

Leadership

Part II—“FCS in Higher Education: An Open Summit on the Future”

Dorothy I. Mitstifer

This article concludes the series about the Summit held February 3-6, 1999 in Arlington, Texas. The May 1999 issue described the interactive process for designing the Summit, desired outcomes, potential barriers to success, key elements, vision survey, and design of the Summit.

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 top survey findings are discussed at right, 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. A full report of the findings can be found in the Synopsis report on the Summit link of the KON Web site (www.kon.org).

Respondents had an opportunity to write their conclusions about the overall impact of the survey factors on higher education. Responses were categorized as described at on page 2.

Summit Packets

Registrants were supplied with several documents for their advance preparation. In addition to a cover

letter and detailed agenda, registrants received the following:

- ◆ Process Map depicting the process for designing the Summit.
- ◆ Survey raw data.
- ◆ Survey highlights: top rankings among the three most important and three least important priorities.
- ◆ Survey similarities and differences for land-grant respondents and respondents in other institutions.
- ◆ Article about Open Space Technology.
- ◆ Publication: *Strategic Leadership of the Profession: Agenda for Change* by Dorothy I. Mitstifer and Julia R. Miller

1	Most Important External Trend Basic competencies expected of graduates—creative problem solving and processes, critical thinking, global/multicultural awareness (especially appreciation for diverse workforce), leadership/management and entrepreneurial skills, skills for life-long learning, team and community building skills, technology skills, written and verbal skills.
2	Most Important Internal Trend Increased need to show program's accountability through fit of programs to mission of the field and the university.
3	Most Important Characteristic of Leaders in Higher Education in 2015 Able to articulate program needs for political and financial support
4	Most Important Trend Affecting Profession in 2015 Accountability for outcomes of instructional, outreach, and research programs.
5	Most Important Characteristic Strength of Professionals in 2015 Leadership ability to accept chaos, articulate a vision, use informelch, build relationships with authority, behave with ethical sensitivity, all within a coherent system of personal values.
6	Most Important Significant Contribution of Practitioners in 2015 Promoting critical and creative thinking in solving human and environmental problems.
7	Most Important Driving Force for Students to Enroll in FCS/HES/HS/HE/HFC in 2015 Careers that enable them to enhance the quality of life for individuals/families (consumers).
8	Most Critical Components of Curriculum In 2015 Curriculum Content: Emphasis on human systems: individuals, families, communities—inter-relationships between human systems and other environments. Curriculum Perspectives/Processes: Critical and creative thinking

(contributed by the Kappa Omicron Nu Leadership Academy).

The Summit Program

The Summit opened the morning of Thursday, February 4, 1999 with a welcome and overview of the rationale for the Summit by Esther Glover Fahm, Chair of the Steering Committee. She introduced the Facilitators, Carol E. Anderson and Mary Lou Davis of Carol E. Anderson and Associates, Ann Arbor, Michigan. Carol E. Anderson reviewed the desired outcomes and agenda and introduced the Group Development Model (Anderson, 1996) as framework for the Summit.

The Group Development Model includes three parts:

1. Membership - Membership develops trust and enlists one's spirit to participate.

Who are you? Who am I? Do you want to be here? Why did you come? Do you feel like you belong?



In This Issue...

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

Overall Impact -- Implications for Higher Education

(Written in responses -- categories determined by researcher). n = 94

# Resp.	Category
52	Frame the curriculum to meet social/global needs and impact policy.
30	Focus on professional competencies and leadership.
29	Be able to articulate a clear, inclusive mission as well as goals and accomplishments.
26	Be change agents, using vision.
25	Develop networks and partnerships and collaborative skills.
21	Be accountable for mission and quality.
20	Do critical, strategic thinking and prioritize.
20	Emphasize commitment to holistic, integrative values.
19	Use technology to further profession.
18	Change programs and image, including teaching/learning.

the real meaning of our work and why we set out to do it in the first place. We can easily become inundated with administrative details, get caught up on political webs, and focus on myriad distractions that remove us from what we care most deeply about. Returning to the meaning we derive from work is a way to begin thinking about the future and what is of importance

2. Control - Control equalizes power and provides opportunities to influence what is important.

What are the norms for how the group operates? Do you feel like you have a say in the process? Can you influence the outcome? Is the power distributed appropriately? Do you have a chance to add value and make a difference?

3. Goals - Goals provide direction for the group and keep the project on course.

Why has this group come together? What are we trying to accomplish? Do I believe in what we are doing? Are the goals clear? Are the goals worthwhile?

The remaining elements of the Summit program are discussed below: data scroll, keynote address, process map and survey data, open space technology, and closing.

Data Scroll

The next part of the program focused on review of the Data Scroll and its rationale. The importance of meaning in work relates to connection to our life, purpose, food for our soul, contribution to the world that matters. "It is easy to get disconnected from

to retain as we move into the 21st century" (Summit Program, 1999).

In response to the e-mail questionnaire prior to the Summit, registrants responded to "What is most meaningful in your work?" and "What is the legacy you want to leave behind?" Carol E. Anderson, Summit Facilitator, documented the responses in a multicolor data scroll (3x72 ft.) in her inimitable "star people" art style. Her approach uses art and graphics to tell the deeper stories beneath the surface chaos. The responses were grouped in several categories:

Δ Meaning related to

- ◆ Students, e.g., Seeing students and faculty grow through self-directed efforts.
- ◆ Family/community/society, e.g., Knowing I am preparing next the generation of FCS leaders to strengthen families, empower individuals, and engage communities using integrative approach.
- ◆ Department/program/profession, e.g., Creating systems change that will better prepare universities for the future.
- ◆ Collaboration/empowerment/mentoring, e.g., Sharing an insight—working jointly with students/

colleagues to learn new things.

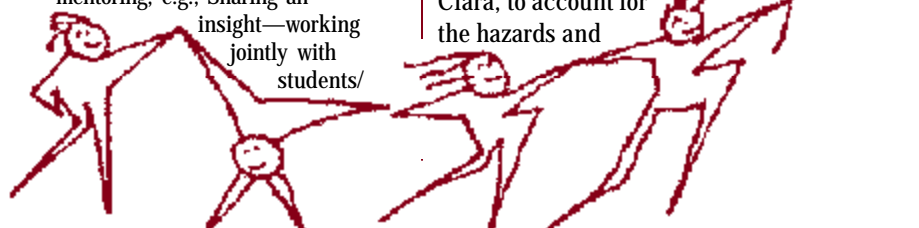
Δ Legacies related to

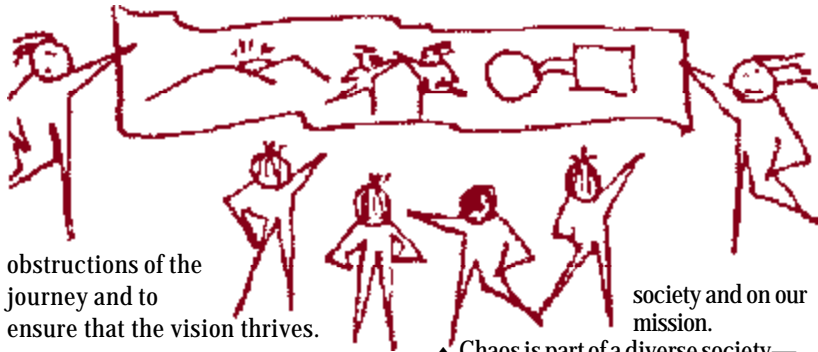
- ◆ Personal characteristics, e.g., Touching the lives of others, making the world a better place, seeing the good in everyone.
- ◆ Students/colleagues, e.g., Providing students with a meaningful college experience that will teach them to think and be flexible.
- ◆ Commitment, e.g., Contributing to public policy which enables families to be self-sufficient.
- ◆ Department/Program/Institution, e.g., Putting into place a viable system that can respond effectively to the needs of future constituents at all levels.

Table groups were instructed to listen to a review of the Data Scroll and then to conduct introductions by individuals sharing why they do the work they do and the legacy they hoped to leave behind. Because of participant request for the data scroll, a black and white quarter scale version was produced for sale.

Keynote Address

Gladys Gary Vaughn, National Program Leader for Human Sciences, Families, 4-H & Nutrition Unit, CSREES/USDA, challenged the group with the Keynote Address, "Today's Courage, Tomorrow's Hope," with highlights from the story of "Sweet Clara and the Freedom Quilt" (Hopkinson, 1993). Her speech was published in the *Journal of Family and Consumer Sciences* (Volume 91, Issue 2). Dr. Vaughn's presentation completed the cycle of leadership: from challenging the higher education community to take charge of our professional destiny by charting our course for the future and developing a shared vision for who and what we want to be in the future to calling for the group to create a map, just like Sweet Clara, to account for the hazards and





obstructions of the journey and to ensure that the vision thrives.

society and on our mission.

Process Map and Survey Data

Carol E. Anderson reviewed the process of developing the summit and the survey data of the top three most important things across eight categories and the bottom three categories across eight categories. Table groups discussed the data to validate the findings. Dialogue centered on the questions: Do you agree with the top three priorities? What observations support your answers? Do you agree with the least important priorities? What observations support your answers? Content analysis of the flip chart highlights of dialogue indicated that the following topics were uppermost in the minds of participants (in order, most to least): holistic, integrative focus (9); accountability (7); advocacy of families (6); core (6); learning environments (5); global perspective (4); diversity (4); history of the field (3); research (3); restructuring (3); technology (3); and policy (2). This analysis simply indicates the passions that arose from review of the data and should not be interpreted as a formal ranking of priorities. The highlights also indicated the following perspectives:

- ◆ We need to re-articulate our values.
- ◆ Collaboration should be extended.
- ◆ Curriculum needs to focus on leadership development.
- ◆ The survey sends a strong call for ethics in curricula.
- ◆ Education needs to be client-based rather than faculty-based.
- ◆ Perhaps we would feel less externally controlled if we were really focused on the most important issues in

- ◆ Chaos is part of a diverse society—and will not abate.
- ◆ Data/survey mirrors complexity of profession.
- ◆ We need to be developing the service model as an industry.

Open Space Technology

The last session on Thursday afternoon was convened in open space format to learn about Open Space Technology (OST), to give opportunity for volunteer conveners to identify topics of interest and the time to convene on Friday, and to give all participants opportunity to sign-up for their sessions of choice.

Open Space Technology is recognized and used internationally as an innovative approach to creating whole system change and enhancing performance. It is a process that enables people to dialogue, learn, grow, and build a community. The experience is under the control of the attendees, who determine the topics for small group work within the theme of the meeting. The Open Space process utilized the question, "What burning issue provides the passion for your leadership of a group dialogue?" This Summit community meeting generated 30 session topics.

Thirty sessions were convened on Friday morning and afternoon. The dialogue was organized according to the following format:

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

The Open Space process of the sessions 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 and abbreviated the session topics in a parallel format. The thirty topics for Open Space discussion are listed in the following four categories:

△ History, Mission, and Philosophy

- ◆ Defining our values to clarify our beliefs
- ◆ Exploring whether colleges and departments of FCS share the same mission and issues given the reorganizations in higher education
- ◆ Meeting the need for undergraduate national assessment
- ◆ Determining the relevance and importance of policy development and a legislative agenda to our future
- ◆ Exploring the problem of knowing where we're going if we don't know where we've been
- ◆ Integrating global concerns
- ◆ Promoting the value of family as primary transmitters of culture
- ◆ Dealing with the growing shortage of FCS teachers in secondary education
- ◆ Determining the identity of allied, affiliated, and related areas for membership in honor societies

△ Intellectual Foundations: Scholarship, Research, and Instruction

- ◆ Promoting the need for "highly respected scholarship and research" for the continuing existence of the profession
- ◆ Strengthening and articulating the integrative and holistic perspective of the profession
 - ≡ Identifying the dynamic conceptual framework for the integrative and holistic perspective for the profession
 - ≡ Developing a thinking and learning environment for continuous development of the integrative and holistic perspective of the profession
- ◆ Integrating across the teaching, research, and outreach missions



- ◆ Promoting hands-on (experiential) learning
 - ◆ Exploring the role of research in the undergraduate experience
 - ◆ Promoting acceptance of qualitative research
 - ◆ Promoting the contribution of critical science to FCS
 - ◆ Maintaining an appropriate, effective core curriculum
 - ◆ Promoting a course in communication that builds on common needs of FCS majors and addresses important issues identified in external trends
 - ◆ Exploring the implications of "mass aging" for curriculum development, professional development, and educational delivery strategies
- △ Leadership
- ◆ Exploring the benefits of having a federation/coalition that would provide a united voice for FCS
 - ◆ Determining how to structure and support leadership opportunities so that students choose to become actively involved and develop leadership abilities
 - ◆ Combating the reconfiguration of FCS Programs
 - ◆ Recruiting and retaining quality and diversity among students in FCS programs
 - ◆ Increasing participation of males in FCS
 - ◆ Socializing new faculty
 - ◆ Determining questions for a possible FAEIS placement study
 - ◆ Dealing with the pressure on FCS administrators to be fund raisers
- △ Partnerships
- ◆ Building partnerships between two-year and four-year institutions
 - ◆ Building collaborative partnerships for research
 - ◆ Sharing FCS Internet courses

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.

Closing

Prior to the closing session of the Summit, participants were asked to write a letter to be returned in three months to remind themselves of their commitments to follow-through. They also submitted a written commitment to follow up on Summit dialogue. Participants (n=104) shared the following intentions:

- ◆ 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
- ◆ Reflect on the Summit Experience and Consider My Follow-through Activities - 10
- ◆ Revisit Core Concepts - 9
- ◆ Share with College Executive Officers and Other Agencies - 9
- ◆ Develop a Distance Learning Collaborative - 8
- ◆ Promote a Global Perspective - 8
- ◆ Focus on Public Relations - 8
- ◆ Enhance Recruitment/Retention Strategies - 6
- ◆ Focus on Teacher Ed Enrollments - 6
- ◆ Conduct Collaborative Research - 5
- ◆ Share the monograph, *Agenda for Change* - 5
- ◆ Write about the Summit - 5
- ◆ Plan for CAFCS Follow-up of Summit issues - 4
- ◆ Promote Undergraduate Research - 4
- ◆ Report at Professional Meetings - 4
- ◆ Promote a Fast Response Network to Support Survival of Threatened Units - 2

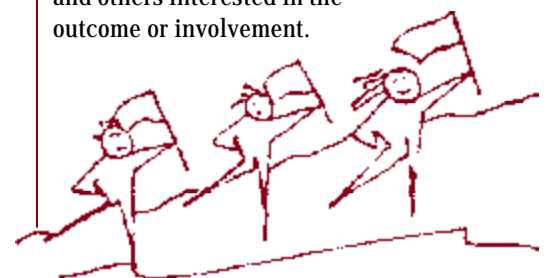
Five responses indicated miscellaneous activities, varying from developing a placement study for FAEIS to concern about mass aging and the participation of men in FCS meetings. Three responses were indicative of concern about the Summit approach to change; those individuals felt the discussion was too parochial: not a think tank

approach with new ideas and attention to the indicators for change. Further concern was expressed that "another layer of power needs to support change."

Carol E. Anderson convened the Saturday morning session with an overview of the possible models for next steps. She cautioned that there is a natural tendency to create structure, which will have the impact of killing off the creativity and the process of change. Instead, an organic process treasuring passion, energy, and excitement creates a fluid environment which will continue the effect on FCS in Higher Education.

Participants were invited to offer public insights and affirmations during the Community Open Space by responding to the question, "What insights, opportunities, learnings are you taking away with you?" On behalf of the Steering Committee, Karen E. Craig, Dean, College of Human Resources and Family Science, University of Nebraska-Lincoln, made closing comments: "Ode to the OST - FCS Summit" (see <http://www.kon.org/smt_poem.html> for the text).

The Summit was then adjourned with distribution of the FCS Summit Open Space Session Notes and the announcement that the Steering Committee would continue for at least a year to track the progress of action plans, facilitate communication among action groups, and document follow-up actions. It was also announced that the Summit Link of the Kappa Omicron Nu Web site (www.kon.org) would serve as an information source for participants and others interested in the outcome or involvement.



Summary

Numerous people and groups have followed through on commitments made at the Summit. For participation in pursuing action on behalf of the future of the profession, professionals are invited to enroll in the list serve: FCSSummit@kon.org.

Appreciation is extended to the Members of the Steering Committee and to the following donors to the Summit:

- ◆ Organizers (\$10,000 and up) - Council of Administrators of Family and Consumer Sciences, Kappa Omicron Nu/Betty Jane Johnston Fund
- ◆ Supporters (\$5,000 to \$10,000) - Higher Education Unit/American Association of Family and Consumer Sciences, Kappa Omicron Nu
- ◆ Friends (under \$5,000) - 1890 Council of Administrators, National Association of Teacher Educators of Family and Consumer Sciences, Phi Upsilon Omicron
- ◆ In-Kind Services - Kappa Omicron Nu
- ◆ Publication - Kappa Omicron Nu Leadership Academy - *Strategic Leadership of the Profession: Agenda for Change* - Dorothy Mitstifer and Julia Miller

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).



1999 Kappa Omicron Nu Election

Candidate Biographical Information (Order drawn by lot)

Vice President/Finance

Allen Martin

Coordinator, Consumer Affairs, Family Environmental Sciences, California State University at Northridge.

Organizational Contributions

Co-adviser of KON at Mississippi State; AAFCS-Chair of Housing and Environments, Chair of professional marketing and public relations committee; active in California affiliate of AAFCS.

Philosophy related to KON mission

I very much believe in the mission and goals of the family and consumer science profession and especially wish to serve the future leaders in the field. From my perspective, an honor society serves many roles. First, an honor society serves as a mechanism for acknowledging and rewarding good work. Secondly, an honor society is an educational tool to teach leadership skills and to serve as a forum for current leaders to model behavior for aspiring leaders.

I strongly support the mission of the profession of family and consumer science and very much believe in academic honor societies. My background in career counseling and leadership skill building would benefit KON. I would be more than willing to help organize and present topics of interest from my background to leadership development workshops such as Conclave.

Sarah M. Shoffner

Director, Internship Program, Human Development and Family Studies, University of North Carolina at Greensboro

Organizational Contributions

Omicron Alpha Kappa Chapter Adviser/Convocation Speaker/committee member; NCAAFCS-Second Vice President and President Elect, annual meeting chair and numerous committees, Pre-professional Graduate Student Section Adviser, Section Adviser; AAFCS Senator; CAFCS Membership Chair; HERJ Policy Committee; AHEA Research Committee; Committee member and President of Feezor Scholarship Foundation (FCS) and WPF Scholarship Foundation.

Philosophy related to KON mission

All of my professional experiences and

education have been in home economics/family and consumer sciences. I have been actively involved in professional organizations throughout my career and have served as an adviser to several student organizations. Also, I was a founder of the Women's Professional Forum in Greensboro and served as President. Collectively, these experiences have enabled me to develop skills in leadership, communication, facilitation, collaboration/team building, strategic/program planning, and mentoring. My active involvement in KON at the local level and my long-time support at the national level has given me a broad knowledge of the profession and the honor society. I am interested in empowering young professionals to service in the profession through guidance and encouragement. These things, along with involvement in other national organizations, have deepened my commitment to KON principles and ideals and kindled my desire to become more actively involved. I would find it a stimulating challenge to serve the membership in moving our organization forward to ensure its continuance and effectiveness in a new millennium.

Nominating Committee

Edna Page Anderson

Education Associate, Office of School Food Services, S. Carolina Department of Education

Organizational Contributions

American Association of University Women (South Carolina Chapter and Columbia, SC Branches)-State program VP, branch equity chair; AAFCS-local, state, and national; American School Food Service Organization; American Vocational Association; Council of Neighborhoods, Columbia, SC.

Philosophy related to KON mission

During the past 25 years, much of my leadership work has focused on the empowerment of women through educational change. I am currently working with a team to develop and implement an asset model for leadership with application for local school food service directors. I believe my experience has brought me insight that I can share within KON.

I believe the mission of KON is consistent with its values and that KON has a reputation of "living" its values. The Family



and Consumer Science profession has greatly benefitted from KON's leadership work. KON should continue its fine tradition of working to provide empowered leaders.

Shirley P. Reagan

Dean, College of Applied and Natural Sciences, Louisiana Tech University

Organizational Contributions

AAFCS-HEU Chair, Board Secretary; CAFCS Secretary; FCS-ALC HEU Representative and Secretary.

Philosophy related to KON mission

In many ways, leadership is an evolving process. Not only do we and the people that we lead/work with change, but our culture is ever changing. In working with organizations as well as in a university setting, skills that I consider important and use include working collaboratively and sharing the leadership roles with others. Although, not often stressed in the current literature, management or the ability to organize people and materials to achieve the goals of the group/organization is a skill that I see as necessary. Empowering leaders or assisting others to develop and practice leadership skills is important to the future of our profession. I practice this through classroom experiences that I provide students, organizational activities with students, committee and professional organization work with other professionals including our faculty, and shared leadership roles in committees that I chair.

Sally Hansen-Gandy

Professor Emeritus, Florida State University. Currently consulting on a project as the University of South Florida.

Organizational Contributions

AAFCS-Co-recipient of Mass. Ave. Grant; Florida Assn. of FCS-Board of Directors.

Philosophy related to KON mission

My philosophy has always been and continues to be that change is a reality in society, politics, families, and our profession. It is important to me personally to be open to change and at the same time to respect the past. Our legacy is one to be proud of and I would like to see our future leaders continue to carry out the mission and policies of the organization, as well as meet the new challenges of the future. The scholarships and awards, collaborative efforts with other organizations, publications, and most of all continuing to build leaders are vital to our future. As a co-recipient of several Kappa Omicron Nu research grants, I would also want to

encourage a continued emphasis on research.

As a member of the nominating committee, I would like to invite committed, energetic, and dedicated members to run for office. It is important to me that we seek prospective leaders who represent a diverse professional and personal background. I would work actively to ensure that our candidates provide "leadership with vision" as we enter the 21st Century.

Julia R. Miller

Professor and Dean, College of Human Ecology, Michigan State University.

Organizational Contributions

AAFCS/AHEA- Co-chair and Chair of HEU commission on Graduate Programs, HEU nominating committee, Board of Directors, Public Affairs VP, Public Policy Council Chair; AHEA Foundation; Virginia Home Economics Association Foundation Committee; Coalition for Black Development in Home Economics-Chair; IFHE; AAHS/BOHS; CAFCS; AVA; NCFR; MCFR.

Philosophy related to KON mission

Administration of a college in the current university milieu requires one to continually scan the internal and external environment to determine the needs of students and faculty for important leadership roles in society, now and tomorrow.

Recently, I wrote that "As universities rethink their mission in educating students to become responsible citizens rather than solely for a career, they must take pride in connecting theory with practice and give new dignity to the scholarship of service." An empowered leader is one who can fulfill the professional role of serving society and empower others to meet their potential.

Nancy Kingsbury

Professor and Chair, Department of Family and Consumer Sciences, Georgia Southern University

Organizational Contributions

KON - Award Chair; NCFR - VP/Public Policy, Committees; AAFCS - Liaison Committee to IFHE; HEU - Nominating Committee.

Philosophy related to KON mission

Kappa Omicron Nu has provided futuristic and cutting-edge publications and training that contribute to empowerment of professionals and students. My personal experience is that the professional development programs have been exceptional in quality and have exceeded

other leadership and management training programs. My vision is for Kappa Omicron Nu to continue on this path into the 21st Century.

As a member of the Nominating Committee I would help the Society continue its tradition of strong leaders. Members from diverse backgrounds and experiences will assure that the organization continues its commitment to excellence.

Marilyn A. Read

Assistant Professor and Coordinator of Interior Environment Program, Department of Consumer Affairs, Auburn University

Organizational Contributions

AAFCS-Executive Board Member of the Alabama Chapter, Awards Chairperson; Interior Design Educators Council; National Council on Family Relations; KON Adviser to Omicron Alpha Nu chapter.

Philosophy related to KON mission

In terms of education and experience, my background has focused continuously on leadership activities in family and consumer sciences. Many experiences have been central to interior design, however, the majority of my leadership affiliations have emphasized the integration of the disciplines of family and consumer sciences. I look to continue this leadership focus with Kappa Omicron Nu, as I see this organization as a distinctly progressive organization that assists with developing empowered leaders.

Editorial Committee

Ruth Deacon

Professor, Dean Emeritus, College of Family and Consumer Sciences, Iowa State University.

Organizational Contributions

AAFCS/AHEA-Nominating Committee, Secretary of Colleges and Universities Section; IFHE; Phi Upsilon Omicron; Phi Kappa Phi-Adviser.

Philosophy related to KON mission

My experience is as a college administrator working with and through colleagues toward challenging and scholarly program development and effective practices that contribute to the improved quality of life of individuals and families.

We as professionals and teachers of potential professionals in our field need to be imbued with knowledge, integrative insight, and leadership expertise that promote understandings by individuals and families of their near and broader contexts and ways to foster changes that contribute to their well-being.

1999 KON Board Election Ballot

Vote for candidates as indicated
and return completed ballot to the address below by September 15, 1999
(Order drawn by lot)

Vice President/Finance

(vote for 1) _____

- Allen Martin
 Sarah M. Shoffner

Return ballot to KON Elections;
4990 Northwind Drive, Suite 140
East Lansing, MI 48823-5031
or fax to 517.351.8336

Nominating Committee

(vote for 3) _____

- Edna Page Anderson
 Shirley P. Reagan
 Sally Hansen-Gandy
 Julia R. Miller
 Nancy Kingsbury
 Marilyn A. Read

Editorial Committee

(vote for 2) _____

- Ruth Deacon
 Deborah Sullivan
 Lauren Leach

Deborah Sullivan

Professor, Department Chairperson, FCS
Department, Ashland University

Organizational Contributions

I bring representation from the small, private programs in higher education. My leadership skills have developed through experience, workshops, and mentors.

As an educator, I believe the future of the FCS profession is in our students. We must develop (empower) leaders to carry our profession ahead, and continue leadership workshops for professionals in the field. We must empower ourselves and each other for the future.

Lauren Leach

Assistant Professor, Family Resource
Management, Human Environmental
Sciences, Northwest Missouri State University

Organizational Contributions

American Association of University Women,
Maryville, MO chapter-Secretary; Association
for Financial Counseling and Planning
Educators-reviewer, accreditation committee;
American Council on Consumer Interests.

Philosophy related to KON mission

One of my compelling visions concerns reconciling the increasingly specialized nature of content areas with Family and Consumer Science's generalist roots. One of my concerns with the current state of the profession is how this duality of specialized professions within the interdisciplinary profession of FCS is playing out. Our young specialists may become increasingly alienated if we simplify the profession's visions into sound bites, as is tempting in a media-driven world. We must accept and communicate the complexity of a discipline with specialties that deal indirectly as well as directly, with families and family functioning.

We must find a way to include the more "market-based" specialties (textiles and apparel, dietetics and food service management, interior design) in our vision.

In order to empower leaders in the profession, we must first model empowerment within the organization. It is challenging to develop philosophies on future directions that are grounded in our disciplines yet forward-reaching; however, the true test lies in whether and how we translate these philosophies into action. Empowerment in this sense necessitates clear, workable plans developed from our ideals and goals. However, empowering our professionals also means involving them at each stage of the process--in the planning, the implementing, and the evaluation. This may result in conflict at times, as the younger members of KON have different perspectives that naturally develop from their more specialized training. However, for this professional organization to have true meaning, its members must not be afraid to face these conflicts.

Message from the Board of Directors

Frances E. Andrews, Chair

In the delightful parable, *Outlearning the Wolves*, Hutchens introduces us to the issues organizations face when they realize "they must learn how to learn differently" (1998, p. 32). In the story, sheep are faced with the dilemma of understanding why wolves invade their flock and steal one of their members only at certain times. We learn that the flock's struggle is complicated because the wrong question was asked; the sheep were resigned to the status quo; they were debilitated because "wolves had always

stolen sheep;" and they failed to learn from their environment. After one of the visionary sheep met his fate with the wolves, a small little lamb raised the pivotal question: "How come the wolves only come sometimes and not every night?" The flock was dumbfounded and could not answer her question. After thinking about her question in a different way, the lamb retorted: "We must learn. We must learn together. And, we must learn faster than the wolves. It isn't enough just to change the way we do things. We must also broaden our vision and see the bigger picture. We need to learn how to learn differently" (Hutchens, 1998, p. 32). In very simple terms, these comments frame some of the truths about learning communities.

In the online article, *Kappa Omicron Nu: Making A Learning Community* (1999), Dorothy Mitstifer sets the stage for the movement of KON toward a learning community and provides the theoretical-practical base. The success of this transformation resides ultimately in the quality of the relationships each of us builds with each other, the humanness of individuals in community, and the power of our language to interpret experiences we have with each other. These three components of success can be organized around relationships, the basic building blocks of the universe, the very fabric of groups, the information and communications networks of organizations, and the key to taking charge of change. The quality of our relationships determines the potential for the synergy needed to be creative, to encourage "out of the box" thinking, and to remain responsive to the challenges all of us face. The old ways of relating to people as "collections of replaceable parts capable of being reengineered" (Wheatley, 1997, p. 21)



Kappa Omicron Nu Honor Society
4990 Northwind Drive, Suite 140
East Lansing, MI 48823-5031

Non-Profit
Presorted Standard
U.S. Postage
PAID
Permit #975
Lansing, MI

Message from the Board of Directors

(continued from previous page)

Frances E. Andrews, Chair

are not working. Environments that enable positive correlations between participation and productivity must be created!

What kinds of relationships support the development of KON as a learning community? Positive, power-with relationships flourish in organizations where people are valued for their contributions. In these types of relationships, people organize themselves into horizontal, flexible networks around work to be accomplished. They develop personal, interpersonal, and organizational energy; they create new ways of working collaboratively including building webs of inclusion; and they create channels of innovative communication. Individuals have a strong sense of connection and belonging, and they take initiative and make changes. In these types of relationships, individuals develop a shared understanding of what's important, what's acceptable, what actions are required to accomplish the organizational goals, and how these actions will be accomplished (Wheatley, 1997).

Today, more and more individuals and groups are discovering that the capacity to act together is inseparable from the ability to think and reflect together. Wheatley (1997, p. 22) summarizes this concept as follows: "People organize together to accomplish more, not less. Behind every organizing impulse is a realization that by joining with others we can accomplish something important that we cannot accomplish alone. Organizations that have learned how to think together and that know themselves are filled with action" (Wheatley, 1997, p. 25).

Individuals make conscious decisions to commit to relationships and they seek a connectedness of spirit that leads to the formation of true community with others. In *Paradigm Conspiracy* (1996, p. 31), Breton and Largent note: "... when our inner aliveness is allowed to resonate with the aliveness in others ... we create communities founded on reverence for life, soul, freedom, individuality," trust, respect, and shared goals.

Let's return to the flock of sheep. This time we find the sheep standing near a fence that crosses a stream. On the bottom of the fence, they make a discovery—a tuft of wool belonging to a wolf. One of them squealed, "I've got it! The wolves aren't going over the fence. They are going under it." Another shouted, "That makes sense. When there is a drought, there is no water under the fence. That's when the wolves crawl under. After it rains, there's too much water, and the wolves cannot go under." The problem still was not solved. They were asking the wrong question again. One of the lambs spoke up: "It is true we cannot control the weather, but we can control the flow of the water" (Hutchens, 1998, p. 42). She began to dig a hole with her hooves and the other sheep joined. Jerome began pushing rocks around with his nose and soon they had completed a small dam that caused a pond to encircle the fence crossing. The wolves stopped coming and the sheep stopped disappearing.

Are you ready to "learn how to learn differently?"—to learn together, to broaden our vision of Kappa Omicron Nu in the next century, and to see the big picture?

References

- Breton, D., & Largent, C. (1996). *The paradigm conspiracy: How our systems of government, church, school & culture violate our human potential*. Center City, MN: Hazelden.
- Hutchens, D. (1998). *Outlearning the wolves: Surviving and thriving in a learning organization*. Waltham, MA: Pegasus.
- Mitstifer, D. (1999). Kappa Omicron Nu: Making a learning community. *Kappa Omicron Nu Publications* [On-line]. Available: www.kon.org/lc/html
- Wheatley, M. (1997, Summer). Goodbye, command and control. *Leader to Leader*, 5, 21-28.