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Kappa Omicron Nu

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kon.org

Collaborative Communities

Dorothy I. Mitstifer

A new form of operating—an organized process for collaboration—is emerging at many organizations and business enterprises. This way of working focuses on knowledge production; it is “simultaneously innovative and efficient, agile and scalable” (Adler, Heckscher, & Prusak, 2011, p. 97).

A collective mission rather than personal gain or autonomous creativity motivates collaborative communities. With a supportive structure, workers’ talents and expertise are shared in a defined project. Success requires four efforts: “defining and building a shared purpose, cultivating an ethic of contribution, developing processes that enable people to work together in flexible but disciplined projects, and creating an infrastructure in which collaboration is valued and rewarded” (p. 96).

Shared Purpose

An effective shared purpose will identify the key contributions to customers in a business and owners in an organization. Rather than self-interest, collaborative communities develop trust and organizational cohesion. Thus, the group is not dependent upon a charismatic leader. The shared purpose indicates what everyone within the organization or business is trying to do. The development of a shared purpose is not easy to accomplish; it will require widespread discussion and a shared understanding of the competitive

position, customer or member needs, and the distinctive capabilities within. “A shared purpose is not the verbiage on a poster or in a document, and it doesn’t come via charismatic leaders’ pronouncements” (p. 96).

An Ethic of Contribution

Collaborative communities place high value on “people who look beyond their specific roles and advance the common purpose” (p. 97). “Doing a good job” isn’t enough. Individuals can do a good job, yet collective results will not be produced. Thus, effort needs to focus on the common good by eliciting the best contributions from each member. Interdependence is key to developing this ethic of contribution. “Interdependent processes are shaped more by people involved in the task than by those at the top. (p. 99).

Instituting Interdependent Processes

Interdependent processes require horizontal relations, not vertical coordination. The following techniques are useful: kaizen (Japanese management team focused on continuous improvement), process

mapping, brainstorming, participatory meeting management, and decision making with multiple stakeholders. These processes are all explicit, flexible, and interactive. The outcome is good procedures that have credibility within the group. These processes require new habits: adaptation to others’ needs and documentation of decisions that are reviewed periodically as things change.

Creating a Collaborative Infrastructure

Participative centralization requires overlapping spheres of influence. Work is organized in teams, and workers often serve on more than one. This kind of infrastructure is required to coordinate knowledge and apply it. This infrastructure must have the traditional leadership that pays salaries, but must also include tactical (means to the end) and general direction (vision) leadership. This kind of infrastructure is hard to sustain but creates a competitive advantage. It requires the other three elements of a collaborative community: shared purpose, an ethic of collaboration, and interdependent process management.

Summary

The collaborative community is undeniably a challenge—probably a revolution. It requires setting and aligning processes that interconnect people; not every worker wants to give up being a “star.” The organizations that are known for sustained, large-scale, efficient innovation will be the stars of the future. “The key to that capability is neither company loyalty nor free-agent autonomy but, rather, a strong collaborative community” (p. 101).

Reference

Adler, P., Heckscher, C., & Prusak, L. (2011, July-August). Building a collaborative enterprise. *Harvard Business Review*, pp. 95-101.



Collaborative Leadership

Dorothy I. Mitstifer

Leaders today have the choice of several styles of leadership: command and control, consensus, and collaborative. Although most people understand the command and control model, the differences between consensus and collaborative are less known. The consensus model has an organizational structure of a matrix or small group, formally designated members, parties with equal authority, and many performance indicators. This model works in small teams. The collaborative model has a dispersed, cross-organizational network, employees at all levels and locations as well as external stakeholders, clear authority by leaders of collaborations, and a focus on achieving shared goals. This model works well for diverse groups and cross unit/company work, especially when innovation and creativity are critical.

The collaborative leader needs skills in four areas: “playing the role of connector, attracting diverse talent, modeling collaboration at the top, and showing a strong hand to keep teams from getting mired in debate” (Ibarra & Hansen, 2011, p. 70).

Play Global Connector

This skill requires the leader to link people, ideas, and resources that don't normally work together. It includes connecting the world outside to the people inside. Collaborative leaders need to develop contacts beyond the company or organization. This practice not only builds bridges but opens their eyes to new business opportunities and partners. Thus, the leader sends the message: “If I find it important to spend some of my

time this way, maybe you will, too” (p. 71).

Engage Talent at the Periphery

The collaborative leader must have the “ability to bring together people from different backgrounds, disciplines, cultures, and generations and leverage all they have to offer” (p. 71). New players are periodically infused into teams to prevent insularity, which can be deadly to innovation. “Left to their own devices, people will choose to collaborate with others they know well—which can be deadly for innovation” (p. 72).

Collaborate at the Top First

Collaborative leaders must set the tone by collaborating themselves. A problem can arise when various divisions or teams sabotage work of other teams by political games and turf battles. A collaborative mind-set tends to cascade down to the rest of the organization. Short-term performance indicators can create workers who are motivated to show others that they are valuable. On the other hand, learning goals will engage people in exploring opportunities to acquire knowledge from others. In order to promote collaboration, it is important to reward workers for collaborating rather than promoting their individual agendas.

Show a Strong Hand

The collaborative leader may face the problem of having a team overdoing collaboration. Collaboration on everything can cause endless meetings, debates, and struggles to find

consensus. When teams can't reach decisions and execute quickly, the leader must assume a strong role in directing them. If the team has been assigned clear decision rights and responsibilities, someone can end the discussion and make a final call. The meeting chair must ensure vigorous debate but clear decisions and quick action. If there has been adequate debate and challenge of ideas, the meeting chair can make a decision. Disbanding teams and forming new ones can often maintain agility.

Loosening Control Without Losing Control

The collaborative leader “must be able to harness ideas, people, and resources from across boundaries of all kinds. That requires reinventing their talent strategies and building strong connections both inside and outside their organizations” (p. 74). Executives will be left behind if they don't know how to tap into the power of connections. Knowing when to influence and when to take authority to move things forward is at the heart of collaborative leadership.

Summary

The collaborative leader has strong skills in playing the role of connector to spot opportunities, engaging talent from everywhere to produce results, collaborating at the top to model expectations, and showing a strong hand to speed decisions and ensure agility (p. 71).

Reference

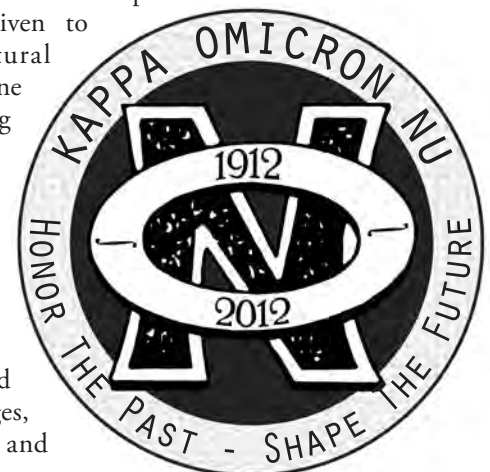
Ibarra, H., & Hansen, M. (2011, July-August). Are you a collaborative leader? *Harvard Business Review*, pp. 69-74.

History of the Founding of Omicron Nu

Maude Gilchrist*

For more than one hundred years the highest award in our country for scholarly excellence in liberal arts has been the Phi Beta Kappa key. This society, founded at William and Mary College in 1776, with the motto, “Fraternity, Morality and Literature,” took its definite position as an honor group when the first social Greek letter fraternity was organized at Union College in 1825. More recently Sigma Xi, founded at Cornell University in 1886, has honored scholarly votaries of science. A charter for Tau Beta Pi for scholarship in engineering was given to Michigan Agricultural College in 1892 and one for Alpha Zeta, honoring students in agriculture, was given to this institution in 1903.

Women in home economics, that late addition to the curriculum of Land Grant or State Colleges, looked with interest and



perhaps with envy on the keys worn by members of these societies as the outward and visible signs of scholastic effort and achievement. Why should not women be honored by a similar society? This question kept recurring at Michigan Agricultural College, now Michigan State College, during the early years of the twentieth century.

But another question was asked: Is not a liberal concept of education needed in these United States? Is not all education an altruistic pursuit? We study history because, as one has put it, “the wisdom of the ages is on record.” We accept the ideal of the complete life and the use of imagination because “the wisdom of the future is a hope.” We acknowledged the need of discipline, which leads to poise and character. We believe in the higher will—mystery that it is—and we emphasize the need of the religious spirit in everyday life. To these ends, also, was Omicron Nu founded. Every one admitted to its membership must have character and influence and show promise of future achievement as well as high scholastic ability. Let me repeat these requisites: scholarship, character, influence, and the promise of future achievement. Perhaps, too, the faculty founders hoped for greater zeal on the part of all undergraduates in the pursuit of knowledge and for that genuine satisfaction which comes in attaining high standards.

Informal conversations between the president of the college, teachers, students, and friends kept the idea before us. We wrote as early as 1910 to other institutions, to the Home Economics Association, to other societies, only to find that such a society as we had in mind did not exist. Phi Upsilon

Omicron did indeed organize in 1909 as an honorary group, but its plans and ideals were somewhat different from ours. The two societies have cooperated on some projects of national interest, as we hope they will continue to do. We saw in imagination something of public initiation, no chapter house, no commercial enterprises, no social affairs except the initiation banquet or tea. Would we be wise to organize at Michigan State in the hope that other institutions would join later in this endeavor? Our college president, Dr. J. L. Snyder, and the faculty committee on societies early gave their support to the idea; the general faculty, when the matter was presented at a regular meeting, heartily approved the project.

Finally, in January 1912, the Home Economics Division faculty met before the open fire in the dean’s office. These were Agnes Hunt (Cade), Professor of Domestic Science; Lillian Peppard, Head of Domestic Art; Louise Freyhofer, Head of Music Department; Grace Stevens, Instructor in Domestic Science; Hazel Berg (Layer), Instructor in Domestic Art; Maude Gilchrist, Dean of Women and of the Home Economics Division. With unanimous enthusiasm they began to work out plans. Committees were named on constitution, on name, purpose, student eligibility, and on colors and pin. Professor Hunt (a member of Sigma Xi) was especially interested in the formation of the society, and her name appears on several committees in the records of 1912 and 1913. To her and her associate, Grace Stevens (a member of Phi Beta Kappa) was given the task of writing the constitution. This was based on the constitutions of the two honorary societies of which they were members.

When plans were sufficiently matured and a tentative constitution prepared, all senior women were asked to meet in the old lecture room in the Women’s building. Rumors were afloat as to the reason for the meeting. But this occasion gave opportunity for the first public announcement of the formation of this honor society for women. To these senior students, who for nearly four years had pursued “the high calling of the scholar,” the aims of the new society were stated as the promotion of home economics and of scholarship among its students; and a list was read of the eleven seniors whose eligibility had been carefully worked out and had been chosen as the first members of this honor group: Vera Coffeen, Verna Allen, Fernell Allen, Alida Dearborn, Josephine Hart, Bessie G. Howe, Lillian M. Mullenbach, Helen Louise Norton, Lutie E. Robinson, Helen M. Sheldon, and Philena E. Smith. Then on April 23, 1912, the six

faculty founders and the eleven founding seniors—all serious and proud charter members—met in the lecture room for the first session of Omicron Nu.

Picture, if you will, these three meetings. A small faculty group, exchanging ideas gained from their different experiences in Eastern and Midwestern colleges—Illinois Women’s College, Baldwin Wallace, Wellesley, the Universities of Illinois, Missouri, and Michigan; a larger group of interested learners rejoicing in the honors that might come to them or their fellows; the combined membership of seventeen, with the weight of responsibility resting on its collective shoulders, meeting to effect the permanent organization. Can you feel the thrill of enthusiasm as well as the sense of responsibility?

* *There is no date on this manuscript, but it may have been written for the 25th anniversary (1937).*



Gilchrist Connection to Nu Omicron Chapter (Cal U)

Maude Gilchrist (Dean of Women and of the Home Economics Division), one of the founders of Omicron Nu at Michigan

Agricultural College (now Michigan State University), was the daughter of J. C. Gilchrist. On April 9, 1860, J. C. Gilchrist was appointed principal of the California Seminary and took office September 5, 1860. The Seminary became the South-Western Normal College of Pennsylvania (now California University of Pennsylvania—Cal U) in 1865, and he became its principal. J. C. Gilchrist resigned in November 1870 to take a position at West Virginia Normal School at Fairmont. In 1876 he became principal of the State Normal School at Cedar Falls, Iowa (now University of Northern Iowa). Maude took a teaching position there in natural science and mathematics in 1883 (<http://www.library.uni.edu/collections/special-collections/building-histories/old-gilchrist-hall>).

Kappa Omicron Nu is pleased to announce a Call for Video Submissions!



There are many success stories about KON chapter programming using the theme: The Seven Wonders of the Socially Responsible World, including TAKING IT TO THE STREETS on the critical issue of childhood obesity. We'd like to see your chapter's story.

Share highlights of a program in a short video and post it to YouTube. We'll screen all of the submissions and select the best videos. We'll then invite all chapter members to vote on the video they feel is the most compelling. The chapter that creates the video will receive an award, and the creators will be featured on the KON Website. Here are some important details and guidelines to help you:

- ▶ Include the following components in your video: program title referencing your "seven wonders" topic, chapter name, names of creators, and program audience, in addition to highlights.
- ▶ Upload your video to YouTube and complete the form below.
- ▶ Be sure to include your name(s), chapter, email, phone number, and address when notifying us of your submission.
- ▶ Videos should not exceed 3 minutes in length.
- ▶ Videos must be posted to YouTube by 11:59 pm ET on November 30, 2011, or by 11:59 pm ET on March 1, 2012.
- ▶ You must notify Kappa Omicron Nu of your entry before the last submission dates given above.
- ▶ Chapters will be notified of the link for voting, and all members will have an opportunity to vote for the best video.
- ▶ Contest award recipients will be announced on January 30, 2012 and April 15, 2012.

Kappa Omicron Nu Membership Video

The Kappa Omicron Nu membership video outlines the nature and benefits of membership. It ends with an invitation to membership by the Kappa Omicron Nu student board members. Visit the KON Homepage, www.kon.org, to play the video.



Association of College Honor Societies Video

ACHS is pleased to announce a video that describes the association and its implications for member societies. KON has benefited from the classification of honor societies and standards for certification as well as from its purpose of providing opportunities to consider matters of mutual interest. Viewers will find a link at the end to download the newly designed A Matter of Honor brochure that describes benefits and lists member societies. See link on KON Homepage.

Reference – Seven Wonders of the Socially Responsible World - http://kon.org/nat_init.html.

Questions can be directed to www.kon.org or by calling 800.351.8335.



Rubric Samples for Higher Education

<http://rubrics.kon.org/>

Definition: A rubric is a scoring guide composed of criteria used to evaluate performance, a product, or a project. A rubric allows for standardized evaluation according to specified criteria, making grading and ranking simpler and more transparent in a reliable, fair, and valid manner at several levels.

Rubrics and similar assessment instruments are included in the following categories:

- ▶ **Undergraduate Research** - student learning and development outcomes, presentations, and research manuscripts.
- ▶ **Student Organizations** - organization effectiveness and adviser as teacher.
- ▶ **Reflection** - content analysis forms for a course and a workshop.

Feedback and suggestions for change as well as additional categories of rubrics are welcome.

This is an invitation to share rubrics for the use of others in higher education. Send Word documents or pdfs to Dorothy Mitsufer at dmitstifer@kon.org.

Collaborate with AAFCS* & CCHS** in

Taking it to the Streets

*American Association of Family and Consumer Sciences
**Coordinating Council of Honor Societies

Kappa Omicron Nu Taking It To The Streets

Taking It To The Streets is an activity for chapters and members-at-large to use their expertise and research (in collaboration with partner agencies, organizations, and institutions) to serve the general

public and special populations. This is an opportunity to enhance public awareness and the leadership role of KON members and touch lives in the community.

Critical Issue: Childhood Obesity

Data from the Centers for Disease Control (CDC) suggest that childhood obesity has reached epidemic proportions. Unhealthy weight and inactivity in childhood continues into adulthood and have life-threatening consequences. Thus, preventive health measures, including activities that increase young children's physical activity and knowledge about nutrition are indicated for bringing obesity under control. See http://www.kon.org/obesity_activity-7wonders.doc.



Career Education for Schoolchildren, Ages 9-12

This program has been developed by Kappa Omicron Nu to give high school and college students and professionals the resources necessary to share hands-on Human Sciences (HS) experiences with schoolchildren ages 9-12. This program intends to make a contribution to understanding of human sciences careers by showing children that:

- ▶ HS make important contributions to everyday life.
- ▶ Children can use HS knowledge to improve their lives.
- ▶ Careers in HS can be fun and satisfying.

This site is also available to families as they help their children learn about career options. See <http://www.kon.org/kids>.



Join us on **Facebook, LinkedIn,**
& the KON News Blog!



Find colleagues, news, and share
ideas via social media:



Go to... www.facebook.com - login and search for Kappa Omicron Nu; www.linkedin.com - login and search for Kappa Omicron Nu; <http://blog.kon.org/> - or find us on the kon.org homepage.

2011-2012 Fellowships & Awards

Chapter Scholar Program

Doctoral Fellowships

- ▶ Yudan Wang (Omicron Alpha Kappa) – UNC-Greensboro – Human Development & Family Studies – Omicron Nu Research Fellowship
- ▶ Annette A. Besnillian (Omicron Beta Epsilon) – CSU_Northridge – Educational Leadership – Kappa Omicron Phi/Hettie Margaret Anthony Fellowship

Master's Fellowship

- ▶ James K. Monk (Omicron Theta) – Kansas State University – Marriage & Family Therapy – Omicron Nu Eileen C. Maddex Fellowship
- ▶ Kenona Southwell (Omicron Delta) – Purdue University – Family Studies – National Alumni Fellowship

Ruth E. Hawthorne Research Grants

- ▶ Carmel White (Nu Iota) – East Carolina University – “Maternal Sleep and its Relationship to Proinflammatory Cytokines, Maternal Fatigue, and Parent”
- ▶ Leanne Schaeffer (Kappa Delta Gamma) – University of Akron – “Should Future Dietetic

Graduates Know How to Cook?”

Kappa Omicron Nu Research Grant

- ▶ Katarzyna Kordas (Omicron Tau) – Penn State University – “Assessment of Manganese Excretion in Breastfed and Formula Fed Infants.”

Marjorie M. Brown Distinguished Professor

- ▶ Sue L. T. McGregor – Mount Saint Vincent University, Halifax, Nova Scotia

These benefits of membership total \$37,500.

Kappa Omicron Nu Fellowships & Grants for 2012-2013

LeaderShape Institute Award

National Grants to Chapters

Scholar Program – Variable Grants awards will be based on the prior year's total initiates according to the schedule once each biennium. Awards vary from \$150 - \$500.

Master's Fellowship

Eileen C. Maddex Fellowship-\$2,000 awarded annually from an endowment in the Omicron Nu Fellowship Fund in honor of her contributions

as Omicron Nu Executive Director.

Doctoral Fellowships

Hettie Margaret Anthony Fellowship-\$2,000 awarded for doctoral study from the Kappa Omicron Phi Fellowship Fund in honor of her as founder of Kappa Omicron Phi at Northwest Missouri State University.

Omicron Nu Research Fellowship-\$2,000 awarded annually for doctoral research from the Omicron Nu Fellowship Fund.

Marjorie M. Brown Fellowship Program-\$10,000 awarded annually for focus on critical social theory in scholarship and research.

Research/Project Grants

One or more grants are awarded annually that meet the criteria of the Kappa Omicron Nu research agenda. Cross-specialization and integrative research is the research priority for the honor society. Special consideration will be given to research that studies the cultural differences that affect leadership, especially Hispanic, Asian, and Native American. Another topic of interest is the exploration of how minority students “strike out on their own” in career development.

National Alumni Chapter Grant-\$1,000 awarded annually as a project of the National Alumni Chapter.

New Initiatives Grant-\$3,000 awarded annually from the Kappa Omicron Nu New Initiatives Fund.

Kappa Omicron Nu/Ruth E. Hawthorne Research Grant-\$3,000 awarded to tenure track assistant professors seeking support for a research/creative activities agenda.

Further information can be found at www.kon.org/awards/grants.html.

Announcing Media Publications

See order forms at <http://www.kon.org/publications/pubs.html>.

Reflective Human Action – A Flash presentation that explores the Reflective Human Action theory and the Reflective Human Action Leadership Development Model.

Framing Issues – A Flash presentation that explores the theory and practice of framing issues—a component of Reflective Human Action theory.

Heritage of Home Economics—A Flash presentation that traces the history of home economics.

Wicked Problems – A Flash presentation that explores the PRSM Model for a Quality of Living Assessment.

Announcing Kappa Omicron Nu Publications

See order forms at <http://www.kon.org/publications/pubs.html>

African American Women: Contributions to the Human Sciences

by Julia R. Miller, Dorothy I. Mitstifer, and Gladys Gary Vaughn

This book documents the significant contributions of African American women who have contributed to the specializations within the profession and to administration of programs in higher education and extension, among others.

Transformative Practice: New Pathways to Leadership

by Sue L. T. McGregor
This book will be of interest to professionals interested in transforming practice to

effectively serve humanity and the common good within an increasingly imbalanced and volatile global environment.



2011 Kappa Omicron Nu Election

The Nominating Committee, following an open call for nominations, considered the qualifications of nominated candidates for the board of directors and committees for 2009 pursuant to Article VII, Section 2, D. "It shall be the responsibility of the [elected members of the] Nominating Committee to propose at least one candidate for each office and committee vacancy to be filled."

—Nina Collins (Chair), Joy Jacobs, Angela Radford Lewis, Sue Ballard de Ruiz, Diana Carroll, & Barbara Frazier

2011 KON Election

Candidate Biographical Information

Chair-Elect

Kathleen A. O'Rourke, PhD

Biographical Sketch – Professor, Family Services, Eastern Illinois University; Chapter Adviser, Kappa Alpha Theta; Active in American Association of Family and Consumer Sciences, National Council on Family Relations, Illinois Council on Family Relations, American Cancer Society Colleges Against Cancer.

Philosophy related to the Kappa Omicron Nu – Professional and personal empowered leadership is shaped by our core philosophy. Since the Reflective Human Action theoretical framework was introduced to me at the 1995 Kappa Omicron Nu Conclave, the model has influenced my philosophy of leadership. Authenticity, reflective action, and meaningful engagement are three concepts of utmost importance in my life. These concepts are evidenced in my mentoring relationship with students, my professional relationships with colleagues, and my personal relationships. The mission of the Lance Armstrong Foundation also influences my core philosophy: "Unity is strength, Knowledge is power, and Attitude is everything." To serve as empowered leaders, we must draw strength from collective groups, understand that learning is a lifelong process, and embrace opportunities with optimism and hope.

Second Vice Chair

Joni L. Cramer Roh, EdD

Biographical Sketch – Professor, Department of Exercise Science and Sport Studies, California University of Pennsylvania; Active member of National Athletic Trainers' Association, the Eastern Athletic Trainers' Association, the

Pennsylvania Athletic Trainers' Society, the Association for the Advancement of Applied Sport Psychology, and the American Psychological Association; Chapter Adviser of Nu Omicron Chapter.

Philosophy related to the Kappa Omicron Nu – I believe that all good comes to those who are involved and integrated into the community. KON's mission encourages all members to encompass scholarship, research, and leadership to empower leaders. Students are taking leadership roles when they are engaged in community service, education, and presentations. Additionally, students need to conduct research to make the best educational decisions and to promote their profession. Higher level thinking and reasoning occurs with emphasis on scholarship, research, and leadership. Our students are encouraged to submit to the Undergraduate Journal for the Human Sciences and to submit their research to the campus Academic Days event. They have also been active in conducting activities related to KON program themes and the most recent "Taking It to the Streets" theme. I welcome the opportunity to participate on the KON Board to continue the tradition of designing activities and programs for the development of empowered leaders.

Editorial Committee

Rebecca Hess, PhD

Biographical Sketch – Professor, Department of Health Science, California University of Pennsylvania; Faculty member of Athletic Training Education, Physical Therapist Assistant, and Wellness and Fitness Academic Programs; Active on the CALU Honors Program Advisory Board; Research director for Kappa Omicron Nu students; Guest editor for "Selected Topics in Athletic Training" and "Current and Potential Practices in Athletic Training" (Undergraduate Research Journal for the Human Sciences, Volumes 9 and 10).

Philosophy related to Kappa Omicron Nu Mission – My philosophy for leadership is tied to my mission as a teacher and researcher. Curiosity is a powerful tool, and one that we can hopefully muster in our students so that they might become lifelong

learners and leaders. I believe that we only motivate students to want to learn, and in turn they may realize their professional and/or personal roles.

Carol Lucas

Biographical Sketch – Retired family and consumer sciences teacher. BA and Masters + further graduate work at Marshall University. Active in West Virginia Association of Family and Consumer Sciences and president and secretary of church circle group. Active in raising funds for needy causes such as families who need assistance while coping with an unexpected or long-term illness, disaster relief, fundraising efforts of student groups, and other causes.

Philosophy related to Kappa Omicron Nu – To me, being an empowered leader means being knowledgeable of the area or competency in which one is involved and seeking help when lacking in some aspect of a particular position or endeavor. It means realizing that seeking help or advice is not a sign of weakness but of strength. Accepting that everyone has potential when guided in the right direction is another earmark of an empowered leader. An empowered leader strives to help others achieve their own goals and visions, making the organization stronger at all levels while helping other realize that each position has value and that a group or organization is only as strong as its weakest link. It means selecting the best available back-up personnel so the organization or business will be lead in the right direction with the least amount of effort on behalf of the designated leader, thus freeing her/him to address other challenges. Empowered leaders must have the courage to be strong enough to stick to their own basic beliefs and philosophy when difficult challenges arise and to do the right thing and not falter because of pressure.

Nominating Committee

Anne Weiner, PhD

Biographical Sketch – Assistant Professor, Family and Consumer Sciences Education, University of Akron; Active in American Association of Family and Consumer Sciences and

the Family and Consumer Sciences Education Association; Chapter Adviser of Kappa Delta Gamma Chapter; Member of Phi Delta Kappa.

Philosophy related to the Kappa Omicron Nu – The mission of Kappa Omicron Nu, empowered leaders, is central to our survival and prosperity as a profession. Many of our present leaders understand this mission, but we need to nurture our students to carry on the tradition. Students within the specializations can contribute to this empowered leadership through chapter programming and the mission of Kappa Omicron Nu. I have worked with professionals and students throughout my career and can bring the knowledge of current ideas and thoughts to the nominating committee in making recommendations for the ballot. I feel that my extensive experience in the profession, my work as a KON adviser, and my previous work on the KON board are assets to this role.

Kendra Brandes, EdD

Biographical Sketch – Associate Professor, Department of Family & Consumer Sciences, Bradley University. Adviser of Kappa Alpha Tau Chapter. Active in Illinois Association of Family & Consumer Sciences and Home Economics Foundation of the Peoria Area.

Philosophy related to the Kappa Omicron Nu – Kappa Omicron Nu offers a unique opportunity for students from the various areas of study within a department to find common ground. With the increasing emphasis at many institutions on curriculum specialization, it can be difficult for students to understand that they really do share a common goal. It is gratifying to see students develop their leadership skills while working together to develop plans for activities and programs that encompass the holistic focus of our field.

Arlesa J. Shephard, PhD

Biographical Sketch – Assistant Professor, Fashion and Interiors Merchandising, Texas A&M University, Kingsville. I have been a member of Kappa Omicron Nu since my junior year at Ashland University

in 2001. It was Kappa Omicron Nu's Conclave and Undergraduate Research Community that provided me the opportunity to share my research and network with other professionals in my field for the first time. I am currently serving as adviser of Kappa Iota Chapter. Although I have not served on KON Committees, I have committee experience with my University and other professional organizations. I am active in the International textile and Apparel Association, the Costume Society of America, and American Quilt Study Group

Philosophy related to the Kappa Omicron Nu – The results of education should be to promote and facilitate learning and the desire to learn among students and to encourage an active learning environment. Learning is a lifelong process but by being prepared, engaged, and empowered inside as well as outside the classroom, students are expected to grow in their preparedness, leadership skills, and ability to take on future challenges on the path of their careers.

Mary Molt, PhD, RD

Biographical Sketch – Assistant Director Housing and Dining Services, Assistant Professor Hospitality Management and Dietetics, Kansas State University; Omicron Theta Chapter adviser; National Association of College and University Food Services Regional President and editor of NACUFS Journal; Presenter at American Dietetics Association national conferences, Kansas dietetics Association conference, and NACUFS national and regional conferences; National and regional NACUFS conference chair; Active in committees of Phi Kappa Phi, Coffman Leadership Workshop, University Seminar, and Academic Calendar.

Philosophy related to the Kappa Omicron Nu – Kappa Omicron Nu

chapters have the opportunity and responsibility to help students develop the leadership, scholarship, and research skills that will help them become some of the best and brightest minds in their chosen professions. The Kappa Omicron Nu mission serves to help chapters stay tethered to a program of work that will not only benefit individual students but also will more important empower leaders for all the human sciences professions.

Message from the Board

– Deborah Tippet

Over 100 years ago, professors at Michigan Agricultural College had a dream to organize an honor's society that would recognize the scholarship, character, influence, and the promise of future achievement of students. Their vision resulted in the formation of Omicron Nu with the first students inducted on April 23, 1912. In August of 2012, Kappa Omicron Nu will celebrate this centennial at Michigan State University, where this dream began.

Those of you who have been to Conclave in recent years know that I believe in dreams and the power of naming your dreams in writing. We know that all busy people have a "to do list", but how many of us keep a "to dream list?" I believe

that people of vision and promise not only accomplish the necessary, but reach their dreams. As Pamela Vaull Starr wrote, "Reach high, for stars lie hidden in your soul. Dream deep, for every dream precedes the goal."

Many of you in Kappa Omicron Nu are living your dreams now through your undergraduate and graduate studies. Many of you can see the end of this dream in sight – the first in your family to earn a college degree or an advanced degree. Some have used the scholarships and fellowships from KON to reach your academic dreams. For those of you who are nearing the end of your academic journey, I urge you to savor this time of your life. What do you still want to accomplish? What will be your next dreams? We know that through your induction to Kappa Omicron Nu that your journey has been one filled with academic excellence and great potential for the future.

I have enjoyed working with the student Board Members of Kappa Omicron Nu and seeing their dreams in action. Julian Trivino writes of his progress, "Since the 2009 Conclave, I completed my Master's Degree in Exercise Physiology with a focus on

Cardiovascular Function at The Florida State University. I applied to medical school and I am currently attending the Philadelphia College of Osteopathic Medicine, Georgia campus. Before beginning medical school, I was also able to take some time off and travel throughout Europe and the United States. I voyaged through Italy, Germany, Czech Republic, Switzerland, The Netherlands, Puerto Rico, Nevada, New York and Colorado to enjoy some skiing during the Winter X-games. The last couple of years have been full of exciting experiences and cultural enrichment."

From Tiffany Oster we learn, "Since Conclave 2009, I have met my dream of completing my Bachelor's degree at Oregon State University, completing my dietetic internship and obtaining my Registered Dietitian certification. Dreams that I'm currently pursuing are definitely a much harder question because I'm in such a transitional place. I guess I would say I'm pursuing my dreams for a career (which may unexpectedly lead me to graduate school), pursuing personal relationships, finding balance and enjoyment in my life while continuing to make time for adventures and



2011 Kappa Omicron Nu Election Ballot

Vote for candidates as indicated and return completed ballot to the address below by December 1, 2011. (Order drawn by lot)

Chair-Elect

Vote for 1

- Kathleen O'Rourke
- _____

Second Vice Chair

Vote for 1

- Joni L. Cramer Roh
- _____

Editorial Committee

Vote for 2

- Rebecca Hess
- Carol Lucas
- _____

Nominating Committee

Vote for 3

- Anne Weiner
- Kendra Brandes
- Arlesa Shephard
- Mary Molt
- _____

Return ballot to KON Election

4990 Northwind Dr., Ste 140,
East Lansing, MI 48823-5031

or fax to 517.351.8336

Message from the Board: Deborah Tippett

(continued from page 7)

I've dreamt in my life dreams that have stayed with me ever after, and changed my ideas; they've gone through and through me, like wine through water, and altered the colour of my mind – Emily Bronte

opportunities.”

Amy Lehman wrote, “Since Conclave I’ve graduated college in December to find a job helping families. I sell life insurance that helps families with the loss of a loved one. My search for grad school is still on. I have the opportunity with my current job to move to any city and run offices from there while attending classes for interior design. Every dream I’ve made to become successful, happy, and to help my family have been met. I truly have opportunities unlimited! I

am still pursuing my Interior Design dream which just goes to show, that although life throws you curveballs and delays, it’s really meant to open the door to more opportunities!”

Use your dream list for both the professional and the personal. I’ve been taking ballroom dancing lessons for the past eleven years. One of my dreams was entering an international competition in Buenos Aires,

“...we will honor the dreams of our founders and celebrate the journeys that you are taking now.”

Argentina. This summer as I prepared for the South American Open competition in August of 2011, it made me think of other dreams that have been met. Working toward a goal and experiencing the anticipation of completion is just as meaningful as reaching the goal. Reflecting on meeting a dream gives confidence for other dreams.

On behalf of the Board of Directors, I want to issue a personal invitation to join us at Michigan State University for Conclave on August 9-12, 2012 where we will honor the dreams of our founders and celebrate the journeys that you are taking now. We will share our personal and professional



Kappa Omicron Nu
Dialogue, Volume 21,
No. 1. ISSN: 1520-4855
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