship of Personality and Sleep to Academic Success in the United States Military Academy: A Perspective Utilizing the Five-Factor Model of Personality"

**Lynn Iris Coates-Vallee, PhD**, "Comparative Relationship Satisfaction of Individuals in Same-Versus Mixed-Ethnicity, French-Canadian/English-Canadian, Dual-Career, Professional, Heterosexual Couples in Ontario"

**John Wesley Crum, PhD**, "The Effects of Foster Parents' Parenting Characteristics: Increasing Placement Stability or Disruption for Foster Children"

**Katherine Dale Falwell, PhD**, "The Client-Caregiver Transactional Model: A Theoretical Framework of the Client-Caregiver Dynamic in Mental Retardation Services"

**Stephanie A. Morris Feitelberg, PhD**, "Response to Hurricane Ivan in Grand Cayman: Culture, Resilience, and Children"

**Jennifer W. Fleming, PhD**, "Repetition (and Change) in the Maternal-Infant Relationship: An Exploration of Intergenerational Intention"

**Debbie Ann Fletcher, PhD**, "A Comparison of Male and Female Substance Abusers' Experience of the Abstinence Violation Effect: An Attributional Analysis"

**Royce E. Frazier, PhD**, "The Religious/Spiritual Domain in Psychotherapy: Professional Psychologists' Beliefs and Practices"

**Meridith Lynn Gilbert, PhD**, "Insecure Attachment, Negative Affectivity, Alexithymia, Level of Emotional Awareness, and Body Image Disturbance as Predictors of Binge Eating Severity in Women Who Binge"

**Robert Lynton Goode, Jr., PhD**, "Validating Client Preferences for Therapist Style of Expressed Empathy"



*Summer 2007 School of Psychology graduation celebrants*

**David Williams Hagedorn, PhD**, "Thermal Biofeedback and Deep Breathing for Labor Pain"

**Lynnae A. Hamilton, PhD**, "Disparities in Long-Term State Hospitalization for Schizophrenia: Race, Gender, and Socioeconomic Class as Predictors in Alabama"

**Kim Tracy Hoffman, PhD**, "A Scale Development and Construct Validation Study of the Buddhist Construct of Nonattachment"

**Rachel Jarret, PhD**, "The Effect of Patient Hope on the Therapeutic Alliance and on Readiness to Change at the Beginning of Psychotherapy"

**Devon Stacey Jersild, PhD**, "The Experience of Agency in Women: Narratives of Women Whose Mothers Achieved Professional Success and Recognition"

**Steven H. Johansen, PhD**, "Accuracy of Predictions of Sexual Offense Recidivism: A Comparison of Actuarial and Clinical Methods"

**Edward C. Keane, PhD**, "The Role of Metamotivational States and Tension-Stress in the Male Battering Experience: A Reversal Theory Perspective"

**Maria Paula Kirchner, PhD**, "An Investigation of Qualitative Differences in German/English Bilinguals' Autobiographical Memories in Relation to Episodic and Semantic Memory Systems"

**Mary Lilly, PhD**, "Adult Women Born with Cleft Lip and/or Palate: Three Relational Theories of Development, Humiliation, and Silence"

**Jessie Lopez, PhD**, "Treatment Alliance with Native American Psychotherapy Clients"

**Todd Douglas McGough, PhD**, "A Study on the Relationship between Gestalt, Concept Mapping, and Acculturation"

**Laura Joan Orgel, PhD**, "Maltreatment History, Attachment, Gender, and Behavior Problems in 4- and 5-Year-Old Children in Substitute Care"

**Marsha Adele Perlmutter-Kalina, PhD**, "Integrating Attachment into Our Understanding of the Pain Experience of Individuals with Chronic Back Pain"

**Maria Prieto de Estebecorena, PhD**, "Evaluating the Role of Education and Acculturation in the Performance of Hispanics on a Non-Verbal Test"

**Kristi Anna Roberts, PhD**, "Self-Efficacy, Self-Concept, and Social Competence as Resources Supporting Resilience and Psychological Well-Being in Young Adults Reared within the Military Community"

**Steven W. Saum, PhD**, "A Comparison of an Actuarial Risk Prediction Measure (Static-99) and a Stable Dynamic Risk Prediction Measure (Stable-2000) in Making Risk Predictions for a Group of Sexual Offenders"

**James Grey Shepherd, PhD**, "Coping Style as Mediator of Health-Related Quality of Life and Depression After an Acquired Brain Injury"

**Melissa Procker Sorci, PhD**, "Socialization Processes, Motivations, and Gender Role Identification of Female Fans of Male-Played Professional Sports"

**Lisa Michelle Stewart, PhD**, "Perceived Stress, Self-Efficacy and Depression, Hopelessness, and Suicidal Ideation in a Group of Incarcerated Women"

**Barbara Jean Thomas, PhD**, "The Relationship Between Affect Balance, Self-Care Behavior, and Secondary Traumatic Stress Reactions"

**Cerise McKenna Vablais, PhD**, "Toward a New Model of Psychopathy in Women: A Qualitative Analysis of the Psychopathy Checklist-Revised (PCL-R) and the Construct of Psychopathy in Female Offenders"

**Mary Ellen Valenti, PhD**, "Neurocognitive Deficits and the Relationship to Positive Versus Negative Symptoms in Schizophrenia"

**Kimberly Ann Wisniewski, PhD**, "The Role of Seizure Lateralization and Seizure Control in Pre- and Post-Operative Levels of Depression and Memory Functioning"

**Joyce Anne Woodford, PhD**, "An Exploratory Examination of Traditional-Age College Students' Bereavement after the Death of a Peer"

**Catherine Anne Yeager, PhD**, "Facial Emotion Recognition Deficits, Prefrontal Cortical Dysfunction, and Aggressive, Antisocial Behavior: Is There a Relationship?"



Summer 2006 MA-Collaborative Educational  
Leadership graduation celebrants



---

### MA, ORGANIZATION DEVELOPMENT

Catherine Hoyle  
Kathleen Shockley  
Geoffrey Snaveley

---

### MA, ORGANIZATION MANAGEMENT

Bryan McMillan

---

### MA, ORGANIZATION MANAGEMENT AND DEVELOPMENT

Maram Kalaiwat  
Jeanette Alcoe  
Sara Allen  
Carrie Amundson  
Melissa Anderson  
Julie Ashmore-Price  
Stanley Augustine  
Todd Barrows  
Melanie Becker  
Lynn Bement  
Vivian Broten  
Lisa Bruno  
Elizabeth Checkalski  
Gary Clayton

Michele Diamond  
James Fangman  
Matthew Fellingner  
Carol Goodale  
Cheryl Gorman  
Mary Hansen  
Richard Hansen  
Lori Hill  
Cheryl Hobelaid  
Trish Hoffman  
Barrett Horne  
Kelly Hruby  
Grey Hush  
Carol Jensen  
Brian Kindell  
Paul Kostner  
Erin Kreeger  
Wendy Loy  
Andrew Lyde  
Zane Mahun  
Jennifer Marrapese  
Jason Martens  
Raemalee McMahon  
Robert McMahon  
Kimberly Milnes  
Christine Morgan  
Robert Moseley  
Mary-Brooks Mullahy  
Ayumi Nishii  
Joshua Olin  
Jennifer Olson  
Holly Pagenkopf  
Noel Parnell  
Maureen Purcell  
Christina Rambo  
Margaret Rheinschmidt  
Dale Rosen  
Vincent Ross  
Stephanie Rossing  
Lisa Schantz  
Nancy Scharhag  
Cheryl Schnell  
Katherine Schoenke  
Lori Simon  
Rebecca Stahl  
Della Steen  
Cheryl Stein  
Deanna Suilmann  
Linda Sukk  
Scott Theilig  
Beth Unbehaun  
Wendy Weaver  
Nicole Yorke-Murrell

## CERTIFICATE PROGRAMS

---

### NEUROPSYCHOLOGY

Valerie Abel  
Pio Andreotti  
Anne Barba  
Katherine Barnett  
Nancy Cope  
Toby Davis  
Kevin Duffy  
Daniel Edelman  
Lisa Fasnacht-Hill  
Elizabeth Finn  
Nadine Gardner  
Kirk Griffith  
Kelly Johnson  
Jayme Jones  
Keith Kobes  
Eugene Newman  
DeAnsin Parker  
Joan Roessler  
Gilbert Sanders  
Lois Schatz  
Jaswinder Singh  
Jennifer Stoll  
Andrew Suth  
Susan Valessares  
Joseph Vandergrift

---

### ORGANIZATION DEVELOPMENT

Natalie Michael

---

### ORGANIZATION MANAGEMENT

Pallavi Bhadkamkar  
Julie Binter  
Regina Blakely  
Kimberley McBride  
Judith Lynn Muller  
Klaus Scheurich  
Stephanie Thiessen

---

### RESPECIALIZATION IN CLINICAL PSYCHOLOGY

Pamela Drury  
Douglas Kent



Fall 2007 Organization Management and  
Development graduation celebrants

## ART AT FIELDING

*Fielding supports the arts in Santa Barbara by hosting themed exhibitions of works by local artists in conjunction with the Santa Barbara Visual Arts Alliance. Organized by Director of Communications Sylvia Williams, each exhibit's opening reception invites the community into Fielding headquarters, and the shows are positively reviewed by local media.*



Clockwise from left: "Blue Tango," Ruth Ellen Hoag, "Confetti Kimono," Hsiu-Zu Ho, artist reception at Fielding headquarters, "Elbert Price," Pamela Hill Enticknap, "Dancer 3," Virginia Berry, "The Whisper," Ana Victorson, "Untitled," Francis Scorzelli, "Burma Schoolboy," Lena Savage, "Face Your Faith," Barbara Baker McIntyre.



**FIELDING**  
*Graduate University*

QUALITY • FLEXIBILITY • COMMUNITY

2112 Santa Barbara Street  
Santa Barbara, CA 93105

Non Profit  
US Postage  
**PAID**  
Santa Barbara, CA  
Permit No. 139

ADDRESS SERVICE REQUESTED