

Curriculum Vitae

MICHAEL A. RAFFANTI, ED.D., J.D.

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EDUCATION

Doctor of Education, Educational Leadership and Change, Fielding Graduate University, Santa Barbara, CA, 2005

Degree Concentration in Grounded Theory/Grounded Action

DISSERTATION: *Weathering Change: A Grounded Theory Study of Organizations in Flux*

Served as Student Representative on Scholarship and Praxis Committee

Master of Arts, Literature & Writing, Union Institute & University, Cincinnati, OH, 2012

THESIS: *Challenging Heteronormativity: LGBTQ Young Adult Fiction*

Master in Teaching, Elementary Education – Teaching Native American Learners, The Evergreen State College, Olympia, WA, 2000

THESIS: *Family Involvement and the Self-Enhancement of Native American Learners*

Juris Doctor, Boston College Law School, Newton, MA, 1989

Served on Law Review Editorial Board ∞ Graduated with honors

Bachelor of Arts, History and Philosophy, University of Portland, OR, 1983

Served as Editor-in-Chief of University Newspaper ∞ Graduated with honors

ADMINISTRATIVE EXPERIENCE (HIGHER EDUCATION)

Associate Dean, Union Institute & University, Ph.D. in Interdisciplinary Studies Program, Cincinnati, OH 2013 - Present

Interim Assistant Dean, Union Institute & University, Ph.D. in Interdisciplinary Studies Program, Cincinnati, OH 2007

TEACHING EXPERIENCE (HIGHER EDUCATION)

Doctoral Faculty, Union Institute & University, Ed.D. and Ph.D. Programs, Cincinnati, OH 2007 – Present

Chair, Ethical and Creative Leadership Concentration, Ph.D. in Interdisciplinary Studies Program, 2013 - Present

COURSES TAUGHT: *Qualitative Methods; Literature Review; Legal Issues in Education (Pre-K-12 and Higher Education); Internship; Current Issues in Education; Education and Social Justice; Dissertation Research; Education, Society and Culture; Educational Policy; Education and Sustainability*

Adjunct Associate Professor, California Institute of Integral Studies, School of Consciousness and Transformation, San Francisco, CA, 2005 – 2014

COURSES TAUGHT: (Ph.D. Transformative Studies) – *Varieties of Scholarly Experience; Transdisciplinary; Literature Review; Transforming Systems; Basic Qualitative Research*

(M.A. Transformative Leadership) – *Ways of Knowing; Ways of Relating; Introduction to Leadership; Building Communities and Coalitions*

Adjunct Instructor, Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA, 2010

COURSE TAUGHT: (Ed.D. Organizational Leadership) - *Instructional Design*

Adjunct Mentoring Faculty, Fielding Graduate University, School of Educational Leadership and Change, Santa Barbara, CA, 2005-2010

LEARNING CONTRACTS MENTORED: *Grounded Theory Research, Action-Oriented Research, Systems Thinking, Law and Ethics in Education* ∞ *Facilitated biweekly grounded theory dissertation research sessions*

Faculty Mentor/Pre-Clinical Experiences Coordinator, Western Governors University, Teachers College, Salt Lake City, UT, 2004 – 2007

COMPETENCY AREAS MENTORED: *Demonstration Teaching, Social Science, Educational Foundations, Diversity and Inclusion, Instructional Design* ∞ *Facilitated weekly phone seminars for demonstration teachers* ∞ *Observed demonstration teachers in classroom*

Tutor, Boston College Law School, Academic Support Program, 1987 – 1988

Mentored First-Year Students in *Property Law*

OTHER PROFESSIONAL EXPERIENCE

Third Grade Teacher, Brookdale Elementary, Tacoma, WA 2002 – 2004

Taught literacy, math, social studies, science and art in Title I school

Served as: Section 504 Plan Coordinator ∞ Science Fair Coordinator ∞ Building leader for student engagement reform effort

Third Grade Teacher, Talbot Hill Elementary, Renton, WA, 2000 – 2002

Taught literacy, math, social studies, science and art in Title I school

Served as: Site-Based Council Member ∞ Gates Foundation Technology Member ∞ Chair, Curriculum and Assessment Working Group ∞ District Mathematics Committee Member ∞ Chair, School Improvement Planning Team ∞ Anti-Harassment Curriculum Coordinator

Social Science Teacher, (Weekend Program) Tacoma Community College, Center for Multiethnic and Cultural Affairs, Tacoma, WA, 1999-2001

Taught integrated social science curriculum for at-risk high school students

Director of Community Resource and Intervention Services, Pierce County AIDS Foundation, Tacoma, WA, 1997 – 2000

Supervised volunteer support services to people living with HIV/AIDS and prevention education programs for at-risk populations ∞ Performed prevention community outreach ∞ Supervised drop-in program for LBGT youth

Coordinator, Mission High School Law Academy, San Francisco, CA, 1996 – 97

Coordinated creation and implementation of a School-to-Career program in a low-performing high school

Supervising Attorney, Bar Association of San Francisco - Volunteer Legal Services Program, San Francisco, CA, 1993 - 97

Supervised intake and referral process for pro bono civil law assistance ∞ Developed pro bono programs in special education advocacy, non-profit formation, eviction defense, and school-based legal clinics

Immigration Attorney/Development Officer, La Raza Centro Legal, San Francisco, CA, 1992 -93

Business Attorney, Law Firm of Trenam, Simmons, et al., and private practice, Tampa, FL, 1989 – 91

Represented corporate clients in business transactions and commercial litigation ∞ Offered pro bono services through Hillsborough County Bar Association (family law and estate planning for people living with HIV/AIDS)

PUBLICATIONS

Book

Raffanti, M.A., Gregory, T.A., & Forman, M., eds. (in press). *Integral approaches to diversity dynamics: Exploring the maturation of diversity theory and practice*. Albany: SUNY Press.

Book Chapters

Gregory, T.A., & Raffanti, M.A. (2010). Leveraging diversity. In R. Couto (ed.), *Political and civic leadership*, pp. 1013-1021. Thousand Oaks, CA: Sage.

Raffanti, M. A. (2010). LGBT-themed Hollywood cinema after *Brokeback Mountain*: renegotiating hegemonic representations of gay men. In B. Frymer, R. Kahn, A. Nocella, II, & R. Van Heertum (eds.) *Hollywood's exploited: Movies as public pedagogy and cultural politics*, pp. 131-149. New York: Palgrave.

Refereed Journal Articles

Raffanti, M.A., & Gregory, T.A. (2012) "Climbing a Great Hill": Integral Diversity Maturity illustrated in Nelson Mandela's autobiography *Long Walk to Freedom*. *International Journal of Diversity in Organizations, Communities and Nations*, 11(2), 171-184.

Gregory, T.A., & Raffanti, M.A. (2009). Integral diversity maturity: Toward a postconventional approach to diversity dynamics. *Journal of Integral Theory and Practice* 4(3), 31-58.

Raffanti, M.A. (2008). Leaders sitting beside followers: A phenomenology of teacher leadership. *Journal of Ethnographic and Qualitative Research* 3, 58-68.

Raffanti, M.A. (2005). Weathering change: Coping in a context of pervasive organizational change. *Grounded Theory Review* 5(1), pp. 55-75.

Refereed Articles in Conference Proceedings

Raffanti, M.A. (2006). Grounded theory in educational research: Exploring the concept of "groundedness." In *Ethnographic and qualitative research in education: Proceedings of the eighteenth annual conference*, eds. P. Brewer & M. Firmin, Newcastle, UK: Cambridge Scholars Press, pp. 61-76.

Olson, M., & Raffanti, M.A. (2006). A grounded theory inspired approach to teaching: The emergence of grounded learning. In *Ethnographic and qualitative research in education: Proceedings of the eighteenth annual conference*, eds. P. Brewer & M. Firmin, Newcastle, UK: Cambridge Scholars Press, pp.31-46.

Raffanti, M.A. (2006). Teachers coping with pervasive organizational change: A grounded theory study. In *Ethnographic and qualitative research in education: Proceedings of the seventeenth annual conference*, eds. P. Brewer & M. Firmin, 147-164. Newcastle, UK: Cambridge Scholars Press.

Invited Publications

Raffanti, M.A. (2006). Theoretical synergy: Evolving understanding of organizational diversity dynamics. *World Futures: The Journal of General Evolution* 62(7), 551-560.

Raffanti, M.A., & Olson, M. (2006). Leverage points, paradigms and grounded action: Intervening in educational systems. *World Futures: The Journal of General Evolution* 62(7), 533-541.

Raffanti, M.A. (2006). Book Review: Discussion based online learning: Theory and practice. *The Quarterly Review of Distance Education*, 7(3), 327-330.

Miscellaneous

Mosbrucker, C. & Raffanti, M.A. (1997). *Eviction defense: A practical guide to representing tenants in San Francisco*. San Francisco: Bar Association of San Francisco.

Raffanti, M.A. (1989). The role of speculation in the equitable distribution of property upon divorce. *Boston College Law Review* 30(2), 679-685.

Raffanti, M.A. (1989). Erosion of “subtle hazards” analysis jeopardizes safety and soundness of the banking system: Securities Industry Association v. Board of Governors (NATWEST). *Boston College Law Review* 30(3), 937-967.

PRESENTATIONS

Refereed Conference Presentations

“Challenging Heteronormativity through Young Adult Fiction.” International Diversity in Organizations, Communities, and Nations Conference, Darwin, Australia (2013). (Virtual)

“Integral Theory and Diversity.” International Diversity in Organizations, Communities, and Nations Conference, Vancouver, Canada (2012).

“Leveraging Diversity: A Case Study of Malcolm X’s Life and Leadership” (Co-Presenter, T. Gregory). Tobias Leadership Conference, Colorado Springs, Colorado (2012).

“‘Climbing A Great Hill’ Integral Diversity Maturity Illustrated in the Autobiographies of Nelson Mandela and Malcolm X.” International Diversity in Organizations, Communities, and Nations Conference, Cape Town, South Africa (2011).

“LOL: Leadership Online: Teaching Leadership ‘Soft Skills’ in an Online Environment”(Co-Presenters, B. Goertze & S. Graham). International Leadership Association Global Conference, Boston, Massachusetts (2010).

“Integral Diversity Maturity Illustrated in the Lives of Nelson Mandela and Malcolm X” (Co-Presenter, T. Gregory). Integral Theory Conference, Pleasant Hill, California (2010).

“Integral Education: Implications for Transforming Multicultural Curriculum” (Co-Presenter, T. Gregory). National Association for Multicultural Education (NAME) Conference, Denver, Colorado (2009).

“Metaphoric Thinking: Implications for Leadership Development.” International Studying Leadership Conference, Auckland, New Zealand (2008).

“Integral Diversity Maturity: Toward a Postconventional Approach to Diversity Dynamics.” (Co-Presenter, T. Gregory) Integral Theory Conference, Pleasant Hill, California (2008).

“Leaders Sitting Beside Followers: A Phenomenology of Teacher Leadership.” Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio (2008).

“Dispositions in Teacher Education: Rethinking Approaches to Social Justice.” Northwest Association of Teacher Educators Conference, Seattle, Washington (2008).

“Phenomenological Bracketing and Grounded Theory.” Ethnographic Qualitative Research in Education Conference, Cedarville, OH (2007).

“Grounded Learning” (Poster Session, Co-Presenter, M. Olson). Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio, (2006).

“Grounded Theory in Educational Research.” Ethnographic Qualitative Research in Education Conference, Cedarville, Ohio (2006).

“Teachers Coping with Change.” Ethnographic and Qualitative Research in Education Conference, Cedarville, Ohio (2005).

Invited Presentations

“Rivers of Justice: Bridges of Love,” Presenter and Advisory Board Member at the Duquesne Educational Leadership Symposium. Pittsburgh, PA (2014).

“Assessing Social Justice Dispositions.” Duquesne Educational Leadership Symposium. Pittsburgh, PA (2012).

“Recent Developments in Education Law: Bullying and Free Speech.” Master of Education Residency, Union Institute & University, Montpelier, Vermont (2012).

“Integral Theory and Diversity.” Bay Area Cluster Meeting, Fielding Graduate University, Palo Alto, California (2009).

“White Identity Development and Gary Howard’s *You Can’t Teach What You Don’t Know*.” Teacher In-Service, Edgemont Junior High, Puyallup, Washington (2008).

“Grounded Theory and the Study of Organizational Change.” Western Governors University Faculty Colloquia, Salt Lake City, Utah (2006).

“Weathering Change: A Grounded Theory Study.” Fielding Graduate University’s Grounded Theory/Grounded Action Symposium, Tucson, Arizona (2005).

“An Introduction to Literature Circles.” Gospel Outreach School, Olympia, Washington, 2005.

RESEARCH INTERESTS

Social Justice in Education
 Diversity
 Integral Theory
 Leadership Theory
 Leadership Development
 Adult Learning Theory
 Qualitative Research Methods

AWARDS AND HONORS

Special Recognition for University Service (NCATE accreditation) (2006)
 Who’s Who among America’s Teachers (2004)
 Freeman Foundation China Studies Scholarship (2004)
 Finalist, Renton Chamber of Commerce Ahead of the Class Award (2002)

Fulbright Memorial Fund Scholarship (Japan) (2001)
The Evergreen State College Foundation Scholarship (1998 – 2000)
Pride Foundation Scholarship (1998)
Outstanding Alumni in Public Service Award, University of Portland (1995)
Boston College Presidential Scholarship (1986 – 89)

UNIVERSITY SERVICE

Union Institute & University

Member, Graduate Program Review Committee (2012)
Chair, Doctor of Education Program Curriculum Committee (2012)
Member, Distance Teaching and Learning Subcommittee (2011 – Present)
Co-Facilitator, Critical/Creative Thinking Workshop, National Faculty Meeting (2011)
Co-Chair, Retention Subcommittee of Strategic Planning Coordinating Committee (2011)
Strategic Planning Coordinating Committee (2010 - 11)
North Central Association Accreditation Self-Study Team (2009)
Dean's Review Reader for Pre-Cohort Ph.D. Program (2007 – 11)

Western Governors University

Co-Facilitator, Poster Session for NCATE Accreditation Visit (2006)
Assessment Development Subject Matter Expert, History (2006)
NCATE Accreditation Team Member (2005 – 06)

SERVICE TO COMMUNITY AND PROFESSION

Community

Lawyers' Committee for Civil Rights Election Protection Project (2008 – Present)
Washington State History Day Competition Volunteer (2007-10)
Baja Dogs La Paz Rescue Volunteer and Advisory Board Member (2008 – 2013)
Puget Sound Working Cats Volunteer (2013 – present)

Profession

UCEA Center for Educational Leadership and Social Justice, Advisory Board Member
(2012-present)
International Journal of Diversity in Organizations, Communities and Nations,
Associate Editor (2011)
National Association of Multicultural Education, Peer Reviewer (2008 - 2011)

Ethnographic and Qualitative Research Conference, Peer Reviewer (2008 - 2012)

DISSERTATION COMMITTEES

Chairperson

Polly, R. (2015). California Institute of Integral Studies. (Narrative Inquiry)

Sutherland, J. (2015). Union Institute & University. (Theoretical)

Byas, K. (2014). Compartmentalizing: Classic Grounded Theory of Sustaining Successful Leadership. Union Institute & University. (Grounded Theory)

Cooper, T. (2014). A Qualitative Investigation of Highly Sensitive Persons and Temperament-Appropriate Careers. California Institute of Integral Studies. (Qualitative)

Sellers, A. (2014). A Phenomenological Study of At-Risk, Elementary Students in Small Group Counseling. Union Institute & University. (Phenomenology)

Sowell, R. (2014). Visualizing Change: A Narrative Inquiry on how Designers Represent and Prototype their Intangible Design Ideas. California Institute of Integral Studies. (Narrative Inquiry)

Wagner, K. (2014). Somatic Resilience in Gay Men Living and Thriving in a Hostile World California Institute of Integral Studies. (Qualitative)

Harris, K. (2013). A Mirror of Voices: A Collaborative Learning Community of Digital Storytelling. Union Institute & University. (Action Research)

Hon, L. (2013). Pre-service Teachers and the Use of Constructivist Teaching Strategies. Union Institute & University. (Qualitative Case Study)

Lemons, T. (2013). Factors That Influence Special Education Teachers' Career Decisions in a Rural School District in Southern Indiana. Walden University. (Qualitative Case Study)

Yeomans, J. (2013). The Theory of Unconditioning Presence: A Grounded Theory Study of Contemplative Psychotherapy, California Institute of Integral Studies. (Grounded Theory)

Epstein, S. (2012). Students and stakeholders: How college presidents publically portray the urban college student. Union Institute & University. (Qualitative Content Analysis)

Lutrell, R. (2012). Social networking sites in the public relations classroom: A mixed methods analysis of undergraduate learning outcomes using WordPress, Facebook, and Twitter. (Mixed Methods)

Murray, M. (2012). Civilian leadership in a public safety organization: A collaborative inquiry among a group of public safety dispatchers. California Institute of Integral Studies. (Cooperative Inquiry)

Whalen, T. (2012). A comparison of the first-year experience programming to enhance the retention of future allied health professionals. Union Institute & University. (Mixed Method Case Study)

Davis, R.S. (2011). Art education and family history as a vehicle for self identity and cultural discovery: An illustrated heuristic study. Union Institute & University. (Heuristic Inquiry)

Fernandez, S. (2011). The relationship between teacher sense of humor and emotional intelligence, and student achievement. Union Institute & University. (Quantitative)

Mills-Byrd, L. (2011). The retention of African American males in a community college health and public safety program. Union Institute & University. (Phenomenology)

Sugarman, C. (2011). The development of community in an asynchronous online learning environment. Union Institute & University. (Phenomenology)

Tyler, J.M. (2011). Unlearning to teach: A grounded theory study of adjunct community college faculty. Union Institute & University. (Constructivist Grounded Theory)

Moze, M.B. (2009). A theory of surrender: Understanding psychological surrender with comparison to psychological ego defense. California Institute of Integral Studies. (Theoretical)

Reese, D. (2008). Authentic education: Applying principles from authentic movement to educational theory and practice. California Institute of Integral Studies. (Theoretical)

Committee Member

Harden, J. (2015). California Institute of Integral Studies. (Case Study)

Murray, H. (2015). Lifelong learning in the twenty-first century: An investigation of how self-directed learning interrelates with lifelong learning outcomes. Union Institute & University. (Qualitative Interview)

Richardson, A. (2014). A Phenomenological Inquiry into the Unique Experience of Male Elementary Teachers. Walden University. (Phenomenology)

Maxam, S. (2012). Creating an Inclusive Collegiate Learning Environment for Students on the Autism Spectrum: A Participatory Action Research Study. Union Institute & University. (Participatory Action Research)

Uri, T. (2012). Union Institute & University. Integrating Differences: Design Culture's Potential Impact on Contemporary Education. Union Institute & University. (Situational Analysis Grounded Theory)

Meeker, J. (2012). Engaging emotions and practicing conflict: Emotions and teaching toward social justice. California Institute of Integral Studies. (Qualitative Interview)

First, L. (2012). Creativity in theoretical physics: A situational analysis of the Fifth Solvay Conference, 1927. California Institute of Integral Studies. (Situational Analysis Grounded Theory)

Uhl, J. (2011). Experiences and insights on masculinity by former Navy SEALs in their military and civilian lives. California Institute of Integral Studies. (Narrative Inquiry)

Libert, R. (2010). Breaking out of the box: A grounded theory study of urban high school students. Fielding Graduate University. (Classic Grounded Theory)

Pashi, M. (2010). The relationship between teacher turnover and literacy achievement in early childhood education. Union Institute & University. (Quantitative)

Randolph, B. (2010). Reculturing: A grounded theory study of changing cultures of practice. Fielding Graduate University. (Classic Grounded Theory)

Rosenberg, K. (2010). Regaining a foothold: A grounded theory study of immigrants. Fielding Graduate University. (Classic Grounded Theory)

Chears, V. (2009). Taking a stand for others: A grounded theory. Fielding Graduate University. (Classic Grounded Theory)

Loyd, R. (2009). The adaptive work of Trinitarian leadership: A case study of pastoral transition. Union Institute & University. (Qualitative Case Study)

Montgomery, C., (2009). In search of race-transcending prophets: A Narrative inquiry of the role of spirituality in the leadership and social justice practices of Black men. Union Institute & University. (Narrative Inquiry)

Stebick, D. (2009). A case study investigating the implications of change as instructional leaders implement IDEIA's response to intervention policy. Union Institute & University. (Qualitative Case Study)

Young, L. (2009). Springboarding: A grounded theory study involving community college education. Fielding Graduate University. (Classic Grounded Theory)

Pereira, S. (2008). Case study of women in recovery: A transformative journey of recovery from alcohol and other drug dependencies. California Institute of Integral Studies. (Case Study)

Spear, S. (2008) Bridging paradigms: A grounded theory of changing ways of thinking. Fielding Graduate University. (Classic Grounded Theory)

Toscano, P. (2008). A grounded theory of maintaining order: Stability, structure, and hierarchy. Fielding Graduate University. (Classic Grounded Theory)

Kashani, T (2007). Cinema for transformation: Toward a pedagogy of social change. California Institute of Integral Studies. (Theoretical)

Reader

Felix, E. (2008). The impact of a supplemental education program on academic performance and attendance of ninth grade students at-risk for school failure. Union Institute & University. (Quantitative)

Reese, S. (2009). BrainAdvantage(TM): An alternative to drugs-- Integrated neurotherapy technologies to treat Attention Deficit Hyperactivity Disorders. Union Institute & University. (Theoretical)

Research Consultant

Vogler, E. A. (2010). Hospice utilization by African Americans in Western North Carolina. Union Institute & University. (Phenomenology)

Berry, W. (2009). Transforming experience: Negotiating sexual identity in the composing processes of gay men. Union Institute & University. (Phenomenology)

PROFESSIONAL AFFILIATIONS

Grounded Theory Institute
 National Association for Multicultural Education
 International Leadership Association
 Learning Forward (formerly National Staff Development Council)

LICENSURE AND CERTIFICATION

Washington State Teaching Credential

Endorsements: Elementary K-8 and Secondary 4-12 (Social Studies)

California State Bar License (Inactive)

SPECIAL SKILLS AND TRAINING

Proficient in spoken and written Spanish (studied in Guatemala)

Proficient in designing courses and facilitating learning in a variety of online learning management systems (e.g. Blackboard, Campus Web)

Competent in utilizing virtual conference technologies