



# KAPPA OMICRON NU FORUM

Volume 8, Number 1 Spring, 1995

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# Contents

## The Place of Family & Consumer Sciences in Higher Education

Editor's Message	4
State of the Society	5
<i>Virginia Clark, 1994 President</i>	
1996-97 Fellowships	10
1996-97 Research/Project Grants	10
Integrative Knowledge, Accountability, Access, and the American University of the Twenty-First Century: A Family and Consumer Sciences Vision of the Future of Higher Education	11
<i>Richard M. Lerner, Julia R. Miller, Charles W. Ostrom</i>	
Communication: The Critical Component of Change	28
<i>Virginia L. Clark</i>	
From the Cornell Reading Course for Farmers' Wives to the College of Human Ecology	32
<i>Francille M. Firebaugh, Linda A. Pursley</i>	
Home Economics in Higher Education: A Future Perspective	44
<i>Esther G. Fahm</i>	
Family and Consumer Sciences Units at Comprehensive Universities: Present and Future	57
<i>Anne Weiner</i>	
The Place of Family and Consumer Sciences in the Small, Private College	63
<i>Kitty R. Coffey</i>	
Managing Change: The Key to Empowerment	72
<i>Gwendolyn O'Neal, Pamela A. Burdette</i>	
MSU College of Human Ecology Centennial	83

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## Editor's Message

Confusion reigns regarding names for our field. Although the theme of this publication was created long before the Scottsdale Conference and the subsequent agreement to use Family and Consumer Sciences, I have decided to change the theme to reflect this recent development inasmuch as the objective is to generate new visions for our field in higher education. But I have made the decision that this publication, whenever appropriate, will use *home economics* when discussing the past and *family and consumer sciences* when discussing the future. It is my position that the past should be honored in this way, but that the future should reflect the name change that is accepted by most organizations. This decision is not meant to negatively reflect on other names used for units or to make a philosophical point.

Certainly this publication is not the definitive deliberation about the future of family and consumer sciences in higher education, but we hope we have joined the discussion that was begun and will continue in other forums. We challenge you to enter the discussion in whatever capacity you can—as a student, an alumnus, a practitioner, a college professor, an administrator, or a retiree. Your own well-being depends on robust deliberation about the future of the field.

—DM

## State of the Society

*Virginia Clark, 1994 President*

*Several years ago I had the opportunity to participate in the creation of Kappa Omicron Nu as a member of the Omicron Nu Board. At that time I hoped that I would have the opportunity to contribute to the new honor society (formed from Kappa Omicron Phi and Omicron Nu). For the past two years I have had that opportunity, first as President-Elect and then as President. These two years have provided a rich and challenging experience. I truly believe that our planning efforts will result in products and processes that can make Kappa Omicron Nu a leader of honor societies and other professional organizations. The accomplishments of the past year are exciting ones that can benefit a wide range of people, from students to professionals to those who are retired but still interested in contributing to their profession.*

The 1994 Board of Directors began work in January in Minneapolis, Minnesota, in a visioning process. Marcia Copeland contributed her time and talents to facilitate our work. Kaye Boyer and Mary Pritchard, both outgoing officers, contributed to the process of adapting the Carver model of governance for board leadership consistent with our vision. A year earlier we had set the goals of revisiting our strategic plan and studying board governance. With our year-long work behind us, we celebrated the accomplishment of both of these goals at that meeting.

The outcome of visioning and planning for the future has been shared in the 1994 issues of *Dialogue*, but I want to recap here some of the highlights. Our strategic thinking began with the 1993 Conclave when student delegates and focus groups shared their ideas regarding the future of Kappa Omicron Nu. Later that year focus groups and a membership survey clued us in on members' needs and interests, priorities, desired benefits and activities, and perceptions of value of membership. Armed with this feedback plus an in-depth visioning process, the Board proposed a new mission with outcome statements to guide the work of the Society.

### Leadership

The 1995 Assembly of Delegates will discuss the proposed mission as it considers constitutional changes. The mission, *empowered leaders*, was proposed to focus on the *end* desired through recognizing and encouraging scholarship, research, and leadership. The Board concluded that the feedback identified this mega-end. In other words, the worthwhile *effect* (or outcome) should be leadership for providing direction to the profession and for empowering others to meet their full potential.



Concomitantly, the Board considered a proposal that the KON Development Council, chaired by Edna Page Anderson, had been exploring for a couple of years. The proposal for developing a *Leadership Academy* was approved by the Board with the stipulation that other organizations be invited to collaborate to ensure a comprehensive approach. Twelve organizations have agreed to participate in the development of such a venture, and ten representative leaders participated in a visioning session in September 1994. A tentative statement of mission and sub-ends was shared with partners, and the next step is to develop a structure for collaborative work and official commitment to the Leadership Academy.

New programming for well into the twenty-first century, entitled *Leadership: Reflective Human Action*, was initiated by Frances E. Andrews, Vice President for Program. The 1995 Conclave will feature the educational module, and formal release is scheduled for Fall 1995.

## Organization

The writing of new governance policies completed our study of board governance. The Fall 1994 issue of *Home Economics FORUM* reviewed the features of the KON governance model that includes *ends* policies, *executive limitations* policies, *board-executive linkage* policies, and *board process* policies. Assembly of Delegates policies have been written for the consideration of that body at Conclave 1995.

## Chapters

Collegiate and alumni chapters continue to be the basis of the Society. Chapters provide opportunities for members to serve as leaders and to develop leadership skills. In addition, participation as an active chapter member can provide professional development as well as recognition for achievements in leadership and scholarship. Chapters also serve as the direct link between members and the national organization. A priority for the Society is support for chapters which was demonstrated by two new services: an 800 telephone number and assistance in producing and mailing chapter alumni newsletters.

## Recognitions and Awards

Outstanding members and chapters of Kappa Omicron Nu are recognized in several ways:

*Adviser Award of Excellence*—This award honors outstanding advisers at Conclave.

*Chapter Award of Excellence*—Chapters will be honored at Conclave for outstanding programming and chapter management for the 1993-94 and 1994-95 academic years.

*Honor and Memorial Awards*—These awards recognize contributions of members to research, scholarship, or leadership in the profession and bestow national recognition to the designated nominee. One member was honored in 1994: Marjorie M. Kuoll, Central Pennsylvania Alumni Chapter. The fund drive for this award was targeted to the Leadership Academy.

*Fellowships*—Five fellowships were awarded totaling \$10,000 for the 1994-95 academic year:

KOPhi Dorothy I. Miltstifer Fellowship—Janis Brickey, University of Tennessee-Knoxville.

Omicron Nu Eileen C. Maddex Fellowship—Lori A. Cunningham, Virginia Tech University.

KOPhi Sandra Bill Linck Fellowship—Annelies L. Hagemester, University of Minnesota.

KOPhi Hettie M. Anthony Fellowship—Vicky Primer, Kansas State University.

Omicron Nu Research Fellowship—Julie L. Johnson-Hillery, University of Wisconsin-Madison.

*Scholar Program*—Chapters apply for local scholarship grants once each biennium. The sum of \$11,700 was awarded to 44 chapters for the 1994-95 academic year.

*Undergraduate Research Paper*—This \$750 award is presented from the Coordinating Council of Home Economics Honor Societies. The 1994 award was presented to Dawn Schaller, Kappa Gamma Theta Chapter, Baylor University.

*Undergraduate Research Papers for Presentation at Conclave*—Students will have the opportunity to apply for this award for the 1995 Conclave.

*Research/Project Grants* - Two awards totaling \$7,000 were awarded for cross-specialization and integrative research targeted to minority issues: Carol Darling, Bonnie Greenwood, and Sally Hansen-Gandy, Florida State University; Sharon Y. Nickols, Anne Sweaney, Carol Meeks, University of Georgia.

## Society Publications

*Home Economics FORUM* continues to be a premier scholarly publication for the profession. The theme of the Spring 1994 issue was *Collaboration*. The Fall 1994 issue focused on *Project 2000*:



*Building Minority Participation in Home Economics.* We appreciate the work of Gladys Gary Vaughn as Guest Editor for these two issues. The next issue of *FORUM* will have a new format and name, *Kappa Omicron Nu FORUM*.

The four issues of *Dialogue* published in 1994 were the outgrowth of feedback from the member survey that more substance and more issues were desired. Two issues focused on mentoring and two on cultural diversity. Your response to these improvements has been very gratifying.

### **Contributions of KON Leaders**

Terms for National Officers coincide with the calendar year, except Student Representatives who serve from one conclave through the next. Board members whose terms expired in 1994 were: Virginia L. Clark, President; Frances E. Andrews, Vice President for Program; and Anne Weiner, Secretary.

The Society has also been served by our standing committees. Many thanks to the following committee members whose terms expired in 1994: *Home Economics FORUM*, Edna Page Anderson, Anne MacCleave, Anne Marengo; *Nominating*, Sara Ayers Bagby, E. Roxie Howlett.

Committees provide a valuable governance function and assist in achieving our mission. Committees for 1994 included the following members: *Awards*, Shirley Reagan, Peggy S. Berger, Alice Darr, Geraldine Olson, Barbara Woods, Merlene Lyman, Ellen Rember, Anna Roberts, Mary Andrews, Connie Ley, Gwendolyn Newkirk, Jan VanBuren; *Constitution & Bylaws*, Kaye Boyer, Amelia Brown, Betty J. Church, Edith G. Neal, Karen Schrader; *Honorary Membership*, Flossie M. Byrd, Virginia B. Vincenti, Mary E. Zabik.

### **Collaborative Alliances**

Membership and leadership in the Association of College Honor Societies continues to provide benefits of collaboration with 59 other honor societies.

The Coordinating Council of Home Economics Honor Societies contributes to the profession in important ways: Graduate Study Showcase and undergraduate research presentations at AAFCS annual meetings.

Kappa Omicron Nu also communicates with members and increases the visibility of programs and achievements through exhibits at AAFCS, ADA, CAFCS annual meetings.

### **Membership**

In the 1993-94 academic year, almost 2400 members were initiated in the 120 chapters of the society. This brings the membership to about 104,000 over time. Almost 7600 members were active, i.e., they supported the organization through dues.

### **Financial Status**

The financial position of the Society is strong. But the Board in considering its fiduciary responsibility determined that it had an obligation to reverse the trend of small declines in the General Fund. From the membership survey we found that members wanted more benefits and were supportive of a dues increase in order to enhance them. For many years, even before consolidation, benefits were added but the general fund reserve was not improved. It was time to make the difficult decision to enhance both, so a substantial raise in dues was required. Benefits were increased before the raise went into effect, so a further decline ensued and may even be anticipated for next year. We trust that members will agree that the long-term viability of Kappa Omicron Nu was at stake and that annual dues yield significant benefits.

Although the restricted funds declined during this fiscal year, the terms of agreement for each of the funds were honored.

Kappa Omicron Nu can be proud that a breakdown of expenses shows that 60% accounts for scholarship/research, leadership, and communications; 30% for chapter/member services; and 10% for management.

### **Liabilities and Fund Balances**

#### **General Fund**

9/30/93	9/30/94
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\$50,682	\$48,791
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#### **Restricted Funds**

9/30/93	9/30/94
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\$322,858	\$314,077
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### **Summary**

The predictions are that those who will succeed in the 21st Century will think and lead in new ways. The vision that has been set for Kappa Omicron Nu this year has every potential to position the Society as a leader in this future. The challenge now is to convert the vision into action.



## 1996-97 Fellowships

### Master's Fellowship

*Eileen C. Maddex Fellowship*, \$2,000 - awarded from the Omicron Nu Fellowship Fund in recognition of her service as Executive Director, 1966-86.

### Adviser's Fellowship

*Dorothy I. Mitstifer Fellowship*, \$2,000 - awarded from the Kappa Omicron Phi Fellowship Fund in recognition of her service as Executive Director, 1964-1990. Targeted primarily to chapter advisers for graduate or postgraduate study.

### Doctoral Fellowship

*Hettie M. Anthony Fellowship*, \$2,000 - awarded for doctoral research from the Kappa Omicron Phi Fellowship Fund.

*Marie Huff McCubbin Fellowship*, \$2,000 - awarded for doctoral study from the Kappa Omicron Phi Fellowship Fund in honor of her service as President, 1974-78.

*Omicron Nu Research Fellowship*, \$2,000 - awarded for doctoral research.

## 1996-97 Research/Project Grants


*National Alumni Chapter Grant*, \$500.

*New Initiatives Grant*, \$4,500.

One or more grants will be awarded for proposals that meet the criteria listed below:

Research Priority: Cross-Specialization and Integrative Research

Focus for 1993-97: Cultural Diversity and Minority Issues in Home Economics.

Further Information about Fellowships and Grants may be secured from the Kappa Omicron Nu National Office, 4990 Northwind Drive, Suite 140, East Lansing, MI 48823-5031. Tele: (517) 351-8335. 

## Integrative Knowledge, Accountability, Access, and the American University of the Twenty-First Century: A Family and Consumer Sciences Vision of the Future of Higher Education

**Richard M. Lerner**  
**Julia R. Miller**  
**Charles W. Ostrom**

*The field of Family and Consumer Sciences has the opportunity to provide a model for knowledge integration for American universities, one addressing pervasive problems (of individuals, families, and communities) confronting society.*

Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals (Home Economics New Directions I, 1959, p. 2).

Even during the early part of this century, at the Lake Placid Conferences, the conception of home economics, as a synthetic or integrative field addressing critical societal issues related to individuals and families, was both embraced and debated by educators in the field. Moreover, these discussions and debates about the integrative nature of the field have continued. For instance, in 1963 administrators of home economics conducted a survey to determine disciplines critical to the body of knowledge of the field. This survey, conducted by the Program Committee of the Home Economics Division of the American Association of Land-Grant Colleges and State Universities, further substantiated the basic disciplines from which knowledge was drawn and applied. Once again the disciplines related to human concerns were psychology, sociology, art, economics, chemistry, physics, biology, and mathematics (Lippeatt and Brown, 1967).

On the other hand, however, Brown (1993, pp. 236-241) examined home economics as an interdisciplinary field of study and suggested that the terms multidisciplinary, pluridisciplinary, crossdisciplinary, transdisciplinary, and interdisciplinary need to be clearly differentiated and understood. She stated that multidisciplinary refers to study from several distinct disciplines, with individuals working independently and with limited emphasis on the integration of knowledge. Pluridisciplinary work

Dr. Lerner is Director, Institute for Children, Youth, and Families; Dr. Miller is Dean, College of Human Ecology; and Dr. Ostrom is Associate Director for Evaluation, Institute for Public Policy and Social Research, at Michigan State University. The preparation of this article was supported in part by a grant from the W.K. Kellogg Foundation

requires teaching, research, and learning from the perspective of competence in one discipline but requires knowledge produced in other disciplines. Crossdisciplinary study involves the work of many individuals from different disciplines, cooperatively seeking the solution of a particular problem which cannot be solved within the confines of one discipline. Transdisciplinary work involves developing an overarching conceptual framework which unifies intellectual thinking and analysis from various disciplines and interdisciplines. Interdisciplinary study involves the integration of knowledge from several disciplines within some larger conceptual framework or paradigm. Finally, Brown argued that home economics has not evolved into an interdisciplinary field of study.

For several reasons, our position in this debate is that family and consumer sciences—at least, in theory, if not always completely in practice (cf. Brown, 1993, pp. 251-252)—is an integrative field of scholarship. It involves the integration of multiple disciplines and multiple professions in the service of enhancing both knowledge about, and services to, the diverse people, families, and communities of our nation and world. There are at least two other dimensions of integration involved in the multidisciplinary and multiprofessionalism of the field: (a) the generation and transmission of knowledge (i.e., research and teaching) is combined with the application of knowledge (service); and (b) the generation, transmission, and application of knowledge occur in concert with communities and the needs about individual and family life that exist within them (Miller & Lerner, 1994).

In order for this integration to take place it is imperative that schools or colleges of family and consumer sciences enact their integrative scholarship and programs in a manner more fully integrated within the university, i.e., with programs in colleges, institutes, and centers that pertain to human development, to families, and to the ecological settings and institutions within which individuals and families live. Such collaborations would be predicated on the principles of integration inherent in family and consumer sciences and will serve to extend its scholarship into the different sectors of the community served by these other programs. Thus, the field, as well as colleges of family and consumer sciences, model for the higher education community the commitment to cross-unit collegial interaction, to knowledge integration, and to the integration of scholarship with the needs of the community within which higher education institutions are embedded.

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**Interdisciplinary study involves the integration of knowledge from several disciplines within some larger conceptual framework or paradigm**  
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However, the model of higher education implied by the family and consumer sciences vision of integration and community collaboration is not generally in place in the academy. Dominated by an emphasis on the development of the disciplines (Bok, 1992; Boyer, 1990; Votruba, 1992), American universities have been modeled after the nineteenth century German university—wherein community-disengaged, independently-working scholars pursued ethereal knowledge, i.e., knowledge that was not contingent upon the extant sociocultural context pertinent at a given historical moment (Lynton & Elman, 1987). Historically, the more decontextualized the knowledge, the higher was its value.

Universities and higher education in general are currently engaged in discussions about the existence or validity of decontextualized knowledge (and about the legitimacy of the disciplinary and sociocultural isolation associated with such knowledge). These issues have been discussed in fields as seemingly disparate as the physical sciences, involving concepts such as quantum mechanics (Zukav, 1979), chaos (Gleick, 1987), and dissipative systems and entropy (Prigogine, 1978); evolutionary biology, involving concepts such as exaptation (Gould & Vrba, 1982), self-selection (Lewontin & Levins, 1978), and behavioral neophenotypes (Gottlieb, 1992); and the social and behavioral sciences, involving concepts such as individual-environment dialectics (Riegel, 1975; Riegel, 1976), the ecology of human development (Bronfenbrenner, 1977; Bronfenbrenner, 1979), and developmental contextualism (Lerner, 1986, 1991, 1992, 1995). Together, these concepts have fostered an ontological challenge to prior conceptions of being and have promoted the view that all existence is contingent upon the specifics of the physical and sociocultural conditions extant at a particular moment of history (Pepper, 1942). As a consequence, epistemological changes must be associated with this ontological revision; contingent being can only be understood if knowledge is relational. Accordingly, any target knowledge, (e.g., the core knowledge of a given discipline) must be integrated with knowledge of the context surrounding the target and of the relation between target and context.

These ontological and epistemological principles associated with relational knowledge can serve as an important impetus for the multiple integrations associated with the field of family and consumer sciences. In other words, the field may serve as a template for those areas of academe unaccustomed to interdis-



plinary scholarship, for an understanding of the contingencies with the social and physical ecology, and for an appreciation of human capital development and community.

There is an additional set of pressures for what will be an increased reliance in higher education on the model of integrative knowledge found in family and consumer sciences. These reasons pertain to social and economic pressures being placed on American universities at this particular moment in history. These pressures involve calls for universities to be accountable for helping address, in a sustained manner, the social and cultural problems of the proximal and distal communities in which they are embedded. Moreover, these pressures, rather than being able to be interpreted as a brief discontinuity in expectations maintained about universities, promise to be of such scope that institutions of higher education will have to develop a long-term strategy for response. Such a strategy will extend well into the next century and may very well entail major revisions in the mission and structure of the American university. These revisions will serve to reinforce the direction of change involved in the above-noted issues of ontology and epistemology; i.e., these revisions will require universities to integrate their abilities to generate, transmit, preserve, and apply knowledge (Boyer, 1990) within the community.

We believe, then, that these revisions will foster increased reliance on the integrative vision found in family and consumer sciences and on the integrative/collaborative approach to working across units, disciplines, and professions and within communities, historically pursued by colleagues within colleges of family and consumer sciences. Indeed, the problems facing our nation, as we move to the twenty-first century and the problems within which universities find themselves embedded, are so profound that an integrative vision must be developed and sustained. It is important, then, to consider the pressures for integration now facing American universities and the social and cultural problems that have led to these pressures.

### **Sociocultural Pressures and Problems Confronting the American University**

The remainder of this decade will be a period of profound challenge for American universities. Their responses to these challenges will influence not only the structure of higher education in the twenty-first century but will determine whether

universities are viable institutions into the next century. As Sheldon Hackney noted, in his May 21, 1991, commencement address at the University of Pennsylvania:

. . . as the university has become more important to society, it is losing the special place it once held in the scheme of things. Knowledge has become much more central to society and to the economy, yet universities are increasingly pictured as just another snout at the public trough.

Public research universities are being asked to address pressing societal problems and are being held accountable for their performance in these areas.

After several decades in which the nation has made a massive commitment of resources to public research universities, the mood has changed. The public, government, and governing boards are beginning to question the *raison d'être* of the public research universities. As a result of this point of view, the Pew Higher Education Research Program (1991) has predicted:

[A]n end to the public perception of the collegiate campus as a place of sanctuary, a place where values other than the purely financial might prevail, where commitment to the freedom of expression and truly unfettered inquiry guarantees a standard of conduct exceeding that observed by the population at large. The message is that whatever their claims to a special calling, these institutions are no different, no better, no longer exempt from public scrutiny and caricature . . . . The practical consequence is that institutions of higher education can expect less of the public purse and more of public intervention.

To maintain, or to increase, funding, the public and private donors must perceive that the agenda of these institutions is pertinent to the needs of the various proximate and distal governmental, business, and grass roots communities within which universities are embedded, and upon which universities rely for their financial and political support. If such pertinence is not demonstrable, then support will be eroded, if not completely withdrawn (Bok, 1992).

American research universities will be asked increasingly to provide knowledge that is relevant to the needs of the communities within which they are embedded. Furthermore, the relevance will be defined and evaluated from the vantage point of these communities and not from the perspective of the universities themselves (Bok, 1992). It would be sheer folly to "hunker down



and ride out the storm.” As the Pew Higher Education Research Program (1992) notes in response to the question: Why not hold our breath and wait out the next turn?

Our answer is simple: This time, those who hold their breath are likely to turn blue before higher education again feels secure in its claim to public support and trust. Already there has been a steady and marked decline in the proportion of financial support that state legislatures provide their colleges and universities. Indeed, legislatures began according higher education a smaller share of their budgets more than a decade ago, well before the financial crunch that dramatically reduced the size of everyone’s pie. States tend to increasingly regard higher education as a mature industry, and the monies they accord to colleges and universities have become a prime source of flexible funds capable of redirection without adverse political consequence.

Thus, it is important that public research universities become part of the solution rather than part of the problem (Cleaver, 1967). The problems confronting communities require that the academy be open to input from, and available to be influenced by, communities.

If universities are not accessible and responsive to the diverse communities within which they are embedded, the contribution to solving community-defined problems will be, at best, haphazard. If universities do not pay attention to communities and provide avenues of communication, they will not be able to learn about the pressing issues of the day. What is called for is a cultural change in the role that universities play in contribution to the critical issues facing society (Boyer, 1990; Lynton & Elman, 1987).

In Boyer’s (1990) terminology, universities are being challenged to view their scholarship from a problem-focused rather than a discipline-based perspective. Problems such as pervasive and persistent poverty, economic development and competitiveness, health, and environmental quality do not fall neatly into a single disciplinary category (Schiamberg, 1985, 1988). Solutions to such problems require integrative scholarship (Brown, 1987).

Integrative scholarship will lead to closer collaborations between universities and the communities within which they are embedded. The creation of such community collaborative relationships is the core intellectual issue around which discussion of changes in the American university system reside (Lynton & Elman). The integrative vision of family and consumer sciences can serve as a

model for the needed reorientation through illustrating how the missions of the university can be synthesized around the concept of *outreach*.

## Outreach, Accountability, and Access

Recently, a provost-impaneled committee of faculty and administrators at Michigan State University completed a report on how the university might extend knowledge to serve society (Provost’s Committee on University Outreach, 1993). The Committee emphasized that the key missions of the academy—teaching, research, and service—are all different manifestations of a scholar’s core concern, i.e., knowledge, and its generation, transmission, application, and preservation (Boyer, 1990). Outreach, the Committee emphasized, is a form of scholarship that involves one or more of the teaching, research, and service missions. That is, outreach involves the generation, transmission, application, or preservation of knowledge in manners consistent with university and unit views of these missions but that are for the direct benefit of audiences external to the university. In other words, then, outreach is a cross-cutting activity; it involves all instances of the above-noted knowledge functions and, as such, can engage all facets of unit and university missions.

Successful outreach is predicated on accountability and access. Universities can provide few benefits to external audiences if they are disconnected from these groups; among the myriad issues upon which university faculty might focus their scholarship only a subset, and perhaps a quite small one, might be important to the communities in which they are embedded. Thus, once again, universities will not be successfully accountable in addressing the needs of communities if there is no access by the community to the scholarly agendas of the academy. Accordingly, outreach, which integrates the knowledge, functions, and missions of the university also involves the integration of accountability and access into the core of the University.

Accordingly, an integrative approach to knowledge and outreach can lead universities to become institutions for the communities within which they exist, that is, institutions for the people they seek to both understand and systematically enhance. Such outreach scholarship can, then, be an effective means through which the knowledge functions of America’s universities (i.e., knowledge generation, transmission, application, and preservation) can meet the needs of communities and thus of our society

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The integrative vision of family and consumer sciences can serve as a model for the needed reorientation through illustrating how the missions of the university can be synthesized around the concept of *outreach*

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(Boyer, 1990; Votruba, 1992). This approach to integrative research and outreach can help create—in actuality and in the perceptions of the public—an academy that is socially useful and relevant, an institution that, consistent with the land-grant mission (Enarson, 1989), truly employs knowledge to address the practical problems of life (Knorr, 1986). Moreover, when this orientation is used as a frame for educating future generations of university faculty, then a means will be created for sustaining an outreach university, an institution wherein research, teaching, and community collaboration are synthesized.

In short, then, internal economic challenges and societal pressures converge. Government, business, and grassroots constituents demand that the resources society allocates to both public and private universities be spent on activities that are relevant to the needs of the constituents—as the constituents, and not the professoriate, conceive of and define these needs (Boyer, 1990; Lynton & Elman, 1987). Accordingly, internal reorganization and external reorientation of the American university of the next century will be produced by a recognition that a revised approach to the knowledge functions of the academy will be required if scholarship is to be used to address key and pervasive problems confronting society.

### **A Model for Knowledge Integration: The Family and Consumer Sciences Vision**

Integrative responses by universities to the economic and societal pressures facing our nation may be especially important at this point in our history. Indeed, providing a frame for such integration may be a special contribution that universities can make to society. This role for universities is brought to the fore because, as we have noted, the issues associated with the key problems confronting society cross domains of scholarship, involve the public, business, private, and political sectors of society, and occur in distinct ways in different community settings. Accordingly, to address these problems in ecologically valid ways academics must join in both multidisciplinary and multiprofessional collaborations—associations that require knowledge of, and the participation by, the members of the specific communities one is attempting to understand and to serve (Lerner & Miller, 1993; Miller & Lerner, 1994).

Arguably, this pressure to link collaboratively the knowledge functions of the academy with the needs of the community—an

activity embodied in the above-described view of outreach and of outreach scholarship—is greatest within the field of family and consumer sciences, and more specifically, within the areas of human ecology and human development. Similarly, it may be argued that there is no arena of study better able to illustrate what may be gained by the academy and by society when outreach scholarship is pursued effectively.

On the one hand, the impetus for outreach may be most salient among scholars of family and consumer sciences because, ultimately, all problems of society involve behavior and development. Individuals and social groups may be either producers of the instances of these problems and/or they may be agents of the policies and programs aimed at addressing them. On the other hand, historical changes in the multiple disciplines involved in the fields of study dealing with family and consumer sciences have resulted in an emphasis on knowledge application aimed at addressing the ecologically valid—the practical—problems of humans and, as such, on enhancing the life chances of individuals and their families. In current parlance, this emphasis on the application of knowledge to systematically enhance human development is labeled *applied developmental science* (Fisher & Lerner, 1994; Fisher et al., 1993).

### **Applied Developmental Science**

Applied developmental science is a view of outreach scholarship predicated on seeing the world as a *system*. This may require helping faculty see beyond their disciplinary-based perspectives and understand the changing interrelations among levels of organization that comprise human systems. One presentation of this system is derived from the theory within human ecology and development labeled *developmental contextualism* (Lerner, 1986). This theory is an illustration of systems thinking that has been useful to many scholars. In fact, it has provided the specific theoretical basis for the Applied Developmental Science (ADS) perspective. However, developmental contextualism is but one specific instance of developmental systems theory (Ford & Lerner, 1992). Indeed, there are several distinct systems approaches that comprise what has been labeled the *fifth discipline* (Senge, 1990; see also Levine & Fitzgerald, 1992).

Fisher and her colleagues (1993) characterize the ADS approach in terms of the following five components:



1. The first component is the temporality of change; there is a temporal component to individuals, families, institutions, and community experiences. Some components remain (relatively) stable over time; other components may change. The temporality of change has important implications for research design, service provision, and program evaluation.
2. The second component is sensitivity to individual differences and within-person change. What this sensitivity means is that interventions must take into account individual differences, which means the diversity of racial, ethnic, social class, and gender groups.
3. The third component involves the centrality of context in terms of individuals, families, and family development. Context exists at all levels—biological, physical/ecological, sociocultural, political, economic, etc.—and these multiple levels invite systemic approaches to research and program design and implementation.
4. The fourth component is an emphasis on normative developmental processes and on primary prevention and optimization rather than on remediation.
5. The fifth component is respect for the bidirectional relationship between knowledge generation and knowledge application.

The key feature of ADS is the integration of knowledge. To address adequately the serious problems faced by today's communities, research must involve more than just assembling researchers from different disciplines. Such an approach typically results in a simple layering of investigation and publication—project faculty from each discipline approach the topic with their own theory and method and report their findings separately or in an edited collection of articles.

Pursuing the traditional paradigm has built the scholarly careers of numerous generations of faculty. However, we have argued that this paradigm is not adequate for meeting the needs of our communities. What is required is an effort to promote a paradigm fostering an integrative or, even better, a fused approach to research.

Context is multifaceted and most disciplines touch on one or a small number of these facets. Nevertheless, the variables that various disciplines typically study, and the models that they develop to interrelate those variables, are all comingled in the day-to-day situations of real life. Only the building of integrated models, that focus on the combined interactions of systems studied by different disciplines, will allow the heretofore disconnected insights of those different disciplines to develop into a useful

synthetic theory guiding the development of policies and programs. The point is that the context is indeed multifaceted and all facets may need to be taken into account in the scholarly activities pursued by applied developmental scientists.

However, applied developmental science is the creation of new emphases from traditional ideas. That is, applied developmental science is a perspective that is predicated, historically and conceptually, on the intellectual vision inherent in the field of home economics (Lerner & Miller, 1993). It is this vision, which has been a core component of the philosophy of the American land-grant university, that provides a model for the integrations being sought in discussions of changes needed in the American system of higher education (Lynton & Elman, 1987).

### **The American Land-Grant University and the Vision of Family and Consumer Sciences**

The contemporary mission of the American land-grant university is typically stated to be teaching, research, and service. The three components of this mission and the order in which they are enunciated have an important basis in the history of our nation (Enarson, 1989). It is useful to provide a brief recapitulation of this history.

As explained by the National Association of State Universities and Land-Grant Colleges (1989), the American land-grant university system was created through the first land-grant university act, the Morrill Act, which was signed into federal law by President Abraham Lincoln on July 2, 1862; this act provided 17.4 million acres of land to the states in order that each might have at least one college whose purpose was "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

A second Morrill Act was signed into law by President Benjamin Harrison on August 30, 1890, in order that the states provide a "just and equitable division of the fund to be received under this act between one college for white students and one institution for [African American] students." The enactment of this law was an impetus for the creation of historically black land-grant colleges in Southern and border states (National Association of State Universities and Land-Grant Colleges, 1989).

The Hatch Act was approved by Congress on March 2, 1887; it mandated the creation of agricultural experiment stations "to aid



in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture and to promote scientific investigation and experiments respecting the principles and applications of agricultural science.”

The Smith-Lever Act was signed into law by President Woodrow Wilson in 1914; this law was intended to allow land-grant institutions to extend instruction beyond the boundaries of campuses. The purpose of this extension was to “aid in the diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the applications of the same.” The act further specified that the cooperative extension work of land-grant institutions “shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise.”

One way of representing the import of the federal acts that created the combined teaching, research, and service missions of the land-grant system is to depict such an institution as the university for the people of the state. That is, the land-grant university’s functions of knowledge generation (research), knowledge transmission (teaching), and knowledge utilization (outreach) exist to improve the lives of the people of its state as they live in their communities. This land-grant mission was refined through the vision of ecologically-valid and useful scholarship (or, as we have labeled it, outreach scholarship) articulated in the field of home economics.

In 1892, Ellen Swallow Richards, the first woman faculty member within any science program in the United States (at the Massachusetts Institute of Technology), proposed a science of human ecology focused on the home and the family, one labeled by her as home oekology (Bubolz & Sontag, 1993). Since that time, the vision of the land-grant university, as the university for the people of its state, was operationalized within the field of home economics as a university for the children, families, and communities of its state. Moreover, the human ecology vision of the tripartite, land-grant mission was that research, teaching, and service (or outreach) should be viewed as integrated, or synthetic, activities. Teaching about, or research conducted within,

the settings within which children and families live their lives (that is, within their homes and within their communities), is predicated on an understanding of the needs, values, and interests of the specific people and particular community the land-grant institution is trying to serve. Accordingly, when knowledge generation or transmission occurs in a context wherein the community values and sees practical significance for these facets of knowledge, the application of this knowledge by the specific communities becomes more likely. This integrative approach to knowledge application is, as noted, at the core of the applied developmental science perspective, a perspective which is an outcome of the vision of home economics. At least three specific scholarly foci, promoted by the integrative vision of home economics, challenge the academy to move in directions that have not been traditional within institutions of higher education.

### **Implementing the Vision: Promoting Changes in the American University**

First, to obtain an adequate understanding of the problems of our communities, we should pursue multidisciplinary research efforts that focus on the richness and diversity of the people, settings, and potential of human life. Our research efforts should not only synthesize ideas and methods from multiple disciplines in an integrative manner; they should be conducted by and with people of as wide a range of ethnic, racial, physical ability, family, community, and sociocultural backgrounds as possible. Only through an emphasis on such diversity can integrated knowledge be fully extended to the range of problems, and of possibilities, involving the people of our communities.

Second, it is clear that such scholarship will not succeed unless the people from within these diverse settings are engaged cooperatively in the endeavor. Scholarship must be seen as relevant and important by the individuals, families, and communities about whom we wish to learn; such research, then, should be seen as returning, or providing, something of value to these groups. Accordingly, techniques that give voice to the community need to be employed in order to activate this university-community collaboration and to remain accountable to the people it serves.

Finally, a third challenge brings us full circle to the issues confronting higher education in the 1990s; it involves the view,

stressed in developmental contextualism, that we, as scholars, are not disconnected from the people and society we study and serve. As parts of the same system it is entirely appropriate that we discuss—within the frame of our model of integration—what changes need to be developed in scholars and in scholarly institutions in order to best implement (or test) our vision of integrated knowledge (Lerner, 1995).

One change involves having established scholars reorient their own work. In addition, leaders of graduate education programs should begin to train their students differently (Birkel, Lerner, & Smyer, 1989; Fisher et al., 1993). An appreciation of integrated knowledge, systematic change, context, and human relationships should be the cornerstone of graduate education. This is a central point stressed in the growing attention being paid among scholarly societies and universities to the importance of training in applied developmental science for future scholars and professionals in fields associated with human development and education (Fisher et al., 1993). We should instill in these future outreach scholars and professionals a greater appreciation of the importance of knowledge integration, of community collaboration, of human diversity, and of the contextual variation that is both a product and a producer of it (Lerner, 1982; Lerner & Busch-Rossnagel, 1981).

Furthermore, it is important to add that university tenure and promotion committees evaluating the new outreach scholar must be urged to consider the relative value of multidisciplinary collaborative, and hence multiauthored, publications, in comparison to within-discipline, single-authored products. We must also consider the nature of the reception given by university review committees to the sort of contextual and collaborative research we are furthering (Votruba, 1992). The issue to be debated here is whether we can train future cohorts of applied developmental scientists to engage productively in the multidisciplinary, multiprofessional, and community collaborations requisite for advancing integrated knowledge and then not reward and value them for successfully doing so (Votruba, 1992). In essence, we must engage in a debate about changing the reward system within our universities. If we follow a developmental contextual perspective that leads to the synthesis of science and service, then it would seem that we must devise means to assign value to, and reward, an array of integrative, collaborative, multidisciplinary, and multiprofessional activities.

“ We should instill in . . . future outreach scholars and professionals a greater appreciation of the importance of knowledge integration, of community collaboration, of human diversity, and of the contextual variation that is both a product and a producer of it ”

## Conclusions

The key challenge for American universities as they move into the twenty-first century is to integrate knowledge, across multiple academic disciplines and multiple professional activities, with the community. This integration must be achieved while providing access to the diverse communities served by the university and while remaining accountable for contributing to effective solutions to the problems identified through such access.

If we are to help foster such a university through pursuing the vision of integrative scholarship promoted by family and consumer sciences, we must act soon (Bok, 1992). Our communities cannot wait for American universities to contribute in thorough, sustained, and effective ways to the problems they face. Nothing less than the future of the academy and, more important, the quality of life in our nation, is pending on the adequacy of our actions.

The role of the integrative vision of family and consumer sciences in responding to this challenge seems clear. In the twenty-first century the field must restore and again discuss and debate the integrative theoretical foundation which the pioneers of the profession established almost a century ago. The outcome of such dialogue should be to transmit a sustained interdisciplinary theoretical and research framework into higher education; family and consumer sciences can stand as an exemplar, then, of what universities may say they are and what they may do. At a time when higher education is challenged to rethink, reassess, and redirect its priorities and agendas in a climate of reduced financial resources, the field of family and consumer sciences can maximize its effectiveness by articulating its critical contributions to interdisciplinarity.

Simply, the time for family and consumer sciences is here. University-based interdisciplinary, problem-oriented education and research have received national attention (Alpert, 1992, pp. 8-13). This time, as universities will have to relinquish traditional structures, policies, practices, and programs, family and consumer sciences must be in the forefront and provide the necessary leadership required to address, from integrative and holistic perspectives, issues related to the human condition. ❏

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“ At a time when higher education is challenged to rethink, reassess, and redirect its priorities and agendas in a climate of reduced financial resources, the field of family and consumer sciences can maximize its effectiveness by articulating its critical contributions to interdisciplinarity ”



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## Communication: The Critical Component of Change

**Virginia L. Clark**

*Although communication is not explicitly mentioned in every paragraph of this story of change, it is implicit. The tough moments and misunderstandings throughout the process can all be attributed to the style and amount of communication.*

### A Brief History and Description

**E**stablished July 1, 1992, the College of Human Development and Education (HD&E) combined the School of Education, the College of Home Economics, and the Division of Health, Physical Education and Recreation. Five administrative units were formed in the College—Apparel, Textiles, and Interior Design; Child Development and Family Science; Education, Food, and Nutrition; and Health, Physical Education, and Recreation. In addition, several faculty members hold appointments in the Agricultural Experiment Station, and the Family and Youth programs of the Extension Service are integrated into the College. The Dean of the College also serves as Associate Director of Extension, as Assistant Director of the Experiment Station, and as a member of the Agriculture Administration Team, which is administered by the Vice President for Agriculture and Outreach.

Faculty in the College of Human Development and Education are involved in teaching, scholarship, and service. The basic goal of the College is to broaden the students' understanding and appreciation of aesthetic, cultural, economic, physical, psychological, and social elements which influence individual and family well-being.

### Moving Ahead and Making a Place for the Future

The creation of the new College of Human Development and Education took place at a time when change was only beginning to be the norm at North Dakota State. Several factors made this combination a rather difficult one for many of the faculty involved. First, the Dean of the College of Home Economics had died the previous year after a battle with cancer. Second, the Dean of Education was placed in a new position on campus as Dean of Assessment, and her Associate Dean become the

administrator for the School of Education. Third, until the idea of the combination was presented in late 1991, none of the faculty had considered that they might become colleagues in a new college. In fact, discussions that were held on campus at that time indicated that the majority of those faculty felt that this combination would be only a *lose-lose* situation.

To begin the new College, and to allow for a national search for a Dean, an Interim Dean from a unit outside the new college was appointed. The transition year was one of getting acquainted with one another, searching for the person to serve as Dean, and beginning to identify operating policies and procedures. Sorting out the traditions that would be kept from the *old* units and identifying *new* traditions were often matters of controversy.

When I began work as Dean of HD&E on July 1, 1993, the expectations that were waiting for me seemed almost overwhelming. Important to moving the College in a forward direction were building a sense of identity/cohesiveness, wherein the uniqueness of each area was recognized and valued, and working together as a team. Communication was also critical, and constant and clear communication was necessary on a day-to-day basis. In fact, anything else that needed to happen just did not seem to occur if communication was not good.

Identifying the visions that we had for the future and our mission as a College were logical beginnings for communicating to ourselves and to our constituents. It was agreed that the identification of visions and a mission would serve as a basis for planning and evaluating what we do within departments, collectively as College faculty, and within the larger university environment and the world outside the university. The process that was used in constructing this plan is identified below. The viability of family and consumer sciences here at NDSU is apparent in the products of this process.

### Forming a Plan

Faculty and administrators of the College asked that the Dean develop a draft of a document for faculty review in the early fall of 1993. The current plan was adopted from this beginning draft. Several steps were included in the development process of this document:

- Development of a proposed mission statement by a College Committee during the 1992-93 year.



- Review of documents, correspondence, and other related materials developed during the formation of the College and the 1992-93 year.
- Review by Unit Faculty with suggestions for change provided on draft copies (faculty reviewed individually and then discussed and reviewed once again in their units).
- Review of faculty suggestions and questions with Dean's Advisory (a faculty advisory group composed of one representative from each College unit) and the Dean.
- Preparation of revised plan. Distribution of revised plan to faculty.
- Discussion of revised plan at College faculty meeting. Additional revisions and distribution of draft to faculty for vote by mail in May of 1994.

The strategic plan for the College was organized into three sections: Overview, to set the context of the planning; Visions and Mission; and broad Objectives and Strategies. It was agreed that this plan would be broad in scope and would serve as the basis for planning within specific programs and units. The mission adopted by the HD&E faculty is "to provide educational programs and conduct research and other scholarly activities that focus on the lives of individuals and their families as they interact in work, education, and living environments." The selected mission certainly fits the family and consumer sciences mode and places emphasis on much of the focus that has been a part of the field from its beginning. More importantly, faculty felt that this mission was very appropriate for their individual programs as well as for those interdisciplinary programs to which they contribute.

One of the specific outgrowths of understanding uniquenesses and similarities was the creation of a minor in Individual and Family Wellness and an intercollege course (Individual and Family Wellness) that can be taken as part of the general education wellness requirement for the university. This course serves as an introductory course for the minor but can also be taken by students who are not enrolled in the minor.

Faculty representatives from each unit in the College, working together to plan the program, developed the following objectives:

1. To promote a wellness perspective as an alternative to traditional treatment perspectives.
2. To provide students with a multi-systems and interdisciplinary approach to wellness.

3. To enhance students' skills in their major field by providing a focus on prevention and wellness applications.
4. To provide students with life skills to enhance the quality of their daily lives.

It was decided that a minor coordinator (the Associate Dean of the College) would manage the operation of the program with the support of a College Wellness Committee. Students within or outside the college could take the minor as a supplement to their major area.

### Summary

This brief essay has provided only a small glimpse of changes on the North Dakota State campus where family and consumer sciences programs have remained viable and strong in a new college and within a new administrative structure. From my perspective, family and consumer sciences can have a viable place in higher education, both now and in the future. However, to keep *our place* we will have to be prepared to partner with others and to articulate the unique attributes we bring to the new partnerships. The ability to communicate in a positive way, and to keep on communicating, will be critical to our success. **KJ**



## From the Cornell Reading Course for Farmers' Wives to the College of Human Ecology

*Francille M. Firebaugh and Linda A. Pursley*

*In five years less than a century Cornell has evolved in service to New York State and the national and international communities from a complementary role within agriculture to a holistic mission to improve family well-being and human welfare.*

Cornell's College of Human Ecology pursues programs vital to anticipating and responding to human needs for improving nutrition and health, advancing environmental design and technology, promoting human development, and securing economic and social well-being for individuals, families, and communities. The College values preventive solutions to contemporary societal issues, the needs of diverse populations, leadership among students, and a global perspective across its academic programs. Research, outreach, and teaching are valued forms of scholarship, pursued through multidisciplinary departments and programs. A rich heritage dating from the turn of this century provides a strong basis for the creation of new knowledge through basic and applied research, its integration and application to address complex issues, and creative presentation of that knowledge to reach widely varied audiences. Our history is characterized by a blend of disciplines, flexibility, and freedom with responsibility to anticipate and adapt to changing times and circumstances. Through long-range commitments to affirmative action, an educated citizenry, visionary leadership, and key managerial initiatives, the College plans to maintain and build on this excellence in the future.

### Changing Organizational Structures

Cornell followed a pattern shared by most land-grant colleges as they broadened their scope to include home economics within the agricultural mission. In 1901, a reading course was established for farmers' wives to complement extension efforts. Comprised of bulletins, associated study clubs, and winter courses, the program ultimately affected field research and school curricula well beyond New York State. The success of these programs convinced the Director of the College of Agriculture to develop a Department of Home Economics in 1906 and to

establish a degree program. The School of Home Economics was formed within the College of Agriculture in 1919 and became the College of Home Economics in 1925. The Dean of the College of Agriculture was also Dean of the College of Home Economics until 1942 when the State Legislature authorized separation of the two colleges and the College of Home Economics appointed its first Dean. The Director of Cornell Cooperative Extension reports to the Deans of both Human Ecology and Agriculture and Life Sciences—an indication of close ties between the colleges and a recognition of the strong programs in each college.

The growth of the fully developed College of Home Economics was fueled by an increasing number of women going to college, by changing women's roles, and by public concern for health and nutrition. The College of Home Economics became a part of the fledgling State University of New York system and, together with the other statutory units at Cornell, remains a part of SUNY while embedded in Cornell. The School of Hotel Administration separated from the College in 1954.

To anticipate and respond to changing academic and outreach needs over time, a 1966 Study Committee made recommendations about the college focus and name, the undergraduate program, research and graduate education, public service, organizational structure, faculty composition, and College facilities (Blackwell, 1966). Programmatic and structural changes followed in 1969 and with the approval of the state legislature, the College became the first unit with home economics roots to be named the College of Human Ecology. The name better represented the projected focus and breadth of work in the College.

Following the organizational changes made at that time, other significant structural changes included the formation of the Division of Nutritional Sciences in 1974, the addition of the Sloan Program in Health Administration in 1984, and the 1988 division of the Department of Textiles and Apparel from the Department of Design and Environmental Analysis.

### Sustained Effective Leadership

Cornell has had strong leadership throughout its history, with Frank H. T. Rhodes serving eminently as President for the past 17 years. Marked by considerable progress in many arenas, his tenure has strengthened the university without major changes in organizational structure.

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Martha Van Rensselaer and Flora Rose gave early and stable leadership. They were co-directors from the beginning of the Department of Home Economics in 1908 until Miss Van Rensselaer's death in 1932. Their backgrounds were complementary: Van Rensselaer came to Cornell from being a school commissioner with interests in resource management and economics and Rose focused on nutrition and science. They provided solid leadership for the growing early program at Cornell and were involved nationally in college home economics programs and organizations.

The strength of leadership among the deans of the College is exemplified by Sarah Gibson Blanding who left to become the first woman president of Vassar and by David Knapp who became the Provost of Cornell and later President of the University of Massachusetts.

Subsequent deans of the College have come with degrees in political science, psychology, and economics; only the current dean holds degrees in home economics programs. The variation in interests and experiences of the deans, their support of interdisciplinary approaches, their ability to encourage innovations in programs, efforts and successes in securing resources, and their strong orientation to the basic missions have been central in the development and direction of the College.

### **Teaching Research and Outreach Missions**

The College's commitment to the three missions of teaching, research, and outreach is integral to Cornell's role as a land-grant and research university. The strong emphasis on undergraduate instruction is consistent with the university as a whole. The College gives annual awards for teaching excellence through Kappa Omicron Nu and the Human Ecology Alumni Association; the Chancellor of the State University of New York gives teaching awards which our faculty frequently receive.

The College has increasingly emphasized strong research in its evolution from outreach activities to undergraduate and later graduate degree programs. The commitment to the full span of basic research to highly applied research is critical to its application and dissemination. Research in the college has grown increasingly sophisticated, requiring high start-up costs and enhanced instrumentation, including electronic technologies.

Facilitating constructive interchanges among the domains of theory,

research, social problem-solving, and program or policy development is an ever-present challenge within the three missions. Faculty members in the College hold teaching and research or research and extension appointments, significantly enhancing the commitment to and integration of the three missions.

### **Faculty Quality**

The College recognizes the importance of high faculty quality in establishing and maintaining effective programs. Faculty quality has been pivotal in augmenting external funds, in attracting promising new faculty, in retaining faculty, and in recruiting high quality students. The Human Ecology faculty's involvement on University committees, at professional meetings, and in national and international policy initiatives enhances the College's influence, credibility, and reputation.

Today, faculty in the College represent a broader array of fields than ever before. They embrace many disciplines who focus on the human condition, a quality that has been present for many years. Yet, with specialized knowledge, faculty frequently bring "stronger commitments to their individual specializations than to their department, college, or university" (Bailey, Firebaugh, Haley, & Nickols, 1993). At the same time social, economic, and health problems have become more complex, and multi-disciplinary approaches to these problems are essential. Considering both the centripetal and centrifugal disciplinary forces at work, the design of a new addition will enhance faculty interaction. One area is to facilitate faculty interaction and cross disciplinary attention to problems, and another floor is to support complex laboratories which will accommodate both single discipline and interdisciplinary collaboration.

The College has a strong commitment to diversity in the faculty, and is making progress even with a lack of new position openings limiting the pace. Current tenure-track or tenured minority faculty are 4 African American, 6 Asian, 3 Hispanic, with no Native Americans among the faculty of about 100 members.

### **Undergraduate Students and Programs**

Academic quality of Human Ecology students is consistently high, and as measured by high school ranking and performance on standardized tests, the College ranks third among the seven undergraduate colleges at Cornell. Admission to the College has been highly competitive over the years, with current acceptance



being one of every three applicants. Racial diversity in the undergraduate student body enriches the College, and the 15 percent minorities compares favorably with other colleges in the University. About one third of the undergraduate student body is male.

Since its early days, the College has equipped students with a depth and breadth of knowledge and skills in fields associated with home economics, and later human ecology, providing a strong background for a variety of professional pursuits. The College believes that enhanced problem solving and analytical skills must be balanced with an excitement for continuous learning. Providing a quality academic experience for 1250 undergraduate students begins with an increasing focus on the freshman experience through an optional interdepartmental and interdisciplinary seminar and attention to the size of freshman classes; it continues with field-based learning programs and opportunities for research and outreach experiences. Since 1974-75, the Urban Semester has focused on work and intern experiences in the multicultural setting of New York City. Within the undergraduate program, interdepartmental curricula such as Biology and Society and Policy Analysis reflect our interdisciplinary perspective and attract many students; a Gerontology concentration is slowly and steadily increasing in scope and in student interest.

One third of our undergraduates enter professional or graduate education immediately after graduation, with 31 percent of that group entering medicine and another 10 percent entering health-related programs; 22 percent of this group chooses law and 18 percent psychology (DeLuca-Beach, 1994).

### **Graduate Programs**

From the earliest days, graduate programs also have prepared students for varied professional contributions and have increasingly attracted a diverse student population. The first advanced degree from the College, an MS in Food and Nutrition was awarded in 1922 to Amy Hunter Wilson who later received an MD degree from Yale and became Commissioner of Public Health in Wisconsin. The first Ph.D. awarded to an African American was earned by Flenmie P. Kittrell (in 1936) who played a major role in the development of home economics at Howard University. Today 13 percent of the graduate students in programs administered through the College are minority students.

At Cornell, graduate studies are pursued in fields which often cut across departmental and college boundaries. Thus graduate students select their committees with a recognition of the breadth of offerings throughout the university and have the opportunity to design interdisciplinary programs. Currently, graduate students in the College number 230, with Ph.D.s comprising about one third of the degrees granted and the MS in Health Administration making up another quarter.

### **Interdisciplinary Collaborative Culture**

Many significant social or human issues require interdisciplinary approaches for their resolution. The College's competitive advantage in dealing with such realities comes from the extensive involvement in interdisciplinary programs and continued efforts to facilitate collaborative work. Cornell Cooperative Extension programming illustrates such collaboration throughout the state and across departmental, college, and university boundaries. Examples include work with faculty in several colleges who are developing industrial extension relationships with the textile and apparel manufacturing industry and collaboration with the business school on an executive education program dealing with family and home-based businesses, building on a multistate research project.

As early as 1953, most departments were involved in cross-disciplinary teaching and/or research (Rose & Stocks, 1969), with a number of faculty having joint appointments in other colleges. Currently each of the College's departments has faculty members from several disciplines, with the potential of encouraging respect for and interest in related disciplines and providing a supportive climate for interdisciplinary work.

The College also supports interdisciplinary units which foster collaboration in applying research-based knowledge to current societal and technological concerns. The Family Life Development Center conducts training, research, and outreach programs concerned with the prevention of family violence and other adverse outcomes of family stress, including child maltreatment; the Bronfenbrenner Life Course Center is concerned with educational, research, and outreach efforts aimed at promoting lifelong competency and productive maturity. The College cosponsors the Community and Rural Development Center which addresses priority community and rural development issues by promoting research, policy analysis, and educational programs.



College faculty are involved in the Center for the Environment, the Cornell Institute for International Food and Agricultural Development, and programs in real estate, entrepreneurship, environmental toxicology, and materials science. Such problem-centered, interdisciplinary units represent significant mechanisms for encouraging and supporting interdepartmental collaboration within the College and across the university.

The College has long experience in translating knowledge into guidelines for social problem-solving and policy development, and its current and potential contributions to University-wide collaborative partnerships are particularly significant. Mutually beneficial linkages focus on the enhancement of undergraduate and graduate education and collaborative responses to specific issues such as family and welfare policy and family and work. Off campus affiliations, which began as early as the 1920s with the Merrill-Palmer School and later with the New York Hospital, continue to be important.

### **Global Perspective**

Early in the history of the College, international issues claimed the attention of College faculty. Following World War I, Van Reusselaer and Rose studied children's health and women's education in Belgium. Between 1953 and 1975, institution building projects in The Philippines, Ghana, and Liberia involved College faculty as consultants and advisors to international graduate students (Rhodes & Wood, 1988). Currently, about one third of the graduate students and 5 percent of undergraduates are international students, and 11 percent of our undergraduate students study abroad.

International nutrition is an important focus of the Division of Nutritional Sciences, with a strong emphasis on research. The Cornell Food and Nutrition Policy Program aims to expand the capacity for policy analysis and information bases for policy setting in 24 nations.

The International Workplace Studies Program is comprised of member companies in Europe, Canada, Japan, and the U.S. who exchange experiences in increasing productivity and satisfaction in the workplace. The companies furnish research sites for faculty and students in Design and Environmental Analysis.

### **Alumni Involvement**

The College Alumni Association was formed in 1926, and a

College Advisory Council was established in 1940 (Rose & Stocks, 1969), with graduates dominating the membership. The College benefits considerably from their counsel and support. Graduates from the College are active in the University Council, an all-university advisory group that can be a *feeder* to Board of Trustees membership. The College has been underrepresented on the Board of Trustees and in recent years, the only human ecology graduates on the Board have been elected to slots reserved for alumni.

### **Strategies for Achieving, Maintaining and Communicating Quality**

The College of Human Ecology is driven by its responsibility to enhance the human condition. The College's importance and viability depend on continuous efforts to maintain, improve, and communicate the quality of teaching, research, and outreach efforts. Strategies which contribute to the effectiveness of these efforts include: (a) a blend of public and private support, (b) well-equipped facilities, (c) planning and external evaluation, and (d) focused communications.

### **Blend of Public and Private Support**

Cornell benefits from a unique blend of public and private support; Human Ecology is one of the four Cornell statutory units which receives assistance from the state. The College continues to reassess long-range financial needs in light of support from endowment, tuition, state and federal allocations, and external funding. Accurate revenue forecasts enable the College to commit to an appropriate balance of expenditures across the three functions of teaching, research, and outreach. The level of federal and state allocations over the past ten years has required the increases in College expenditures to come from tuition, endowment income, and program income from grants and contracts and other sources.

The College's external funds for research and extension have increased in constant dollars over the past ten years, with the 1993-94 expenditures from external sources for research and extension at \$5.2 million each and for instruction at over \$500,000. This important funding has facilitated innovative work in Cornell Cooperative Extension and other sustained outreach efforts. Research funding through the years has supported both disciplinary-focused and interdisciplinary faculty work.



Private support is critically important to the College; private support began in 1925 with a grant from the Laura Spelman Rockefeller Memorial for work in child development and preparation for work with children. In 1927 the State Federation of Home Bureaus initiated a scholarship, funded by contributions of ten cents per member per year. In the past five years, the College has been proactive in obtaining private external funds, exceeding \$25 million in the current Cornell Capital Campaign. Of those funds, \$10 million was added to the endowment for scholarships, faculty and director positions, and support funds. Current-use gifts have enhanced faculty efforts, secured instructional equipment, provided financial aid for undergraduates and graduates, and strengthened alumni and development activities.

### **Facilities**

From extraordinarily modest initial physical facilities, the College has grown and continues to work with the State University Construction Fund to secure facilities appropriate for the research, teaching, and outreach programs of today. Funding for the 1933 building was greatly influenced by Eleanor Roosevelt, then the governor's wife, who was a long-time friend of the College and a regular participant in Farm & Home Week. The 1933 building was renovated most recently during the 80s; a major addition was completed in 1969 and the final design of an approximately \$5 million addition is currently underway. The continuing challenge is to find sufficient funds to meet the research and teaching equipment needs and to renovate teaching laboratories to better serve current and evolving needs.

### **Planning, Priorities, and Evaluation**

Preparing for the future requires long-range and strategic planning. Over the past five years, faculty, staff, students, and the Advisory Council have mounted multiple long-range planning efforts. The activities produced an International Task Force Report, a College Affirmative Action Plan, a Facilities Master Plan, and the College Strategic Plan. Each product has helped us to clarify our vision, establish priorities, increase internal support for College missions, and communicate programs and missions more clearly to diverse constituencies inside and outside the University.

The strategic plan specifically identified goals as follows:

*Commitment to teaching and learning*—enhance the quality of

teaching and advising, and emphasize college-wide intellectual goals.

*Research for solving human problems*—foster a supportive research environment, facilitate interdisciplinary research, enhance integration of research, teaching, and outreach, and respond to a changing graduate student pool.

*Quality and balance of outreach efforts*—recognize and respect diversity, promote innovative outreach strategies, and enhance public access to expertise of the college.

*Stewardship of financial and administrative resources*—use resources more effectively, improve decision-making processes and outcomes, reinforce college values and balance of missions, and re-engineer administrative practices.

The College benefits from comprehensive external reviews and evaluation of departments and programs. On the recommendation of the College Advisory Council, reviews include at least one non-university member. The College also benefits through accreditation of specific programs, probably most of all through the cogent discussions before, during, and after the site visit.

### **External Communications**

The College contracted with Cornell Communication Strategies to assess the recognition of and perceptions about the College across the campus, among alumni, and among other constituencies. They conducted focus groups of alumni and of individuals on and off campus and critiqued the College's publication for alumni, *Human Ecology News*, and the broader-based publication, *Human Ecology Forum*. Results of this study gave direction to changes such as revision of publications.

The communications strategy of the College emphasizes using a variety of vehicles to consistently communicate the College missions in nutrition and health, social and economic well being, human development, and environmental design and technology in College publications and in descriptions of the College. Our aim is to accurately present to external off-campus constituencies and to students, faculty and on-campus staff, a balanced, contemporary view of the college frequently, positively, and consistently. Events staged for campus and external constituents, especially alumni, are an important part of the communication efforts to serve multiple purposes. Increased submissions to the



campus newspaper have resulted in increased coverage and visibility for the College. The College collaborates with Media Services and the Office of University Relations to communicate its achievements around the world through print, video, radio, television, and satellite media.

## Conclusion

Human Ecology at Cornell is distinguished from other academic areas by the aims of its programs as stated in the 1969 legislative act changing the name of the College. Human ecology was defined as “the improvement of family well-being and human welfare through education, research, and the extension of knowledge in those fields that relate to human development and the quality of the human environment” (S. 2361, A3475, signed April 28, 1969). The College is committed to maintaining and enhancing a premiere program in human ecology through (a) high quality faculty whose capabilities are directed toward the expansion of knowledge and toward critical social, economic, health, and design issues; (b) recruitment and effective teaching of outstanding undergraduate and graduates students; (c) support and encouragement of faculty innovation and collaboration; (d) clarity of focus on important topics and issues through effective leadership, faculty development, facilities and equipment enhancement, and seed money for new endeavors; and (e) recognition of the expansive role of outreach, including the significance of close ties with the *real world*, and the potential for informing public policy and programs domestically and internationally.

## Postscript

After submitting this article, the Governor’s budget for 1995-96 contained a cut for the State University of New York which could result in a million dollar reduction in the College of Human Ecology base budget. The most critical issue that we are facing is the potential that a 1996-97 budget reduction might also be substantial. Facing these cuts has brought an exploration of *re-engineering* financial management across two departments, of being the supplier for another college to outsource their computer services, and of other revenue enhancement strategies as well as budget reduction. The loss of faculty positions through attrition, including early retirements, will impact programs throughout the college, and we are making dedicated efforts to plan to restore positions in high priority areas whenever additional vacancies occur.

The continued commitment to other than across-the-board cuts leads us to examine the possibility of eliminating some programs. The possibilities of restructuring departments generates the most concern of any of our discussions—we have set criteria for judging alternative organizations of the college. ❏

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## Home Economics in Higher Education: A Future Perspective

*Esther G. Fahm*

*This article discusses a philosophy for viability in higher education using the University of Wisconsin-Stout home economics program as a case example and presents opportunities for forging leadership.*

**H**igher education is one of America's most enlightened visions and success stories since World War II. Its diversity, flexibility, and, in many respects, quality have heralded national pride and support for many decades and have been admired throughout the world (Rosenzweig, 1993). In the last decade, however, higher education has faced increasing public disenchantment and declining support. Public expectations have shifted remarkably; and many have called for a reform in higher education as we know it today (Gale, 1992; Wingspread Report, 1993).

Home economics units have felt the impact of the current climate toward higher education. Amidst growing economic constraints which are expected to persist throughout this decade (Haley, Peggram, & Ley, 1993), many institutions reorganized administrative and academic structures during the previous three years. This reorganization has resulted in significant changes in home economics units, ranging from program and unit eliminations, dismantlements, and mergers to unit expansions with the incorporation of nontraditional programs (Haley et al., 1993). Such institutional restructuring has been criticized by some as failing to offer long-term solutions to the challenges facing higher education in the future (Gale, 1992; Guskin, 1994).

We are reminded that higher education is one of the most adaptable institutions in our society (Gale, 1992) and remains fundamentally important to global competitiveness and the development of human capital—preeminent national concerns of today (Edgerton, 1993; Carothers, 1995). Similarly home economics in higher education has demonstrated tremendous capacity through educational programs, applied research, and outreach efforts to address societal needs over time. Issues of human development and individual, family, and community well-being are front and center in the home economics profession (Positioning the Profession, 1993). Myriad social issues such as child abuse, malnutrition, youth-at-risk, and others that can

ultimately undermine the nation's global competitiveness are uniquely addressed by home economics professionals. Magrath (1993) reasoned that even though home economics often had difficult challenges within universities and in society, it has "done so much good," prepared professionals who are able to address prevailing social problems, and remains an important partner in educational, research, and outreach efforts to serve society.

The 21st Century is being described as a knowledge-based society in which formal education will be at its center and social transformations will be revolutionary. The primary social tasks for the knowledge society will be to "create human health and well-being" (Drucker, 1994). This task is remarkably parallel to the knowledge base, leadership roles, principal concerns, and practices of our profession in the 21st Century (Positioning the Profession, 1993).

Thus, home economics is being regarded by many parties—whether or not they acknowledge it—as central to our nation's competitiveness and well-being in the 21st Century. An important challenge facing our profession is to seize new opportunities for leadership and recognition for our expertise in areas of national concern. This challenge requires a collective effort on the part of the entire home economics community. An important challenge for higher education is to prepare the next generation of leaders for creating individual, family, and community well-being in a *new* society from cultural and technological standpoints. This task requires keeping the home economics mission and programs at the forefront of our institutions. Perhaps even more important is the need to collaborate and share ideas for taking a proactive position to maintain viable home economics units and programs in America's colleges and universities.

The purpose of this essay is to present a philosophy for home economics viability in higher education, using the University of Wisconsin-Stout (UW-Stout) as a case example. Specifically, the essay will present factors regarded as essential to continued recognition of home economics as a viable unit within the university in the 21st Century. This philosophy includes three major themes in the context of the School of Home Economics at UW-Stout: (a) building upon historical foundations and strengths, (b) modeling new opportunities for change, and (c) forging leadership and developing leaders. An overview of UW-Stout and the School of Home Economics follows to provide a contextual framework for these ideas.



## Overview of the University (UW-Stout)

UW-Stout is principally a residential campus with an enrollment of approximately 7,000 traditional college-age students from 30 states and 33 international countries. UW-Stout is one of 13 publicly supported universities in the University of Wisconsin System.

The university has several unique features which favor the development of strong, vital programs. As a special mission institution, UW-Stout serves a unique role within the UW System by specializing in undergraduate and graduate programs leading to professional careers. Compared to other universities, UW-Stout has few but distinctive programs (21 undergraduate and 15 Master's programs plus an Education Specialist Degree). Further, many programs offered at UW-Stout are unique within the UW System, a factor which serves to focus the university's mission and resources.

The organization of academic programs is another distinctive feature of the University. Degree programs are housed within Schools rather than academic departments. This structure provides a check and balance between academic programs and instruction and encourages interdisciplinary curriculum development. Each program has a program director and advisory committee that is responsible for overall curriculum planning, promotion, and program management. Other special features of the university include:

- An applied teaching and learning approach which integrates theory, practice, and experimentation
- A focus on undergraduate education
- An emphasis on applied research that involves students and complements instruction

The university is organized into two divisions: (a) Administrative and Student Life Services Division and (b) Academic and Student Affairs Division. The Academic and Student Affairs Division includes four Schools: Education and Human Services, Home Economics, Industry and Technology, and Liberal Studies. No institutional reorganization has occurred in the academic division of the university in recent years.

## Overview of the School of Home Economics

UW-Stout is one of three universities within the UW System to offer home economics. The School of Home Economics is distinguished as being the largest unit of its kind nationally (FAEIS, 1993) and the second largest School at UW-Stout. The School offers eight under-

graduate programs and three Master's programs, which vary significantly in enrollment (Table 1). Many undergraduate programs are unique within the UW System and none are offered at more than two other UW System institutions. The School includes four academic departments and several special features (Table 1).

Table 1—Academic Programs & Other Features of the School of Home Economics at UW-Stout

Programs	Enrollment Fall 1994	Academic Departments
<b>Undergraduate</b>		
Apparel Design/Manufacturing	87	Apparel, Textiles & Design
Dietetics***	139	Food & Nutrition
Early Childhood Education***	487	Hospitality & Tourism
Family & Consumer Educational Services***	50	Human Development, Family Living & Community Educational Services
Food Systems & Technology*	39	
Hospitality & Tourism Management*	867	<b>Centers/Institutes</b>
Human Development & Family Studies*	215	Child & Family Study Center
Retail Merchandising & Management**	272	Information, Services & Advisement Center
		Wisconsin Institute for Service Excellence
<b>Graduate</b>		
Food Science & Nutrition	23	
Home Economics	25	<b>Other Features</b>
Hospitality & Tourism	17	Evelyn Von Steenbock Endowed Chair in Food Sciences and Nutrition
		Early Childhood Education Professional Develop- ment Certification with Early Childhood News

Key learning and career development practices of the School include:

- High faculty-student interaction
- Integrative and conceptual skills
- Applied and experiential learning
- One-on-one advising

The knowledge base for home economics programs at UW-Stout includes concepts from the study of human/family development over the life span; family resource management and/or management theory; wellness as affected by food choices and human nutrition; and relation of social, biological, and physical environments to the specialized area of professional practice. Academic programs provide students the background to function as specialists, requiring both considerable depth in one area of home economics along with the ability to integrate concepts from other areas of the knowledge base with a clearly defined orientation toward improving the well-being of individuals and families in their environment.

## Building Upon Historical Foundations and Strengths

Maintaining viable home economics programs in higher education will require vision and innovation along with a respect for the



past. A reflective examination of the history and present status of home economics at UW-Stout shows several key strengths and values fundamental to the future vitality of home economics programs within the university.

### ***Relevance to Mission***

The home economics story at UW-Stout is a primal example of programs remaining central to the mission of the university and contributing directly to its development. This integral role of home economics in the mission of the university is fundamental to sustained, viable programs.

Perhaps few home economics units have had the opportunity to align and influence the mission and development of a university as home economics has at UW-Stout. The university was established with the central focus of providing manual training for girls and boys, which was the beginning, respectively, of the School of Home Economics and the School of Industry and Technology today. While this historical orientation of the university to home economics is a significant factor in program vitality, a more important lesson learned from the home economics saga is its capacity to influence the development and growth of the university over time and render the university continuously useful and responsible in a changing society. This influence in the development and direction of the university is key to maintaining viable programs within the institution.

The current challenge for home economics at UW-Stout as well as elsewhere in higher education is to remain central to the mission of the institution. Although universities do not change their missions rapidly or significantly (Roucche, 1993), many are committed to changing largely by substitution (Rhodes, 1992). "Growth by substitution" is the primary way of strengthening home economics units in the 21<sup>st</sup> century (Bailey et al., 1993) and provides new opportunities for home economics units to seize leadership in the continuous development of colleges and universities. As an example, UW-Stout changed its mission in 1992 to include undergraduate preparation in manufacturing engineering. The Apparel Design/Manufacturing (AD/M) program in the School of Home Economics is closely allied with this direction. The AD/M program was created by a transformation of the textiles and clothing degree and will be strengthened largely by reallocation of school and university resources derived from declining or eliminated programs.

### ***Collaboration and Interdisciplinarity***

Hands-on collaboration with stakeholders for common goals and mutually beneficial outcomes is a keystone for building reputable home economics programs at the university and in the marketplace. The capacity for building collaborations is strengthened by the interdisciplinary orientation of home economics along with the collaborative mode for training home economics professionals (Vaughn, 1994; Woodell, 1994). The increasing specialization of home economics faculty and programs along with changes in the student population pool and other social and fiscal conditions of the university afford opportunities for new collaborative efforts with both internal and external arenas of the university.

Collaborative resources of the School of Home Economics at UW-Stout have shifted to newly emerging cooperative disciplines for curriculum and degree program planning. For an example, collaboration was developed with photography, graphics arts, and design to support food styling and imaging technology curriculum and with manufacturing engineering and technology to support the apparel manufacturing program. Additional collaborative efforts are directed toward other university units such as the UW-Stout Foundation for expanded fund development, Instructional Technology Services (ITS) for faculty development in new learning technologies, and student services for recruitment and retention of new student markets. External collaborative efforts have focused on businesses, public schools, universities, and agencies for goals such as experiential learning, program marketing and promotion, joint academic and outreach programs, and visioning for the unit.

Collaborative goals are established through the School's strategic planning and decision-making processes. A dedication of personnel and other resources is required. Although the collaborative processes varied, common strategies that favor success include: identification of partners and key players; determination of common goals and benefits; delineation and understanding of functional roles/limits, decision-making, and other processes and structures; joint planning and implementation with constant feedback; and evaluation of outcomes. Collaboration aids in cultivating new understandings about home economics among various groups and in developing supporters and advocates for the unit. Several authors have cited other benefits of collaboration (Home Economics Forum, 1994). Vaughn (1994) proposed collaboration as an effective means of attaining change and discerning new





opportunities for change. The benefits of collaboration make it particularly critical in maintaining the desired future of home economics programs and units within the university and among its external constituencies.

### ***Excellence, Effectiveness, and Efficiency***

History tells us that recognition for *excellence* within the university is a requisite for maintaining viable home economics programs and units. Yet, recent restructuring patterns in higher education would suggest that high quality home economics programs and units are not necessarily protected against being either threatened or actually eliminated, dismantled, or reorganized within the institution. The fiscal and accountability pressures facing higher education in this decade and beyond place increasing demands on units to demonstrate effectiveness in accomplishing their goals, as well as productivity and efficiency in all functions. Academic leaders have suggested that only those organizations that become more productive and efficient will be able to improve their academic quality in years to come (Ikenberry, 1992). This author suggests that if home economics programs and units are to maintain their viability within the university they must demonstrate excellence, effectiveness, and efficiency according to the measures and values of the particular institution. In referring to the reward system in higher education, Ernest Boyer (1990) suggested a similar notion when he urged colleges and universities to “end the suffocating practice” of measuring themselves “by external status rather than by values determined by their own distinctive mission.”

The UW System and UW-Stout recently established outcome-based indicators for seven key areas including quality, effectiveness, and efficiency (UW System Accountability for Achievement, 1994—Table 2). These serve as a guide for strategy, resource allocation, and decision making for demonstrating excellence, effectiveness, and efficiency of the home economics unit. Annual assessments in majors for each program within the School include portfolio evaluations, student focus groups, pre- and post-tests, and other forms of evaluation which complement outcome assessments and provide frequent feedback for curriculum improvements. The learning and career development practices of the School (above) are believed to enhance the placement record, graduate performance, and other accountability measures of excellence, effectiveness, and efficiency within the university.

*Table 2—Examples of Accountability Measures for Quality, Effectiveness, and Efficiency at UW-Stout and UW System Institutions  
(UW System Accountability for Achievement, 1994)*

School of Home Economics Status	
<b>Quality</b>	
■ Student satisfaction with educational experience as measured by student surveys	To be conducted, Spring 1995
■ Alumni satisfaction measured by surveys	One-year and 3-year surveys conducted
■ Faculty share of undergraduate instruction	100 percent
■ Research funding at doctoral institutions	Not applicable
■ Employer satisfaction with graduate performance by surveys	3-year survey conducted
<b>Effectiveness</b>	
■ Sophomore competency test performance	Above national norm (System-wide)
■ Graduation rate of undergraduates	To be obtained beginning Fall, 1994
■ Post-graduation national/state ranking/performance on licensure examinations	100 percent pass rate on the American Dietetic Association Examination for Dietiticians (first time test takers)
■ Credits to degree for undergraduate programs	124 (except for professional education programs)
■ Placement	92 percent or above for all programs
<b>Efficiency</b>	
■ State funding for instruction-related activities	Comparable to university trend

### **Modeling New Opportunities for Change**

Change will occur at an unprecedented pace in the 21st century. Bailey et al. (1993) summarized significant changes that will impact higher education and asserted that the survival of academic units and programs in the 21st century will depend upon their success in anticipating and meeting the challenge of change. Hines (1994) and Drucker (1994) discussed information and social transformations that will impact future jobs, workers, and society. Several trends seem relevant to higher education:

- Information technology will change the nature of occupations and work in all institutions and industries.
- Workers will require formal education, habits of continuous learning, and the ability to apply theoretical and analytical knowledge.
- Work will require highly specialized, advanced knowledge along with technical and integrative skills.
- Work will be performed in teams.

Many requirements of work in the 21st century—application, specialization, integration, teamwork—are strikingly fundamental in the preparation of home economics professionals. Home economics units have the expertise to model needed change within the university and incorporate significant requirements of the future workforce. To illustrate, the sort of activities that the School of Home Economics has modeled at UW-Stout are summarized.



### ***Distance Education Initiative in Hospitality and Tourism***

The distance education initiative aims to provide a model for delivery of an applied degree program using distance learning technologies. The ultimate goal of the project is to offer the hospitality and tourism management degree and related coursework in retailing and business in Door County, a leading tourism location in northeastern Wisconsin (the opposite side of the state from UW-Stout). The project goals include the establishment of a residential campus for hospitality and tourism in Door County. Professional courses will be delivered by hospitality and tourism faculty from the UW-Stout campus. The project involves collaboration with other institutions for delivering the general education degree requirements and with tourism businesses in Door County for providing experiential learning opportunities. Alternative course scheduling will be planned to allow students to progress toward degree completion without the usual interruption that results from the inclusion of experiential learning.

Distance education is a priority of the UW System and UW-Stout. The hospitality/tourism initiative is unique for the UW System and is actively supported by both System and University administrations. Pilot programming will begin in summer 1995.

### ***Wisconsin Institute for Service Excellence—International (INTERWISE)***

INTERWISE, formed in consideration of the growing significance of the service economy in this country and abroad, reflects a new direction for the School of Home Economics and UW-Stout. The institute was established in Fall 1994 to provide a coordinated programmatic focus on *service* at the university and to maximize the benefits of the \$1.8 million service-oriented facilities recently installed in the Home Economics Building. The diverse specializations within the School of Home Economics in human development and technical areas related to service coupled with the teamwork and integrative expertise of home economics professionals are principal foundations for the functioning and further development of INTERWISE. The director of INTERWISE mainly draws upon this network of expertise within the School to carry out the mission of the institute.

The mission of INTERWISE is to promote quality and development in the service industry through education, training, and research. The institute employs a collaborative approach to service issues, including customer expectations, satisfaction, and

retention; service design, delivery, and quality; and business productivity and profitability.

### ***Curricula Revision and Transformations***

Proactive revision and transformation of academic programs is required for home economics units to remain vital and responsible in times of rapid societal change. The School of Home Economics assumed leadership in developing an interdisciplinary baccalaureate degree in Service Management, which has been proposed jointly with the School of Industry and Technology. No other undergraduate degree of this kind is known to exist nationwide, although courses and center/institutes have been developed at several universities. The proposed program at UW-Stout draws upon consumer and human relations, lifespan development, and service-industry related specializations within the School of Home Economics. The program transforms the orientation of these specializations to that of preparing managers for designing, delivering, and evaluating service quality for the ultimate goal of fulfilling customer expectations. The professional component of the degree focuses on three constructs: human relations/development, information technology and communications, and service industry/management. The degree proposal has been approved by all University channels and is now under consideration by UW System.

The School of Home Economics recently revised all undergraduate degree programs for the purposes of enhancing professional competence, redirecting programs into more marketable areas, and meeting the newly implemented university requirements for general education and reducing credits for degrees to 124—all of which was accomplished for all programs except for professional education programs. The degree revision process included focus groups with related business/industry and other employers, current students, the School's advisory board, along with feedback from graduate follow-up surveys. The process resulted in several degree program changes:

- A new degree in Food Systems and Technology with concentrations in Food Systems Management, Food Science, Food Merchandising and Distribution, and Food Communication. This new program reconceptualized the Food Service Administration degree and food concentrations in Home Economics in Business, which were both eliminated.
- A new curriculum for Child Development and Family Life with a



corresponding program name change to Human Development and Family Studies.

- A new curriculum in Home Economics Educational Services with a corresponding program name change to Family and Consumer Educational Services.

Incremental revisions were accomplished in other undergraduate programs. A significant part of the process was the removal of unnecessary duplication in programs through new course development, consolidation, and elimination. The rapid explosion of knowledge and technology in the 21st century will require ongoing reform and transformation in curricula, courses, and instructional delivery.

### **Minority Development in Retail Merchandising/Management**

The retail merchandising/management (RMM) project is a unique model within the university, which involves collaboration among business/industry, public schools, and UW-Stout for minority development in higher education. High school students may earn two credits toward the RMM degree upon completion of the program. Minority junior or senior students enrolled in college bound curricula are selected by application, interview, and screening procedures. The cooperating retail chain and high school counselor are principally involved in selection procedures. An introductory course (1 credit) is delivered by the UW-Stout RMM faculty using video and on-site instruction at the high school campus. Students also engage in a field experience for one credit which includes working under the supervision of professional staff in the retail chain. The retail chain fully funds the project including stipends for participating students.

### **Early Childhood Education Professional Development Certification With Early Childhood News**

The School of Home Economics in association with UW-Stout Continuing Education and Early Childhood News has initiated a professional development certification program in early childhood education. This nationwide inservice training for licensure requirements in early childhood is a unique model within the university. Current participants may earn a professional development certificate from UW-Stout following completion of modules on relationships, leadership, and partnership.

### **Forging Leadership and Developing Leaders**

Forging leadership and developing leaders is a call for action for

the home economics in higher education. The future viability of home economics requires visionary leadership. Nanus (1992) defined vision as "a realistic, credible, attractive future" for an organization, and he delineated four roles of effective leaders during rapid change: (a) direction setter, (b) change agent, (c) spokesperson, and (d) coach. Bailey et al. (1993) reported that leaders must stimulate among other things new approaches to challenges in an uncertain 21st century.

Opportunities for leadership in higher education seem to include:

- New paradigms for student learning in an environment of rapid change in technology and information—Guskin (1994a, 1994b) and McComas (1992) provide thoughtful essays on changes in teaching strategies, faculty roles, and reward systems necessary in higher education to place students at the center of the learning paradigm.
- New outcomes of undergraduate programs to include the development of leadership and conceptual skills and life long learning skills.
- Diversity development in student population, faculty/staff, and curricula. Boyer (1992) relates diversity and the nation's future directly to the curricula and the quality of teaching and learning in higher education.

Home economics professionals have the expertise and skill for leadership in these and other challenges that require rethinking and new approaches for higher education in the future. Home economics program vitality and higher education in general would be the beneficiaries of such action. ❏

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## Family and Consumer Sciences Units at Comprehensive Universities: Present and Future

Anne Weiner

*This article discusses the future of family and consumer sciences units at comprehensive state universities and presents strategies to strengthen them.*

The place of family and consumer sciences in higher education is a question frequently asked by faculty, administrators, students, and alumni of these programs as well as by administrators, governing boards, and state legislators. The past two decades have seen some growth in programs, but the predominant mode has been a decrease in the total number of units and an increase in units reduced or merged (Haley, Peggram, & Ley, 1993). Units as diverse as colleges at land-grant institutions and small departments at private colleges are examining their strengths, weaknesses, and viability. The many family and consumer sciences units at comprehensive state universities are also assessing their relative positions.

The definition of the profession of family and consumer sciences that emerged from the Scottsdale Meeting included a focus on the discovery, integration, and application of knowledge. Ernest Boyer (1990) in addressing the issue of scholarship in higher education has suggested that the role of comprehensive state universities is the integration and application of knowledge. That both the profession and the institution are associated with integration and application of knowledge suggests that family and consumer sciences units enjoy a natural role in the comprehensive state university. However, they often do not have the favored position this congruence would imply, and their future is uncertain.

Comprehensive state universities are particularly vulnerable to program elimination due to economic conditions in a particular state or to efforts to address program duplication (Bassis & Guskin, 1986). Family and consumer sciences programs are often threatened in times of program elimination because central administrators do not understand the nature and value of the profession (Haley et al., 1993). Many strong programs will continue through the next century; however, events of the past decade predict that not all units will survive. The recent closing

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of the family and consumer sciences departments at three comprehensive state universities in Oklahoma is verification of this assertion.

Protection from elimination cannot be assured, but units can develop and maintain strengths that will decrease vulnerability. This essay will address strategies that can contribute to the viability of family and consumer sciences units. Features of the Human Environmental Sciences Department at Central Missouri State University are included to illustrate the proposed strategies.

### **Mission**

An important consideration in maintaining a strong unit is aligning the mission and goals of the unit with those of the institution (Bailey, Firebaugh, Haley, & Nickols, 1993). Equally important is documenting this consistency and ensuring that administrators understand the relationship. Universities are subject to increasing accountability for the education and services provided to their regions (Bailey et al., 1993), and their mission statements reflect this reality. University administrators need documentation of their mission-related activities; faculty and administrators in family and consumer sciences can help with this task by providing information about initiatives related to the mission. This gives each unit visibility and credibility with administrators and the university president. Obtaining funding from the institution for unit endeavors is facilitated because they are in line with university goals.

The mission of Central Missouri State University includes statements related to meeting the needs of a changing workforce in the region and cultivating global awareness and an appreciation for human diversity. The mission of the Department of Human Environmental Sciences centers on providing a supportive learning environment to prepare an individual for a satisfying life and for a career in serving the needs of individuals and families. This mission statement is similar to those of other family and consumer sciences units but distinctive from those of other academic units on campus in that it addresses life satisfaction and includes the context of individual and family well-being in the professional outcomes of its programs.

Consideration of the needs of individuals and families in family and consumer sciences programs has its basis in the human ecological model (Bubolz, Eicher, & Sontag, 1979) and in the

definition of human ecology. In conceptualizing human ecology, Bailey et al. (1993) state, "... human ecology programs are designed to enhance human health and well-being, impact the quality of goods and services in responding to human needs across the life course, and provide information for public policy formation" (p. 4). This distinct definition applied to a family and consumer sciences unit separates it from others such as business, education, or health and assumes importance when merger of units is contemplated. The unique mission of our profession is a strong argument for maintaining a separate unit.

Activities of the Department of Human Environmental Sciences support the university mission of promoting and cultivating global awareness. Faculty have held visiting appointments at European schools and universities, and students have the opportunity to complete an internship in The Netherlands. An international study tour is available for Hospitality and Fashion Merchandising students. Faculty from Finland and hospitality industry leaders from The Netherlands have held visiting appointments in the department, and an internship program for international hospitality students has recently been initiated.

A joint program linking the Hospitality Management program with the University Conference Center supports the university mission statement of meeting the needs of a changing workforce in the region. The Department lacked appropriate facilities for the hospitality program, particularly laboratories to acquaint students with realistic conditions as they exist in the industry. The Conference Center was underutilized and would benefit from the expertise of the faculty, particularly in the areas of renovation and marketing. As the project develops, a front office simulation laboratory and a quantity foods facility will be made available to the Department. Hospitality students will be involved in the operations of the Conference Center through related courses and a practicum experience, and faculty will provide oversight and direction for the operation of the Center.

These initiatives not only support the mission of the institution, but they also provide students with an enriched learning experience. Students benefit not only from state-of-the-art facilities and career-related learning experiences, but they also broaden their perceptions of the world as they interact with students and faculty from other cultures or have the opportunity to experience other cultures. These endeavors also provide faculty with professional development opportunities when teaching on another



campus or interacting with international scholars in the Department. A strong and supportive environment that provides opportunities for growth for both faculty and students also provides overall strength for the Department.

### Enrollment

Another priority for strengthening a unit is sustaining and increasing enrollment. Research has documented factors that contribute to the successful recruitment of students to family and consumer sciences programs. Callahan (1993) found that high school family and consumer sciences teachers and university faculty were significant in the decision of students to select a major in the field. Stewart and Daniel (1989) reported increased enrollment in a family and consumer sciences department at a comprehensive state university by focusing on faculty contacts with secondary schools, alumni, and parents in the community. These and other recruitment strategies developed for specific programs are essential for enrollment management and unit viability.

Related to enrollment is the number of students registered in classes offered by a unit. Large enrollments in family and consumer sciences classes contribute to campus visibility. Courses that are a part of the general education component of undergraduate studies can attract many students, and offerings in family relations, consumer economics, and nutrition are included in the general education program at many comprehensive state universities. In addition to providing a favorable enrollment statistic, these courses can introduce and attract students to majors in family and consumer sciences.

The Department of Human Environmental Sciences has experienced increased enrollment in the Dietetics program, and this can be attributed to the recognized excellence of the Dietetics faculty and to the success of graduates in the internship program and with the American Dietetics Association registration exam. The Hospitality Management program has also grown due to successful student placement in internships and entry level corporate positions and to student satisfaction with the program. A course in Individual and Family Development that is part of the university general studies program enrolls over one thousand students each academic year. Several students have declared majors in family and consumer sciences after becoming acquainted with the Department through this course.

### Visibility

A further strategy to maintain a strong unit is to consider its visibility at the university, community, region, and state levels (Green, 1989). This is particularly true of undergraduate units at comprehensive universities whose programs and activities may not be as well known as those of land-grant or private institutions (Young, Blackburn, & Conrad, 1987). Unit visibility can be maintained or increased through a variety of activities including involvement of faculty in campus governance and service, outreach activities to the community and region, and presentations about programs and activities to campus administrators, community leaders, and state legislators (Green, 1989; Warfield, 1988). The Department of Human Environmental Sciences has sought visibility by maintaining and publicizing strong academic programs that include career-related experiences and global awareness.

The association of the Department with the University Conference Center, previously described, has increased its visibility in the university community and is viewed as both an academic and a service initiative. The Child Development Center also contributes to the prominence of the Department in the university and in the community. Students, faculty, and staff at the university and families in the community recognize the excellence of the programs offered by the Center, and this enhances the reputation of the Department.

The visibility of the Department is also enhanced by student experiences in career-related settings in the community and the region. Undergraduate students complete a supervised internship in a business or industry related to their field of study. By ensuring that students have the appropriate background before they begin an internship, success is high and response from employers has been very positive, again strengthening the status of the Department. Site visits by faculty have had the dual effect of providing instructors with knowledge of current practice and issues while reinforcing the relationship between employers and the respective programs.

### Summary

The survival of family and consumer sciences in comprehensive universities requires dedication, effort, and a constant review of unit viability and visibility. It is important that faculty and

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department administrators continually assess the mission, programs, and enrollment. Failure to implement systematic assessment may leave units vulnerable to unfavorable review by campus administrators or external evaluators. It is much more difficult to defend a program targeted for elimination because it is perceived to be weak than it is to maintain a strong unit. A positive, proactive approach and a dedication to renewal are not an assurance of continued operation but will help the unit to be viewed as a vital component of higher education. ❏

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## The Place of Family and Consumer Sciences in the Small, Private College

*Kitty R. Coffey*

**A**s a new chair of home economics at a small, private, denominational college, I surveyed the baggage claim area of the Philadelphia Airport for people who looked as if they might be chairs/deans of home economics. I was in town to attend my first annual meeting of the National Council of Administrators of Home Economics (NCAHE), now Council of Administrators of Family and Consumer Sciences (CAFCS).

Suddenly, three professional looking women with luggage and briefcases approached. Instantly, I identified them as likely deans and summoned up the courage to inquire if they were attending the NCAHE meeting.

To make a short story shorter, the women were, indeed, administrators, and I was invited to share a taxi ride to the hotel and even to room with one of the women. During that meeting my roommate, a former director of accreditation for AHEA, agreed to barter her services as a consultant to our small program in exchange for lodging later that spring at our resident management laboratory during the Knoxville Expo 1982 World's Fair!

Three years after that February 1982 airport sighting of deans, our small department was fully accredited by the Council on Accreditation of The American Home Economics Association. Undoubtedly, the accreditation process has been the single most influential factor on the development, credibility, and vitality of our department (Coffey, 1987).

Thus, in an airport was begun the first of many small steps toward our faculty's creation of a vision for our unit to take our program in home economics at Carson-Newman well into the twenty-first century.

### Actions and Habits

According to an old Malaysian proverb, the smallest pepper is the hottest. Some very seemingly small actions can make big differences, especially a sustained series of small actions which may become habits. Perhaps the smaller the department, the greater potential small habits have of making big differences.

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Stephen Covey's (1989) national bestseller, *The 7 Habits of Highly Effective People*, has sold over four million copies and received praise from countless CEOs. Although written as a personal leadership handbook, Covey's work provides an empowering philosophy for organizational units large or small. In hindsight, over the past fifteen years, most of the productive action steps our department has taken, some rather intuitively, have been identified by Covey.

### **Habit #1: Be Proactive (Vision)**

According to Covey (1989), "proactive people focus their efforts . . . on the things they can do something about" (p. 83). As a faculty we periodically have done our environmental scan and assessed our departmental Strengths, Weaknesses, Opportunities, and Threats (SWOT). We have looked for our "unique selling points (USP)" as described by Price (1994, p. 2). We intuitively have done as he advised and attempted to exploit "every opportunity for promotion by using the natural flow of events and activities within the unit, institution, and community" (Price, 1994, p. 3).

For example, at our 1981 Homecoming we held a weekend celebration of the 75th anniversary of home economics at Carson Newman with a series of events attended by alumni, administration, students, and area administrators of home economics. The alumni advisory board organized for this anniversary celebration evolved into our current twenty-two member departmental advisory board composed of business, education, and community leaders from a seven-county area. As advised by Lillestol (1994), we were "multiply[ing our] efforts and [our] clout with strong advisory boards or alumni club leadership" (p. 5).

In 1989, our advisory board led our department in a development project which resulted in a \$188,000 renovation/readaptation of our 1920s resident management laboratory. Working with business and industry and with support from central administration, we held a Christmas showcase of our house which attracted area-wide media coverage resulting in the most publicity for a Carson-Newman event for that year (Carroll et al., 1990; Coffey, 1991).

More recently, our departmental Strategic Plan II document, based on the institution's new Strategic Plan II, was singled out by the provost as a prototype to be considered by other units. Our

proactivity in being the first academic department in the college to revise its planning document in response to the new institutional plan can be attributed to the AAFCS accreditation self-study process.

Over the years, our department's all-female faculty has developed not only a vision but a voice. Helgesen (1990) has observed that male leaders tend to herald the value of vision, whereas female leaders champion the development of voice. We have aspired to have our collective voice connote energy, enthusiasm, caring, cooperation, creativity, credibility, quality, and professionalism. Individual faculty have received institutional awards for advising and creativity and have been appointed to influential institutional standing and ad hoc committees. Our Kappa Omicron Nu adviser has received the national advising award. Moreover, the faculty voice, individually and collectively, has extended beyond the institution to professional meetings and publications. Within the last decade faculty members have reported creative programming and teaching ideas (Carroll, 1987; Carroll et al. 1990; Coffey, 1987), their experiences with the accreditation process (Teets & Coffey, 1987; Norris, 1994), the general education component (Coffey, 1989), fundraising/development activities (Coffey, 1991; Teets, 1986a), and administration of the Child Development Laboratory (Teets, 1984). In addition, we have addressed special topics of interest such as children and play (Teets, 1985a), children and aggression (Teets, 1985b, 1986b), family/work conflicts (Coffey, 1985), education reform (Daulton, 1993), and communication with central administration (Coffey, 1994).

### **Habit #2: Begin with the End in Mind (Personal Leadership)**

In the words of Aristotle, "We are what we repeatedly do. Excellence, then, is not an act, but a habit" (Covey, Merrill, & Merrill, 1994, p. 46). Our departmental faculty members have worked hard to develop a record of excellence. As advised by Hoffinan and Davis (1994), our faculty has been dedicated to maintaining the highest quality in all materials and reports leaving our department. Moreover, the materials always have represented the collective views of our faculty; this has been especially so with our two self-studies prepared for AHEA/AAFCS. In our first self-study, we envisioned accreditation while at the same time recognizing that whether or not we realized this goal, our depart-





ment was going to benefit greatly by this process. Perhaps due to the faculty's commitment to excellence and our rather extensive experience with the accreditation process (AHEA, ADA, NCATE, NAEYC), a member of our department was asked to direct the self-study and chair the steering committee for our recent institutional regional accreditation by the Southern Association of Colleges and Schools. We believe this institutional leadership opportunity became available because our department has worked effectively *to make each other look good*.

### **Habit #3: First Things First (Personal Management)**

Covey (1989) extols the emerging philosophies of management which "rather than focusing on things and time" stress "preserving and enhancing relationships and . . . accomplishing results" (p. 150). These new time management philosophies are termed "fourth generational" by Covey et al. (1994) to differentiate them from three other systems which have evolved over time.

Personal management is strongly emphasized in our department with both students and faculty. All family and consumer science majors take a required core course, Personal and Family Management, in the first semester of the freshman year in which they actually utilize a time management system (Daytimer™). This "third generational" time management system, characterized by "planning, prioritizing, and controlling," is elevated to "fourth generational," which moves beyond time management to life management "based on paradigms that will create quality-of-life results" (Covey et al., 1994, p. 31). Faculty members model time management in both their personal and professional lives with the emphasis on relationships and results (Coffey, 1985).

"The key," according to Covey et al. (1994), for "effective use of time spent in activities such as preparation, prevention, values clarification, planning, relationship building, true recreation, empowerment . . . is not to prioritize your schedule, but to schedule your priorities" (p. 88). In order to actualize that which is *important but not urgent*, we regularly have reserved time each semester for faculty retreats away from the department in a comfortable setting such as the college guest house, a faculty member's home, the resident management laboratory, or a nearby inn. Our retreat agendas focus on visioning, planning, and team building rather than routine business of the department.

Hoffman and Davis (1994) advise that successful department

chairs will maintain written documentation (data) to support their claims of successful results. These authors especially laud the effectiveness of the annual report. Our faculty members complete detailed annual report forms which are then compiled into an extensive annual report for the vice president of academic affairs. This annual report also serves as a valuable historical record for the departmental archives. According to Covey (1989), satisfaction is related to both our expectation and our result.

### **Habit #4: Think Win/Win (Interpersonal Leadership)**

Hoffman and Davis (1994) in their discussion of the principles and characteristics of successful leadership have written:

[O]ne of the most important principles the department chair needs to transmit to his [her] faculty is that all of our activities are interrelated and that we all gain when we work for the good of the whole. Indeed, with this philosophy faculty may have specialized roles of competence within the departmental structure. (p. 17)

Our departmental philosophy consistently has been one of win-win. During our 1985 AHEA accreditation site visit, one of our faculty members was asked how such a small faculty was able to accomplish so much. The faculty member responded, "We don't waste any energy on the negative." Our faculty members work together as a team supporting each other's efforts; our victories are team efforts; and individuals who stand out in these victories are recognized and celebrated.

Our faculty members have engaged in what Covey et al. (1994) have described as "shared vision" which "empowers people to transcend the petty, negative interactions that consume so much time and effort and deplete quality of life" (p. 106). The faculty has, in the words of Covey et al. (1994), "a real sense of legacy, a sense of mattering, a sense of contribution . . . petty things become unimportant when people are impassioned about a purpose higher than self" (p. 106).

### **Habit #5: Seek First to Understand, Then to Be Understood (Empathetic Communication)**

Seagren and Miller (1994) in their discussion of the pressures of the academic unit chair, caught in the middle between the faculty and administration, have emphasized that the "instructional unit operates within a world of specialized human capital, competing resources, and divergent publics demanding quality"



(p. 3). We constantly are compelled to communicate and justify our needs and wants in order to realize our goals. A stance of creative cooperation versus confrontation and assertiveness versus aggression have proved effective in working with both faculty and administration.

Our department has attempted to understand and connect to institutional goals. Two goals we have emphasized are excellence in teaching and advising. A third goal is planning; we have made special efforts to be proactive in our planning processes. In addition, we have looked for points of connection and made these known inside our unit and to our central administration. For example, our central administrators who have had children in our Child Development Center have been especially supportive of our plans to expand our laboratory. Other central administrators who formerly had success with remodeling older homes were especially receptive to our readaptation/showcase house project (Coffey, 1991).

An example of seeking to understand and then be understood is our department's experience regarding the college's general education component of the curriculum. Several years ago we had the opportunity to educate our divisional representative to the college curriculum committee regarding our discipline. We understood that his academic background was rural sociology from a large, highly respected land grant university with an outstanding college of home economics. Building on his understanding of our discipline, we were able to garner his support which was necessary for the approval of five of our courses for the general education component; more recently, a sixth course was approved. This particular member of the college curriculum committee is now a central administrator. The general education exposure has had a very positive effect on our FTE and has contributed to a 60 percent growth in our number of majors.

#### **Habit #6: Synergize (Creative Cooperation)**

Seagren and Miller (1994) have emphasized networking with other chairs and involvement with national organizations, as well as working with advisory committees and other constituents, both internal and external, to advance the department. As a small department we have looked for opportunities for creative cooperation. For example, when we needed funds to renovate/readapt our resident management lab, our department, with the leadership of our advisory board and support of our central administra-

tion, forged a synergistic, cooperative effort with business and industry. This resulted in a Christmas Showcase House displaying designer services, furnishings, and wares of local and regional retailers and wholesalers. At the end of the showcase we created a menu of furnishings from which alumni and friends of the department made selections for donations. Within two years all items not originally donated had been contributed. A second gala open house was held to recognize again the original donors and honor the new donors. Our alumni and friends expressed delight in seeing this readapted showcase house a second time as a working student laboratory; moreover, they were pleased that it was holding up so well to its use.

This synergy can be both discrete and continuous. Currently, our departmental advisory board with support from the college's News and Publications Office is cooperating with the East Tennessee Chapter of the Interior Design Society (IDS) to produce "IDS Presents On Stage." This all-day luncheon charity event to be staged in Knoxville on the site of the 1982 World's Fair will benefit our Duncan Hall (Resident Management Lab) Endowment Fund. In addition, it will provide the opportunity for our student chapter of IDS to network with area designers, hear nationally acclaimed designers, and actually participate in the production of the event.

#### **Habit #7: Sharpen the Saw (Balanced Self-Renewal)**

Haley (1994) in her discussion of tough calls in today's fast changing academic environment asks the question, "Has your group had a unit outing lately?" (p. 7). Beginning in 1982, our department has scheduled annual fall and spring retreats to reflect, plan, and experience family. We have had proposals funded for three overnight retreats in our nearby Great Smokey Mountains. Just this fall we spent a relaxing and productive two days at historic Buckhorn Inn in Gatlinburg planning for our upcoming AAFCS Council for Accreditation site visit. We ate dinner by candlelight, enjoyed our sack lunches with the ducks at the pond, and had breakfast in the glow of the warm fireplace. In Haley's (1994) words we experienced the "feeling of family" (p. 7).

Sharpening the saw is no less important for the department chair or dean, as anyone who ever has had this leadership position knows so well. As chair I have found self-renewal in organizations such as Council of Administrators of Family and Consumer Sciences. The annual meeting programs, friendships, networking



opportunities, and pre- and post-conference activities have been self-renewing. Seagren and Miller (1994) have noted the importance of networking among chairs and has suggested that national associations as well as institutional affiliation of chairs, both formally and informally, can be "beneficial and comforting" to chairs (p. 2).

D. A. Benton (1992), author of *Lions Don't Need to Roar*, has written that "standing out and fitting in" are the keys to success in business. According to Benton, "Getting ahead in business (and in life) is not a matter of how many cylinders we have. It's the result of how many we use and how we use them" (p. 198). In this era of increased accountability, bottom lines, "tight times" (Lillestol, 1994, p. 5), and "tough calls" (Haley, 1994, p. 1) we all are looking for ways to improve and maintain our programs. Small programs and small institutions have their own unique set of challenges and cylinders. We must remember that we may be able to barter instead of buy the services of a good mechanic, drive a car with fewer cylinders, recruit and retain the best drivers available, cultivate good driving, get the most mileage possible by driving very efficiently, and drive our little car with pride and pleasure. Sometimes little cars even can make it through tight, tough traffic that stalls bigger cars! ❏

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## Managing Change: The Key to Empowerment

Gwendolyn O'Neal  
Pamela A. Burdette

*Rapid change will characterize the future. Family and consumer sciences will secure a commanding place in higher education to the extent that the field is positioned to manage change rather than respond to it. Four essentials necessary to empower programs and the profession are discussed.*

**H**ome economics programs in higher education institutions have been influenced by numerous changes over the last three decades. Four major forms of change characterize the environment in which we now live: intense globalization, rapid technological change, a shifting demographic base (Coates, 1994; Holland, 1994; Smith, 1992) and an eroding economic base to support higher education.

Intense globalization has resulted in multiculturalism which can be positive and invigorating. Yet, multiculturalism can lead to tension between nationalism and tribalism (Naisbitt, 1994) in which ethnic groups seek to maintain their own language and cultural identity. Without clear-cut, well-established laws and limitations on behavior, the potential for conflict increases.

As technology changes, a telecommunications infrastructure composed of telephones, televisions, computers, and consumer electronics will result in a world-wide network and the ability to view and or participate in the unfolding of world events as they occur. Naisbitt (1994) indicates that technology will drive change in the 21st century just as manufacturing drove change in the industrial era.

Shifting demographics have resulted in decreased enrollment in general home economics programs, increased enrollment in specialized programs, development of more complex bodies of knowledge within each specialization, increased enrollment of nontraditional students, and increased recognition of the need for higher education faculty and administrators to develop partnerships with business and industry (Bailey & Firebaugh, 1986). The decline in the economic base has resulted in educational reform, increased emphasis on quality, and the importance of accountability.

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The impact of these changes is further exacerbated by the unintended consequences of good intentions (Handy, 1994) and the global paradox created by such changes. Naisbitt (1994) contends that changing technology is the driving force behind the global paradox. Due to changing technology, the smallest player in the global economy (i.e., the individual) will become more and more powerful. Therefore, an organization serious about its mission of empowering individuals, strengthening families, and enabling communities will have a place of preeminent importance in the 21st century. For it is at the individual, family, and community levels that such changes are apt to wreak havoc. But it is also at these levels that opportunities for each individual are far greater than at any time in human history.

In order to secure a commanding place in higher education, the family and consumer sciences profession must not simply meet the challenges imposed by the changing environment but must position itself to manage the changes. In order to do so, four factors are essential: (a) leaders as realists with vision; (b) programs positioned to strengthen and empower individuals, families, and communities in a global society; (c) potential to impact baseline values to effect peaceful coexistence and creative cooperation among members of a world community; and (d) political activists and risk takers on behalf of the profession and the family. The elaboration of these four essentials follows.

### Leaders as Realists with Vision

In an environment in which change is the only constant, the family and consumer sciences leader must be a realist with vision. At first glance, the realist with vision seems to be an oxymoron. The key interest or concern of the realist is for the actual, and the visionary is characterized by such terms as audacious, highly speculative, impractical, or a dreamer. Yet, if family and consumer sciences is to have a commanding place in higher education the leader must be one who views things as they really are (i.e., a realist) while at the same time is able to assess current trends and, through reflective thought, envision what the future is likely to hold. The leader must become adept at leading in a constantly changing environment while peering beyond the horizon and viewing future possibilities.

Because of the rapidity with which change is occurring, institutions from both the private and public sector are relying on persons who assess current trends and speculate on future

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possibilities for direction in decision making. Among the 74 trends that are expected to affect America in the year 2000 is listed the influence of futures studies and forecasting (Cetron, 1994). Professional organizations and educational institutions will have to become adept in trend analysis and futures studies. At a minimum, the leader will have to decide how to respond to the direction articulated by the futurist. The visionary leader, however, should be able to provide the leadership which manages change, thus, shaping the future rather than responding to it.

The realist with vision knows that the institution that is most effective in meeting the challenges and offering solutions to the problems confronting its stakeholders are those that are proactive. A simple example may help to clarify the point. International migration has hit an all-time high and is not expected to peak for several more years. Such migration leads to multiculturalism or a heterogeneous population which can be rewarding and enriching. In general, however, heterogeneous populations in which people have lots of political freedom (democracy) and lots of economic choice (capitalism) are prime candidates for crime (Coates, 1994; Stephens, 1994). Combined with the potential for high-tech blue-collar national and international crime (Moore, 1994), an aging population which is vulnerable to crimes (Stephens, 1990), and the lack of clear-cut, well-established laws and limitations on behavior in a heterogeneous society which leads to crime, the potential for increased crime in the future is horrendous at best. The realist with vision knows that the family and consumer sciences curricular and research agendas must not wait to see if the potential for increased crime has an impact on the well-being of families, individuals, and communities, but must move expeditiously to manage change, thereby altering or redirecting the effect of a potential volatile trend.

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The architecture of the organization must be global, flexible and learning, integrated and cross functional, information technology based, and stakeholder focused with an empowered workforce

The impact of the dynamic interweaving of the effects of globalization, rapid technological change, and shifting demographics dictates that the leader will have to create an agile organization and, like the captain of a great ship, steer it with a sure hand. The architecture of the organization must be global, flexible and learning, integrated and cross functional, information technology based, and stakeholder focused with an empowered workforce (Holland, 1994).

Rapid change induces in people a sense of impotence. As a result, many people ask, “What is the point of it all?” Some will

conclude that there is no point. Perhaps the greatest challenge of the realist-with-vision leader will be that of implementing strategies to help people make sense of a paradoxical world. According to Handy (1994), three things will be necessary: a sense of continuity, a sense of community, and a sense of direction. We must see our lives as continuing from the past into the future. A sense of connectedness is essential if we are to make sacrifices for other people. And there must be a sense of direction or purpose to give point to striving. These are sure to be the leader's greatest challenges but also the most rewarding if accomplished.

### **Programs Positioned to Strengthen and Empower Individuals, Families, and Communities in a Global Society**

The current shift, from a world view of numerous independent nations primarily functioning as singular entities to a world view of interconnected nations which form a global village, has an impact on programs nationwide. West (1990) wrote:

As world events increasingly shape what happens in our lives, our efforts to understand the processes by which they occur and their implications must be intensified. Similarly, we need to develop an understanding of the implications of our actions in the lives of others around the world. As . . . educators, we can adapt and modify the curriculum to reflect a time in history when concern for people in their near environment includes realization that self and community exist in relation to the larger world. (p. 187)

In understanding the need to modify the curriculum to reflect a changing world view, Bailey and Firebaugh (1986) cited twenty-two recommendations for strengthening home economics in higher education. Nearly a decade later, these recommendations provide a solid foundation for program enhancement and development.

From Bailey and Firebaugh's (1986) perspective, a foundation for understanding the individual and family must be built by a study which places the individual and family within the context of historical and contemporary views of the cultural, social, ethical, and economic dimensions of American family life and social systems that service their needs. Also, opportunities must be designed for students to view family and consumer sciences holistically.

Programs must attract academically gifted undergraduate, graduate, and nontraditional students. Such will require high



quality student advisement and placement services. Bailey and Firebaugh's (1986) recommendation to make continuing education a priority in program development is crucial in that any competitive edge will go to those who continue to learn (Wagner, 1994). Individuals will use technology in the future to continually educate themselves (Wagner, 1994). Thus, computer skills are imperative. Students must be equipped not only to discern alternative career options and obtain jobs but to *lead* in a truly multicultural society. Therefore, courses must integrate global/universal concepts and an international perspective. An innovative approach to programs which integrate political, social, economic, and ethical issues that impact the quality of individual and family life is required. Critical creative cognitive skills must be developed in students as well as high levels of competence in verbal and written communication (Wagner, 1994). If the curriculum is to be modified to incorporate the necessary change to empower individuals, faculty must be adequately rewarded, and credible teaching evaluation and reward systems must be developed.

Both undergraduate and graduate students must develop skill in conducting research. Professionals must be open to alternative ways of seeking knowledge and develop an appreciation for various research paradigms. Although obtaining knowledge for knowledge sake is valued, research that addresses current and future needs must be conducted, translated, and disseminated for effective use by families, policy makers, and society in general.

Bailey and Firebaugh (1986) expressed a need for partnership between business and academic institutions with the goal of improving skills and employability of people. Businesses continue to be concerned about the quality of the workforce, i.e., individual's knowledge, skills, and creative approaches to problem solving needed for productivity in the work environment. Because schools are increasingly being established in the work place for children of employees (Cornish, 1993), the field of family and consumer sciences, with its integrative and holistic nature, is in a unique position to facilitate such trends.

For family and consumer sciences programs to be positioned to strengthen and empower individuals, families, and communities in a global society, there is an urgent need to move beyond rhetoric to action. Most of the recommendations proposed by Bailey and Firebaugh (1986) to strengthen programs in higher

education are yet to be implemented. Programs and curricular offerings must be modified to reflect the current shift in world view.

### **Potential to Impact Baseline Values to Effect Peaceful Coexistence and Creative Cooperation Among Members of a World Community**

The definition of a value differs depending upon the discipline, context, and other criteria. One of the well-known definitions is that of Rokeach (1973) who defined a value as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p. 5). Values are about things that are believed to be right, desirable, or good, therefore serving as guides for human behavior or action. Values affirm our human dignity and promote the common good (Lickona, 1993).

Family and consumer sciences professionals (Brown, 1985; Conklin, Jones, & Safrit, 1992; Nolen & Clawson, 1992; Ownbey & Horridge, 1992) have shown interest in debating issues relative to the values of families, society, and those of the profession. Various concerns have been expressed about (a) whether there is a set of (shared) values that guide members' professional practice; (b) whether family and consumer sciences educators should have a role in values education or the transmission of family and societal values; and (c) what, if any, should be taught regarding values.

Some family and consumer sciences administrators and educators have agreed that persons should take part in reflective critical thinking in regard to values which guide the profession's mission. However, there must be an understanding of the historical events of the past and comprehension of current situations and social realities of families (Bailey & Firebaugh, 1986).

Are there values which transcend families, national boundaries, and political affiliations? Universal values have been defined as the core values that transcend religion, cultural backgrounds, and time to become norms of ethical conduct. These values include respect, caring, honesty, integrity, trustworthiness, loyalty, fairness, responsibility, accountability, and pursuit of excellence (Ohio Department of Education, 1993).

Rokeach (1979) identified 18 terminal (ends) and 18 instrumental (means) values that he believed to be common, to some extent, to all

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Students must be equipped not only to discern alternative career options and obtain jobs but to *lead* in a truly multicultural society  
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people. The terminal values are long-term goals, such as inner harmony, happiness, true friendship, wisdom, freedom, family security, mature love, self-respect, national security, a world at peace, equality, a world of beauty, salvation, a sense of accomplishment, social recognition, pleasure, a comfortable life, and an exciting life. The instrumental values, which serve as guiding principles in day-to-day activities, include being honest, helpful, broad-minded, cheerful, loving, forgiving, responsible, self-controlled, clean, obedient, polite, courageous, independent, intellectual, logical, ambitious, capable, and imaginative.

Recently, Kidder (1994) interviewed two dozen *men and women of conscience* from 16 nations. The intent of these interviews was "to find the moral glue that will bind us together in the twenty-first century" (p. 8). Each interview began with the same question: "If you could help create a global code of ethics, what would be on it? What moral values, in other words, would you bring to the table from your own culture and background?" (Kidder, 1994, p. 8). Eight common values emerged through the discussions: love, truthfulness, fairness, freedom, unity, tolerance, responsibility, and respect for life. Other significant values that surfaced during the interviews are courage, wisdom, hospitality, obedience, peace, and stability. These findings as well as those reported earlier clearly reflect common universal values.

What will be the role of family and consumer sciences in making an impact on baseline values to effect peaceful coexistence of individuals and families in a world community? Brown and Paolucci (1979) wrote that the essence of home economics is to enable individuals and families to reach their highest potential and to participate intelligently in shaping society. The American Association of Family and Consumer Sciences contends that the profession's mission is to empower members to act on continuing and emerging concerns of families and individuals in order to effect optimum well-being. Thus, we propose that the profession and its members have an obligation to engage in activities—teaching, research, and service functions—related to values and the formation of such. The assumption from which we voice our perspective is that people's basic values and beliefs impact goal orientations and interactions with others and, subsequently, have long-term implications for the well-being of individuals, the environment, and the world community.

Family and consumer sciences educators have a repertoire of strategies and approaches at their discretion for addressing the

controversial issues at hand. Responses may range from ignoring values to intentionally teaching them. At a minimum, efforts should be made to help students in clarifying values. Practical problem-solving processes, practical reasoning, conflict resolution, role modeling, case studies which have a moral and an ethical undergirding, role playing, and the cooperative learning process are strategies which might be employed. If peaceful coexistence and creative cooperation among members of a world community are to be realized, there must be some common values to serve as moral and ethical glue.

### **Political Activist or Risk Taker for the Profession and the Family**

When one speaks of being a political activist, the notion of the self-centered individual seeking personal gain surfaces. The political activist is wise, prudent, and sagacious in devising and pursuing measures to reach the intended goal. This person moves with decision and activity. Risk taking is natural, for s/he has found a direction or cause of sufficient importance to dispose the self, beliefs, and ideas to potential attack from external forces. These characteristics might describe any political activist. However, a different form of political activism will be required in the future.

The responsibility for political action on behalf of the profession, families, individuals, and communities cannot be left to a committee within the profession, to two or three persons residing near the capital, or to paid lobbyists. Rapid change in technology along with other factors will lead to decentralization of government which will place the responsibility for managing the affairs of the people at the state and local levels (Naisbitt, 1994). Such decentralization will lead to less representative government and to a more democratic one. Representative government came into existence when there was a lag in communication and the local clientele needed a representative to speak on their behalf.

Because the real power in the future will reside in the hands of those who cast the vote and not in the hands of a powerful few (Wagner, 1994), the political activist will have to have a well orchestrated agenda rooted in those causes which will enable people to utilize the power at their disposal. This political activist will be successful to the extent that the focus is on empowering individuals, strengthening families, and enabling communities.

Trust will be the taproot of strength and effectiveness of the new



political activist. Covey's (1991) principle-centered leadership *from the inside-out* will be the common practice for the successful leader. Because of a basic lack of trust of politicians, as character flaws are continuously exposed by the media, and the general belief that politicians have little or no power to make change in centralized government, the new political activist will have to develop the trust of those with whom s/he interacts at the individual and community levels. Trustworthiness will be based on character—what one is as a person—and competence—what one does/can do (Covey, 1991).

When one is found trustworthy, communication is facilitated and a productive interdependence results. The basis is then formed to empower individuals to garner their own resources, accept responsibility for their own destiny, judge themselves and their own potential effectiveness and ability to manage their own affairs, and affect the well being of those with whom they live and interact, i.e., the community.

If change is to be managed, the political activist will constantly engage in trend watching and will translate the direction of change such that stakeholders can interpret and understand the consequences of a reactive posture. The political activist, because of trust, will have a community of committed individuals to support a shared vision of peaceful coexistence and creative cooperation.

## Conclusion

For family and consumer sciences to secure a commanding place in higher education, we contend that the above four factors are critical. In the 21st century, *leadership as usual* will lead to the demise of the profession. Leaders must clearly understand the reality of the environment in which we operate while viewing inevitable change and assuming a proactive posture. Such is necessary if a reactive posture is to be replaced by the managing of change.

Global interdependency and the role of technology are realities in the changing milieu. A global code of ethics or a set of common values is necessary for peaceful coexistence and creative cooperation to exist in the 21st century. Alternatives from which value systems are formed are presented to the individual first by the family. The mission of the profession places family and consumer sciences in higher education in the position to

secure a commanding place in the 21st century. Havel, on the occasion of receiving the Philadelphia Liberty Medal, July 4, 1994, stated:

... The central task of the final years of this century ... is the creation of a new model of coexistence among the various cultures, peoples, races, and religious spheres within a single interconnected civilization. ... Such efforts are doomed to failure if they do not grow ... out of generally held values.

... In today's multicultural world, the truly reliable path to peaceful coexistence and creative cooperation, must start from what is at the root of all cultures and what lies infinitely deeper in human hearts and minds than political opinion, convictions, antipathies, or sympathies: It must be rooted in self-transcendence. (p. 113)

If Havel is correct, can family and consumer sciences in higher education, through the four essentials presented, be empowered to help ensure the survival of a civilization that is global and at the same time clearly multicultural? In other words, can we help individuals and families find that common endowed capacity for self-transcendence? If such is a noble goal, and we contend that our mission suggests that it is, then family and consumer sciences can be assured of a commanding place in higher education. **KJ**

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Leaders must clearly understand the reality of the environment in which we operate while viewing inevitable change and assuming a proactive posture

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