Earth, isn’t this what you want? To arise in us, invisible?
Is it not your dream, to enter us so wholly
there’s nothing left outside us to see?
What, if not transformation, is your deepest purpose?

~Rainer Maria Rilke
Dear Friends,

Welcome to the 10th International Conference on Transformative Learning!

We at Meridian University are glad to be hosting this year’s Conference and contributing to the tradition of these great gatherings, first initiated almost 15 years ago at Teachers College, Columbia University.

I extend special thanks to all the colleagues who have contributed to creating this year’s conference, in particular Elizabeth Kasl, Kathleen Taylor, Courtney Lubell, Laurence Blanchette, and Kat McNeill, who have played key roles.

Many other colleagues have contributed in numerous ways, including to the April, 2012, virtual summit. Most recently, the panels for the Conversation Series on Transformative Learning preceding the conference were moderated by Eleanor Criswell, John Dirks, Christine Jarvis, Elizabeth Kasl, Alexis Kokkos, Randee Lawrence, Victoria Marsick, Jason Meek, Edmund O'Sullivan, and Marti Spiegelman. Thanks to you all! These conversations are now preserved as audio files, and are already freely traveling around the world.

The theme of this year’s Conference is “A Future for Earth: Re-Imagining Learning for a Transforming World.” The Conference aspires to be an inquiry – a living model of what we seek to study, promote, and celebrate. We have been asking ourselves questions like: How can we create a conference process that enables the Conference itself to be an embodiment of wise, transformative learning praxis? Can the Conference evoke shifts in participants’ perspectives on transformative learning?

Our overarching question is: What is the role of Transformative Learning in creating a just and sustainable future? Towards these ends, Participatory Plenary Panels will be held each day for a lively, expressive blend of theory and practice across domains.

Please read the Information section of your Conference Program for specifics about Conference logistics. Also, do not hesitate to ask Conference staff and volunteers for assistance. They are available at the Registration and Information table in the Foyer and are identifiable in other areas by their distinct badges.

I look forward to our collaborative inquiry over the next four days, and invite your generous participation in both the plenary and concurrent sessions.

~Melissa Schwartz
Director, Center for Transformative Learning
Vice-President of Academic Affairs
Meridian University
GENERAL INFORMATION

NAVIGATING THE CONFERENCE

CONFERENCE PROGRAM
For an overview of the Conference, please refer to the Schedule-at-a-Glance beginning on page 7 of this program. Listed in this schedule are the titles of the presentations, presenters’ names, and the time slot and room of the session. Please refer to the Hyatt Floor Map on the inside back cover to find the appropriate room location. Descriptions of the sessions can be found on page 13.

REGISTRATION AND INFORMATION DESKS
Registration opens at 5:00 p.m. on Thursday, November 1st. Registration will be staffed throughout the Conference. All participants must register at the Registration and Information table located in the Grand Peninsula Foyer before entering the conference. Badges will be distributed at the time of registration. This table is a single point of contact for all information, directions, Lost and Found, CEU information, etc.

The Registration and Information table will also contain maps and information on restaurants, transportation, and sights around the area. Additionally, there is a daily message pin-up board for schedule changes, and messages that may be posted in your name.

BADGES
All participants must wear a Conference Badge in order to participate in plenary and concurrent sessions. Room monitors will be checking badges at the door. If you have lost your badge, please check-in at registration.

BOOKSTORE
Books by many of our authors/presenters, including The Handbook of Transformative Learning, can be found at Meridian University’s Bookstore, which is located next to the Registration and Information Table. Hours of operation for the bookstore are as follows:
• Thursday: 5:00 p.m. to 8:00 p.m.
• Friday: 8:00 a.m. to 8:00 p.m.
• Saturday: 8:00 a.m. to 8:00 p.m.
• Sunday: 8:00 a.m. to 2:00 p.m.

LITERATURE & PARTICIPANT INFORMATION TABLE
This table is located near the Registration and Information table in the Grand Peninsula Foyer. It offers a venue for conference participants and presenters to display literature and other materials related to their work. Please do not place items for sale or promotion on this table.

QUESTIONS OR CONCERNS
Please direct questions and/or concerns to either a Conference Staff Member or Volunteer, located at the Registration and Information table (and identifiable elsewhere by their distinct badges).

MAPS
Hyatt floor maps can be found on the inside back cover. Local area maps and restaurant information can be found at the Registration and Information table.

PARKING
Guests and Day participants receive 50% off self-parking rates. Self-Parking rates (prior to the discount) are $20 per day. All rates include in / out privileges.

MEALS
Directly across the street from the hotel is a good, reasonably priced Thai Restaurant that we are glad to recommend, Heart of Thailand. Also, there are a number of restaurants within a one-mile walking distance or a short driving distance from the hotel. Additionally there are various restaurants located within the hotel.

WEB ACCESS
Wi-Fi is available 24 hours a day, free of charge in all hotel rooms, as well as the Hotel Registration Lobby and the Atrium for hotel guests. Please use the guestroom password to access Wi-Fi. Wi-Fi is not available in any of the Concurrent Session rooms or Plenary space.
HYATT REGENCY HOTEL POLICIES

SMOKING
Smoking is permitted outdoors a minimum of 25 feet away from any open door or window.

NO INCENDIARY OR SMOKE PRODUCING ITEMS
No persons or sessions shall use any fireworks or incendiary devices, nor anything that may create smoke or cause smoke alarms to be activated indoors at the hotel.

ROOM CHARGES
Guests are responsible for their own hotel room charges based on the arrangements made on their reservations, including any fees for late cancellation or early checkout. Guests should fully understand the detail of their reservations when they arrive.

CHECK-IN/CHECK OUT
The hotel’s check-in time is 3:00 pm. Room assignments prior to that time are on a “space availability” basis only. The hotel’s checkout time is 12:00 Noon. Any participants staying in their rooms beyond check-out time without Hyatt Regency’s authorization will be charged for an additional room night at the best available rate. Late checkout is provided based on availability through authorization from the hotel’s Front Desk.

LOCAL TRANSPORTATION
TAXI: Taxi reservations can be made at the Hyatt reception desk. Taxi service from the Hyatt to downtown San Francisco in 30 minutes. Cost of $35.00 one-way.
AIRPORT SHUTTLES:
Hyatt Airport Shuttle — Free daily and continuous 24-hour shuttle between the Hyatt and San Francisco International Airport. BayPorter — Email reservations can be made at www.bay-porter.com; or call 415/467-1800 (SF) or 510/864-4000 (Oakland) SuperShuttle — http://www.supershuttle.com/en/SFOAirPortShuttleSanFrancisco.html; or call (800) BLUE VAN (800-258-3826)
BURLINGAME TROLLEY: This free daily shuttle service will connect hotel guests to the shopping and restaurants of beautiful Downtown Burlingame.
CAR RENTAL: The Hyatt provides an on-site Hertz car rental service – pick up and drop off all rental cars at the hotel and avoid airport fees.

BART TRANSPORTATION:
Check with www.bart.gov for up-to-date routing, schedules, and fees. The Hyatt Regency provides a free, daily shuttle to the San Francisco International Airport BART commuter train station, which provides direct service to downtown San Francisco in 20 minutes. BART is available for travel into San Francisco or to the San Francisco and Oakland Airports. The closest BART stations to the conference site are in Berkeley, either the North Berkeley Station, 1750 Sacramento Street, or the Downtown Berkeley Station, 2160 Shattuck Avenue (suggested). Cabs (at about $10 one-way) are available at both locations although they may be much more accessible from the downtown station. A bus is available from the Downtown Berkeley Station. Exit BART at Downtown Berkeley Station and catch AC Transit Route 51B to the Marina. The last bus to the marina is at 8:48 p.m. on weekdays and 11:48 p.m. on weekends and holidays. The bus is more affordable but the marina bus stop is about 1/2 mile from the hotel.

To the Oakland Airport, take the orange Richmond line and get off at the Coliseum/Oakland Airport BART Station then take an AirBART shuttle, which travels to the airport every 10 minutes during the day.

To the San Francisco Airport, take the Richmond Orange line at the Downtown Berkeley Station and stop at the 19th St. Oakland station, then take the Pittsburg/Bay Point Yellow Line to the San Francisco Int’l Airport Station, International Terminal, Level 3.

CONFERENCE EVALUATIONS
We will appreciate all feedback and suggestions at the end of your time at the conference. Completing the Conference Evaluation form should take no more than five to ten minutes. The form is available at the Registration and Information table.

WE RECOMMEND…

Right Hand Events offers Meeting and Event Planning services a-la-carte. Visit www.righthandevents.com to learn more.
CeU’S

APPROVALS
Meridian University is approved by the following California licensure boards to provide continuing education units: (BBS) Board of Behavioral Sciences (PCE #1391) for MFT’s, LCSW’s, and LPCC’s; and (BRN) Board of Registered Nurses (CEP #14996) for RN’s, and (MCEP) Mandatory Continuing Education for Psychologists (#MER020) for psychologists. For this Conference, California BBS and BRN CEU’s are available through Meridian.

WHICH SESSIONS QUALIFY FOR CE AT THE CONFERENCE?
All conference sessions qualify for CE (BBS and BRN). However, only those participants who have registered for CEU’s (on-site at the Registration and Information table) and follow all procedures as outlined below, will receive CE credits.

MAY I EARN CEU’S FOR PARTIAL ATTENDANCE?
Yes. CEU’s may be earned for Thursday night (7-10 pm; 3 CEU’s); full-day attendance on Friday and/or Saturday (8:30 am – 10 pm; 9 CEU’s for each); and/or Sunday morning (8:30 am – 1 pm; 4 CEU’s). Note that CEU’s are not available for partial day attendance on Friday or Saturday.

Full conference attendance (starting Thursday evening and ending Sunday at 1 pm) earns 25 CEU’s.

INSTRUCTIONS TO OBTAIN CE CREDITS:
1. Register for CE and pay the $45 USD CE fee (or $25 per/day fee). CE registration must take place in advance of your entry into the conference, at the Registration and Information table.
2. Obtain a CE Credit Log when you register and carry it with you to all CE presentations.
3. Sign-in to each session on the CE Attendee Sign-In Sheet located inside the session’s meeting room.
4. Sign out of each day (at 10 pm, Friday through Sunday, and 1 pm on Sunday) through a CE registrar at the Registration and Information table.
5. Fill out a CE Evaluation form at the end of each day of the Conference (provided in your CE packet).
6. Prior to leaving the Conference, complete all required evaluation forms and turn in your CE packet to the Registration and Information table in order to receive credit and a Certificate. Make sure that all CE forms are completed prior to checking out of the conference. This includes:
   A) your CE Credit Log;
   B) your filled-in CE Evaluation form for each day of the Conference that you attend, and;
   C) your filled-in Comprehensive Conference Evaluation form (for those who attend the full conference).
7. Do not drop off the packet, but rather, stay until the CE registrar has completed checking your materials.
8. Your certificate will be mailed out to you via postal mail within 10 business days after the close of the Conference.

ABOUT CE CERTIFICATES
Certificates are issued for successful completion of CE hours. In general, CE hours can provide a permanent record of training received for varied purposes such as documentation for licensing. Keep in mind that each state and each profession’s licensing board may have different requirements. In most cases, academic credit, if applicable, should be arranged in advance with the academic institution as a possible independent study. Meridian cannot guarantee that any particular regional license board will accept the CE units obtained at this conference other than the California BBS and BRN.

Meridian maintains records of CE units earned. A certificate will be issued via postal mail after the end of the conference (when all evaluation forms have been completed and all attendance has been verified). Suggestions or comments about these programs or the Meridian CE credit program may be directed to Meridian’s Curriculum Committee.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:00 p.m.</td>
<td>Registration opens</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Refreshments</td>
</tr>
<tr>
<td>8:00 - 10:00 p.m.</td>
<td>Participatory Plenary</td>
</tr>
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</table>

**Thursday, November 1, 2012 (Schedule at a Glance)**

<table>
<thead>
<tr>
<th>Start - End</th>
<th>Regency A</th>
<th>Regency C</th>
<th>Sandpebble E</th>
<th>Regency B</th>
<th>Harbour A</th>
<th>Boardroom II</th>
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</table>

**Friday, November 2, 2012 (Schedule at a Glance)**

<table>
<thead>
<tr>
<th>Start - End</th>
<th>Regency A</th>
<th>Sandpebble E</th>
<th>Harbour B</th>
<th>Boardroom IV</th>
<th>Sandpebble D</th>
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</table>

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<tr>
<th>Start - End</th>
<th>Regency C</th>
<th>Conference Room 8052</th>
<th>Regency B</th>
<th>Boardroom II</th>
<th>Boardroom III</th>
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<tbody>
<tr>
<td>Time</td>
<td>Location</td>
<td>Session</td>
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<td>10:45-11:00 a.m.</td>
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<td>15 minute break</td>
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<tr>
<td>11:00 a.m.-1:00 p.m.</td>
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<td>Participatory Plenary</td>
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<tr>
<td>1:00-2:30 p.m.</td>
<td></td>
<td>Lunch Break</td>
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<tr>
<td>2:30-3:30 p.m.</td>
<td>Regency C</td>
<td>21 - Learning Through Adaptive Challenges: Increasing Capabilities for Early Career Professionals Banerjee &amp; Nicolaides</td>
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<tr>
<td></td>
<td>Sandpebble D</td>
<td>54 - The Making of Wisdom: Journeying through the Transformative Fire of Immigration to Living in the ‘Third Space’ Lange</td>
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<td></td>
<td>Regency B</td>
<td>109 - Transformative Learning in Higher Education: Epistemological Crossroads Herbers &amp; Etting</td>
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<td></td>
<td>Harbour A</td>
<td>91 - Collaborative Inquiry and Transitions in Urban Ministry: Creating Time and Space for Reflexive Praxis in Community Wong</td>
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<td></td>
<td>Boardroom IV</td>
<td>140 - Silenced Voices That Cry In the Night: Transformative Learning and Spouses of Wounded Warriors Brown</td>
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<td></td>
<td>Sandpebble E</td>
<td>149 - Visual Thinking Strategies – Deeper Learning and Group Intelligence through Visual Art Slozberg</td>
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<td>Boardroom II</td>
<td>32 - Transforming Equity: At Home in a Multi-Faceted World Hovey-Ritter</td>
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<td>Regency A</td>
<td>25 - Teaching Transformation in High School: Appreciating What Works Zollinger</td>
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<td>Boardroom III</td>
<td>36 - Integral Intelligence: Transforming Leaders to Meet the Demands of a Complex World Stoneham</td>
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<td>Harbour B</td>
<td>27 - Life Writing through Different Point of View Perspectives Wimmer</td>
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<td></td>
<td>Conference Room 8052</td>
<td>90 - The Transformative Power of Reciprocity: A Path to Harmony with the Natural World Duphily</td>
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<tr>
<td>3:30-3:45 p.m.</td>
<td>Regency B</td>
<td>19 - Transformative Learning in Youth Illeris &amp; Simonsen</td>
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<td></td>
<td>Harbour B</td>
<td>55 - Towards an Integrated Research Framework for Transformative Learning Theory Hoggan</td>
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<td></td>
<td>Sandpebble D</td>
<td>71 - Crossing the Great Leadership Divide with Horse As Guide Pohl</td>
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<td>Sandpebble E</td>
<td>163 - Building Transformative Containers: Growing Up Is Waking Up O’Fallon</td>
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<td></td>
<td>Regency C</td>
<td>30 - Group Processes that Foster Transformative Learning at Multiple Levels of System: Individual, Relational and Societal Wasserman, Gallegos, Schapiro</td>
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<tr>
<td>3:45-4:45 p.m.</td>
<td>Boardroom III</td>
<td>16 - Insights from International Development of Epistemological Tensions for the Transformative Learner within a Neoliberal Environment Robertson</td>
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<td>Boardroom IV</td>
<td>97 - How an Action Learning Group Can Contribute to Leadership Development and the Participants’ Experience of Transformative Learning Kueht</td>
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<td></td>
<td>Regency A</td>
<td>83 - The Journey of Transforming Virtual Relationships Gaffney &amp; Moore</td>
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<td>Harbour A</td>
<td>127 - The Reality of Hope: Dialogue on Our Shared Values &amp; Actions Munday</td>
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<td>4:45-5:00 p.m.</td>
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| 5:00-6:00 p.m. | 4 - Experiencing an Holistic Approach to Transformative Learning
Kennedy-Reid | 119 - Examining the Role of Media in Weight Discrimination and the Transformative Learning Process
Stametz | 2 - Expanding Voice and Vision: Transformative Learning and Teaching Social Justice
Magro | 88 - Artful Inquiry in the Studio of Life: A Playful Engagement with our Conference Experience
May & Quirk | 145 - Emerging Model: Cultivating Transformative Learning Environments with and through Technology
Lee |
<table>
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<tr>
<th>Regency B</th>
<th>Boardroom II</th>
<th>Regency A</th>
<th>Sandpebble D</th>
<th>Harbour A</th>
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</table>
| 153 - Effective Interpersonal Communication as a Transformative Learning Process
Davis | 58 - The Entrepreneurial Learning Curve: Transformations of Immigrant Women in Germany and Canada
Laros | 150 - Mindfulness: A Practice for Education, Emotional and Physical Health Theory, Research and Application
Gerken | 162 - Transformative Learning in Business and the Business of Transformative Learning. A World Café
Broecker | 60 - Engaging Conflict and Discomfort in Transformative Learning: Insights from Conflict Transformation Praxis
Meeker |
<p>| 6:00-8:00 p.m. | Dinner Break | Participatory Plenary |  |  |  |
| 8:00-10:00 p.m. |  |  |  |  |  |</p>
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<th>Start - End</th>
<th>Boardroom III</th>
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<th>Boardroom IV</th>
<th>Harbour B</th>
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<tr>
<td>9:30 - 9:45 a.m.</td>
<td>Regency B</td>
<td>Boardroom II</td>
<td>Regency A</td>
<td>Conference Room 8052</td>
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<tr>
<td>9:45 - 10:45 a.m.</td>
<td>51 - Transforming the Learning Space from “I” to “We” through Movement, Music and Improvisation Meyer &amp; Tisdell</td>
<td>45 - Theoretical Convergence Leads to Transformative Learning and Change Cunliiff &amp; Barthell</td>
<td>166 - If Your Body Could Speak: The Potent Place of Body and Expressive Movement in Transformative Learning and Change Sammartino</td>
<td>98 - Existential Dimensions: What the Terminally Ill Can Teach Us About Existential Dimensions of Transformative Learning Brendel</td>
<td>67 - Using Transformative Learning Strategies to Improve Team Functioning Shapiro &amp; Nitkin</td>
</tr>
<tr>
<td>1:00 - 1:00 p.m.</td>
<td>Participatory Plenary</td>
<td>Lunch Break</td>
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<tr>
<td>2:30 - 3:00 p.m.</td>
<td>113 - Using Holistic Epistemology to Facilitate Transformative Learning European-American Collaborative Challenging Whiteness</td>
<td>131 - Toward a More Perfect Union: Helping Law Students Bridge Distinct Ways of Knowing Meek &amp; Slocum</td>
<td>62 - Insight Dialog: A Practice for Engaging the Collective Wisdom of a Group Hovey-Ritter, Herman, O’Fallon, McCarver, Fox</td>
<td>61 - Telling Our Stories, Transforming Our Lives Turley, Nerstrom, Ellis, Perez, Casteel</td>
<td>96 - Community Leadership: Transforming Our Models and Ourselves Cain &amp; Kushner</td>
</tr>
<tr>
<td>3:30 - 3:45 p.m.</td>
<td>Boardroom II</td>
<td>Conference Room 8052</td>
<td>Harbour A</td>
<td>Boardroom III</td>
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<tr>
<td>3:45 - 4:00 p.m.</td>
<td>135 - Learning About Race through Innovative Praxis – Theoretical and Practical Lessons for Today Moll</td>
<td>167 - Systemic Constellations and the Topology of Family Karma Buchheit</td>
<td>130 - Journey Into the Nature of Fear Through Collaborative Inquiry Bolttic, Fjellstedt, Jones, Schonour, Matthews</td>
<td>24 - Learning Along the Road of Motherhood: Exploring the Potential of Transformative Learning in Doctoral Student Mothers Tiu-Wu</td>
<td></td>
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</table>
### Saturday, November 3, 2012 (Schedule at a Glance)

<table>
<thead>
<tr>
<th>Time</th>
<th>Boardroom IV</th>
<th>Harbour A</th>
<th>Regency A</th>
<th>Regency C</th>
<th>Boardroom III</th>
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<tbody>
<tr>
<td>3:30-3:45 p.m.</td>
<td>40 - Storytelling as Transformative Learning Praxis Feller</td>
<td>107 - Workshop: Learning for Sustainability, the Construction of New Social Imaginaries Kocherthaler, Munoz de Cote Guidino, Hoogesteger</td>
<td>151 - Compassionate Presence Inside Education Desautels</td>
<td>160 - From &quot;Me&quot; to &quot;We&quot;: Claiming Wisdom and Our Common World Bassett</td>
<td>122 - Re-Imagining End-of-life Care: Transformative Learning Possibilities within Interdisciplinary Hospice Teams Kaitoft and Alonso-Nunez</td>
</tr>
<tr>
<td>5:00-6:00 p.m.</td>
<td>99 - A Creative Approach to Learning from a Transformative Experience Benne &amp; Amend</td>
<td>52 - Leveraging Transformative Learning and Transformational Leadership for Ecological Sustainability in Nigeria Meyer &amp; Benesh</td>
<td>5 - Exploring the Faculty-Institutional Role in Support of Emerging Scholars: Knowledge Construction and the Diversity Divas Bitterman, Wong, Mondo, Sharpe, Tiu-Wu, Watson, Williams</td>
<td>123 - Re-Imagining Learning: An Education Towards Wholeness Gatmon</td>
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</tr>
<tr>
<td>6:00-8:00 p.m.</td>
<td>Dinner Break</td>
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<tr>
<td>8:00-10:00 p.m.</td>
<td>Participatory Plenary</td>
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<td>Time</td>
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<td>Conference Room 8052</td>
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<td>Regency B</td>
<td>Boardroom III</td>
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<tr>
<td>9:30-9:45 a.m.</td>
<td>9 - The High Road To Mindful Transformation: How Emotionally Competent Stimuli Engage Prefrontal Cortex Rationality Giszczinski</td>
<td>139 - Promoting Creativity in Adult Education: Transformative Learning in Action Herbers &amp; Chen Tsai</td>
<td>22 - Psychotherapeutic Praxis Distilled: From a fragmented, to a Coherent, Reflexive Self Green &amp; West</td>
<td>159 - Not Just Brawn: A Case Study of Collegiate and Professional Athletes in Team Sports and the Role of Reflection in their Learning Kwong &amp; Mitra</td>
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<tr>
<td>9:45-10:45 a.m.</td>
<td>Boardroom IV</td>
<td>Regency B</td>
<td>Harbour A</td>
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Concurrent Sessions begin. Choose between the following:

**Growing a New Model of Community Engagement through Story Circles: Potential for Individual Transformation that Catalyzes Transformative Social Change**  
*Janet Ferguson, Victoria J. Marsick, Eleanor Drago-Severson, and Pat Maslin-Ostrowski*  
This session will: 1) Engage participants in story as used for engaging community dialogue in Bermuda; 2) Discuss challenges as the project transitions from personal storytelling into collective meaning making; 3) Examine transformative learning, which is often private and individually experienced, when it becomes public and socially generated.

**Nonformal Education: Fostering Individual and Social Change in Rural Africa**  
*Edward W. Taylor*  
This study explored the practice of nonformal farmer groups (called RIPAT, where farmers meet regularly and experientially study the ‘how and why’ of farming) from the perspective of transformative learning theory and nonformal education (NFE). The study revealed an intricate picture of fostering transformative learning within the context of NFE in Northern Tanzania, where findings call into question some long-held assumptions about both.

**Narratives from Brain Injury Survivors and a Care Provider: Transformation and Transformative Learning after Brain Injury and Recovery**  
*Deborah Matos Lowe and Russell Lowe*  
The presenters of this session include a brain injury survivor and care provider who will discuss transformations experienced after a life-altering occurrence. The presenters will discuss and engage in dialogue about the learning process of transformations, new meaning schemes and wisdom gained after a brain injury.

**Living a Spiritually Guided Life: A Paradigm for a Sustainable Future**  
*Anna Gatmon*  
Dr. Gatmon will present four ways of spiritual knowing and a process for becoming your own spiritual guide. She discusses how a spiritually guided approach could open up new and creative solutions to propel us towards more sustainable and holistic ways of living together, and in collaboration with nature. The session includes a presentation and an experiential segment.

**Nurturing Living Systems Awareness as a Core Capacity for Co-creating a Vibrant, Sustainable World**  
*Barbara Widhalm*  
How can we design learning experiences so that they mimic an ecological or living system? How can learners fully experience a group as a vibrant, organic whole? We will explore nature’s patterns of organization as a design language for creating dynamic learning communities, engaging our bodies, hearts, and minds.

**Integrating Study Abroad Experience**  
*Bardha Qirezi*  
In this session I will share preliminary results of my research in progress, and invite discussion on four important issues in understanding the dynamic nature of transformative learning in study abroad contexts: 1) Its gradual process; 2) The contribution of study abroad experience in transforming self-identity; 3) Transformational learning as agentic; and 4) The context of the ordinary setting.

**Experiencing Sustainable Communities: A Combined Effort**  
*Akilah Martin and Joseph C. Chen, Ph.D.*  
This session uses theories from social psychology to create an experience focusing on the power of group dynamics to understand nonsustainable behavior. The experience will involve participants working as two disparate communities living within a fictional town, attempting to solve a mutual sustainable issue with significant environmental consequences.
Development of Clinical Judgment Utilizing Structured Classroom Reflective Practice
Donna M. Glynn
This presentation will discuss the incorporation of “reflection-on-action” in a structured reflective classroom format, on the development of perceived clinical judgment and the ability to synthesize nursing knowledge in BSN students. By utilizing reflection in the classroom, educators may impact the education-practice gap and incorporate new pedagogies to strengthen the educational preparedness of health care providers.

Transformative Learning in a Community of Practice
Tamara Kelley and Lukas Murphy
The authors examined the experiences of students in a doctoral cohort as a community of practice and how working in a cohort promoted transformative learning. The authors used the Appreciative Inquiry model to craft the interview questions and the transformative learning models of Mezirow and Daloz to interpret the findings.

Awakening Creativity in Sacred Landscapes: A Transformative Learning Journey
Randee Lipson Lawrence
This interactive experiential session shares lessons gleaned from a workshop in Abiquiu, New Mexico, that focused on creativity and inspiration from the land. Participants will engage in creative and imaginal activities based on visits to natural areas. The last part of the session will be an interactive discussion about the intersections of transformative learning theory, creativity and sense of place.

15 MINUTE BREAK

Friday: 9:45AM - 10:45AM

Spirituality and Culture in Transformative Learning as the Pursuit of Wisdom: A Workshop
Elizabeth J. Tisdell and Pamela Hays
This paper considers cross-cultural perspectives on the meaning of wisdom; reports the findings of a longitudinal study on the spiritual development a multicultural group of 31 adult educators over a 10-year period related to spirituality and the pursuit of wisdom; and considers what this means for transformative learning practice.

The Unsustainability of Legal Practice: The Case for Transformation of Legal Education and Legal Educators
Kate Galloway and Peter Jones
The legal profession needs systemic change; our brightest are leaving and students and practitioners suffer high levels of mental distress. The profession may be unable to sustain itself. For transformation to start in law school, this session poses the dilemma of engaging academics and the profession in a transformative project.

To See the Truth in Another’s Point of View: Interactions with Diverse Peers as a Catalyst for Transformative Learning
Rosemary A. Talmadge and Mary E. McCall
Presenters will discuss how theories of transformative learning, self-authorship, and interactional diversity are currently framing a study of student experiences with peers on a highly diverse community college campus. Session participants will explore how their own experiences with diversity may have led them to question prior assumptions and revise them.

Imaginal Ways of Mind & Heart Transformation
Catherine A. Lamond and Janice V. Spafford
In this session, we will re-present experiences of serious illness and loss as a Way of the Imaginal. We will share transpersonal storytelling as forms of transformation. We will meet with a Renaissance master image as Anima Mundi, soul of the world. We will also offer rituals, reflective journaling, and memory theatre, for transforming mind, heart, and soul.

Metamorphosis: The Intersection of Transformative Learning and Leadership Education
Lisa Kendall
Leadership and deep learning intersect at the word, ‘transformation.’ Successful leadership incorporates the idea of transformation; that is, creating significant, positive social change. Change ensues when a leader understands herself and her place in the world. What is presented here, in an interactive workshop form, is a demonstration of Transformative Learning Theory as the basis for leadership education.

“The Teacher I Have Become Is a Teacher, Not an Engineer.”
Charting the Transformation of Career Changers Transitioning to Secondary STEM Teaching
Catherine Snyder
Transformative Learning Theory (Mezirow, 1990) undergirds the analysis of this case study demonstrating that career changers face daunting challenges with the transition to teaching. The authors suggest that teacher preparation needs to be recursive, relevant, emancipatory and associative, to alleviate some challenges. A survey study is underway to test study generalizability.
Transformative Learning in the Higher Education Extracurriculum
Solymar Ferreras and Stacey Robbins
This session will explore how transformative learning theory was used to support the developmental needs of graduate students. We will consider how a group of graduate students increased their commitment, learning, and engagement through an extracurricular learning community, which used peer coaching and collaborative inquiry as primary learning methodologies.

Transcending Rationality: The Transformative Power of a Holistic Group Approach to Educating for Critical Consciousness and Change
Katherine N. Kaya and Steven Schapiro
Participants will experience a holistic approach to exploring social justice issues related to a taxonomy developed from a study conducted with Sansei women. The taxonomy comprises 19 roles organized into four functions: foster presencing, nurture empathic understanding, catalyze deeper inquiry into experiences, and encourage engagement in expressive ways of knowing.

Making a Difference: Exploring the Experiences of Transformational Women Leaders in Kenya and Singapore
Rosie Williams-Lim and Naya Mondo
Leadership has generally been seen as a male domain globally begging for more studies on women leaders from non-Western backgrounds. Two doctoral candidates examine six women leaders from Kenya and Singapore. Similarities and dissimilarities will be discussed.

Exercising Critical Reflection: Measuring the Relationship Between Brain Derived Neurotrophic Factor and Transformative Learning Experiences
Daniel J. Glisczinski
Exercise boosts brainpower, according to neuroscience research. And brain power is responsible for constructing increasingly accurate perspectives through critical reflection on disorienting trigger events. This study analyzes relationships between exercise and transformative learning among undergraduates, as measured by a learning experiences questionnaire informed by emerging insights into education neuroscience.

Parental (Not) Learning – Supportive and Obstructive Normalizing Practices and Transformative Learning
Ruth Michalek
This study develops a grounded theory of parental learning processes. Using transformative learning theory, interviews with parents and parents’ diaries were analyzed, focusing on normalization. Normalizing can help parents reduce complex situations, but can exclude significant areas from reflection and therefore from learning. As such, normalizing bears the risk of becoming a learning obstacle.

15 MINUTE BREAK

FRIDAY: 11:00AM - 1:00PM
Participatory Plenary

FRIDAY: 1:00PM - 2:30PM
Lunch Break

FRIDAY: 2:30PM - 3:30PM
Learning Through Adaptive Challenges: Increasing Capabilities for Early Career Professionals
Anyana Banerjee and Aliki Nicolaides
We explore how to foster learning in adaptive challenges in timely, skillful, and effective ways. We share the results of a Collaborative Developmental Action Inquiry (CDAI) approach to explore the adaptive challenges faced by a group of postdoctoral quantitative policy fellows as they transition to an applied service-oriented fellowship program.

The Making of Wisdom: Journeying through the Transformative Fire of Immigration to Living in the ‘Third Space’
Elizabeth Lange
Preliminary findings from an action research study using arts-based methods describe the transformative learning of first and second-generation immigrants. While affirming some orthodoxies, this paper challenges thinking about culture, identity, and transformative learning and describes learning into cultural hybridity and living in a ‘third space’, often manifesting as wisdom.
Transformative Learning in Higher Education: Epistemological Crossroads  
*Sharon Herbers and Dorothy Ettling*

The authors plumb four epistemological wellsprings of knowing: through critical reflection on experience; through discovery of ethics in action; through the scrutiny of transformative practice; and through contemplation on the situation at hand. They will explore their individual and collective understanding shared in a community of practice, focused on transformative learning as an intentional teaching practice.

Collaborative Inquiry and Transitions in Urban Ministry: Creating Time and Space for Reflexive Praxis in Community  
*Maria Liu Wong*

This session invites examination of perspectives on transitions and spaces in learning through individual and group experiences, engaging with themes that emerged from a collaborative inquiry on reflexive praxis in urban ministry. Participants will incorporate multiple ways of knowing, utilize various modalities, and attend to spirituality through action and reflection.

Silenced Voices That Cry In the Night: Transformative Learning and Spouses of Wounded Warriors  
*Vicki A. Brown*

Using transformative learning and women’s development as its theoretical frame, this study seeks to understand the essence of the learning experience and meaning making process of young, ethnically diverse spouses of wounded warriors. It uses a feminist lens to understand the ways in which women know, learn, and thus transform their perspectives.

Visual Thinking Strategies – Deeper Learning and Group Intelligence through Visual Art  
*Oren Slozberg*

Visual Thinking Strategies (VTS) is a research-based method that transforms learning and teaching. In VTS, students learn through facilitated discussions of works of art using strategies based on Aesthetic Development theory and extensive practice. This session will address key questions, such as: What are the essential qualities in art that lead to a true exercise of cognition? How can the experience of a painting be transferred to an experience of group intelligence? What are the implications of this process for public education and general community discourse.

Transforming Equity: At Home in a Multi-Faceted World  
*Margot Hovey-Ritter*

Through a presentation and experiential coaching, this presentation explores Transformative Coaching for leading a virtual team.

Teaching Transformation in High School: Appreciating What Works  
*Rona Zollinger*

Come listen to the stories of high school students, teachers and community partners as they introduce applications of transformative learning in a high school setting. Opportunities for storytelling, dialogue, movement, and connection will be offered as they introduce an integral approach to schooling that promotes the conscious transformation of individuals, schools, and communities through practices of holistic health, ecological stewardship and relational learning.

Integral Intelligence: Transforming Leaders to Meet the Demands of a Complex World  
*Donna R. Stoneham*

Integrating practices leading to greater self-insight, expression of multiple intelligences and deeper mindfulness is critical to developing transformational leaders. This session will guide participants through a process on “Practicing Presence,” used in our work to build leadership capacity; provide an overview of our model; and offer case studies demonstrating the transformative results of integrating theory and praxis.

The Transformative Power of Reciprocity: A Path to Harmony with the Natural World  
*Monique Duphily*

This workshop is an active inquiry into how a reciprocal relationship with the natural world can facilitate individual transformative learning. Participants will practice a direct experience of reciprocity through energetic exchange with the natural world. We will then make meaning of how this might affect our own lived daily practice.

Life Writing through Different Point of View Perspectives  
*Brenton R. Wimmer*

Autobiography and life writing is typically understood to be written through first-person narratives. In this session, participants will be introduced to writing one’s life through alternative routes such as second and third person. Explanations, various methods, and benefits for practice will be discussed.
Transformative Learning in Youth  
Knud Illeris and Birgitte Simonsen  
Transformative Learning has always been related to adults. But when does this possibility start, how does it come about, and what happens in youth? This will be discussed in theory and practice by an internationally recognized learning theorist and the former director of the Danish Centre for Youth Research.

Towards an Integrated Research Framework for Transformative Learning Theory  
Chad Hoggan  
One of the most pressing needs of transformative learning theory is an overarching framework capable of integrating a variety of diverse perspectives. This paper proposes a path for this integration, as well as a model that is potentially useful as a framework for integrating the theory.

Transformative Learning through Peer Dialogue Facilitation Training: A Model Program for Developing Undergraduate Leaders in Social Justice Education  
Mary E. McCall and Corliss Watkins  
This session presents and discusses the processes involved in developing and implementing a series of undergraduate college courses designed to introduce, and then train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religion oppression, classism and ableism at a small, Catholic, liberal arts college.

Crossing the Great Leadership Divide with Horse as Guide  
Lissa Pohl  
This interactive and experiential workshop explores the gap in contemporary leadership theory when it comes to leveraging kinesthetic intelligence (PQ) for developing effective leadership capacities and shows how the horse just might be our guide once again to new leadership horizons.

Building Transformative Containers: Growing Up is Waking Up  
Terri O’Fallon  
This session will outline 12 transformative waves, which inform: 1) Waking up and growing up, internally and externally. 2) Our work in virtually any profession: education, organizations, politics, law, psychotherapy, etc. 3) Levels of systems and cultures that arise out of each wave. 4) Transformative containers occurring at each level.

Group Processes that Foster Transformative Learning at Multiple Levels of System: Individual, Relational and Societal  
Ilene Wasserman, Placida Gallegos, and Steven Schapiro  
This session will engage participants with a framework that identifies three main kinds of transformative group work, categorized in terms of their intended outcomes: personal growth and awareness; relational empathy across differences; and critical systemic consciousness. We will also explore the interconnections between them and how to use the framework to guide our interventions.

Insights from International Development of Epistemological Tensions for the Transformative Learner within a Neoliberal Environment  
Gael Robertson  
First, stories from international development in Nepal, interconnecting ‘self,’ as the transformative learner, within local and global contexts. Second, discussion, to explore the epistemological tensions that arise for the transformative learner while juggling individuation and individualization in learning across learning environments and professions; and third, transformative learning as a survival strategy.

How an Action Learning Group Can Contribute to Leadership Development and the Participants’ Experience of Transformative Learning  
Kathleen H. Kueht  
This innovative, experiential session seeks to present the relationship between constructs of transformative learning and action learning. Kueht (2009) suggests that action learning is a catalyst for, and contributes to, transformative learning outcomes. This session explores the experience of participants in the context of an action-learning group along with the application of action learning in a wide range of settings for leadership development.

The Journey of Transforming Virtual Relationships  
Sylvia Gaffney and Bernice Moore  
Social Media is a technological force affecting relationships as it eliminates the friction of distance, time, and interactions in our increasingly virtual world. This session integrates theory, insights, and interactions to optimize social media by connecting and engaging individuals, teams, and organizations working and managing remotely (limit of 20 participants).
The Reality of Hope: Dialogue on Our Shared Values and Actions  
Ashley Munday  
Hope is not found in dreams. It’s found in the reality of what we can create. Beneath the surface of theories, strategies, and practices are values. Values reflect deeply held views of what we find worthwhile. Participants will reflect on their personal values and discover how to cultivate transformative learning cultures.

Expanding Voice and Vision: Transformative Learning and Teaching Social Justice  
Karen Magro  
This presentation will link teaching social justice with different strands of transformative learning theory that include perspective transformation, global transformative education, non-western ways of knowing, and emancipatory teaching. It will draw from a qualitative study that explores the way 20 Canadian teachers are integrating social justice themes in their curriculum. Implications for educational innovation will be presented.

15 MINUTE BREAK

FRIDAY: 5:00PM - 6:00PM

Experiencing an Holistic Approach to Transformative Learning  
Sherry Kennedy-Reid  
This session presents results of research into a holistic approach to transformative learning, including an innovative approach to understanding the interaction of the individual with his/her context. The overarching research themes are interspersed with experiential interludes, offering participants the opportunity to experience and reflect on these holistic practices.

Examining the Role of Media in Weight Discrimination and the Transformative Learning Process  
Rebecca A. Stametz  
You are invited to make space for dialogue regarding media’s portrayal of obesity. Web 2.0 technology in the form of an iMovie will be used during the presentation to depict how obesity is positioned in the media and to serve as a platform to critically examine how media can challenge personal beliefs and assumptions that can impact the adult learner and facilitate transformative learning.

Engaging Conflict and Discomfort in Transformative Learning: Insights from Conflict Transformation Praxis  
Joy Meeker  
This experiential workshop considers how the praxis of conflict transformation can inform Transformative Learning adult educators. Dilemmas of praxis emerging from a qualitative inquiry will be introduced; engaging conflict in classrooms, avoiding teaching toward privilege, and responding to loss. Creative responses will be practiced and reworked to match participants’ teaching contexts.

Artful Inquiry in the Studio of Life: A Playful Engagement with our Conference Experience  
Virginia May and Nika Newcomb Quirk  
Artful Inquiry pushes epistemological boundaries to include movement, storytelling, art-making, sound, circlework and silence and when combined with action research methodologies, provides accessible transformative learning frameworks fostering mindfulness, transformation and ongoing learning. This session re-engages people with their artful selves, each other, and to re-imagining a sustainable way of human life.

Emerging Model: Cultivating Transformative Learning Environments with and through Technology  
Jung Eun Lee and Aliki Nicolaides  
With the advance of technology, observable numbers of academic courses are delivered online. In this paper, we explore possibilities of incorporating technologies to foster conditions for transformative learning and transformational action. We attempt to create robust and interactive space for online learning through a multifaceted instructional design.

Effective Interpersonal Communication as a Transformative Learning Process  
Katie Davis  
In the spiritual domain on an individual and organizational level, interpersonal communication is a foundational space in which transformative learning can occur. In this session we will generate an emergent but bounded conversation by inquiring together into the opportunities for transformative learning when “meanings meet” within effective interpersonal communication.
The Entrepreneurial Learning Curve: Transformations of Immigrant Women in Germany and Canada
Anna Laros
I will present insights, analysis and discussion on my newly developed grounded theory based on the learning processes of female immigrant entrepreneurs. A unique aspect of this theory is the subjects’ altruistic concern for others, which I’ve observed through research and will qualify with data from both German and Canadian subjects. My conclusions are then discussed vis-a-vis the theory of transformative learning.

Mindfulness: A Practice for Education, Emotional and Physical Health - Theory, Research and Application
Siegmar Gerken
Mindfulness cultivates and utilizes our natural capacity to lead a healthy, balanced and fulfilling life. Mindfulness strengthens concentration and reduces stress symptoms; increases mental clarity and presence; leads to emotional balance; improves interpersonal relationships and teams; and enriches physical and psychological health. It serves as a transformational tool for educators, therapist, coaches, and doctors.

Transformative Learning in Business and the Business of Transformative Learning: A World Café
Monika Broecker
In this experiential session, we will explore what Transformative Learning practitioners can bring into business and how Transformative Learning can be a business. Using storytelling and collaborative creativity, we will weave together theories and best practices and come up with inspired action plans to create more sustainable business solutions.

SATURDAY, NOVEMBER 3, 2012
SATURDAY: 8:30AM - 9:30AM
An Open Discussion on the Long-Term Impact of Transformative Learning
Norma Nerstrom
Interested in expanding the boundaries of transformative learning? This roundtable discussion focuses on my preliminary research of the long-term impact of transformative learning. As a doctoral student and roundtable facilitator, I look forward to listening to participants’ own experiences of transformative learning in addition to their feedback regarding my study.

Transformative Learning by Design: One Opportunity at a Time
Virginia L. H. Crowe and Jane A. Taylor
Our story is simple: the journey of two practitioners united in purpose to foster transformative learning into our professional work setting. This interactive presentation provides opportunity to hear and experience approaches, both simple and more complex, that we utilize to design occasions for transformative learning - one opportunity at a time.

Designing Structures for Transformation: Facilitating Transformative-Learning Through Transpersonal Ways of Knowing
Nancy Mangano Rowe and Dorit Netzer
This experiential workshop explores the design of overarching, transformative structures that include transpersonal, intuitive, creative, and embodied ways of knowing. As a group, we will begin to identify significant qualities, characteristics, and subtle nuances within learning experiences that contribute to whole-person and social transformation.

Blood, Sweat and Tears: Insights into the Lived Experiences of Graduates of an Accelerated Undergraduate Degree-Completion Program
Bonnie Flynn
This presentation, based on a doctoral dissertation completed in 2009, researched the lived experiences of adult learners who graduated from an accelerated undergraduate degree-completion program using a theoretical framework of transformative learning. This presentation will explore the major themes and subthemes that emerged from the study and discuss implications for practice.

Assessing Transformative Learning Outcomes and Processes
Edward W. Taylor
This presentation is about the development of a validated quantitative survey to assess the outcomes and processes of people who engage in transformative learning. This survey offers greater clarity to the outcomes and processes of transformative learning and helps move the study of transformative learning towards a more unified perspective.
Transformative Learning to Develop Strategic Insight in Management, Organization and Leadership Education

Stacey Robbins and Lyle Yorks

Globalization and technology have increased the complexity of our socio-economic-political landscape and leaders must develop mindsets that enhance their ability to address challenges characterized by ambiguity and uncertainty. This research seeks to understand the experience of graduate students in courses using action learning to develop these capabilities through transformative learning experiences.

Minding the Gap: Critical Reflection as the Connector between Morality and Transformative Learning

Perdeta L. Bush

There is a gap in the literature on how moral-ethics, as one of Mezirow’s six habits of mind is situated in transformative learning theory. Central to both morality and transformative learning is critical reflection. This paper will focus on the role critical reflection plays in that relationship.

The Transformative Journey: Edge Emotions & Liminality

Larry Green and Kaisu Mäkki

Transformative learning suggests a desirable destination that partially obscures the difficult journey required. Leaving the cocoon of one’s founding premises arouses the “edge emotions” of anxiety and grief. Transformation entails movement through a liminal zone, leaving behind the familiar but inadequate premises in order to forge new ones.

The Awakened Eye: Art, Ecological Perception and Transformation

Madeline M. Rugh, and Straja Linder King

This presentation will address concepts regarding the role of art and reciprocal perception (heart-based perception) in ecological awareness. Participants will contemplate (found objects) and create a word-image in response to the question, “What is the quality of your gaze, and how does this relate to sustainability in a transforming world?”

Transforming the Learning Space from “I” to “We” Through Movement, Music and Improvisation

Pamela Meyer and Elizabeth J. Tisdell

Group music/singing, dance/movement and improvisation require attending to other(s), in a way that has the potential to transform the energy, orientation and learning space. This experience can be a doorway to transformative learning. In this participatory session we will explore this shift through music, movement/dance, and improvisation.

Theoretical Convergence Leads to Transformative Learning and Change

Ed Cunliff and John Barthell

This session builds on several change models and presents a pathway for molding significant change in order to create a healthy future, including in higher education. The presenters work at the University of Central Oklahoma in a unique approach to Transformative Learning, and they connect that experience to transformative change.

If Your Body Could Speak: The Potent Place of Body and Expressive Movement in Transformative Learning and Change

Rosario Samartino

The presentation will be divided into three parts: First, lecture on philosophy and theory of a body and movement-centered transformative practice. Second, experiential, and third, Q &A. Participants should expect to engage in some movement and creative dialogue.

Existential Dimensions: What the Terminally Ill Can Teach Us About Existential Dimensions of Transformative Learning

William Brendel

In order to transform, must a person always challenge, revise, and commit to new meaning and action? Perhaps more profound transformation requires just the opposite: releasing the everyday, falling from our attachments, and resting perfectly still in awareness. This presentation demonstrates this possibility through the stories of four hospice patients.
Using Transformative Learning Strategies to Improve Team Functioning  
*Mary Shapiro and Mindell Reiss Nitkin*  
Participants will have the opportunity to experience and reflect on elements of a transformative team curriculum, designed to be delivered in four, 30 - 45 minute sessions in conjunction with a team task. We will focus on the most transformative elements of this curriculum including self-assessment of team skills, creating a team contract, providing peer feedback, and developing a continuous improvement plan.

The Power of Praxis: Transforming Pedagogies and Practices in Graduate Leadership Education  
*Richanne C. Mankey and Donna Stoneham*  
Our focus is making meaning from lived experience, relevant to four themes. We share our focus - transforming leadership through praxis. In an interactive format, we explore how we support the development of the following leadership capacities in our students: wisdom, knowledge, way-of-being, skill building, and integrating multiple aspects of intelligence.

Extending Group Sensemaking: Practices for Engaging Expansive Group Experiences  
*Mark D. Kelley*  
Learning groups depend on effective ways of connecting lived experiences with collective understandings. Collectives need capabilities for attending to “weak signals” in emerging situations. This session provides “next practices” (‘creating reflective spaces’ and ‘acting while not knowing’) for creating collective receptivity and sensemaking around expansive phenomena towards plausible situated understandings.

Transformative Learning through Intercultural Dialogue  
*Rhonda M. McEwen and Jeanette Romkema*  
This interactive session builds on participant experience and discusses factors that help to facilitate effective intercultural dialogue in a learning context. We will examine essential adult learning principles and apply these to intercultural learning contexts, with consideration as to how these principles facilitate transformative learning.

Collaborative Developmental Action Inquiry: A Method for Envisioning the Future of Adult Learning Graduate Programs  
*Katie Davis and Aliki Nicolaides*  
We will present the methodology and findings from a collaborative developmental action inquiry (CDAI) conducted with stakeholders of a graduate program in adult education, and then facilitate a conversation that will encourage consideration of how the use of CDAI may create the conditions for transformational learning to occur in various contexts.

15 MINUTE BREAK

SATURDAY: 11:00AM - 1:00PM  
Participatory Plenary

Lunch Break

SATURDAY: 2:30PM - 3:30PM  
Using Holistic Epistemology to Facilitate Transformative Learning  
*The European-American Collaborative Challenging Whiteness*  
This workshop helps participants explore how multiple ways of knowing can illuminate thoughts and feelings that we might not know we have. Using visual expression, creative writing, image making, music, movement and other ways of knowing, we will explore how different modes of expression can lead to transformative learning.

Journey Into the Nature of Fear Through Collaborative Inquiry  
*Sylvia Boltic, Lyndsey Fjellstedt, Brook Jones, Lane Schonour, and Kevin Matthews*  
Fear impacts our ability to engage in transformative learning opportunities. What if we could understand the nature of our fear? Collaborative inquiry (CI), a practice of recurrent meetings followed by reflection and action, is used by a group of doctoral students as they try to answer that important question.

Systemic Constellations and the Topology of Family Karma  
*Carl Buchheit*  
This session presents an overview of Bert Hellinger’s “Orders of Love,” the often counter-intuitive, occasionally shocking rules whereby the Family Soul seeks to correct earlier injustice, violation, devastation, and loss, appearing to pull current generations into repeating past tragedies; its resolution is a model of transformative learning. Carl will demonstrate this via a short-form Constellation with a volunteer from among participants.
Toward a More Perfect Union: Helping Law Students Bridge Distinct Ways of Knowing
Jason Meek and Robin Wellford Slocum
This highly interactive session will explore ways to integrate rational and extrarational approaches in support of transformative learning within legal education. We will share unifying and holistic approaches that help to bridge cognitive, affective, relational, imaginative, and spiritual dimensions of adult learning, and discuss how these approaches might be valuable in other educational settings.

Insight Dialog: A Practice for Engaging the Collective Wisdom of a Group
Margot Hovey-Ritter, Lisa Herman, Terri O’Fallon, Pat McCarver, and Pat Fox.
Through a presentation and experiential methods, we demonstrate Insight Dialogue, a community of practice approach that facilitates collective intelligence, growth and development of individuals and groups. Participants learn that Insight Dialogue allows for depth of insight, uncovering and examining assumptions, escaping autopoetic habits, and cultivates emergent developmental attainment.

Telling Our Stories, Transforming Our Lives
Ericka Turley, Norma Nerstrom, Auburn Ellis, Lilliam Perez, and Melissa Casteel
Five woman storytellers, diverse in experience, age, and ethnicity, weave narratives of our own transformations. Joining us is our resident artist (and fellow storyteller) artistically creating our stories as they unfold. Each share that storytelling serves as a structure to construct new meanings. Interactive Gallery Walk with art story awarded.

Learning about Race through Innovative Praxis – Theoretical and Practical Lessons for Today
Kirk Moll
Explore the Student Interracial Ministry, an innovative educational program from the civil rights era that gave adult theological seminary students an opportunity for interracial learning in Southern black communities. View a brief, original documentary and video segments of oral histories, reflect on your own experiences with racial learning, and develop ideas for innovative practice.

Community Leadership: Transforming Our Models and Ourselves
Margaret “Peggy” Cain and Jennifer Kushner
This interactive session explores participants’ models of community leadership, presents the frameworks of leaderless community organizing and collective impact, emphasizes inclusion of marginalized voices, connects to transformative learning of worldviews and individual and collective actions, and develops plans for participants’ learning and action.

Learning Along the Road of Motherhood: Exploring the Potential of Transformative Learning in Doctoral Student Mothers
Aimee Tiu Wu
This study explored the experience of 20 doctoral student mothers balancing their roles as students, mothers, and professionals. Findings revealed: (1) The relevance of McClusky’s Theory of Margin; (2) Self-directed learning and learning from experience were necessary to achieve balance; (3) Most perceived differences as a result of motherhood; and (4) Perspective transformation may be experienced in balancing roles.

Learning for Sustainability, the Construction of New Social Imaginaries
Sylvia Catharina van Dijk Koerthaler, Luz Maria Muñoz de Cote Gudiño, and Diana Hoogesterger
Based on the contention that our relationship with the world is in urgent need of reconceptualization, learning processes must help groups to envision new possibilities and different ways to organize society. The facilitation in this session will aim to trigger transformative learning and thereby seeks to stimulate emergence of new social imaginaries.

Compassionate Presence Inside Education
Lori L Desautels
Education and learning are as natural to us as breathing. It simply occurs in the spirit of every individual. “Thriving” is our natural state of life, life is meant to work, and our purpose is to thrive! If the purpose of education is to live outside the walls of education, then we must begin with a “compassionate presence.”
From “Me” to “We”: Claiming Wisdom and Our Common World
Caroline Bassett
In this participatory experiential workshop I am proposing that, working with my conceptualization of practical wisdom, we can utilize a transformative process to bring about change that will enhance rather than inhibit human flourishing, moving from a “me” world to more of a “we” world. An explanation of the Emergent Wisdom Model will illustrate connections to both systems theory and transformative learning.

Re-Imagining End-of-life Care: Transformative Learning Possibilities within Interdisciplinary Hospice Teams
Gwendolyn Kaltoft and Pilar Alonso-Nunez
People may want to transform work habits and yet they are held captive by being “caught in their histories and reliving them.” Patterns of communication, expectation, and boundaries of designated roles often impede whole person and group learning in the medical arena. Considerations are discussed in context of hospice/palliative care.

The Hero’s Journey as a Metaphor for Personal Transformation
Julie Willans
The Hero’s Journey provides a 12-stage framework for understanding that significant personal growth and transformation are often accompanied by challenge and tension, but often the greater the challenge, the more significant the growth. These stages can be valuable in the identification of events that initiate change, and allow for reflection on the emotion associated with those changes.

How Stories Can Transform Whites Working for Racial Justice
Drick Boyd
This presentation examines Helms’ White Racial Identity Development Model in light of Transformative Learning Theory to show how learning the stories of whites who have worked as allies alongside people of color in the struggle for racial justice can aid white people in developing an anti-racist identity and lifestyle.

Storytelling as Transformative Learning Praxis
Amanda E. Feller
Narrative can transform or retrench; divide or bring peoples together; perpetuate victimhood or liberate. This workshop takes participants through an exercise used in contexts where facilitators navigate through problematic narrative towards reconciliatory narrative. Objectives are: (1) to engage in practice that begins a transformative process; and (2) to understand that storytelling and narrative are not neutral.

Re-Imagining Learning by Engaging Local and Global Diversity: Building Our Capacity for Relational Eloquence
Ilene Wasserman and Placida Gallegos
Engaging diverse social worlds through engaging differences is fertile ground for stimulating transformative learning. This experiential session echoes the core questions of the conference: What is important to us? What are the consequences of our actions? How do we relate to one another? We do so by applying the core principles and tools of the REAL model in a provocative reflective process.

Transformational Learning for Health and Healing: A Holistic Perspective
Laurie Anderson Sathe, Janet Marinelli, Janet Dahlem, and Carol Geisler
We share our experiences of teaching in a graduate transdisciplinary holistic health studies program where we bring together the rational, the creative and the aesthetic to create a healing community that promotes transformational learning. We provide theoretical grounding from transformational learning theories and theories of holism, and practical examples from our experiences of teaching.

Transformative Learning and Identity
Knud Illeris
This session is fundamentally IMPORTANT, because it will explain why the field of Transformative Learning should not be limited to meaning perspectives, etc. but include all dimensions of identity. This term implies a more well-defined and up-to-date understanding, opening for a range of new possibilities which will be indicated.

Re-Imagining Learning: An Education Towards Wholeness
Anna Gatmon
This is an original educational model conducive to holistic transformative learning. It is based on the facilitator’s experiences as a student at CIIS and her subsequent work with the staff and parents of an alternative elementary school she founded. The session includes a presentation and an experiential segment.
How Praxis Can Inform a Teacher’s Practice and Transform Public Schools
Yvonne V. Thayer
Praxis offers a method of professional practice that could engage K-12 teachers to enhance them as professional thinkers and facilitators of learning. This session will examine how recent federal and state efforts to make teachers more effective may discourage transformative practices and reduce learning in preparing for state tests.

Ecology, Critical Reflection and the Praxis of Change: Insights from Architecture and Social Work
Alison Pooley, Peter Jones, and Beth Tinning
This session presents insights from teaching practice in Architecture and Social Work. The facilitators share their experiences of encouraging students to examine and challenge assumptions about personal and professional relationships to ecological issues. A number of specific tools for promoting critical reflection on such issues are explored in an experiential setting.

A Creative Approach to Learning from a Transformative Experience
Beatrice Benne and Sabine Amend
Through an experiential process of reflection, collaborative sharing and artistic expressions of insights, participants will explore questions such as: How can we weave further insight from our own transformative experiences? How can a creative process further transform a prior transformative experience? And, how does this change the ways in which we act?

Entering the Field: Transformative Learning Praxis Informing Cross-Cultural Research
Dorothy Ettling
This presentation offers transformative learning praxis as a framework for underpinning the design of cross-cultural participatory research, highlighting how this approach has led two transformative learning practitioners in research with village groups and community based organizations over the last seven years in Africa.

Leveraging Transformative Learning and Transformational Leadership for Ecological Sustainability in Nigeria
Pamela Meyer and Julie Benesh
Learning can promote transformation in vulnerable ecological and economic environments. Lessons learned there may prove illuminating to those of us practicing in other settings. Integrating apparent dichotomies and polarities of formal and informal learning paradigms and their respective effects on transformation, can sensitize and help us capitalize on learning opportunities everywhere.

Exploring the Faculty-Institutional Role in Support of Emerging Scholars: Knowledge Construction and the Diversity Divas
Jeanne Bitterman, Maria Liu Wong, Naya Mondo, Ramona Sharpe, Aimee Tiu Wu, Connie Watson, and Rosie Williams
This session, led by doctoral candidates and their faculty advisor, explores how meaning and knowledge were made on multiple levels in a Collaborative Inquiry (CI) around diversity. False dichotomies of knowledge construction are considered, while power, positionality, and privilege are investigated through choreographed movement and interaction with participants.

Critical Reflection through Aesthetic Experience: How Could a Wide Range of Learners Gain Access to the Process?
Alexis Kokkos
This presentation approaches the following questions: What kind of artworks can unearth critical thinking? Can all artworks, without exception, serve such a function? To what extent can learners, especially those who might not be familiar with cultural habits, have an intellectual and emotional access to the meaning of artworks?

Participatory Plenary

Shared Dynamics of Learning: Using a Common Framework to Construct Individual Models of Learning
Nicole Woods, Jennifer Yates, and Victoria Marsick
For over a century, models of adult learning theory have been developed and revised. Is it possible that within this diversity, common dynamics of learning exist? With particular emphasis on experiential and transformative learning theory, we will present an integrated learning framework and facilitate a reflective activity allowing participants to collaboratively analyze individual learning experiences.
**Transformative Learning through Intentional Design**  
*Rhonda M. McEwen and Jeanette Romkema*  
This interactive session offers an 8-step model for learning design that ensures accountability to maximize the possibility of transformative learning. Based on the work of Dr. Jane Vella, this systematic and intentional way of designing and planning a learning event begins with the learner as decision-maker.

**Making Connections: Radical Presence in the Teaching and Learning of College Students with Learning Disabilities and Attention Deficits**  
*Michele Gabow and Laura Hubbard*  
With forty years of combined experience in the field of learning disabilities, we will share how transformative learning theory, story telling, signs, and conversation help our students see themselves with new eyes and ignite and challenge our own practice. In this experiential workshop, participants will discover radical presence in our teaching/learning lives.

**The High Road To Mindful Transformation: How Emotionally Competent Stimuli Engage Prefrontal Cortex Rationality**  
*Daniel J. Gliszczinski*  
Why do some experiences trigger perspective transformation while others incite ideological entrenchment? Brain research suggests the former travel the high road to the prefrontal cortex—fueled by emotionally competent stimuli. The latter, in contrast, appear to be steered down the load road where the amygdala preserves rather than probes assumptions.

**Taking a Communication Perspective: Transformative Learning in Systems**  
*Beth Fisher-Yoshida and Ilene Wasserman*  
Engaging diverse social worlds, is fertile ground for stimulating transformative learning. In the process of engaging differences and shared critical reflection, we know ourselves differently. The REAL model helps people reframe relationships, personally and professionally. We will engage the model to address personal developmental edges and relational challenges.

**Not Just Brawn: A Case Study of Collegiate and Professional Athletes in Team Sports and the Role of Reflection in their Learning**  
*Welton Kwong and Brian Mitra*  
While athletes are frequently interviewed, seldom are the questions and responses framed in terms of adult learning. This study aims to identify and make explicit the learning that athletes experience. The presenters will share findings on how athletes reflect-in-action (Schön, 1983) and implications for coaching practices and research.

**Shifting from Knowledge Power to Generative Inquiry: Creating the Field for Transformative Learning in Healthcare, Business and Education**  
*Nancy L. Southern, Jorge Taborga, and Mara Zabari*  
One of the conditions for transformative learning in organizations is a shift from knowledge power to generative inquiry. Leaders from healthcare and business will share how they designed processes to enable this shift. Participants will engage in conversations to consider how to design a change process to foster generative inquiry.

**Promoting Creativity in Adult Education: Transformative Learning in Action**  
*M. Sharon Herbers and Kuan Chen Tsai*  
This presentation will identify current trends in the research of creativity in adult education and explore connections with creative thinking through an experiential learning exercise. Presenters will facilitate a discussion of applying lessons from the practice and research of creative expression in transformative learning, to the expansion of creative thinking research and practice.

**Psychotherapeutic Praxis Distilled: From a Fragmented, to a Coherent, Reflexive Self**  
*Larry Green and Linden West*  
Psychotherapeutic praxis creates conditions that facilitate transformational change. This outcome requires a willingness to carefully address the subject’s resistances, anxiety and ambivalence. In addition, the therapist must be able to engage in the here-and-now of the interaction; to symbolize its patterns, and to identify how the subject’s personal history conditions that ‘here-and-now’ experience.

**Understanding Transformational Learning at Multiple System Levels: An Analysis of Critical Incidents of Executive Learning**  
*Karen E. Watkins and Aliki Nicolaides*  
This presentation offers findings from an evaluation study of an action learning-based executive development program built on a developmental theory of change. Critical incident interviews surfaced intended and emergent outcomes at multiple system levels. Our research tracks a growing capacity for transforming leadership at individual and collective levels.
Domains, Levels, and Approaches: Exploring the Diversity within Transformative Learning Praxis

Aftab Omer, Melissa Schwartz, Courtney Lubell, and Rob Gall

Transformative learning is increasingly practiced within multiple domains and levels. Domains of praxis include psychotherapy, spiritual practice, business, education, civil society, governance and the law, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This session draws on the work of Meridian University’s Center for Transformative Learning into how distinct approaches to transformative learning are gaining ground in distinct domains of praxis.

Educating Healthcare Professionals for Tomorrow’s World: An Appreciative Inquiry Approach to Positive Change and Transformative Learning

Teresa J. Carter, Laura P. Gogia, Elizabeth P. Marlowe, Mark Nelson, and Charity Johansson

This session will engage participants in re-examining experiences in healthcare education by participating in an Appreciative Inquiry interview, the heart of the Appreciative Inquiry approach to positive change. Participants will explore the strengths, successes, values, hopes, and dreams that hold potential for fostering transformative learning in educating tomorrow’s healthcare practitioners.

From Pagodas to Pigpens: Towards a Pedagogy of Pilgrimage in Graduate Study Abroad

John M. Dirkx

Using the metaphor of pilgrimage, this session focuses on developing a deeper understanding of the transformative dimensions of education abroad programs for adult learners. Pilgrimage provides a timeless understanding of travel that illuminates and amplifies the numerous internal images evoked among adults through the outward journey of education abroad.

What Difference Does It Make? Transformative Learning and Relational Leadership Development

Ken Otter

This presentation offers an opportunity to engage in a shared inquiry on the themes that emerged from a recent qualitative study on transformative education in relational leadership development. The primary outcome of this participatory session is to acquire practical knowledge toward implementing relational leadership development in one’s work and life.

Blending Intuitive Listening and Somatic Awareness for Transformational Change

Ariana Strozzi and Eleanor Criswell Hanna

Ariana Strozzi and Eleanor Criswell Hanna will offer proven somatic practices with an emphasis on the spiritual component of self-identity in education, psychotherapy, and the healing arts. Topics will include navigating between conscious states of mind, the intuitive process and social interaction, and becoming more aware of the numinous, spiritual and energetic dynamics of our consciousness.

Walking Between Worlds: Holding Multiple Worldviews as a Key for Ecological Transformation

Jeanine M. Canty

The ecological crisis provides opportunity to enlarge our perspectives to align with larger systems of life, developing the multicultural self, the ecological self, and self-transforming self. This presentation identifies six qualities of people shifting to a resilient worldview, explores expanded concepts of self, and includes an experiential exercise and dialogue.

Social Work in Gypsies Urban Ghetto: Failure and Transformation through the Narrations of Social Workers

Greta Persico

“Nomad’s camps” were built in Italy to provide accommodations for Gypsy groups. This housing policy was based on mistaken premises, and after a few years these places became ethnic ghettos, characterized by discrimination and often deviancy. Why has social work not produced empowerment? Through the stories of the social workers, we will explore this question.

Setting the Stage for Transformative Learning: The Women Professors of Adult Education Retreat Experience

Randee Lipson Lawrence, Carrie J. Boden McGill, Rosemary S. Caffarella, Elizabeth J. Tisdell, and Mary Alice Wolf

This session focuses on the transformative learning experiences of a women’s group and their discovery of conditions important to transformation: Intention, environment, time, community, play, and collaborative leadership. Participants will share perspectives and photographs, and invite audience members to join the conversation with their own experiences or questions.

The Emotion of Shame: A Mechanism of Self-Protection

Brenton R. Wimmer

Have you ever wondered about the possible role of specific emotions in the transformative learning process? In this session, participants will be presented with the possible role of one emotion, shame. Shame will be unveiled to the participants as an emotion that is key to developing a full understanding of our continual development in a transforming world.
PRESENTER BIOGRAPHIES

PILAR ALONSO-NUNEZ, PH.D., LCSW AND GWENDOLYN KALTOFT, RN, ED.D. are members of the interdisciplinary hospice team at Yolo Hospice, a not-for-profit, freestanding community-based agency in Davis, CA. Collectively they have over 30 years of end-of-life care experience.

SABINE AMEND, owner SAMIKA: Building Adaptive Minds, focuses on human resource-ing™ as an integral part of strategy and organization development. As a Professor at a Business School, she teaches and designs courses on intercultural management, entrepreneurship and strategic self-stewardship. She is also a Gyrokinesis® instructor and Gyrotonic® Pre-Trainer.

LAURIE ANDERSON SATHE is the program director of the Master of Arts in Holistic Health Studies at St. Catherine University. She is interested in transformation and healing at the individual and systemic level and teaches leadership, research and global studies.

ANYANA BANERJEE is a doctoral candidate in Adult Learning at the University of Georgia, Athens, and Deputy Branch Chief, Prevention Effectiveness Branch, Centers for Disease Control and Prevention in Atlanta. Ms. Banerjee’s research and practice focuses on leadership development in the context of adaptive challenges.

JOHN BARTHELL, Dean of the College of Mathematics & Science at the University of Central Oklahoma and Professor of Biology, maintains an active student-centered international research program. His interest in Transformative Learning emphasizes undergraduate research and he is currently the PI of an NSF REU grant and a CUR Councilor.

CAROLINE BASSETT, PH.D. is founder and Director of The Wisdom Institute which focuses on practical uses of wisdom in everyday life. She teaches at Walden University and Capella University, directing dissertations for doctoral students in higher and adult education. She currently co-chairs the Curriculum Committee of the Osher Lifelong Learning Institute at the University of Minnesota.

JULIE BENESH, PH.D. is a member of the program faculty in the doctoral program in Organizational Leadership at The Chicago School of Professional Psychology. She consults to businesses and not-for-profits, has extensive experience in the healthcare industry, and is an award winning short-story writer.

BEATRICE BENNE, PH.D., is the founder of Soma Integral Consulting, a firm focused on addressing adaptive challenges by facilitating multi-stakeholder transformative change toward emergent solutions. By creatively combining rational analysis and perceptive intuition, Ms. Benne successfully navigates the intricacy of highly complex environments while designing purposeful and resilient organizations.

DR. JEANNE BITTERMAN is a senior lecturer in Adult Learning and Leadership at Teachers College, Columbia University, serving as core faculty since 1983. In addition to teaching and sponsoring doctoral research she publishes and consults in training and professional development in healthcare, higher and public education, for profit, and non-profit organizations.

SYLVIA BOLTIC is a Systems Engineer for Huntington-Ingalls, Industries. She received her BSC from Spring Hill College, her MBA from the University of South Alabama, and is currently pursuing her doctorate in Human and Organizational Learning at George Washington University.

DRICK BOYD is Associate Professor of Urban and Interdisciplinary Studies at Eastern University where he teaches courses on Race & Ethnic Relations and Social Justice. He is also a popular educator in Philadelphia, PA particularly in the area of grassroots leadership development, educational justice, and gun violence prevention.

DR. WILLIAM BRENDEL is an Assistant Professor of Organizational Learning and Development at the University of Saint Thomas in Minneapolis, Minnesota. Dr. Brendel is the founder of a website resource for the theory and practice of www.transformativelearning.org. His core research focus is with medical professionals who interface with and influence meaning-making with patients.

MONIKA BROECKER is the founder of the Center for Personal Growth and the Agency for Corporate Wellness. Monika has had a long-term career in Leadership Development. At Google, Monika built and led the School of Personal Growth. Monika works as a coach, consultant, workshop leader and Somatic Psychotherapist (MFTi). http://center4personalgrowth.com.
**VICKI BROWN** is the Director of Civilian Training for the Dept. of Army. She develops Army-wide policy and resourcing requirements for educating the Army’s 340,000 member civilian workforce, oversees a $70M training budget, and leads a team of senior Training Managers, HRD Specialists and Financial Managers. Vicki is a doctoral candidate in George Washington University’s Executive Leadership Program, Human and Organizational Learning.

**CARL BUCHHEIT** is Co-Founder and Training Director of NLP Marin, a company founded in 1994. Since that time, NLP Marin has trained hundreds of students in Marin-style NLP and in Systemic Constellation work. His ongoing, intense private practice has transformed thousands of clients’ lives.

**PERDETA L. BUSH** is pursuing her doctorate in Adult Education at The Pennsylvania State University—Harrisburg. She earned a Bachelor of Science degree in Public Relations from Georgia Southern University and a Masters of Education in Adult Education from the University of Georgia. Her research interest is on the power of forgiveness as a vehicle for transformative learning.

**MARGARET “PEGGY” CAIN** is a Professor and Director of the Master of Arts in Community Leadership program at Westminster College. Her M.A. in Latin American Studies and Ph.D. in Adult Education are from University of Wisconsin-Madison, with emphasis on learning in social movements. Her research interests are complexity thinking and leaderless organizing.

**DR. JEANINE CANTY** is Associate Professor of Environmental Studies and Director of the School of Social and Natural Sciences at Naropa University. Her work addresses the ecological crisis through critical thinking, unraveling worldviews, connecting with all of life and changing our practices to be aligned with ecologically healthy modes of being.

**Teresa J. (Terry) Carter, Ed.D.** is Associate Professor of Teaching and Learning at Virginia Commonwealth University and Associate Dean for Professional Instruction and Faculty Development in the VCU School of Medicine. Her research interests include transformative learning among professionals in the workplace and teaching with technology.

**MELISSA CASTEEL** is an early childhood and adult educator. She promotes quality improvement of early childhood programs at the McCormick Center for Early Childhood Leadership at National Louis University and is an adult education doctoral student at NLU. Melissa’s research focus is the power of stories to build community.

**JOSEPH CHEN** is an assistant professor at DePaul University’s School for New Learning, a competence-based program for adult learners, located in Chicago, Illinois. He is also in private practice as a licensed clinical psychologist. He teaches courses on psychology and his research is focused on the human change process.

**ELEANOR CRISWELL HANNA, Ed.D.** is Core Faculty at Meridian University. She is director of the Novato Institute for Somatic Research and Training and editor of *Somatics* magazine. She is an emeritus professor of psychology and former chair of the Psychology Department at Sonoma State University and is founding director and distinguished consulting faculty at Saybrook University.

**VIRGINIA (GINNA) LEIGH HAMILTON CROWE, RN, Ed.D.** has over 30 years experience in many areas and multiple levels of healthcare ranging from front line care delivery to management and international consulting. Dr. Crowe founded Hamilton Consulting, LLC in 2001. Her practice centers on facilitating learning and improving for organizations, teams, and individuals.

**DR. ED CUNLIFF** is a Professor of Adult and Higher Education at the University of Central Oklahoma. Ed has over 35 years’ experience in innovative organizational development. He has worked in social services, health care and higher education and has served in a consultative role with dozens of organizations.

**JANET DAHLEM** is Associate Professor in the Master of Arts in Holistic Health Studies program, and as an educator and leader in the field she serves on advisory boards of hospitals and educational institutions working to incorporate integrative and holistic health approaches.
KATHERINE L. DAVIS, University of Georgia, Athens, GA. Katie is a second-year PhD student in the Adult Education Program in the College of Education at the University of Georgia. She is a Licensed Professional Counselor and currently holds a position as a Program Coordinator with the Carl Vinson Institute of Government.

LORI DESAUTELES, PH.D. is on full time faculty at Marian University in Indianapolis. She instructs at the undergraduate and graduate levels in the school of education emphasizing the social and emotional skills, service and educational neuroscience inside her courses and within the public schools with new teachers. She has recently published a new book entitled, How May I Serve You? Revelations in Education. Lori’s web site is: www.revelationsineducation.com.

JOHN M. DIRKX is Professor and Mildred B. Erickson Distinguished Chair of Higher, Adult and Lifelong Education at Michigan State University. His current research focuses on the transformative dimensions of international education and professional development for postsecondary institutions in developing countries. He is current editor of the Journal of Transformative Education.

ELLIE DRAGO-SEVERSON, Associate Professor at Teachers College, Columbia University, is author of Becoming Adult Learners (2004), Helping Teachers Learn (2004), Leading Adult Learning (2009) Helping Educators Grow (Harvard Education Press, 2012) and Learning and Leading for Growth (Corwin/Sage, 2013). Ellie focuses on supporting adult development in organizations domestically and internationally.

MONIQUE DUPHILY Raised on a farm and now teaching at San Jose State University, Monique Duphily is strongly invested in maintaining—and deepening—her relationship with the natural world. Her travels to Peru and continued work with Q’ero Elders have greatly informed her dissertation research on the Andean principle of reciprocity.

AUBURN ELLIS is a visual artist and educator in Chicago. Currently, she is working on paintings relative to her doctoral dissertation at National Louis University centered in the Africentric Paradigm. The degree, an Ed.D. in adult continuing education, will be completed with an art-based dissertation. www.auburnaesthetic.com.

DOROTHY ETTLING, Professor in the Ph.D. program at the University of the Incarnate Word, San Antonio, TX, is co-founder of Women’s Global Connection, whose mission is to promote the leadership and learning of women in developing countries and regions.

THE EUROPEAN-AMERICAN COLLABORATIVE CHALLENGING WHITENESS fosters research and learning about White Supremacist Consciousness. Collective authorship under the name of the Collaborative reflects our understanding of the holistic way in which knowledge is constructed. Members came together originally through a cultural consciousness project at the California Institute of Integral Studies in San Francisco; members are: Carole Barlas, Elizabeth Kasl, Alec MacLeod, Doug Paxton, Penny Rosenwasser and Linda Sartor. Our website: http://www.iconoclastic.net/eccw/

AMANDA E. FELLER, PH.D. is a teacher, scholar and practitioner in communication and conflict management. In addition to university teaching, she works with NGOs using dialogue to create community in divided societies. Her publications and invited lectures address concepts and skills related to communication efficacy, dialogue and transformation. Dr. Feller teaches at Pacific Lutheran University in Tacoma, WA and lives on a half-acre botanical garden she cultivated as a place of sanctuary and renewal.

SOLYMAR FERRERAS is a Doctoral candidate in the Adult Learning and Leadership Program at Columbia University. Conducting research on how to conceptualize and implement relevant and quality interdisciplinary social science doctoral programs. BA from Georgetown University, J.D. and MSW from University of Puerto Rico. Worked ten years as a public sector lawyer in Puerto Rico.

DR. BETH FISHER-YOSHIDA is Director and Faculty of the Master of Science in Negotiation and Conflict Resolution at Columbia University and President of Fisher Yoshida International. She serves on the Boards of the CMM Institute for Personal and Social Evolution and Human Dignity and Humiliation Studies.

LYNDSEY FJELLSTEDT is Assistant Director for the Center for Student Engagement at George Washington University. She received her B.S. from James Madison University and her M.Ed from the University of South Carolina. She is pursuing her doctorate in Human and Organizational Learning at George Washington University.
BONNIE FLYNN is an associate professor at National Louis University where she teaches health care and general management courses in the College of Management and Business. She completed her doctoral degree in Adult and Continuing Education at NLU and holds a Master of Public Health degree from Benedictine University.

MICHELLE A. GABOW has been a Learning Ability Specialist in the Program for Advancement of Learning (PAL) at Curry College for over twenty years, and she has been an active, award winning, playwright and author for over thirty years. Her full-length scripts have been produced in Boston and throughout the country.

SYLVIA GAFFNEY, PH.D. is interim Director of OD and Learning and Development at the St. Louis Regional Chamber & Growth Association (RCGA) working collaboratively with executive leadership, management, Human Resources, and the RCGA One Team in OD initiatives and company-wide programs that support the organization’s strategic objectives, corporate culture, and employee growth and development. Before joining the RCGA team, Dr Gaffney has been consulting nationally and internationally in Change Management, integrating the human element with organizational goals.

ROB GALL teaches at Meridian University where his research focus is on the role of community-based initiation practices in transformative learning. He teaches courses on expressive arts and transformative learning praxis.

DR. PLACIDA GALLEGOS is a Principle of ICW Consulting Group and serves on the faculty of the School of Human and Organization Development within Fielding Graduate University. She conducts research and has published on the impact of intercultural competence and leadership development especially as they relate to Hispanics/Latinas/Latinos in organizations.

KATE GALLOWAY is Senior Lecturer in Law, James Cook University. Her research encompasses the student experience in legal education and feminist, critical and contextual approaches to law. She leads the Australian Teaching & Learning (Law) Network and sits on the Council of Australian Law Deans Working Party on Student Wellness.

ANNA GATMON, PH.D. in Transformative Learning and Change from CIIS. Her work focuses on facilitating spiritual inner knowing. Integrating personal and professional life, Dr. Gatmon has homeschooled her sons and founded an elementary school for wholistic education. She comes from a multi-cultural background and is multi-lingual.

CAROL GEISLER is educated as both a psychologist and nurse. She currently teaches in the Master of Arts in Holistic Health Studies at St. Catherine University where she coordinates the research sequence and graduate student research projects.

SIEGMAR GERKEN, PH.D., ECP, studied psychology, education and anthropology. He has pioneered body-oriented and heart-centered therapy and Humanistic Psychology since 1971. Siegmar has been adjunct teaching faculty at the Santa Barbara Graduate Institute, JFK-University and Esalen Institute, Big Sur. He conducts body-oriented therapy and mindfulness-based trainings worldwide (www.CoreEvolution.com);(www.EnergyandConsciousness.com)

DANIEL J. GLISZINSKI, ED.D., University of Minnesota, works as assistant professor of education at the University of Minnesota Duluth where he and his students explore ways in which education neuroscience can improve the quality of teaching, learning, and living. Dan is grateful for a life rich in family, community, and outdoor adventures.

DONNA M. GLYNN, PH.D., RN, ANP-BC is an Associate Professor of Practice, Simmons College, School of Nursing and Health Sciences, Boston, Massachusetts. Her research is focused on structured reflective practice, theory practice gap and the development of clinical judgment and clinical confidence in nursing students.

LAURA GOGIA, MD, is a graduate of the College of William and Mary and Virginia Commonwealth University Medical School. Laura practiced medicine in rural Virginia for five years before returning to Virginia Commonwealth University to initiate Ph.D. studies in Education with an emphasis in Adult Learning.

LARRY GREEN has been a practicing psychotherapist for over forty years. He has also taught in a number of post-secondary institutions. He recently completed a doctoral dissertation on the optimal relationship between the prereflective self and the reflective mind.
DR. PAMELA HAYS is a Psychologist in private practice in Alaska, an international speaker on multicultural awareness, cross-cultural communication, and wisdom across cultures. She is the author of *Addressing Cultural Complexity in Practice*, and *Culturally Responsive Cognitive-Behavioral Therapy*.

M. SHARON HERBERS, an associate professor at the University of the Incarnate Word, teaches adult education courses. She has researched teaching strategies that serve as catalysts for the transformative learning process of teachers and students. Another research thread is the early history of Highlander Folk School.

CHAD HOGGAN is an Assistant Professor of Adult Education at North Carolina State University. He has an Ed.D. in Adult Learning & Leadership from Teachers College, Columbia University. His research has focused on the wide variety of contexts in which transformative learning occurs, such as anti-racism education, breast cancer survivorship, and arts-based learning encounters.

MARGOT HOVEY-RITTER Since graduating from CIIS’s Transformative Learning and Change program in 2002, Margot-Hovey Ritter has sought opportunities to synergize with others, not only “addressing conflict” but expanding possibilities to grow together. These events bring her joy. Recently, Margot has initiated research on how to introduce synergy to the corporate realm with virtual teams working at a distance.

LAURA HUBBARD has extensive experience in working with non-traditional age college students with learning disabilities, attention deficits, and comorbid psychiatric disorders. She is currently the Coordinator of the Adult Center at the Program for Advancement of Learning (PAL) at Curry College.

KNUD ILLERIS is Professor Em. of Lifelong Learning at the Danish University of Education and an internationally well-known learning theorist. Former Honorable Adjunct Professor at Teachers College, Columbia University. His most important book, *How We Learn*, has been translated into several languages, including Chinese.

INSIGHT DIALOG Each of the presenters graduated from CIIS’s Transformative Learning and Change. Pat Fox, Ph.D. is the Manager of Online Academic Affairs for Heald College, working extensively in community building online. Lisa Herman, Ph.D. is Director Creative Expression at ITP/Sofia University, teaches at Meridian University, and practices psychotherapy in Monterey.

Margot Hovey-Ritter, Ph.D.’s extensive work with groups includes addressing conflict, growth, and virtual teams in the corporate realm. Patricia McCarver, Ph.D. is a Faculty Mentor at Western Governor’s University, teaching Foundations of Research and Educational Psychology, working with adult learners and online learning communities. Terri O’Fallon, Ph.D., researches adult developmental maturity and collective intelligence within a 50-year career of teaching from infant stimulation through post-Ph.D.

CHARITY JOHANSSON, PH.D. is a physical therapist with 30 years of experience as an educator and practitioner in the field of healthcare. Currently a professor of physical therapy at Elon University, Dr. Johansson has published and presented widely on transformative endeavors in education and in healthcare.

BROOK DENNARD JONES is an independent consultant in Atlanta, Georgia specializing in issues of diversity and inclusion. Brook holds a Masters in HR and Organizational Development from the University of Georgia and a Bachelors in Human and Organizational Development from Vanderbilt University. She is currently pursuing a doctorate in Human and Organizational Learning at George Washington University.

PETER JONES is a Senior Lecturer in Social Work at James Cook University. His research, teaching and activism interests include transformative learning, eco-social justice and community development. Peter is currently involved with a number of grassroots environmental organizations as well as conducting research into transformative learning in social work education.

DR. ALEXANDROS KAKOURIS lectures at the National and Kapodistrian University of Athens. He is also an adult educator and a counselor at the university career office. His research interests mainly concern adult learning with applications to entrepreneurship education. He has written two books, a book chapter and several research articles.

ELIZABETH KASL, PH.D. has fostered collaborative learning through scholarly work, curriculum development, and pedagogical practice. She helped create the doctoral program in Transformative Learning at the California Institute of Integral Studies. Her chapter, authored with Lyle Yorks, in the *Handbook of Transformative Learning*, is about presentational knowing.
KAthY KAYA is a doctoral candidate at Fielding Graduate University finalizing her dissertation research. Her interests lie in holistic approaches to transformative learning for social justice, women’s growth and development, and fostering whole-person work environments. She is an independent organization development consultant working to harmonize her practice with her scholarship interests.

MARK KELLEY is a recent graduate of the Learning and Change Program of the California Institute of Integral Studies, in San Francisco. His dissertation was entitled: Nurturing Group Learning in a Social Change Organization; Learning in Practice. His interests are in organizational strategy and learning, particularly for nonprofit and social change organizations.

TAMARA KELLEY is currently a doctorate candidate in the Adult Learning and Leadership Program at Teacher’s College, Columbia University in New York. She has held numerous administrative positions where she collaborated with educators to improve the leadership capacity of personnel. She is an experienced coach and certified training consultant.

LISA KENDALL is an associate professor at Johnson & Wales University in Charlotte, NC, teaching leadership classes, including: Foundational Leadership Studies, Creative Leadership and Women’s Leadership. She is currently a Ph.D. student at the California Institute for Integral Studies in the Transformative Studies program. Her research centers on transformative learning theory, cybernetics and humor.

SHERRY KENNEDY-REID is a professional in the aerospace industry, working for firms in Europe and the US over the past 25 years. In 2012 she completed an Ed.D. from George Washington University. Additionally, Sherry has an N.D. degree, and has been a personal development and transformation practitioner since 2007.

ALEXIS KOKKOS is Professor of Adult Education at the Hellenic Open University and Chairman of the Hellenic Adult Education Association (since 2004), which was the host organization of the 9th International Transformative Learning Conference. His research focus is on the use of aesthetic experience in unearthing critical thinking.


JENNIFER KUSHER is a Program and Evaluation Specialist with the University of Wisconsin-Extension. She focuses on educational paradigm change, capacity-building for ‘cross border’ work, and systems approaches to evaluation. Her research looks at leadership of liberatory movements. Her degrees are in adult education (Ed.D., National-Louis University; MS, University of Wisconsin).

WELTON KWONG is a doctoral student in the AEGIS program at Teachers College, Columbia University. One of his primary research interests is on the learning process of teacher leaders in K-12 schools. In addition, he hopes to bring research on adult learning to sports by studying how both athletes and fans make meaning of their experiences.

CATHERINE LAMOND is a transpersonal dramaturge and an Associate of the Vancouver School of Speech and Drama. Postgraduate studies include Shakespeare and Ritual Theatre. Her Masters degree in Transpersonal Arts focuses on transformations of grief and loss. She currently is a facilitator for Vancouver Friends For Life Society serving populations facing challenges of HIV and Cancer.

ELIZABETH A. LANGE is Associate Professor, Department of Adult Education at St. Francis Xavier University, Antigonish, Nova Scotia, Canada. She has 30 years of experience as an educator and facilitator of transformative learning in formal and non-formal education contexts. Her research interests focus on transformative learning, sustainability education for adults, socio-environmental responsibility and work, action research, and pedagogies for social change. Elizabeth is currently an Associate Editor for the Canadian Journal for the Study of Adult Education.

ANNA LAROS Since October 2009, I have been a research associate and doctoral candidate at the University of Education Freiburg, Germany in the department of Adult Education.
**RANDEE LIPSON LAWRENCE** is an associate professor in Adult Education at National Louis University in Chicago. She is the editor of *Artistic Ways of Knowing: Expanded Opportunities for Teaching and Learning* and the recent publication *Bodies of Knowledge: Embodied Learning in Adult Education*, as well the author of several publications which exemplify her practice of incorporating affective, cognitive, somatic and spiritual dimensions into her teaching.

**JUNG EUN LEE** is a doctoral student in the program of Adult Education at the University of Georgia and serves as a graduate assistant in the department of lifelong education, administration and policy. JungEun’s research interests are international adult education, lifelong learning policy, adult education policy, globalization, adult learners in higher education, and transformative learning.

**STRAJA LINDER KING** is a registered art therapist specializing in animal assisted learning and healing integrated with art making, in Calgary, Alberta, Canada. Madeline Rugh and Straja specialize in program development at the interface of art, nature and spirituality.

**MARIA LIU WONG** is a doctoral candidate in Adult Learning and Leadership at Teachers College, Columbia University, and Dean of City Seminary of New York. Her dissertation focuses on how life stories impact leadership practice of diverse women faculty in theological education. Her research interests include women and leadership, transformative learning, urban theological education, collaborative inquiry, diversity, and faculty development.

**RUSSELL LOWE** is a Doctoral Candidate in the Adult and Continuing Education program at National Louis University. He is currently serving on active duty with the Headquarters, United States Air Force, Logistics Directorate at the Pentagon. Mr. Lowe is the founder and CEO of LOKAN Enterprises, which focuses on promoting education programs, facilitating learning for organizations, and providing consulting in human resources. Mr. Lowe earned his masters degree from National Louis University in Human Resources Management and Development.

**COURTNEY LUBELL** is Core Faculty and Associate Director of the Center for Transformative Learning at Meridian University. Her research focus is the role of ritual, affect regulation, and memory in transformative learning. She teaches courses on expressive arts and transformative learning praxis.

**DR. KAREN MAGRO** is an associate professor of education at the University of Winnipeg in Manitoba, Canada. Her teaching and research work focus on transformative learning theory and social justice, refugee studies, adult literacy, and the psychology of teaching and learning. She earned her doctorate in education at the Ontario Institute for Studies in Education of the University of Toronto. Karen has worked both nationally and internationally in the field of adult education.

**KAISU MÄLKKI, Ph.D.,** works as a post doctoral researcher at the Faculty of Behavioural Sciences at the University of Helsinki. Her research focuses on adult learning and reflection in both formal and informal contexts, while involving special interest in issues of theory development and methodology. Besides research, Mälkki teaches courses on education, university pedagogy, philosophy of science and research methods.

**DEBORAH MATOS LOWE, Ed.D.** is a Consultant with LOKAN Enterprises, in which her focus is on promoting education programs. She currently serves on the board of Kramrick Education and has served on the Disability Services Board in Northern Virginia. Additionally, she is an advocate for individuals with disabilities and frequently speaks in the Washington, D.C. and Northern Virginia metropolitan areas on topics of recovery after brain injury, and empowerment through transformation after an illness and disability. Dr. Matos Lowe earned her masters and doctorate degrees from National Louis University.

**KEVIN MATTHEWS, CPA, PHR** is an accountant at a local firm in Washington, D.C. Kevin’s bachelor’s degree and masters (MBA and Accounting) degrees are from Gonzaga University in Washington State. He is pursuing a doctorate in Human and Organizational Learning at George Washington University in Washington, D.C.

**RICHANNE C. MANKEY, Ed.D.** is Vice President for Student Affairs/Dean of Students at Daemen College, and Adjunct Professor in its Executive Leadership and Change masters program. She teaches Transformational Leadership, Research I and II. Her chapter, invited as part of an edited book about student affairs practice, will be published in 2013.
JANET MARINELLI is Assistant Professor with the Master of Arts in Holistic Health Studies at St. Catherine University where she was involved with the initial development of holistic health curriculum in 1984. Janet’s areas of focus are transformational process, energy healing, and the use of the creative arts in healing.

ELIZABETH MARLOWE, M.ED. is the Educational Coordinator for the Foundations of Clinical Medicine course at Virginia Commonwealth University’s School of Medicine. She is a candidate in the Ph.D. in Education program with an emphasis in Adult Learning. Her research interests include transformative learning in undergraduate medical education.

VICTORIA J. MARSICK is Professor of Adult Learning & Leadership at Columbia University, Teachers College. She holds a Ph.D. in Adult Education from the University of California, Berkeley, and an M.P.A. in International Public Administration from Syracuse University. Victoria’s research and publications focus on informal, team, and organizational learning.

AKILAH MARTIN is an assistant professor at DePaul University’s School for New Learning, a competence-based program for adult learners, located in Chicago, Illinois. Her teaching and research interests include enhancing soil and water quality through education and promotion of its awareness locally, nationally, and globally.

PAM MEYER, PH.D. teaches at DePaul University, School for New Learning where she is Director of the Center to Advance Education for Adults. As President of Meyer Creativity Associates, she works with organizations internationally and is the author of three books on innovation, learning and change, and numerous articles and book chapters.

RUTH MICHALEK After graduating teacher training (subjects: music, math, biology) I did a doctorate on boys’ studies. I worked as a research assistant and since 2007 as assistant professor of general and adult education at the University of Education in Freiburg (Germany). My particular interests are parent education, qualitative research methods, and gender studies.

BRIAN MITRA is currently the Director of the Office of Career Development, Transfer/New Start and Scholarship Opportunities at Kingsborough Community College. His student affairs experience has included experiences in Student Activities, Fraternity and Sorority Life, Advisement, Enrollment Management, Career Development, Transfer, and Service-learning. Brian looks to continue to make an impact in adult learning and leadership. He looks to continue the dialogue of lifelong learning.
KIRK MOLL is a recent graduate of the doctoral program in adult education at Penn State Harrisburg. By day, he is a librarian at Shippensburg University in Pennsylvania and volunteers as an adult educator in his local church.

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BERNICE MOORE, PH.D. is President of ICO Consulting, which focuses on developing geographically dispersed and culturally diverse leaders and teams. ICO provides tools that improve relationships and results, helping teams work together internally and externally. Bernice has worked and consulted for international and virtual teams of all sizes.

ASHLEY MUNDAY Leader, Collaborative Strategies, Barrett Values Centre. Ashley has studied with Tibetan Buddhists in India, read Wilber books as bedtime stories, and loves nothing more than to hike through tree-covered mountains with her husband. Above all, she believes in caring - deeply and compassionately - for all people.

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NORMA NERSTROM is a doctoral candidate focused on the long-term significance of transformative learning. As an adult educator she is the Manager of Career Training for the Continuing Education Department at Harper College in Palatine, Illinois, overseeing programs in business, technical and healthcare training.

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ALIKI NICOLAIDES is an Assistant Professor of Adult Education at the University of Georgia, Athens. Dr. Nicolaides’ scholarship and teachings focus on leading adult learning and practicing a developmental action inquiry approach to creating conditions for adults to advance their capacity (complexity of knowing) and competencies (skillful means) to engage paradox, uncertainty and the ambiguity generated by early 21st century demands in work, life, and society.

MINDY NITKIN is a faculty member at Simmons College. Her area of expertise is accounting and finance related to nonprofit and entrepreneurial ventures. She led the 2012 Simmons World Challenge on poverty alleviation that guided students in developing the team and project management skills they needed to work as a group in formulating an implementable local solution.

TERRI O’FALLON is an Integral transformative scholar who derives theory and research interests from a passionate practice of auspicious wondering, learning, and marinating in life. She has a Ph. D. in Integral Studies, a Masters degree in Spiritual Direction and over thirty years of teaching experience from pre-kindergarten through post Ph.D.
AFTAB OMER is President of Meridian University. His research has focused on the emergence of human capacities within transformative learning communities and his work includes assisting organizations in tapping the creative potentials of conflict, diversity, and complexity. He is a fellow of the World Academy of Arts and Sciences.

KEN OTTER brings 25 years of professional experience designing and fostering transformative learning and change in individuals, and teams, and organizations both in the US and internationally. Presently, he is Director of Leadership Studies Programs at Saint Mary’s College, which offers a transformative education in relational leadership to working professionals.

LILIAM PEREZ is an early childhood education training specialist. Her doctoral dissertation uses critical pedagogy to analyze the successful efforts of a not-for-profit organization to professionally develop and retain culturally and linguistically diverse English Language Learner teachers in the city of Chicago.

GRETÁ PERSICO After several years working as educator in slums and urban ghettos, I’m doing a Ph.D. in Human Sciences. My research is about the relationship among Gypsy groups and institutions (as school, police, municipality and social services). Working with a comparative approach, I have been researching among the Gypsy in Romania, Italia and Brazil.

LISSA POHL Coaching people to ‘embody’ leadership competencies is Lissa Pohl’s area of expertise. She is currently conducting research at the University of Kentucky on the effectiveness of collaborating with horses to develop emotional intelligence. She holds a Masters degree in Transformational Leadership Development from the Union Institute & University (2006).

ALISON POOLEY is a Senior Lecturer in the Graduate School of the Environment at the Centre for Alternative Technology, Wales. Alison worked as Senior Housing Officer for the London Borough of Newham for five years before joining Rivington Street Studio as an Architectural Assistant. Alison became Senior Lecturer on the MSc Architecture course at the University of East London in 2003.

MS. BARDHA QIREZI has a masters degree in Adult Learning and Development from the National University of Ireland in Galway where she is also pursuing her part time PhD studies. She is vice rector for academic planning and quality at a private college - Riinvest in Kosovo - where she also teaches Managing People and Performance and Business Skills.

DR. NIKA QUIRK MBA, an independent scholar/practitioner, has a diverse portfolio as playful, effective group facilitator, business consultant, and educator. She recently received her doctoral degree in Transformative Studies from California Institute of Integral Studies. Nika currently leads an inquiry into love and forgiveness at work funded by Fetzer Institute.

STACEY ROBBINS is a doctoral student in the Adult Learning and Leadership Program at Teachers College, Columbia University and Business Development Consultant and Adult Learning Associate with Springpoint Partners. She holds a BA from University of Michigan, MA in Education from Fordham University and an Ed.M. from Teachers College.

GAEL ROBERTSON is Scottish and her initial studies in home economics lead to innovative practice in community work. She came to Nepal as a VSO volunteer 22 years ago, and stayed on, to practice within international development. Always integrating practice and theory, with degrees in social science, education (adult learning) and doctoral research.

JEANETTE ROMKEMA, Global Learning Partners Director and Senior Partner, has over 25 years of experience in the areas of health education, higher learning, international relief and development work. She is passionate about training groups in the power of Dialogue Education™, and designs dialogue-based programs that ensure learning to maximize positive change in lives and communities.

NANCY MANGANO ROWE, PH.D. is an Associate Professor at ITP/Sofia University where she teaches, has designed the Global Master’s Program, and developed curriculum in spirituality, creativity, eco-spirituality, ways of knowing, intuition and dreaming. Nancy has facilitated spiritual retreats, seminars, workshops, and pilgrimages across the United States and in Greece. Madeline Rugh is an assistant professor in art and psychology at St. Gregory’s University in Shawnee, Oklahoma. Straja Linder King is a registered art therapist specializing in animal assisted learning and healing integrated with art making in Calgary, Alberta, Canada. Madeline and Straja specialize in program development at the interface of art, nature and spirituality.
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STEVE SCHAPIRO is a faculty member in the School of Human and Organizational Development at Fielding Graduate University, where he coordinates the doctoral concentration in Transformative Learning for Social Justice. He is co-editor of Innovations in Transformative Learning: Space, Culture and the Arts and a contributor to The Handbook of Transformative Learning.

LANE SCHONOUR is the Director of Executive Development for Goodwill Industries. Lane holds a bachelor’s degree from the College of William and Mary in Virginia and a master’s degree from Marymount University. He is pursuing a doctorate in Human and Organizational Learning at George Washington University in Washington, DC.

MELISSA SCHWARTZ, PH.D. is Director of the Center for Transformative Learning and VPAA at Meridian University. As a licensed psychologist and MFT, she maintains a private consulting practice for psychotherapists, is a member of the California Psychological Association’s MCEP Review Committee, and serves as a peer reviewer for the APA journal, Psychology of Women Quarterly.

MARY SHAPIRO is a Professor of Practice, teaching Organization Behavior courses at Simmons College, and consulting teams in public, nonprofit, and Fortune 500 organizations. She transformed the Introduction to Management course to include a semester-long team-based project working with a Boston nonprofit. She researches women, their careers, and their relationship with power and risk.

RAMONA T. SHARPE, PHR, CCP is a doctoral candidate at Teachers College, Columbia University in Adult Learning and Leadership. Her dissertation research explores cultural intelligence and self-directed learning in the lives of leaders. Her research interests include transformative learning, diversity, collaborative inquiry and leadership. Ramona is a Senior Strategist for Boain Consulting Group, focusing on human capital and learning solutions.

BIRGITTE SIMONSEN is Professor of Youth Research at the Danish University of Education and has for 10 years been the Director of the Danish Centre for Youth Research. She has conducted several projects on youth behaviour and problems in various contexts and done a lot of research and interviewing in practice.

OREN SLOZBERG is the National Executive Director of Visual Thinking Strategies (VTS). Slozberg has 20 years experience in informal and formal educational settings using Youth Development and VTS. Slozberg has trained hundreds of educators in facilitating VTS discussions in various settings including museums, K-12 schools, higher education, businesses, non-profits and foundations.

CATHERINE SNYDER is an Associate Professor at the Union Graduate College School of Education in Schenectady, NY. Her research includes adult and transformative learning, and the National Board process. She received her Ph.D. in Curriculum and Instruction from the State University of New York, Albany and is National Board Certified.

NANCY SOUTHERN, ED.D. is an executive faculty member at Saybrook University and Chair of the MA and PhD programs in Organizational Systems. She is a research member of the Global Society of Organizational Learning and consults with organizations and executive teams embarking on cultural transformation. She serves on the editorial boards of the Journal of Transformative Education and the Organizational Development Practitioner. Her research and teaching interests intersect transformative learning, hermeneutic inquiry, culture, collaboration, community and innovation.

JANICE SPAFFORD had a career in social work spanning over 40 years. Her last position was at the University of Chichester in Sussex, UK. She retired from her post as Principal Lecturer, Learning & Teaching in 2007 and embarked upon an MA in Transpersonal Arts & Practice, which has transformed her life.

REBECCA A. STAMETZ, MPH is an Adult Education doctoral candidate at the Pennsylvania State University, Harrisburg Campus and a Research Associate at the Center for Health Research at Geisinger Health System. Her research interests are focused on the influence of adult learning on obesity prevention and healthcare. Other interests include the exploration of weight stigma and behavior change.
DONNA STONEHAM, PH.D., is President of Positive Impact, LLC, Co-founder of Integral Intelligence® and serves as Adjunct Professor in the MBA Program at Holy Names University. A master coach and facilitator, Donna helps teams and leaders thrive by delivering break-through development programs that inspire transformational results. She is the author of Changing Practices, Transforming Paradigms: An Appreciative Approach to Developing Integral Leaders as well as several academic journal articles.

ARIANA STROZZI, zoologist and Master Somatic Coach, has been working with individuals, groups, and companies from a non-linear, intuitive perspective for over twenty years. She weaves spiritual somatic practices learned from the animal world into the educational and healing arts, emphasizing a biological perspective and the creation of more spiritual, sensate learning environments.

JORGE TABORGA, MS is the Vice President of Manufacturing, Quality and Information Technology for Omnicell, Inc., a medical devices company in the San Francisco Bay Area. He has an extensive background in transformational change, product development, process reengineering and information technology. Jorge has worked in several industries both as an employee and as a consultant, and has been primarily focused on large organizational change. Jorge teaches Organizational Change in the MBA program at Bainbridge Graduate Institute in Seattle and has lectured on this subject at MIT Slone School of Business and the College of Notre Dame. He is currently pursuing a Ph.D. in Organizational Systems at Saybrook University.

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EDWARD W. TAYLOR is a professor of adult education at Penn State University-Harrisburg. Research interests include adult learning, non-formal education, and medical education. He has published in the Adult Education Quarterly and other scholarly journals and has co-edited several books including The Handbook of Transformative Learning and Adult Education in Cultural Institutions.

JANE TAYLOR, ED. D. Improvement Advisor and Learning Designer. She supports learning collaboratives, designs innovation projects, and program evaluations. Jane integrates transformative learning, improvement science, narrative therapy, and clinical improvement. For fun she plays the violin in a community orchestra in Minneapolis and is an amateur ballroom competitor.

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BETH TINNING is a Lecturer in Social Work at James Cook University. Beth began working in the human services sector in 1991. She has worked in government and non-government organizations in community development, group work and counseling positions with a particular focus in the areas of homelessness, domestic violence and sexual assault.

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AIMEE TIU WU is a doctoral student in the Adult Education Guided Intensive Study (AEGIS) program at Teachers College, Columbia University. Her dissertation work involves inquiry into how doctoral student mothers navigate graduate school, motherhood, and professional work. Her primary research interests include academic motherhood, collaborative inquiry, diversity and cross-cultural awareness.

ERICKA TURLEY has been working as a change agent in many capacities for most of her life. Most recently in Seattle, she has joined colleagues from her organization’s Equity and Social Justice Committee to achieve the collective goal of creating a more equitable work environment through participatory action research.
**DR. SYLVIA VAN DIJK** is an activist for women and children’s rights, the environmental education movement and a scholar in education. After 30 years of leading innovation projects for schools and community development, she joined a public University in Mexico and has published 18 articles, two books and five research reports.

**DR. ILENE WASSERMAN** is the President of ICW Consulting Group and serves as Adjunct Faculty at St. Joseph’s University Graduate School for Arts and Sciences. She serves on the Board of the CMM Institute for Personal and Social Evolution and on the Board of Governors for the Center for Creative Leadership.

**CORLISS ATKINS** is staff in the Office of Academic Advising and Coordinator of Black Student Achievement at Saint Mary’s College of California. She designs and teaches courses in Intergroup Dialogue and supervises peer facilitators on campus, as well facilitates faculty and staff diversity education.

**KAREN E. WATKINS** is Professor of Human Resource and Organizational Development at the University of Georgia. Karen’s scholarly interests include incidental learning, action science, and organizational learning assessment. Watkins and Marsick developed and validated the *Dimensions of the Learning Organization Questionnaire*, used in over 70 published studies.

**CONNIE WATSON** is a doctoral candidate at Teachers College, Columbia University in the Adult Learning and Leadership program. Her dissertation work focuses on infusing a global/international perspective into the community college environment. Connie is an Assistant Professor of Psychology and coordinator of the Community Leadership program at the Community College of Philadelphia. Her primary research interests include Transformative Learning and Leadership, the Learning Society, Adult Development, and the Scholarship of Teaching & Learning.

**ROBIN WELLFORD SLOCUM** is a professor of law at Chapman University School of Law. Her vision for our legal system is one in which lawyers serve as transformative problem-solvers and peacemakers, and her teaching and scholarship focus on the importance of mindfulness and emotional intelligence to the practice of law.

**LINDEN WEST** is a professor of education, and a director of research development at Canterbury Christ University in the UK. He is a practicing psychoanalytic psychotherapist and author/editor of diverse publications. These include *Education and Psychoanalysis: Minding a Gap*, (Karnac, 2012) and *Using biographical methods in social research*, (Sage).

**BARBARA WIDHALM, PH.D.** (Transformative Learning and Change, California Institute of Integral Studies), MCRP (Community and Regional Planning, University of New Mexico), Certified Permaculture and ZERI Whole Systems Designer, Biodanza movement facilitator-in-training. Sustainability education project manager (Laney College); Adjunct faculty and sustainability education consultant (Sonoma State University, University of New Mexico).

**DR JULIE WILLANS** is the co-ordinator of the STEPS pre-university Enabling program at CQUniversity in Queensland, Australia. Julie also teaches in the Enabling program and coordinates the university’s undergraduate learning support unit. Her research interests centre on mature age learners and transformations in how they perceive themselves as learners.

**ROSIE WILLIAMS-LIM** is a doctoral candidate in the Adult Learning and Leadership Program at Teachers College, Columbia University. Her doctoral research explores how nonprofit organizational leaders in Singapore deal with leadership challenges that are marked by ambiguity and change. Her research interests include transformative learning, adult development, action learning, gender and adaptive leadership. Rosie is the Executive Director of Thinking Heads Global Pte. Ltd., a leadership development company in Singapore.

**BRENTON WIMMER** is a doctoral student at the University of Oklahoma. His research interests include conducting an in-depth component analysis of the emotions that one may experience during a transformative learning moment (e.g. fear, anger, shame, and guilt). He is also interested in life writing and perspective change at the macro-level.

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THE WOMEN PROFESSORS OF ADULT EDUCATION
is a group of women professors and practitioners in the field of adult, continuing, and higher education who meet for networking, collaboration, reflection, support, and renewal. The group includes Shauna Butterwick, Libby Tisdell, Pamela Hays, Gretchen Bersch, Randee Lawrence, Mary Alice Wolf, Susan Imel, Carol Lund, Rosemary Caffarella, Vivian Mott, Carol Kasworm, Sharan Merriam, and Carrie McGill.

JENNIFER L. YATES is an Allied Health Program Director at Merritt College, and a consultant on various projects relating to workplace learning. She holds an Ed.D. in Adult Learning and Organizational Leadership from Teachers College, Columbia University. Her publications focus on informal learning, collaborative learning, and action research.

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MARA ZABARI, RN, MPA-HA, is the Director of Integration for the Partnership for Patients program at the Washington State Hospital Association. Funded by the Affordable Care Act, Mara is working with over 100 hospitals in Washington, Oregon and Alaska to make patient care safer. Mara has worked in the healthcare sector for over 20 years in a variety of leadership positions focusing on strategic planning, program development, and small and large organizational change efforts. She has taught leadership, systems thinking, and organizational change at both Oregon Health Sciences University and The Vermont Oxford Network. Mara is currently a PhD student in Organizational Systems at Saybrook University.

RONA ZOLLINGER PH.D. is a co-founder and a high school teacher for New Leaf: A Sustainable Living Collaborative in Martinez Unified School District in Martinez, Ca. New Leaf is a community based collaborative that supports the integration of transformative education paradigms of learning into alternative school settings.
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