

Conference

ON SOCIAL CHANGE

OCTOBER 21–22, 2005
BALTIMORE, MARYLAND

WALDEN UNIVERSITY

Welcome to Walden University's inaugural Conference on Social Change. The university is delighted to have its own doctoral students and faculty, faculty members from fellow universities, and community activists and philanthropists from the Baltimore area come together to explore, learn, and work to implement positive social change.

This conference is the culmination of Walden University's 35th anniversary year. While the conference is a first, our university's commitment to preparing our students to effect social change has been a primary goal since its inception. The conference, as well as the establishment of Walden's *Journal of Social Change* and the Center for Social Change, is simply a further commitment to our founders' vision and our university's unwavering mission.

Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions. Walden University supports social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

The conference is designed to use a wide variety of avenues to consider social change issues. We hope as a conference participant you will try these different venues—touring and discussing the issues of social change in the changing neighborhoods of the City of Baltimore, reflecting and discussing the challenging issues that documentary films raise about social concerns both local and global, participating in a creative charette to design research that can inform social change efforts in the future, and sharing the insights that both academic researchers and practitioners bring to these efforts.

On behalf of the committee of Walden faculty and staff members who planned and brought this conference to fruition, I hope you find your participation in Walden's Conference on Social Change engaging, informative, and energizing. We hope it will be a resource to enhance your own efforts to make our world a better place for all living things.

Marion P. Angelica, Ph.D.
Chair
Conference on Social Change



WALDEN UNIVERSITY VISION

Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

WALDEN UNIVERSITY MISSION

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar/practitioners so that they may transform society.

SOCIAL CHANGE AT WALDEN UNIVERSITY

*Walden University defines **positive social change** as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.*

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden University supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

Schedule At a Glance

FRIDAY					
8:00 - 8:30 am	Registration and Continental Breakfast—Corinthian Hall (Second Floor)				
8:30 - 9:00	Welcome—Corinthian Hall (Second Floor)				
9:00 - 10:30	Charette Opening (Required for charette participants) <i>Edinburgh Hall (Fifth Floor)</i>	Social Change in Education: Technology and Transformation (Research Presentation) <i>Doric Room (Fourth Floor)</i>	Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change <i>Chapter Room (Fourth Floor)</i>	<i>Born into Brothels: Film and Discussion</i> <i>Oriental Room (Fourth Floor)</i>	Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood <i>Meet in Second Floor Lobby</i>
10:30 - 10:45	Break				
10:45 - 12:15	Charette Toolkit: The Art of Creative Thinking <i>Chapter Room (Fourth Floor)</i>	Social Transformation in Business and Industry (Research Presentation) <i>Doric Room (Fourth Floor)</i>			
12:15 - 1:00 pm	Community Lunch—Corinthian Hall (Second Floor)				
1:15 - 2:45	Globalization, Culture, and Social Welfare (Research Presentation) <i>Doric Room (Fourth Floor)</i>	Politics and the Junk English Language: How Personal and Public Hucksterism Are Eroding American Democracy <i>Roman Strada (Second Floor)</i>	<i>Dark Days: Film and Discussion</i> <i>Oriental Room (Fourth Floor)</i>	Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood <i>Meet in Second Floor Lobby</i>	
2:45 - 3:00	Break				
3:00 - 4:30	Education as an Agent of Social Change <i>Doric Room (Fourth Floor)</i>	Networkcentric Vs. Egocentric: Harnessing the Power of Many <i>Chapter Room (Fourth Floor)</i>			
5:00 - 7:00	Presentation of President's Award for Leadership in Social Change to Daniel Ellsberg—Corinthian Hall (Second Floor)				
8:00 - 10 pm	Film Night (repeat showings of <i>Dark Days</i> and <i>Born into Brothels</i>) <i>Oriental Room and Chapter Room (Fourth Floor)</i>				

SATURDAY

8:00 - 8:45 am	Continental Breakfast—Corinthian Hall (Second Floor)				
9:00 - 10:30	<p>Education, Social Change, and the Retribalization of Culture</p> <p><i>Doric Room (Fourth Floor)</i></p>	<p>Politics and the Junk English Language: How Personal and Public Hucksterism Are Eroding American Democracy</p> <p><i>Roman Strada (Second Floor)</i></p>	<p>Selected Research on Social Change (Research Presentation)</p> <p><i>Chapter Room (Fourth Floor)</i></p>	<p>Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood</p> <p><i>Meet in Second Floor Lobby</i></p>	<p><i>Paper Clips</i>: Film and Discussion</p> <p><i>Oriental Room (Fourth Floor)</i></p>
10:30 - 10:45	Break				
10:45 - 12:15	<p>Socially Responsible Investing</p> <p><i>Doric Room (Fourth Floor)</i></p>	<p>Doing For and Doing With: Charity and Social Change</p> <p><i>Chapter Room (Fourth Floor)</i></p>		↓	↓
12:15 - 1:00 pm	Community Lunch—Corinthian Hall (Second Floor)				
1:15 - 2:45	<p>Turning an Ocean Liner on a Dime: Social Change in the Healthcare System</p> <p><i>Chapter Room (Fourth Floor)</i></p>	<p>The Supreme Court and the War on Terror: How the Court Influences Modern American Social Change Post-9/11</p> <p><i>Doric Room (Fourth Floor)</i></p>	<p>Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood (shortened)</p> <p><i>Meet in Second Floor Lobby</i></p>	<p><i>The Corporation</i>: Film and Discussion</p> <p><i>Oriental Room (Fourth Floor)</i></p>	↓
2:45 - 3:00	Break				
3:00 - 4:30	<p><i>The Ancients of Zimbabwe</i> (3:00 - 5:00)</p> <p><i>Corinthian Hall (Second Floor)</i></p>	<p>Organizing for Social Change</p> <p><i>Chapter Room (Fourth Floor)</i></p>	<p>Charette Open House</p> <p><i>Edinburgh Hall (Fifth Floor)</i></p>	↓	
5:00 - 6:00	Charette Awards and Closing—Corinthian Hall (Second Floor)				
8:00 - 10 pm	Film Night (repeat showings of <i>The Corporation</i> and <i>Paper Clips</i>) <i>Oriental Room and Chapter Room (Fourth Floor)</i>				

A Walden University 35th Anniversary Event

WHISTLEBLOWERS AS SOCIAL CHANGE AGENTS

DANIEL ELLSBERG

FRIDAY, 5:00 PM

CORINTHIAN HALL (SECOND FLOOR)

RECEPTION IN ROMAN ROOM (SECOND FLOOR)

Walden University President Paula Peinovich will present Dr. Ellsberg with the **President's Award for Leadership in Social Change**.

Daniel Ellsberg was born in Detroit in 1931. After graduating from Harvard in 1952 with a B.A. *Summa cum Laude* in Economics, he studied for a year at King's College, Cambridge University, on a Woodrow Wilson Fellowship.

Between 1954 and 1957, Ellsberg spent three years in the U.S. Marine Corps, serving as rifle platoon leader, operations officer, and rifle company commander.

From 1957-59 he was a Junior Fellow in the Society of Fellows, Harvard University. He earned his Ph.D. in Economics at Harvard in 1962 with his thesis, *Risk, Ambiguity and Decision*.

In 1959, he became a strategic analyst at the RAND Corporation, and consultant to the Department of Defense and the White House, specializing in problems of the command and control of nuclear weapons, nuclear war plans, and crisis decision-making.

He joined the Defense Department in 1964 as Special Assistant to Assistant Secretary of Defense (International Security Affairs) John McNaughton, working on Vietnam. He transferred to the State Department in 1965 to serve two years at the U.S. Embassy in Saigon, evaluating pacification on the front lines.

On return to the RAND Corporation in 1967, he worked on the Top Secret McNamara study of U.S. Decision-making in Vietnam, 1945-68, which later came to be known as the Pentagon Papers. In 1969, he photocopied the 7,000-page study and gave it to the Senate Foreign Relations Committee; in 1971 he gave it to the *New York Times*, *Washington Post* and 17 other newspapers. His trial, on twelve felony counts posing a possible sentence of 115 years, was dismissed in 1973 on grounds of governmental misconduct against him, which led to the convictions of several White House aides and figured in the impeachment proceedings against President Nixon. Since the end of the Vietnam War he has been a lecturer, writer and activist on the dangers of the nuclear era and unlawful interventions.

THE ANCIENTS OF ZIMBABWE

LILLIAN WALLACE, INTRODUCED BY MARILYN SIMON

SATURDAY, 3:00 - 5:00 PM

CORINTHIAN HALL (SECOND FLOOR)

A one-woman play based on playwright/actress/Walden University alumna's experience being raised in South Africa.

Lillian Wallace was born and raised in South Africa at a time when the apartheid policies of the national government were firmly in place. As a teenager Lillian became involved in both amateur and professional theater. This interest led her to study drama at the University of Cape Town. It was there that she met the renowned South African playwright Athol Fugard who profoundly influenced her thinking on socially relevant theater. Lillian left South Africa to study at Trinity College of Music in London. She received a B.A. from Brigham Young University, an M.F.A. from University of Southern California School of Film, and a Ph.D. in education from Walden University.

While at Walden, she created "The Ancients of Zimbabwe," which later became part of her doctoral dissertation. "The Ancients of Zimbabwe" has been performed at numerous academic and theatrical settings throughout the United States.

Dr. Wallace's stage performances in Los Angeles include: *Tamara, An Evening with Athol Fugard, Deep Ground* and *Les Devines*. She also had leading roles in *Educating Rita, The Room, Saint Joan, Hamlet, A Wonderful Morning in the Barbershop, Statements, Hello and Goodbye, Taming of the Shrew, Boeing Boeing, Romeo and Juliet, Macbeth, The Man, Neighbors, Easter, She's Done it Again, Joan of Arc, and Slag*. Film and television credits include *God's Own, Robin Hood: Men In Tights, General Hospital, L.A. LAW, Murder One, The Monroe's and Strong Medicine*.

Dr. Wallace is currently the lead teacher of theater, cinematic arts and literature at Santa Monica Montessori School. Her innovative work, which revolves around melding classical literature and original writing into live performance, was highlighted at the International Montessori Conference in Portland, Oregon last year.

Social Change Charette: Creative Thinking and Research Design for Social Change Research

The social change research design charette is an experiential, competitive activity in which participants design social change research within a stipulated problem statement. Charette participants will work on their designs of a social change research project interspersed with their attendance at other conference offerings. A charette room with materials and Walden University faculty will be available to assist participants in developing and refining their research project designs throughout the two days of the conference. Participants will present their research designs at the end of the conference and the best designed projects will be recognized.

**CHARETTE OPENING AND INTRODUCTION—
AMERICAN AGING: A CATALYST FOR SOCIAL CHANGE
REQUIRED FOR CHARETTE PARTICIPANTS
HAROLD “BUD” HODGKINSON,
INTRODUCED BY ANNA WASESCHA
FRIDAY, 9:00–10:30 AM
EDINBURGH HALL (FIFTH FLOOR)**

Harold “Bud” Hodgkinson is one of the nation’s leading demographers and the Director of the Center for Demographic Policy, Institute for Educational Leadership in Washington, D.C. He has directed eight major research projects for the Carnegie Commission, the U.S. Department of Education, the Exxon Foundation, the Ford Foundation and the Atlantic Ritchfield Foundation. He is the author of 12 books, three of which have won national awards, and over 200 articles, for which the American Press Association honored him. Bud is widely known as a lecturer and analyst of educational issues at all levels. His consulting assignments have included 600 colleges and universities, numerous public school systems, state agencies, state legislatures, city governments and corporations. He serves as Senior Advisor, American Council on Education and a Trustee for Hartwick College. Bud co-founded Walden University and served on its board of directors for 30 years. Bud earned an undergraduate degree from the University of Minnesota, a Master’s degree from Wesleyan, and a doctorate from Harvard University’s Graduate School of Education.

**CHARETTE TOOLKIT: THE ART OF CREATIVE THINKING
ENCOURAGED FOR CHARETTE PARTICIPANTS
MARION ANGELICA, LEILANI ENDICOTT,
AND ANNA WASESCHA
FRIDAY, 10:45–12:15
CHAPTER ROOM (FOURTH FLOOR)**

The first step in developing research is asking questions and thinking creatively about the topic being approached. This workshop will offer several different creative thinking techniques that can be used in the charette, as well as in life, to enhance your own creative thinking abilities.

**CHARETTE OPEN HOUSE
SATURDAY, 3:00 – 4:30 PM
EDINBURGH HALL (FIFTH FLOOR)**

All conference attendees are invited to view the final products of the charette and vote on the “People’s Choice Award.” Charette awards will be presented prior to the conference closing.

Research Paper Presentations

**SOCIAL CHANGE IN EDUCATION:
TECHNOLOGY AND TRANSFORMATION**
SESSION CHAIR: JIM GOES
DISCUSSANT: WILMA LONGSTREET
FRIDAY, 9:00 - 10:30
DORIC ROOM (FOURTH FLOOR)

Educating the Midlife Change Agent
Roberta Liebler

*Using Instructive Media to Intrinsically Motivate
Students at Risk of Failure*
Monica Jones and Al Lockett

*The Organization-Based Self-Esteem, Institutional
Belongingness, and Career Development Opportunities
of Adjunct Faculty*
Sean Quinn

SOCIAL TRANSFORMATION IN BUSINESS AND INDUSTRY
SESSION CHAIR: JOHN CRADDOCK
DISCUSSANT: LEE LEE
FRIDAY, 10:45 - NOON
DORIC ROOM (FOURTH FLOOR)

Globalization: Opportunities for Positive Social Change
Don Fausel

*Process Tracing Study of Integrated Product Teams: Integrate
Training and Education in the Product-Development Process for
Improved Performance*
Alfredo Herrera and Elizabeth Rivers

Taking the Lead: A Case Study of Corporate Social Responsibility
Mark Gordon

CULTURAL TRANSFORMATION AND SOCIAL WELFARE
SESSION CHAIR: JIM GOES
DISCUSSANT: MORTY WAGENFELD
FRIDAY, 1:15 - 2:45 PM
DORIC ROOM (FOURTH FLOOR)

Socioeconomic Reforms and Cultural Transformations
Emmanuel Onyekwere

*Modeling Protective Factor Growth Curves to Predict
Intervention Outcomes and Test Developmental Theories of
Antisocial Behavior*
Leilani Endicott

Gifting Life: Reconceiving Approaches to Death
Leslie Van Gelder

Embodied Aging: A Rediscovery of Life
Sally Thomason

Social Change in Film: Documentaries and Discussion

*All films shown in the Oriental Room (Fourth Floor)
and introduced by Marilyn Simon*

BORN INTO BROTHELS
KEVIN BURKE AND GLORIA BILLINGSLEY
FRIDAY, 9:00 – NOON OR 8:00 PM

Amidst the apparent growing prosperity of India, there is a dark underbelly of poverty of another side of the nation that is little known. This film is a chronicle of filmmakers Zana Briski and Ross Kauffman's efforts to show that world of Calcutta's red light district. To do that, they inspired a special group of children of the prostitutes of the area to photograph the most reluctant subjects of it. As the kids excel in their newfound art, the filmmakers struggle to help them have a chance for a better life away from the miserable poverty that threatens to crush their dreams.

DARK DAYS
NICOLE AVILES-GALBERTH AND JIM NOLAN
FRIDAY, 1:15 - 4:45 PM OR 8:00 PM

Dark Days focuses on a group of homeless people that live deep underground in an abandoned New York City railroad tunnel. During the daytime they scavenge for food on the streets of New York. At night, they retreat to the tunnel where they have built homes out of scrap metal, plastic, and plywood. They have electricity, furniture, and working kitchens, not to mention community, camaraderie, and the support of each other. The film consists of candid conversations with tunnel residents, who are intelligent, funny, optimistic, and above all, human.

PAPER CLIPS
GENNIVER BELL AND CAROL PHILIPS
SATURDAY, 9:00 – NOON OR 8:00 PM

Whitwell Middle School in rural Tennessee is the setting for this documentary about an extraordinary experiment in Holocaust education. Struggling to grasp the concept of six-million Holocaust victims, the students decide to collect six-million paper clips to better understand the extent of this crime against humanity. The film details how the students met Holocaust survivors from around the world and how the experience transformed them and their community.

THE CORPORATION
JOHN CRADDOCK AND MARK GORDON
SATURDAY, 1:15 - 4:45 PM OR 8:00 PM

The Corporation explores the nature and spectacular rise of the dominant institution of our time. Footage from pop culture, advertising, TV news, and corporate propaganda, illuminates the corporation's grip on our lives. Taking its legal status as a "person" to its logical conclusion, the film puts the corporation on the psychiatrist's couch to ask "What kind of person is it?" The Corporation includes forty interviews with corporate insiders and critics, including Milton Friedman, Noam Chomsky, Naomi Klein, and Michael Moore, plus true confessions, case studies and strategies for change.

Session Descriptions

Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change

Mary Cox, James Piper Bond, Kae Dakin, and Steve Newcom, introduced by Gary Kelsey
Friday, 9:00 - 10:30 am
Chapter Room (Fourth Floor)

The panel, representing a cross-section of non-profit organizations which focus on social change initiatives, will take an in-depth look at ways non-profit organizations can work with academics:

- To analyze the impact of their work in the community.
- To determine how research and analysis goes into the process of funding and repeat funding.
- To determine and measure goals of the organization.

Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood

Johns Hopkins and Paul Warren
Friday, 9:00 – noon or 1:15 - 4:45 pm
Saturday, 9:00 – noon or 1:15 - 2:45 pm (shortened tour)
Meet in Second Floor Lobby

Baltimore's Mt. Vernon Neighborhood is the city's central historic district. Once the height of fashion housing the city's elite in the 1800s, the neighborhood declined beginning after World War II, as many of the large houses were divided into boarding rooms and apartments and many of the commercial establishments followed the flight to the suburbs. The world-class architecture, a few key cultural and commercial institutions, and a handful of devoted residents survived. Within the past 5 years, there has been a tremendous resurgence in Mt. Vernon, with hundreds of new homeowners paying top dollar and converting buildings back to single family houses. In the last couple of years, long-term owners of commercial properties and parking lots have renewed an interest in developing large-scale new buildings. Issues that the tour will address include: the role of residents in neighborhood revitalization from the ground up; density and building height in older urban neighborhoods; the social and economic value of historic preservation; effectively participating in public policy from the grass roots level.

Politics and the Junk English Language: How Personal and Public Hucksterism Are Eroding American Democracy

Jeff Zuckerman, introduced by Abel Whittemore
Friday, 1:15 - 2:45 pm or Saturday, 9:00 - 10:30 am
Roman Strada (Second Floor)

Political propaganda has for more than a half century been used by government leaders to market both popular and unpopular policies

to the public. As George Orwell noted in 1946, "Political language . . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind."

Many have commented on the current administration's use and misuse of language—from the "Clear Skies Initiative" to the "Healthy Forests" to the "Poetry of Donald Rumsfeld." Author Ken Smith in *Junk English* wrote that the "linguistic junk food" from commerce, education, politics, social welfare, and interpersonal relationships has gone on for so long that we must "raise our hands in unison and say, 'Pardon me, but what the hell does that mean?'"

Using Smith's question as a starting point, we will examine not only the meaning and effects of this present-day Newspeak but, more importantly, how it has eroded participatory democracy.

Networkcentric vs. Egocentric: Harnessing the Power of Many

Rob Stuart, introduced by David Milen
Friday, 3:00 - 4:30 pm
Chapter Room (Fourth Floor)

An effective way to support individual engagement is through the building of communication ties. With each leap forward in technology, the power of the network to effect social change is amplified. Presented by @dvocacy, Inc., who promoted the "Bush in 30 Seconds" political ad contest for the MoveOn Voter Fund.

Education as an Agent of Social Change

Marvin Bright, Kelley Costner, Marylou Dantonio, Linda Gatlin, Kathleen Lynch, Robert McClure, introduced by Jim Mitchell
Friday, 3:00 – 4:30 pm
Doric Room (Fourth Floor)

This symposium presents a collection of five related papers which explore the promise of constructivism and constructivist practices as a powerful tool for achieving social change in education. The first paper, *Schools as Agents of Positive Social Change*, traces the history of schools as agents of social change.

In *Racially and Ethnically Responsive Education*, the authors show how education can move away from euro-centrism to more culturally responsive approach which is, at its roots, constructivist in nature.

Constructivism and Online Education describes how the innovation of online education has the power to bring about a true revolution in education not only for the access it provides to diverse populations, but for its ability transform the education process from a linear, hierarchical transaction to a cyclical, interactive relationship in which the roles of teacher and learner are experienced by all members of the class.

Designing an Instrument to Measure the Constructivist Nature of an Education Setting discusses research currently underway to measure the constructivist nature of online classrooms in order to fully implement a constructivist approach.

Finally, *Taking an Inquiry Stance* discusses questioning as a quintessential constructivist teaching technique.

Education, Social Change, and the Retribalization of Culture

David Thornburg, introduced by Peggy Gaskill
Saturday, 9:00 - 10:30 am
Doric Room (Fourth Floor)

When the public first gained access to the Internet, some feared that it would drive the homogenization of culture on a planetary scale. In fact, just the opposite has happened. The rich and varied resources of information found on cable and satellite television pale in comparison with the diversity of viewpoints found on the Internet. Furthermore, in-depth information germane to communities of virtually any size shows up on the Web long before (or if) it ever makes it to the TV screen. This has profound implications for education, especially the study of current events.

This presentation explores the potential of the global Internet fed by millions of informal reporters from all walks of life who describe the world as they see it, or as they would like it to be.

The result is a retribalization of culture in which we can learn about and appreciate the needs, concerns, hopes and joys of others, while simultaneously addressing our own issues.

Socially Responsible Investing

Ellen Kennedy, introduced by Mark Gordon
Saturday, 10:45 – 12:15 pm
Doric Room (Fourth Floor)

What is socially responsible investing? Learn how individuals and organizations can make good financial investments that align with personal values and societal concerns.

Doing For and Doing With: Charity and Social Change

Gary Kelsey and Steve Newcom, introduced by Elaine Spaulding
Saturday, 10:45 - 12:15 pm
Chapter Room (Fourth Floor)

The workshop will begin by defining charity and social change. Charity is defined as “doing for” to address an immediate need. When an individual, family or group is facing a crisis or immediate need, charity is employed.

Social change is defined as “doing with” to address the root cause of a social issue or need in order to affect long-term change. Social

change involves those impacted by an issue or need to change systems, policies or structures that cause or enable an issue to persist.

Workshop participants will meet in small groups to discuss how issues such as homelessness, domestic violence, hunger, and poverty can or should be addressed by both charity and social change.

Turning an Ocean Liner on a Dime: Social Change in the Healthcare System

Morty Wagenfeld, introduced by Kevin Burke
Saturday, 1:15 - 2:45 pm
Chapter Room (Fourth Floor)

A perceptive futurist quipped that the rate and direction of change in the healthcare system was akin to turning an ocean liner on a dime. The presentation will examine the social and scientific forces that transformed a “marginal group of part-time practitioners of low repute” in the Colonial Era to the singularly powerful and prestigious profession of medicine, as well as those contemporary forces that are threatening to undermine this hegemony.

The Supreme Court and the War on Terror: How the Court Influences Modern American Social Change Post-9/11

Jason Lum, introduced by Michael Martin
Saturday, 1:15 - 2:45 pm
Doric Room (Fourth Floor)

As unprecedented attention focuses on the United States Supreme Court, it is vital to critically examine the Court’s role in the War on Terror. From cases ranging from the treatment of prisoners at Guantanamo Bay, to questions about “Enemy Combatants” seized across the world, the Court continues to play a pivotal role in addressing key questions about civil rights, due process, and Executive Branch powers. This lecture will explore recent court cases directly related to the War on Terror, explain how those decisions impact the Bush Administration’s antiterrorism policies, and most importantly, how the Court impacts the notion of social change in a volatile post-9/11 environment.

Organizing for Social Change

Wendy Fassett, introduced by Kevin Burke
Saturday, 3:00 – 4:30 pm
Chapter Room (Fourth Floor)

In this session participants will discuss a variety of tools and methods for organizing people and institutions to take action for social change. Content is based on a case study of Corporate Accountability International (formerly Infact) and their 28-year history of successful grassroots campaigns and international advocacy to protect people from dangerous and irresponsible actions of transnational corporations.

Abstracts

RESEARCH ON SOCIAL CHANGE

SOCIAL CHANGE IN EDUCATION: TECHNOLOGY AND TRANSFORMATION FRIDAY, 9:00 - 10:30 AM

Jones, Monica and Lockett, Al
“Using Instructive Media to Intrinsically Motivate Students at Risk of Failure”

The purpose of this paper is to examine the relationship of instructive technology to intrinsic motivation as a factor in “time on task” in a learning activity and development of self-confidence in elementary school students classified as at-risk of failure. While research demonstrates the positive effects of educational technology on basic skill acquisition and enhanced cognitive functioning, intrinsic motivation is often neglected as a significant factor in student success (Astleitner, 2004; Howse & Lange, 2003).

This paper reviews literature which embraces the disciplines of motivation theory, cognitive development, instructive technology and data obtained from the results of a reading intervention study at an elementary school in El Dorado, Arkansas (Lockett, 2004). The findings prompted further exploration of the relationship between motivation, time on task and student achievement. Educators acknowledge that when motivated, students spend more time engaged in learning activities, and time on task yields increased learning. Draper (2002).

Liebler, Roberta
“Educating the Midlife Change Agent”

A phenomenological analysis of the reflective journals of midlife college administrators revealed limited success in implementing change. Continuing professional educational programs can support midlife change agents by integrating systemic change theories with critical reflective practice exercises. Peer reality checkers, analysis of relevant case studies, structured collaborative problem-solving opportunities, and group analytical debriefing can shift the change agents from viewing themselves as subject to seeing their actions as one object of the complex dynamics.

Quinn, Sean
“The Organization-Based Self-Esteem, Institutional Belongingness, and Career Development Opportunities of Adjunct Faculty”

The purpose of this research was to investigate and describe the organization-based self-esteem, institutional belongingness, and career development opportunities of adjunct faculty members. Three major findings were revealed. First, adjunct faculty members do not have much difficulty developing and maintaining organization-based self-esteem. Second, adjunct faculty do not experience institutional belongingness. Third, adjunct faculty are not encouraged to engage in career development activities and are not eligible for annual funding. These findings suggest that institutions should study adjunct employment relationships to improve organization-based self-esteem, institutional belongingness, and career development.

SOCIAL TRANSFORMATION IN BUSINESS AND INDUSTRY FRIDAY, 10:45 - NOON

Fausel, Don
“Globalization: Opportunities for Positive Social Change”

This paper viewed globalization through the lenses of the economic theory of comparative advantage and the philosophy of neoliberalism and its alternatives. It examined and assessed the role that the World Bank, International Money Fund (IMF) and the World Trade Organization (WTO) play in the controversy surrounding globalization, with special attention to free trade agreements and fair trade. It focused on the primary goal of the Millennium Development Goals (MDGs), “To eradicate extreme poverty and hunger, by the year 2015”. It reviewed indicators of the progress towards that goal and presented strategies from both the pro-globalization and anti-globalization advocates for its success. In addition to economic globalization, it briefly addresses the issue of cultural globalization. It concludes with an agenda for positive social change action as a counterbalance to potential negative effects of globalization.

Gordon, Mark

“Taking the Lead: A Case Study of Corporate Social Responsibility”

Shrinking government resources, the growth of cross-sector collaborations, and an increased awareness has led to global advance of corporate social responsibility. A corporate social responsibility framework is being developed, international standards are being set, and best practices are being shared. This qualitative case study investigates the development of Merck Thailand's socially responsible business practices through Zadek's 2004 five-stage model of social maturity. Merck's strategic orientation and willingness to share their experiences, including potential pitfalls and the benefits of being a good corporate citizen, demonstrates their intention to be an innovator and catalyst of positive social change in Thailand. Merck is transitioning from the strategic to the civil stage of maturity. This study gives rich context to the contention that leaders of international business can also be responsible citizens. It means corporate leaders will have to educate themselves and their employees about the benefits and potential liabilities of engaged citizenship. It means that profit is not the only motive for measuring success. Companies will do well to recognize their transition through various stages of social responsibility in order to leverage their commitment to their stakeholders including customers, employees, stockholders, and the communities where they do business. Companies, which have a track record of social responsibility in developing countries, can contribute to building a sustainable framework for global corporate social responsibility. This study determined that Merck in Thailand is successfully organizing around corporate social responsibility for the financial bottom line while simultaneously helping shape civil society.

Herrera, Alfredo and Rivers, Elizabeth

“Process Tracing Study of Integrated Product Teams: Integrate Training and Education in the Product-Development Process for Improved Performance”

“What strategies and tools can be used to facilitate successful organizational infrastructure creation and management and knowledge sharing?” Applying process tracing to “Integrated Product Teams” (IPT), this empirical exploratory case study describes theory application, workplace social changes, and recommends operational enhancements additional theory application offers. An overall theoretical framework combines: (a) communities of practice theory, (b) lean systems thinking, and (c) virtual team theory, with Implications that creating and sustaining an effective e-learning infrastructure will integrate training and education in the product-development process for Improved Performance.

CULTURAL TRANSFORMATION
AND SOCIAL WELFARE

FRIDAY, 1:15 - 2:45 PM

Endicott, Leilani

“Modeling Protective Factor Growth Curves to Predict Intervention Outcomes and Test Developmental Theories of Antisocial Behavior”

Risk and resilience theories specify a range of relevant personal, environmental, and developmental factors that can work to either increase or buffer risk of antisocial behavior. This study uses a developmental psychopathology framework and hierarchical linear modeling to evaluate risk reduction and processes of change in the context of a preventive antisocial behavior intervention. The Early Risers intervention is designed to prevent antisocial behavior (e.g., violence, substance abuse, etc.) among high-risk families by building three particular protective factors: social competence, academic competence, and parental investment. In addition to reporting intervention/control comparisons on reduction of risk, this paper demonstrates how hierarchical linear modeling can be used to model the growth curves of the protective factors and to examine how change in protective factors is related to intervention outcomes. The protective factor growth curves are also discussed in relation to intervention response predictors such as gender, SES, IQ, and baseline protective factor scores. Implications for finetuning resilience theories and planning future preventive interventions are also discussed.

Onyekwere, Emmanuel

“Socioeconomic Reforms and Cultural Transformations”

Recent democratization processes in civil governance, institutional reforms, and market liberalization including the privatization of state owned assets sweeping through sub-Saharan Africa parallel infrastructure reforms conducted in Latin America from 1990 to 1999 (Estache, Foster and Wodon).

The conceptual theory is that competition in the provision of basic infrastructure services would have the effect of reducing corruption and ineffective management inherent in state owned enterprises operating in sub-Saharan Africa.

This paper builds on the work of Walden doctoral thesis submitted by Okobi (2002) in which he attempted to establish a link between low wages and corruption in Nigeria's civil service especially the police. Although low wages is part of the problem, there is lot more to the problem of corruption in Nigeria than just low wages. There is broad agreement among scholar practitioners that corrupt practices are partly responsible for the slow growth in GDP recorded in sub-Saharan Africa over the past thirty years.

The inability of sub-Saharan Africa to attract foreign direct investment to areas other than primary extractive areas (Oil & Gas, Other Solid Minerals) is a direct consequence of corruption and high transaction cost of doing business in the region. Corrupt practices in the form of contract inflation, over-invoicing on payments and kick-backs at the highest level of civilian interaction

on government contracts result in waste and has cost government billions of dollars, money that otherwise would be invested in rural development, education and health sectors of the economy. An institutional and procedural reform such as the budget monitoring and price intelligence unit (BMPIU) reviewing government procurement contracts is receiving good reviews. Procedural reforms in the form of due diligence on contract awards so far have saved the Nigerian government \$1.5 b in FY 2005. Private sector development and introduction of competition in provision of basic services: water, sanitation, energy and telecom is expected to have a positive impact on corruption by eliminating bottlenecks created by inefficiencies in distribution of products where such distributions are based on nepotism, tribal affiliations and graft. Other measures such as on going reform of the civil service supported and financed by the World Bank's Economic Reform and Governance Program. The International Development Association (IDA) credit facility of \$140 million is expected to strengthen public resource management and specific anti-corruption initiatives, implement pension reform, and strengthen statistical systems capacities (The World Bank, 2005). Can a reduction in corruption in sub-Saharan Africa mark a turning point in the socioeconomic fortunes by improving the flow of Foreign Direct Investment to the region, transform it culturally and lead to social change? Private sector merit based hiring practices; job promotion based work performance, if supported by civil service reform at the state and federal levels could permeate the psyche of the common man on the street. This paper will review current reform measures in place with a view of determining if there is adequate planning and reach in the design framework and implementation capacity necessary to actualize a successful reform experience.

Thomason, Sally

"Embodied Aging: A Rediscovery of Life"

Medicine, social services, education, and business have cast aging as a medical and social problem to be solved by professional expertise. Based on the belief that old age is a natural part of life, not a pathology, this paper draws from qualitative and heuristic research conducted by the author (begun at the age of 65). This presentation will combine theoretical findings, and 'word portraits' wherein the informants speak on their embodied experience of aging.

Van Gelder, Leslie

"Gifting Life: Reconceiving Approaches to Death"

Anthropological research into cultures that value relationship with Place yields insights into different modes of comprehending death and life. Place-cultures emphasize a world in continuous creation. Community relationships include non-humans. Social structures focus on two elements: continuation of life in ever-evolving forms, and strengthening of society through gifting. The author offers suggestions for social change by outlining ways in which the gifting worldview promotes relationships, conservation, and a viable social framework for the future.

The Journal of Social Change

CALL FOR PAPERS

The *Journal of Social Change*, sponsored by Walden University, is devoted to theoretical advancement and applied research on social change that improves the human condition and progresses people, groups, organizations, cultures, and society towards a more positive future. We invite papers from scholars, scholar-practitioners, and advanced graduate students who are working in the area of social change. *JSC* is an on-line, refereed journal published semi-annually.

Our approach to social change is interdisciplinary and multicultural. Contributions are welcomed from any discipline or conceptual perspective, and may focus on any aspect of theory or research that: (1) relates to ideas and efforts to engender positive social change, and (2) focuses on real-world applications of these ideas and efforts.

JSC seeks to bring theory and practice into focus on human problems at the individual, group, community, national, and international levels. We also welcome submissions that conceptualize social changes in terms of particular organizational or political structures, change or evolutionary processes, or socially constructive outcomes.

For complete submission guidelines, email jsc@waldenu.edu.

Speakers and Faculty

Marion Angelica (Charette faculty and Conference Chair) is the interim dean of the new School of Public Policy and Administration programs at Walden University. She has served as chair of that program for four years prior and has been teaching at the university level for over ten years and at Walden for almost five years. She has more than two decades of experience with the nonprofit sector as a director, board member, consultant and funder for agencies ranging from arts to regional planning to advocacy for developmentally disabled individuals. Dr. Angelica also worked as a manager in government in the area of health, human services and cultural planning for 14 years. Her doctoral studies focused on the nexus between conflict and creative thinking processes. She holds B.A. from Mount Holyoke College, an M.A. from the University of Minnesota, an M.F.A. from SUNY-New Paltz and a Ph.D. from The Union Institute and University. She has published an award-winning book on resolving conflict in the nonprofit sector and is at work on a book about the history, values and relationships among the nonprofit, governmental and business sectors.

Nicole Aviles-Galberth (Dark Days: Film and Discussion) is a licensed psychologist living in the Bay Area of California. She received a B.A. in Psychology from the University of Arizona and a Ph.D. from the California School of Professional Psychology-Alameda. She works for the county as a mental health consultant/liaison. Dr. Aviles Galberth has a small private practice, which caters to adult individuals and couples, particularly underrepresented ethnic groups and the gay, lesbian, bisexual, transgendered, and questioning population. She has provided multicultural diversity trainings for schools and businesses since 1998.

Gennifer Bell (Paper Clips: Film and Discussion) is a native of Albany, Georgia, where she obtained her formal education. She received her B.A. in Art from Oral Roberts University, Tulsa, Oklahoma. She holds the M.A. in Educational Administration and Policy Studies and an Ed.D. in Educational Administration and Supervision from Clark-Atlanta University, Atlanta, Georgia. After spending thirteen years in public education as a teacher and central office administrator, she transitioned to higher education where she served as an administrator for Western New Mexico University and the University of New Mexico. She is currently serving as chair of the Department of Educational Leadership and Foundations for Fayetteville State University, Fayetteville, North Carolina.

William Barkley (Charette faculty) has been on the Walden University faculty since 1996 and has served on the faculty at Vanderbilt University in various capacities since 1978. He received his Ph.D. in Counseling and Personnel Services from Purdue University in 1978 and has since obtained additional advanced training in quality measurement, management, and improvement as well as continuing education in the field of counseling. Dr. Barkley currently leads the Human Asset Vulnerability Analysis Programs for the Work Institute in Nashville, Tennessee. Prior to co-founding the Work Institute, he was the founder and president of Effective Interventions and was the senior vice president, chief operating

officer and member of the board of directors for NCG Research, Inc. for five years. Prior to that he was the manager of training, research and development for Opyrland USA, Inc.

Gloria Billingsley (Born into Brothels: Film and Discussion) She received a M.B.A. from Jackson State University and a Ph.D. in Public Administration from Jackson State University. Her research interests are in public policy to increase African-American participation in health-related research as a means of eliminating health disparities. Dr. Billingsley has worked with various populations such as at-risk youth, incarcerated women, incarcerated juveniles, grassroots community organizations, schools, businesses and churches. Prior to working at Walden University, she taught at Troy State University and Jackson State University.

James Piper Bond (Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change), is a graduate of the Gilman School and University of North Carolina, Chapel Hill. He gained worldwide experience in outdoor education by directing a maritime education program in Corsica, France, a ski patrol in Switzerland, and as head lacrosse coach at Adelaide University, Australia. Returning to Baltimore in 1986 as director of the Maryland Conservation Corps Environmental Maritime programs, he worked with the Lady Maryland Foundation as a volunteer. He became the first full-time Foundation employee as education director in 1986. After developing and managing the Living Classrooms onboard education programs, he became the Foundation's executive director in 1989 and was named president in 1995.

Marvin Bright (Education as an Agent of Social Change) currently serves as the dean of students at the Community College of Philadelphia. He also serves as a part-time faculty member for the Ed.D. programs at Walden University. Dr. Bright earned an A.A. in General Studies from Catonsville Community College, B.S. in Interdisciplinary Studies/Psychology from Towson State University, M.Ed. in Educational Psychology from Temple University, and an Ed.D. in Higher Education with a concentration in Community College Leadership from Morgan State University.

Kevin Burke (Born into Brothels: Film and Discussion) learned and understood social change as a political organizer in the 1970s. He did his undergraduate work in anthropology and graduate work in clinical social work, both at the University of Chicago. His research and academic interests look at the correlations among religion, spirituality, and health.

Kelley Costner (Education as an Agent of Social Change) is a full-time faculty member for Walden University's Ed.D. programs. Dr. Costner's research interests include culturally responsive pedagogy, teaching African American learners, and faculty development. She holds a B.S. in Business Administration, an M.Ed. in School Improvement Leadership, and an Ed.D. in Higher Education, specializing in community college leadership.

Mary Cox (Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change) has been with Parks & People Foundation since 2001, managing the Urban Resources Initiative (URI), a partnership among Parks & People, the Baltimore City Department of Recreation and Parks, and several universities and research institutions. Prior to working with Parks & People, Ms. Cox was a litigation attorney with the City of Chicago for three years. She holds a master's degree from the University of Michigan's School of Natural Resources and Environment, and received her undergraduate and law degrees from Northwestern University.

Kae Dakin (Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change) is President of Washington Grantmakers (WG), a nonprofit association that networks funders in the Washington, DC region. Prior to joining WG, Ms. Dakin was the Executive Director of the Physician Assistant Foundation, an extension of the American Academy of Physician Assistants. From 1992-1996, she was the Executive Director of Leadership America, a national nonprofit leadership organization for women of achievement. Previously, Ms. Dakin was Deputy Director at the National Human Services Assembly. She earned an M.S. in nonprofit management from the University of Maryland, University College, an M.A. in psychology from Yeshiva University, and a B.A. from the University of Vermont.

Marylou Dantonio (Education as an Agent of Social Change) is associate dean of Ed.D. programs at Walden University. Her work with teacher development and leadership spans two decades and provided the curricular framework for Walden's Teacher Leadership program. Dantonio has written numerous articles and books on teacher questioning strategies and collegial coaching, and has consulted with school districts across the country.

John Craddock (The Corporation: Film and Discussion) serves as chairman and managing director of Organization Telios, S.A., headquartered in Moscow and Madrid. Prior to that he owned and operated the largest Pepsi-Cola franchise in Eastern Europe headquartered in Kiev, Ukraine. He has worked for 35 years in international business in both private and public sector in over 100 countries. Dr. Craddock is a full-time lead faculty member in the School of Management at Walden University.

Leilani Endicott (Paper Presentation: "Modeling Protective Factor Growth Curves to Predict Intervention Outcomes and Test Developmental Theories of Antisocial Behavior") earned her Ph.D. in child psychology from the University of Minnesota and currently works at Walden University as director of the research center and faculty in the School of Psychology. Areas of research include developmental psychopathology, post-traumatic stress related to domestic violence, program evaluation, moral/interpersonal cognition, and intercultural development.

Wendy J. Fassett (Tools for Social Change Advocacy) is the chair of the Board of Corporate Accountability International (formally Infact), a membership organization that protects people by waging and winning campaigns challenging irresponsible and dangerous corporate actions around the world. Ms. Fassett has worked with this nonprofit organization for over twenty years. She holds a master's degree in International Nonprofit Management from the School for International Training.

Don Fausel (Paper Presentation: "Globalization: Opportunities for Positive Social Change") is professor emeritus at Arizona State University's College of Public Program, where he taught in the social work program for 29 years. He received the Arizona State University's Faculty Achievement Award for Distinguished Service. He is the author of two books as well as over 60 papers and journal articles. Dr. Fausel has lectured and done training in seven countries in addition to workshops and lectures throughout the United States. He is currently a faculty mentor at Walden University.

Linda Gatlin (Education as an Agent of Social Change) is in her 34th year as an educator currently serving as the faculty chair for faculty development and program assessment for the School of Education at Walden University. Having recently retired from the Louisiana State Department of Education as a Distinguished Educator, Dr. Gatlin's areas of research include facilitating change through professional development, school improvement and developing constructivist learning environments.

Jim Goes (Editor, *Journal of Social Change*) is Managing Partner of Cyberos, LLC, Adjunct Associate Professor of Management at the University of Oregon, and Faculty Mentor at Walden University. His current research and consulting work is focused on change and innovation in businesses, health systems, public health, and rural communities. He has published in *Academy of Management Journal*, *Strategic Management Journal*, *Health Services Research*, *Health Care Management*, and elsewhere. Jim received the 1990 A.T. Kearney Prize for outstanding research in business strategy, and the 2003 Conley Award from the American College of Healthcare Executives for his research in healthcare management. He currently serves as editor of the *Journal of Social Change*.

Mark Gordon (Socially Responsible Investing, The Corporation: Film and Discussion and Paper Presentation: "Taking the Lead: A Case Study of Corporate Social Responsibility") holds a doctorate in Applied Management and Decision Sciences from Walden University and a master's degree in philanthropy and development from St. Mary's University of Minnesota. As a director of development for a number of national and community-based organizations, his career spans independent schools to health and social service agencies. In 2000, Dr. Gordon created InsightfulMinds, a consulting practice that serves a variety of private companies, nonprofit organizations, and independent schools providing leadership and change management training and services. Dr. Gordon is currently the chief executive officer of Phoenix in Bangkok, where he leads organizational management and leadership workshops for a variety of companies and employees at all levels of the organization.

Alfredo Herrera (Paper Presentation: "Process Tracing Study of Integrated Product Teams: Integrate Training and Education in the Product-Development Process for Improved Performance") is a senior Design Engineer with 25 years experience in the aerospace industry, working in the United States and world wide. Applying lean engineering best practices for Boeing-Mesa, he leads a design for manufacture and assembly corporate team using WebEx for virtual collaboration. He instructs design engineers online and teaches applied management and decision science at Embry-Riddle Aeronautical University. Committed to promoting quality in his areas of specialization, he is active in professional organizations.

Johns Hopkins, Jr. (Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood) is the director of Baltimore Heritage, Inc., a non-profit organization that works to preserve and find new economic uses for Baltimore's historic buildings and neighborhoods. Mr. Hopkins also teaches a class on environmental law and regulation in Towson University's Environmental Science and Studies graduate program and is on the advisory board of the Johns Hopkins University Institute of Policy Studies. Mr. Hopkins is a graduate of Yale University, the George Washington University Law School, and the University of Michigan's School of Natural Resources and Environment.

Monica Jones (Paper Presentation: "Using Instructive Media to Intrinsically Motivate Students at Risk of Failure") is an educator in Cobb County, Georgia, where she serves as an instructor for women in a GED-enrichment program and teaches on staff with the school system's adult basic education department. Ms. Jones holds a master of education degree in vocational development from Georgia State University and a master of divinity degree in Christian Education from Turner Seminary, Interdenominational Theological Center, where she was graduated with highest honor. Ms. Jones is enrolled in Walden University's PhD Human Services program.

Gary Kelsey (Doing For and Doing With: Charity and Social Change and Paper Session: Social Change in Education: Technology and Transformation) is principal consultant of Gary Kelsey and Associates. He has provided organizational development assistance and training to over 200 nonprofit, philanthropic, education and government organizations. He has 27 years of professional experience within the non-profit, government and education sectors. Dr. Kelsey holds a B.A. in Social Work from St. Cloud State University and an M.A. in Human and Health Service Administration from Saint Mary's University of Minnesota. In 2001, Gary was awarded a Doctorate of Education in Leadership.

Ellen B. Kennedy (Socially Responsible Investing) is a social research analyst for Calvert. She has ten years of experience in environmental research and advocacy, and has also worked on international development, gender, and agricultural projects. Ms. Kennedy previously worked for Winrock International and the Institute for Energy and Environmental Research. She holds an M.A. in Latin American Studies from the University of California at Berkeley, and a B.A. in Philosophy from Haverford College.

Lee Lee (Charette faculty) earned his M.B.A. and Ph.D. degree from the State University of New York at Buffalo in the area of Organizational Behavior and Human Resources Management. Before his twenty years in academia, he worked for Korea Exchange Bank and Sumitomo Bank. For the academic year of 2001-2002, he was selected and served as a Fulbright Senior Scholar and assigned to Korea, during which he taught at Korea University in Seoul, Korea. During this period, he was also invited to many companies and universities for special lectures as a Fulbright scholar.

Al Lockett (Paper Presentation: "Using Instructive Media to Intrinsically Motivate Students at Risk of Failure") is an education consultant currently providing technology-based intervention strategies to low performing students in K-5 elementary schools in the state of Arkansas. The work includes research, assessments,

teacher training and professional development. Mr. Lockett holds an undergraduate degree in Psychology from Rutgers University in New Jersey, a master of education degree in Instructional Technology from American Intercontinental University and is currently a Ph.D. candidate in Educational Technology and Cognitive Development at Walden University.

Roberta Liebler (Paper Presentation: "Educating the Midlife Change Agent") serves as faculty in the M.S. and Ed.D. programs at Walden University's School of Education and visiting faculty at DePaul University's School for New Learning. Her areas of professional interest include interdisciplinary learning for adult practitioners, assessment of adult learning outcomes, the dynamics of change, adult cognitive development, best practices in global education, the dynamics online learning, applied ethics, critical reflective professional practice, and literacy, writing, and research across the curriculum.

Jason Lum (The Supreme Court and the War on Terror: How the Court Influences Modern American Social Change Post-9/11) teaches public policy in the School of Management at Walden University. His education and professional experience is truly multi-disciplinary: he holds a Master in Public Policy degree from Harvard University, and a law degree from the University of California, Berkeley (Boalt Hall). His professional experience touches upon the public and private sectors and both law and public policy. He has worked as an assistant to a member of Congress, an administrator in a large urban public housing authority, and as a law clerk at the United States Department of Justice. Mr. Lum has also worked at several large, multinational law firms, and currently works as a civil rights attorney in St. Paul, Minnesota.

Kathleen Lynch (Education as an Agent of Social Change) is a professor at Walden University, where she teaches in the Ed.D. programs. Previously, she served as a superintendent of schools in Massachusetts, and has been a teacher, teacher leader, principal, central office administrator, educational researcher, program evaluator, and college professor. She has conducted research and published in the areas of administrator development, civil rights in schools, special education, and teacher leadership. She is currently involved in conducting research in the area of constructivist teaching environments and developmental processes in doctoral level education.

Wilma Longstreet (Charette faculty) has taught for several large research universities including the University of Illinois, the University of Michigan and DePaul University. She is currently professor emerita at the University of New Orleans and has successfully guided over thirty doctoral students in their writing of the dissertation. She has over seventy refereed or invited publications in nationally recognized journals, and has written several books including *Aspects of Ethnicity*, *Curriculum for a New Millennium*, and *Social Education in an Open Society*. Dr. Longstreet received her M.S. in Secondary Education and Ph.D. in Curriculum Theory and Design from Indiana University, Bloomington.

Lori Milo (Charette faculty) is with the School of Psychology at Walden University. She received her Ph.D. from University of Akron. Her specializations include behavior medicine, diagnosis and treatment of primary care, chronic illness, and the DSM-IV TR.

Robert McClure (Education as an Agent of Social Change) is a faculty member at Walden University and St. Olaf College. He has fifteen years of experience in higher education and nine in K-12 environments. His research specialty is in constructivist learning environments and constructivism.

Bonnie Kaul Nastasi (Charette faculty) is a full-time faculty member and director of the School Psychology specialization at Walden University. Previously, she taught graduate courses in psychology for 12 years at Illinois State University, University of Connecticut, and University at Albany, New York, and served as associate director of interventions at the Institute for Community Research, Hartford, Connecticut, for 6 years. She received her M.S. in Applied Psychology from the University of New Orleans, and a Ph.D. in School Psychology and Early Childhood Education from Kent State University.

Steve Newcom (Community-University Partnerships: How the Academy Can Work with Practitioners to Effect Social Change and Doing For and Doing With: Charity and Social Change) is the Executive Director of the Headwaters Foundation in Minneapolis. He has a Masters degree in Religious Studies from United Theological Seminary and completed two years of graduate work at the Hubert H. Humphrey Institute of Public Affairs. Mr. Newcom was a charter board member of Twin Cities Habitat for Humanity and serves on numerous local and national committees & boards.

Jim Nolan (Dark Days: Film and Discussion) received a Ph.D. in Counseling Psychology at The Ohio State University in 1989. He was the Director of Health & Counseling Services at Baldwin-Wallace College before joining Walden University full. In his early years, he spent a lot of time in factories, warehouses, on truck docks, and in unemployment lines, and has seen the issues of social justice cross all lines or race, ethnicity and gender.

Emmanuel Onyekwere (Paper Presentation: "Socioeconomic Reforms and Cultural Transformations") was born in Enugu, Eastern Nigeria. He received a B.S.B.A. in Finance and an M.S. in Business Economics from University of Nebraska, Omaha. Mr. Onyekwere is a senior financial and economic analyst for the Mass Transit Division, District Department of Transportation in Washington, D.C. He is in his final year as a Ph.D. student in the School of Management at Walden University, and serves as board chair of CHEE, a non-profit located in Baltimore, Maryland.

Paula Peinovich (President and Provost, Walden University) became the seventh president of Minneapolis-based Walden University in December 2003 after serving for nearly two years as executive vice president and provost. Before arriving at Walden, Peinovich served as vice president for academic affairs at Excelsior College, a distance-education college founded on the philosophy that a commitment to cooperation and inclusion is the means to achieving the common good. Peinovich received her Ph.D. in Higher Education Policy from the University of Pennsylvania, an M.A. from the University of Wisconsin-Madison, and a B.A. from St. Olaf College in Northfield, Minnesota.

Carol Phillips (Paper Clips: Film and Discussion) holds a doctorate in Human Development and Psychology from the Harvard Graduate School of Education. Her research interests are: adult, female, and teacher professional development; exemplary teaching

and learning contexts (including intensive residencies); and relationships among the arts and human development. She has been a faculty member and an administrator in higher education for over thirty years. In addition to being a Walden faculty member, she currently teaches in the Technology-in-Education Masters program at the Harvard Extension School and consults internationally, primarily on improving teaching and learning in higher education.

Sean Quinn (Paper Presentation: "The Organization-Based Self-Esteem, Institutional Belongingness, and Career Development Opportunities of Adjunct Faculty") has a B.A. in Sociology from Providence College in Providence, Rhode Island, a M.A. in Sociology from Florida Atlantic University in Boca Raton, Florida and a Ph.D. in Applied Management and Decision Sciences at Walden University. He is an assistant professor of management at Providence College. Dr. Quinn's research focuses on the organization based self-esteem of transient workforces.

Elizabeth Rivers (Paper Presentation: "Process Tracing Study of Integrated Product Teams: Integrate Training and Education in the Product-Development Process for Improved Performance") is faculty and mentor, for the doctoral programs in the School of Education at Walden University. She has 28 years experience in higher education and professional development education and training. Her concentrations include research and evaluation, cross-discipline theory application integrating technology, processes, and people to achieve sustainable competitive advantage, quality and productivity improvement, and higher performance outcomes.

Tiffany C. Rush-Wilson (Charette faculty) is the skill development coordinator of clinical skills for the Walden University School of Psychology. Dr. Rush-Wilson's duties include both administrative and instructional functions. She has experience in agency, college, and private mental health practice working with children, adolescents, and adults. She also has experience in primary and higher educational settings. In addition to her role at Walden University, Dr. Rush-Wilson maintains a small clinical practice with a specialty in treating eating disorders, identity concerns and women's issues.

Daniel Salter (Charette faculty) earned a Ph.D. in Higher Education from The Ohio State University, an M.Ed. and B.A. from Indiana University. For eight years, he was on the graduate faculty at The Pennsylvania State University, where he taught student affairs and counselor education. He is currently a faculty member with Walden's Ph.D. programs in Education and the coordinator of the Higher Education program.

Marilyn Simon (Documentary Film Series) has been actively involved in mathematics and computer education since 1969 and has taught all levels of mathematics and study skill development from pre-school through graduate school with extraordinary results. She has published numerous books on mathematics education, scholarly research, high stakes test-preparation, and online learning. Dr. Simon is a faculty member at Walden University, where she supervises doctoral students. Dr. Simon is the president of MathPower, and co-founder of Best-Prep, educational consulting firms. She has conducted post doctorate research at the Institute of Advanced Studies in Princeton, New Jersey, and was selected as an Outstanding Young Woman of America, and as a mathematics education delegate to South Africa.

Elaine Spaulding (Charette faculty) is with the Human Services faculty at Walden University. She has a M.S.W. and Ph.D. from Smith College. Her research interests include single custodial fathers, attachment theory, applied research online. She has worked for over thirty years in the area of chronic mental illness as an administrator, clinician, researcher, and teacher.

Rob Stuart (Networkcentric Vs. Egocentric: Harnessing the Power of Many) is the Senior Vice President of @DVOCACY, INC., and the President of the E-Volve Foundation, the company's philanthropic arm. Mr. Stuart is a senior Internet media advisor and strategist for numerous political and advocacy organization. Dedicated to building the achievement capacity of nonprofit organizations, over the last ten years Mr. Stuart has worked in the philanthropic sector establishing programs to increase organizational effectiveness through the strategic use of technology. He was the founder and president of TechRocks, a supporting organization to the Rockefeller Family Fund, which pioneered the use of the Internet for advocacy campaigns and software tools for e-organizing, was one of the founders of the Grantmakers for Effective Organizations (GEO) and spearheaded the National Strategy for Nonprofit Technology (NSNT). He was a Paul Robeson Scholar at Livingston College and graduated with Honors in Political Science from Rutgers University.

Sally Thomason (Paper Presentation: "Embodied Aging: A Rediscovery of Life") earned a doctorate in human aging from the Union Institute and University after retiring as dean of Special Studies, Rhodes College, Memphis, Tennessee. At Rhodes, she established an adult degree program and was co-director of the Institute for Executive Leadership. Her current writings and teachings promote holistic, embodied understandings of growing old. A book based on her research will be published by Fortress Press next Fall.

David Thornburg (Education, Social Change, and the Retribalization of Culture) is founder and director of Global Operations for the Thornburg Center, an international consulting firm focused on the effective use of technology as a tool of creative expression in education. He and his wife, Norma, split their residence between the United States and Brazil, and Center Associates work with educators on several continents. During the Clinton presidency, Thornburg consulted for the Executive Office of the President on public education policy relating to technology where, among other things, he was an advocate for the creation of an "E-Rate" discount for school-based telecommunications.

Leslie Van Gelder (Paper Presentation: "Gifting Life: Reconceiving Approaches to Death") is chair of New Faculty Training and Mentoring, M.S. Education Program, Walden University. Living in Oxford, U.K., Dr. Van Gelder's research centers on the study of Place and the ways in which Place affords understanding of relationships and self. With her husband, she conducts archaeological research on prehistoric finger flutings in France. A book based on her Place Studies, *Weaving a Way Home*, will be published by University of Michigan Press in 2006.

Morty Wagenfeld (Turning an Ocean Liner on a Dime: Social Change in the Healthcare System) received a B.S. from City College of New York, a M.A. from Brooklyn College, and a Ph.D. from Syracuse University. He was the founding director of WMU's graduate program in health administration and joined the faculty at Walden University in 1998, after more than 30 years in traditional educational settings. He is a Distinguished Faculty Scholar at WMU for his work in developing the field of mental health systems research.

Paul Warren (Walking through Change in Mt. Vernon: History, Architecture, and People in Baltimore's Central Historic Neighborhood) is Chairman of Vaxcom Services, a 350-person professional services firm based out of Fairfax, VA. Paul and his wife, Susan, chose to move to Mt. Vernon in 1999 to restore the Knabe House back to a single-family home and to begin raising a family that now includes two sons. Mr. Warren serves as Chair of the community's Development Committee and is actively involved in promoting preservation-friendly development in the midst of a residential renaissance in Baltimore's first local historic district. He graduated from Cornell University with a bachelor of science in mechanical engineering in 1980.

Anna Wasescha is the Assistant Dean in the Walden University School of Management. Prior to coming to Walden, she was the director of a non-profit community-based organization and a board member of several non-profit organizations including the American Community Gardening Association and the Green Institute. Dr. Wasescha has worked in nearly every sector of higher education from a small private liberal arts college to a land grant institution. Her areas of specialization include service learning, community-university partnerships and general education reform. In her community work, she has focused on citizen involvement in open space planning, youth engagement in environmental stewardship, community organizing and food security.

Abel Whittemore (Charette faculty) is a faculty member with the School of Health and Human Services at Walden University. He received a Master of Health Administration from Loma Linda University and of Doctor of Business Administration from U.S. International University. Dr. Whittemore is the associate provost for academic affairs at New York Institute of Technology.

Jay Wilkerson (Charette librarian), Assistant Librarian at Walden University, has been serving doctoral and master's students at the Walden Library since 1997. He is very conversant in research methodology and design in the social sciences and has worked with numerous students and faculty committees on issues related to the literature review and research design of the student's thesis.

Jeff Zuckerman (Politics and the Junk English Language: How Personal and Public Hucksterism Are Eroding American Democracy), a graduate of Penn State, was a social worker for several years with migrant farmworker families in the rural South and Southwest. After a largely ineffective career as a community organizer in Minnesota, he became a reporter and the editor of a small-town newspaper. In 1987, he began teaching composition and editing at the University of Minnesota, and he was for 9 years Walden University's dissertation editor, until recently moving into a management position.

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