



Leadership

Kappa Omicron Nu Makes Major Contribution to "FCS in Higher Education: An Open Summit on the Future"

Dorothy I. Mitstifer

This article is the first of two parts. The second part will be published in the next issue of Dialogue (Volume 9, No. 2). The complete article can be found by selecting the publications volume on the KON web site at: <http://www.kon.org/>.

The Summit held February 3-6, 1999 in Arlington, Texas was planned by representatives of seven associations related to Family and Consumer Sciences in higher education: Board of Human Sciences, Council of Administrators of Family and Consumer Sciences, 1890 Council of Administrators, Higher Education Unit/American Association of Family and Consumer Sciences, Kappa Omicron Nu, National Association of Teacher Educators of Family and Consumer Sciences, and Phi Upsilon Omicron. Esther Glover Fahm, Frances E. Andrews, and Dorothy I. Mitstifer served as co-chairs; other members of the planning committee were Amelia Brown, Virginia Clark, Billie Collier, Karen Craig, Nina J. Dilbeck, Ruth Dohner, Sally Fortenberry, Geardean Johnson, Kathleen A. Lodl, Julia R. Miller, James D. Moran, III, Ralphenia D. Pace, and Marilyn Sampley. Carol E. Anderson and Mary Lou Davis of Carol E. Anderson and Associates of Ann Arbor,

Michigan, served as the consultants for the planning and facilitation of the Summit. Lisa Wootton, KON Executive Assistant, contributed to the on-site management of the Summit.

Kappa Omicron Nu contributed in-kind services for the planning and implementation process in addition to financial support. The desired outcomes of the Summit relate to the KON mission of empowered leaders and to the Leadership Academy's interest in supporting the study and advancement of leadership and the philosophical, theoretical, and conceptual frameworks of the field.

Interactive Process for Designing Summit

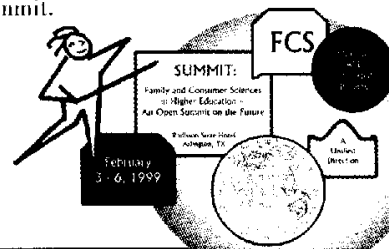
The process for designing the Summit was an interactive one from start to finish. The formation of the Steering Committee began in March 1998 after two years of discussion by members of the Council of Administrators of Family and Consumer Sciences following the charge by Gladys Gary Vaughn to define the future of the profession in higher education with intention rather than in reaction to external forces. A Summit Committee first headed by Karla Hughes and then by Frances E. Andrews reviewed possible approaches to fulfill Vaughn's challenge.

In February 1998, the Steering Committee met in Albuquerque at the Annual CAFCS Meeting, and the CAFCS membership authorized the substitution of the Summit for its 1999 meeting. The co-chairs were named and the associations were identified for the appointment of Steering Committee members.

The Steering Committee's first action was to agree upon a Call for Proposals for Summit consultants.

Carol E. Anderson and Associates was selected, and the consultants conducted interviews with Steering Committee members and other representatives of the leadership in higher education at the 1998 AAFCS Meeting in Atlanta. The goals of the interviews and meetings with the Steering Committee were to identify desired outcomes of the Summit as well as potential barriers to a successful summit.

Other business of the Steering Committee was conducted through e-mail and conference calls. The following discussion reviews the design and implementation process of the Summit (adapted from document, "Process for Designing Summit," by Carol E. Anderson and Associates, 1999): desired outcomes, potential barriers to success, key elements of the Summit, vision survey, data analysis, design of the Summit, outcomes of the Summit, and planned follow-up to the Summit.



In This Issue . . .

- ◆ ***FCS in Higher Education: An Open Summit on the Future***
- ◆ ***Message from the Board***
- ◆ ***Fellows Named***
- ◆ ***Member Survey***
- ◆ ***Call for Papers***

Desired Outcomes

Agreement on desired outcomes for the Summit provided focus for the Summit agenda. Four proposed outcomes for the Summit included:

- ◆ Identify future roles and opportunities for the field as a whole in higher education.
- ◆ Develop an understanding of what impacts higher education from an external and internal perspective and collaborate in developing strategies to respond to those impacts.
- ◆ Honor the diversity of various programs in higher education and increase appreciation for our collective whole.
- ◆ Leave with an internalized sense of commitment to action toward agreed upon issues that will produce alignment and mutual benefit to diverse institutional models in higher education.

Potential Barriers to Success

Discovering potential barriers to a successful Summit allowed for thoughtful planning. Potential barriers included:

- ◆ The constraints and politics of academic and state cultures could interfere.
- ◆ Personal factors in resistance to the Summit or to change could interfere.
- ◆ The Summit could be inadequately attended or focused, or the process could be inadequate.
- ◆ Alignment of participants achieved by the Summit might not lead to action.

Key Elements

In order for the profession to thrive in all of its various forms, it was critical that participants focus on shared concerns that affect the whole. Therefore the Summit should:

- ◆ Focus on external/internal factors that affect all institutions of higher education.
- ◆ Emphasize creating alignment of common strategies among institutions rather than agreement on details.
- ◆ Develop support and appreciation for the diversity of this community.
- ◆ Seek common ground and build from there.

Vision Survey

In order to develop a process in which colleagues could engage in dialogue that would encourage alignment in developing a common chosen destiny, the Summit Steering Committee agreed upon a process to create a survey for participant input. The assumptions that guided the process included:

- ◆ Academic institutions are autonomous agents governed by local and state guidelines and policies. There is no single authority that governs the whole of higher education and therefore, participation in a shared vision must come from an internal commitment by inspired individuals rather than an imposed edict by an external body.
- ◆ There is broad diversity among institutions that house programs originally known as Home Economics. This diversity includes size, type, focus, and name preferences.
- ◆ There is fertile ground for collaborative effort where shared visions of the future exist.
- ◆ To succeed in finding common ground, participants must look at issues from a systemic perspective and not just from a local point of view and seek alignment rather than agreement.

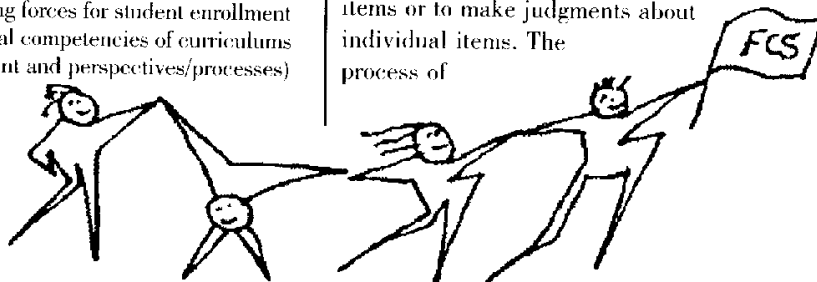
The categories for the Vision Survey were developed from vision statements submitted by volunteer Steering Committee members and selected leaders. From this input, the consultants identified eight categories of factors that would affect FCS in Higher Education in 2015.

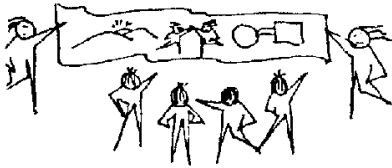
- ◆ External trends
- ◆ Internal trends
- ◆ Characteristics of leaders
- ◆ Trends affecting the profession
- ◆ Strengths of professionals
- ◆ Significant contributions of practitioners
- ◆ Driving forces for student enrollment
- ◆ Critical competencies of curriculums (content and perspectives/processes)

The draft survey was developed as a graphic (see figure, next page) showing interrelated parts of the system. It was based on the following assumptions:

- ◆ It is important to understand the interrelated parts that affect the higher education system in order to find places of leverage for change.
- ◆ Visual constructs help people see how things are interrelated and to think more systemically.
- ◆ The goal of the survey was not only to identify the highest and lowest priorities for creating a shared vision but to encourage a systems perspective.
- ◆ It is important to acknowledge that higher education is one system nestled in the midst of other larger systems that affect it in many ways.
- ◆ Success of higher education in the 21st century will depend on the ability of members to respond to external and internal forces that impact the destiny of educational institutions.
- ◆ The more you can find common ground and develop a shared vision for the future, the greater the likelihood that multiple programs will survive and thrive.

Following changes based on feedback from the Steering Committee and identification of stakeholders, 360 surveys were sent to all administrators and selected undergraduate and graduate students, faculty, alumni, and business representatives on advisory committees. Approximately 130 surveys were returned in time for analysis. It should be understood that this survey was interactively developed from the visions of selected leaders in the profession and that the only refinement was to assure parallel format of items. In other words, there was no attempt to remove similar items or to make judgments about individual items. The process of





validation was planned in two steps: through the survey and then by Summit participants. The process might be labeled as a “modified action research model.”

Data Analysis

Survey respondents were instructed to rank the significance of items (the top 3 and the bottom 3) within each segment of the survey. The survey findings are discussed in Part 2 of this article, but it must be remembered that this analysis was the first stage of validation and that the purpose of the survey was to begin to narrow the issues (regarding vision for the field) for discussion at the Summit.

Respondents also had an opportunity to write their conclusions about the overall impact of the survey factors on higher education.

Design of the Summit

Following review of the data, the Steering Committee and consultants agreed upon the Summit program elements:

- ◆ Review of e-mail questionnaire data.
 - ◆ What is most meaningful in your work?
 - ◆ What is the legacy you want to leave behind?
- ◆ Challenge for the Summit—Keynote address by Gladys Gary Vaughn, “Today’s Courage, Tomorrow’s Hope” with highlights from the story of “Sweet Clara and the Freedom Quilt.”
- ◆ Validation of the survey data.
- ◆ Identification of priorities.
- ◆ Open Space Technology process to identify opportunities for collaboration.
- ◆ Identification of collaborative follow-up activities.

This program plan was based upon the assumptions that:

- ◆ The personal meaning of one’s work is critical in developing strategies for the future.
- ◆ The legacy we leave behind is one of the greatest gifts we have to offer to

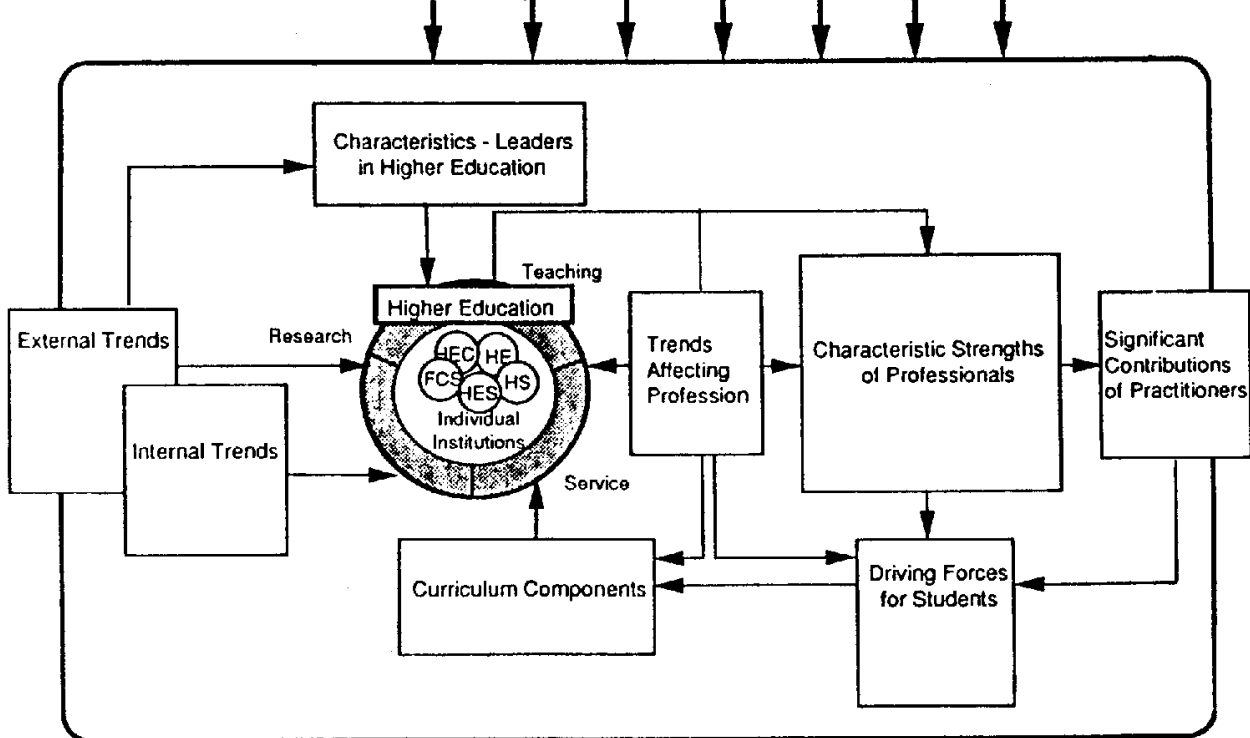
future generations. It must be considered in light of external and internal trends and pressures if the core of what is valuable is to be preserved.

- ◆ It is important to validate the data that have been collected to see if they resonate with participants as the most relevant information upon which to build strategies.

The Open Space Technology process was selected because it is a method of creating dialogue that allows participants to gather around topics that are most compelling to them and to utilize all the wisdom in the group to develop new possibilities. The Open Space process utilized the question, “What burning issue provides the passion for your leadership of a group dialogue?” Open Space creates a place for all participants to contribute and offers great flexibility for participation. Open space allows everyone to pursue the issues that are most compelling to them and to find others who share their passion. The dialogue was organized according to the following format:

Systems Perspective of FCS in Higher Education

External Factors: ...Global Economy.....National Economy.....Political Climate.....Technology.....



- ◆ State the issue.
- ◆ Clarify vision for the future.
- ◆ Identify steps toward the vision.
- ◆ Commit to initial action.
- ◆ Identify "point person" for follow-up.

The Open Space process included synthesis of the discussion session and reporting to all participants. Each convener typed a summary of the above elements into a computer database for production of the proceedings. The author categorized the content of the topics generated by 160 professionals at the Summit. Thirty topics for Open Space discussion were classified into the following four categories:

- ◆ History, Mission, and Philosophy
- ◆ Intellectual Foundations: Scholarship, Research, and Instruction
- ◆ Leadership
- ◆ Partnerships

Part 2 of this article will list all of the topics. For further information about the discussion of issues, including commitments to and point persons for action, consult the Summit volume on the Kappa Omicron Nu Web site <http://www.kon.org/>. Others not involved in the Summit can participate by making a direct contact with the point persons identified in the summit notes.

Planned Follow-Up to the Summit

At the close of the Summit, participants were asked to describe the ways they intended to follow up on Summit dialogue. The top priorities are as follows:

- ◆ Apply Summit outcomes to my unit - 45
- ◆ Share with colleagues - 32
- ◆ Explore national assessment - 19
- ◆ Develop conceptual frameworks - 15
- ◆ Lead/participate in follow-through with my Summit group - 14
- ◆ Promote holistic/integrative perspective - 14
- ◆ Develop collaborative relationships - 13
- ◆ Focus on leadership development - 13

Part 2 of this article will list all of the follow-up plans.

Personal Word

Permit me to share my personal observations. I have never been to a professional meeting that displayed so much passion and energy. The intentions for follow-up were thoughtful and indicative of impact by the experience. Although I'm not naïve enough to believe that everyone liked the format, the energy and passion of participants appeared to generate engagement. The diversity of issues demonstrated "caring" for the field that was certainly invigorating. It was hard not to gain optimism that we will use our human resources to revitalize our field—not by returning to the "glory days of old" but to a new day in the sun. It was reassuring that participants took responsibility and didn't expect "them" to do it. It is my fondest hope that each of the Summit participants understands the "power of one" and follows through on commitments. Perceiving that others have the power is a dangerous notion; each of us can "expend energy"—that's what power is. I'm convinced that we must continue the spirit generated at the Summit to develop an agenda for change. The community spirit developed at the Summit must be nourished by all of us. I think a lot of people know that I personally made a very big commitment to the Summit, and I am committed to following through to new heights of mission and vision. Will you join me?

Note: Further documentation of the Summit is planned by Kappa Omicron Nu. Sharon Nickols and Dorothy Mitstifer will serve as Co-Editors. Submissions can be sent to the Kappa Omicron Nu office (*see address elsewhere in this issue*).

Message from the Board

Frances E. Andrews

Board leadership has its satisfactions and its dilemmas. It is satisfying to contribute to an organization that one values, but organizational leadership is not a skill set that most persons have encountered in their professional development. How can each board member balance the responsibility to represent the owners and speak on their behalf with the obligation to lead rather than just follow the general trends? Do board members have a responsibility to focus on and learn about the topics at hand to become experts? How do they involve owners in decision making yet accept their responsibility to have more insight and experience about the matter? There is no easy solution to this dilemma.

In a recent issue of *Board Leadership*, John Carver presented a way to "think about" resolution of this dilemma. Board leadership is grounded in attentive listening, studious learning, and sound judgment (Carver, 1998). Because boards are representatives of the owners, they have an obligation to become aware of the owners' wishes, values, and opinions. Recently, many of you shared your opinions, wishes, and values with the KON Board when you responded to the Member Survey. A separate article on analysis of the member survey in this issue of *Dialogue* highlights some of the feedback we heard and are using to direct programming for the next biennium.

Attentive listening is not the only way in which boards connect with their owners. Board members have an obligation to search out information that prepares them to make hard choices from among many ends. They have to become "studi-

ous learners" (Carver, 1998). Certainly, board members have to know about the variety and extent of human needs. They have to stretch their minds, identify the strengths and weaknesses of the organization as it exists today, engage in strategic thinking relative to the organization, and learn what is necessary to govern rather than manage!

At the January KON Board Meeting, members engaged in a process called scenario analysis under the guidance of Eric Craymer, Growth Management Consulting, Inc. Considering the key question, "How do we (KON) thrive instead of just survive?", the Board listed the key factors, identified the driving forces, built the scenario frameworks, extended the plots, told the stories, and analyzed the impact of each scenario on Kappa Omicron Nu. We projected the degree of certainty and the impact on KON if certain events occurred. The benefits of scenario planning for an organization such as KON include: understanding and clarifying perceptions, improving the speed of decision making, assessing reactions to unfavorable or unexpected conditions, developing confidence through practicing an understanding of the future, and building a shared method of rapid and meaningful communication (Craymer, 1999).

Application of good judgment is another component framing a board's thinking. Once a board has heard from its owners and extended its knowledge of the issues, it must use sound, thoughtful judgment in its decision making. It is critical that the individual judgments of each member become a collective group judgment because effective boards speak with one voice. Boards, like the KON Board, must aggressively include diverse viewpoints in their collective thinking. They must strive to hear from those who hold different opinions. Board leadership requires

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more than consideration of all of the information and making the best decisions for the ownership. Carver indicates that "true leadership demands that a board abandon its role as overseer of operations. It must embrace a new role—that of a think tank that creatively and vigorously drives and informs policy, creating a dynamism of its own" (Carver, 1998, p. 6). Following the Carver model, KON Board members attentively listened to the ownership by reviewing responses to the Member Survey, extended our knowledge about governance through the on-line Board training course led by Sue Stratton, Leading Edge Mentoring, and by consideration of all governing policies under the guidance of Dr. Virginia Clark, North Dakota State, and applied sound judgment by integrating feedback from the Member Survey with the scenario analysis.

Board actions in January were anchored in a creative wisdom planted firmly in the reality that resulted from a meaningful, knowledge-based connection to our ownership—KON members. Critical analysis of our work pointed to some new directions for KON in technology, value-added education, valued membership services, knowledge transfer management, leadership brokerage, information management, and virtual connections between and among all aspects of the Society. By the end of our Board sessions, we knew where Kappa Omicron Nu had been, where it is, and where it dared to go (Quinn, 1996).

References

- Carver, J. (1998, March-April). *Leading, following, and the wisdom to know the difference*. *Board Leadership*, 36(1), 5-6.
- Craymer, E. (1999, January). *Scenario analysis...learning from the future*. Kappa Omicron Nu Board Strategic Thinking Session, East Lansing, MI.
- Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey Bass.

Fellows Named

Kappa Omicron Nu has launched a **Fellow** program to encourage scholarship and research through the Leadership Academy. The Fellow initiative recognizes the intellectual capital brought to the relationship and the developmental opportunity within the Leadership Academy, as well as with other potential partners that could enhance the interactions and outcomes. The Fellow program actualizes the notion of the Leadership Academy as a learning community.

Kappa Omicron Nu is pleased to announce the first two fellows:

Ardyth Gillespie, Ph.D., College of Human Ecology, (Division of Nutrition Sciences, Community Nutrition Program), and College of Agriculture and Life Sciences, Cornell University - Ardyth is interested in conceptualizing and critically analyzing the literature for leadership development and community building and developing applications to community food systems. Gillespie and her colleagues have developed a conceptual and methodological framework for integrating food system research and intervention through university-community partnerships. A related research area is family and community food decision-making. She seeks to shift the community nutrition research paradigm from a traditional "expert" research and intervention model toward partnerships in which everyone contributes their unique expertise about their community and what its people want for change programs emphasizing transformational learning and building community capacities.

Barbara McFall, Roanoke, Virginia - Barbara completed

her Master's program at Virginia Tech in 1998 and is currently a doctoral candidate in the graduate program at Saybrook Institute. She is seeking to extend three strands of FCS theory in her work with personal resource systems management - systems thinking, Habermas' critical theory, and private centered rather than public centered foci. She envisions a renaissance in the field of Family and Consumer Sciences around the concept of nurturing systems. Personal resource systems seek and support optimal person-environment interaction through strategies that empower persons and enrich interactions.

For application to this program, contact Kappa Omicron Nu (see address on page 8) with a proposal for goals and strategies/tasks to accomplish them. This award program does not carry a financial stipend but does support fund development activities. This program nourishes cutting-edge theory development and collaborative inquiry. The Leadership Academy as a learning community was envisioned in 1994 with the development of the following ends:

- Leadership development - development of leaders who will provide direction to the profession and enable others to meet their potential;
- A Forum for Study of the Unique Intellectual Foundations - study and advancement of leadership and the philosophical, theoretical, and conceptual frameworks of the field; and
- Integration of Leadership and Intellectual Foundations into professional programs of study and professional systems of action - application of outcomes of the work of the Academy.

These ends provide criteria for acceptance in the Fellow program.

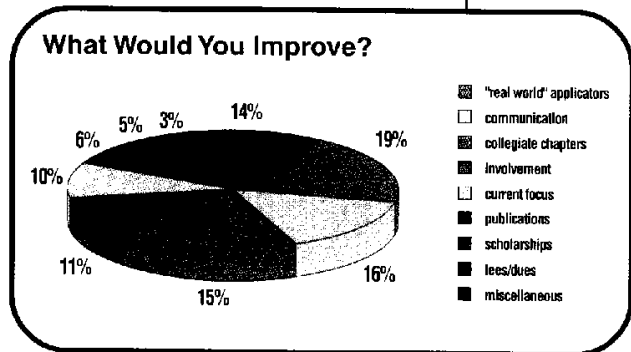
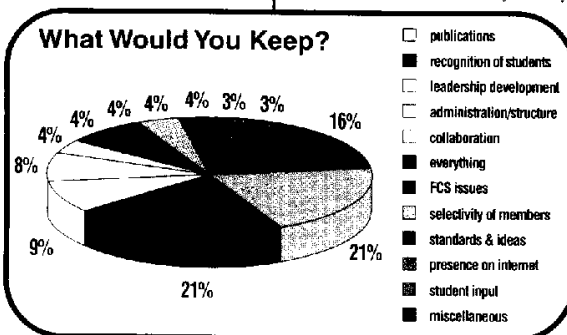
Congratulations Ardy and Barb.

Member Survey

The Kappa Omicron Nu Board of Directors has a responsibility of linkage with the ownership (all the members) to report on its stewardship and to gather input for making decisions on its behalf. A survey was mailed to a random sample of active and non-active members in July, 1998 to evaluate dimensions of Kappa Omicron Nu and to give suggestions about what to keep and what to improve (see Figures 1 and 2). The overall satisfaction rating of Kappa Omicron Nu was 3.9 on a scale of 5. When asked to identify national priorities, respondents ranked items in the following manner: 1st - granting of scholarships and fellowships, 2nd - leadership development, 3rd - research grants, 4th - collaboration with other FCS organizations, and 5th - KON as a learning organization. When asked about information technology, the top priorities were for an on-line newsletter, an electronic library of KON articles, and distance education courses.

The Board considered the survey data at its meeting in January 1999, and a number of new initiatives are on the drawing board to respond to the feedback.

Appreciation is extended to Erica Lynne White, immediate past Board Secretary, for her work in data entry and analysis.



Call for Papers

Deadline Extended! Diverse Families: A Dialogue about Reflective Practice

Guest Editor:
Dr. Katia Paz Goldfarb

Objective: This collection of essays will focus on applications of the Reflective Human Action theory in the arena of family diversity. The theme underlying this issue will explore how professionals and organizations, connected with our field, are working, researching, teaching, contributing, serving, and analyzing the diversity represented in today's families using the Reflective Human Action theory to further our understanding.

Overview: In our profession, we deal with individuals, families, and groups. Diversity is becoming a norm in modern times. Families encompass a variety of familial relationships as well as different cultures, religions, ethnicities, races, national origins, and socioeconomic status. The goal of this issue is to use the Reflective Human Action theory to frame our study, work, and understanding of programs, services, research, policy, and teaching related to a wide variety of families. The essays may give

other professionals ideas and inspiration for their practice involving family diversity.

As a nonpositional leadership perspective, reflective human action features the principles of accepting chaos, sharing information, developing relationships, and embracing vision—all supported by authenticity, ethical sensibility, and spirituality. But most importantly,

this theory encourages reflective engagement—searching for meaning and thinking about what you are doing while you are doing it.

Discussion: This collection of articles is intended to provide an array of cases on how family diversity is revealed at the macro and micro levels. Topics appropriate for this issue may be, but are not limited to, same-sex families, divorce, step families, grandparents raising grandchildren, ethnic minority families, marginalized families, multirace and multiethnic families, multigenerational families, homeless families, and commuter families.

Authors are asked to focus on the strengths of families rather than pathologies or deficits. The format of the articles may vary from personal experiences to research-based essays. Thoughtful analysis will help us, as individuals and collectively as a profession, to achieve the mission to which we are dedicated: empowered individuals, strengthened families, and enabled communities.

Information and Deadline: *Diverse Families: A Dialogue about Reflective Practice* is a refereed publication outlet for both members and non-members. Manuscripts are due September 1, 1999. For further information or to obtain a copy of "Guidelines for Authors" and/or "Leadership: Reflective Human Action," contact Kappa Omicron Nu, T: (517)351-8335 F: (517)351-8336 E-mail: dmitstifer@kon.org

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Strategic Leadership of the Profession: Agenda for Change

Dorothy I. Mitstifer & Julia R. Miller

Sponsored and Published by Kappa Omicron Nu Leadership Academy

This purpose of this publication is to draw together resources in the literature to provide a foundation of trends, cutting-edge knowledge and theories, and facts about the future of higher education. The manuscript is structured by topics within five sections: Introduction, Academic Reform, Curriculum Reform, Workplace and Societal Needs, and Postscript. It is a collection of things, intended not as a flowing stream but as a storm of ideas juxtaposed to whet the appetite for strategic thinking. The authors acknowledge that this is not an exhaustive search of the literature and that the abstracts are not full representations of the cited material. Nonetheless, the authors believe that this will serve a variety of audiences from students to professionals of various communities.

It is generally agreed that unless a great deal of time is devoted to anticipating the future, there will be no future. Thus, this publication sponsors futuristic thinking.

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