

Higher Education LifeNet

FLORIDA STATE UNIVERSITY

| NOVEMBER 2007

Two Leaders in Higher Education speak at Florida State University



Dr. Siegel keynotes 4th Stryker Lecture during Homecoming

atrium for appetizers and conversation before entering the auditorium. A buzz of excitement filled the room in anticipation of Dr. Betty Siegel's lecture on her perspective of ethics and leadership in higher education.

As a prominent leader in higher education, Dr. Betty Siegel began her path to success with an associates degree from Cumberland College, a Bachelors from Wake Forest University, a masters from University of North Carolina-Chapel Hill, and she culminated her education by earning a doctorate from Florida State University. Her honorary doctoral degrees are from Cumberland College, Miami University of Ohio, Eastern Kentucky University, Lynchburg College, Morehead State University, and Southern Connecticut State University. Dr. Siegel's accomplishments are marked by her degrees, but superseded by her subsequent leadership positions. As the first female president in the University

System of Georgia, first female Academic Dean in the School of Education and Psychology at Kennesaw State University, first female Dean of Academic Affairs for Continuing Education at the University of Florida and the first female educator as the Chairman of the Board of Directors of the Cobb Chamber of Commerce, Dr. Siegel humbly says of her honors, "musta done something right."

As a coal miner's daughter, Dr. Siegel saw the tenacity of mountain people who appreciated education and respected each other. "They're not sorry people" describes Dr. Siegel, "you can go to the bank on their integrity." To Betty, education was "a window to the world" outside of her small town and she knew that was her path "in order to be somebody." She used those early lessons to fuel her desire to bring honor to her family, so when she looks back, she can

See **STRYKER** page 4.

By Cathy Badger

"A woman with charisma and an infectious personality" is how a former colleague described Dr. Betty Siegel before her lecture on October 25th, 2007. A crowd of administrators, educators and students gathered in the College of Medicine

Pathways Lecture focuses on the future of Higher Education

By Andy Mauk

Can you imagine a world where every Starbucks is a library or a university, instead of a library or a university having a Starbucks? That's the future as envisioned by Dr. James J. Duderstadt, University of Michigan President Emeritus and University Professor of Science and Engineering. Florida State University welcomed Dr. Duderstadt to campus on September 24, 2007 to deliver the inaugural Pathways of Excellence Distinguished Lecture. With a packed house of FSU administrators, faculty, and students, Dr. Duderstadt led

everyone on a journey through the complexities of American Higher Education with a lecture titled, "*The 21st Century University: Challenges, Responsibilities, and Opportunities.*"

Dr. Duderstadt is a uniquely qualified expert within the field of Higher Education, having served on numerous national and regional boards, including a leading role on Education Secretary Margaret Spelling's National Commission on the Future of Higher Education. Duderstadt's vast array of service and professional work lends

See **PATHWAYS** page 12.



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in Higher Education

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Many higher education professionals throughout the country remember Dr. Hardee for her establishment of the FSU Higher Education "LifeNet," a support system that continues throughout graduates' professional years. It is with this guidance that the Hardee Center quarterly Newsletter promotes the "LifeNet" of students, alumni, faculty, and friends of the Florida State University Higher Education Program, as well as seek support for future endeavors.

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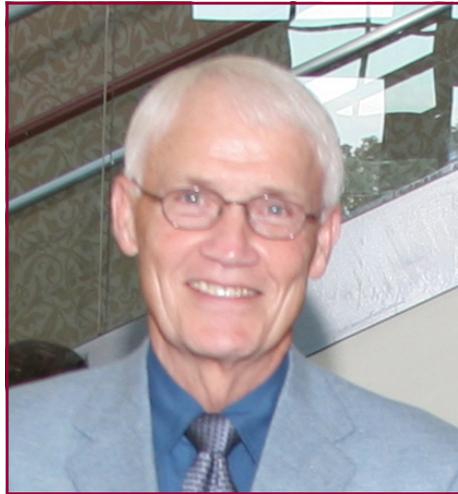
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Words from the Director



Recently the Hardee Center was pleased to host a doctoral student, Sally Click, from Bowling Green State University, who is doing her doctoral research on the legacy of Dr. Melvane Hardee. Sally visited Florida State University to talk with faculty, staff and alumni who knew Dr. Hardee and to research the FSU Library Archives which houses a large collection of materials from Dr. Melvane Hardee. Sally also attended the 4th annual Stryker Lecture to hear Dr. Betty Siegel, a graduate of FSU's College of Education.

Sally's visit reminded me that the legacy of Dr. Melvane Hardee continues to influence higher education, and her life and work still serves as a model for young scholars and practitioners today just as they did in the past. Sally's visit was also

a reminder of the importance of maintaining and building upon Dr. Hardee's legacy at Florida State University and encouraging our Higher Education students to take advantage of the rich archives on Dr. Hardee's life and work that are available on campus.

In the coming weeks, the Hardee Center will be conducting its annual fundraising drive to help pay for the many programs and services that support Higher Education students and the Higher Education program at FSU. Help us to advance the legacy of Dr. Melvane Hardee through your contributions and support of the Hardee Center. We look forward to sharing some of Sally's research findings on Dr. Hardee's legacy when she completes her dissertation.

In the many pictures and stories of Higher Education students, faculty, alumni and friends contained this issue of *LifeNet* we think you will see how much Dr. Hardee's legacy continues to thrive at FSU!

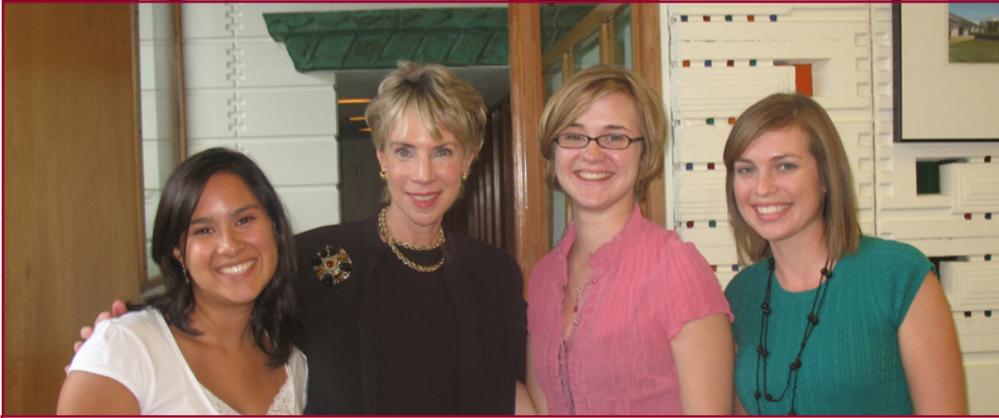
Thanks for your support,

Dr. Jon C. Dalton
Hardee Center for Leadership
and Ethics in Higher Education



Sherrill W. Ragans, former associate vice president of Student Affairs, **Dr. Carol V. Spring** (Ph.D., 1978) and BGSU doctoral student **Sally Click** during the reception preceding the 4th annual Stryker Lecture

Alumni Spotlight: President Ann B. Kerr (M.S., '78 Ph.D., '89)



FSU Master's students Karen Serrano, Beth Wrinkle and Rachel Navarre met with President Ann B. Kerr (second from left) while attending FL NASPA Conference hosted by Florida Southern.

By Rachel Navarre, Karen Serrano, Aurélio Valente and Beth Wrinkle

At Florida Southern College, Dr. Anne Kerr is not only serving as the institution's seventeenth president but she is also curator of the largest single site collection of Frank Lloyd Wright structures which draws 30,000 visitors annually to the college. The historical significance of the campus' architecture has resulted in Florida Southern's recent designation by distinguished architects, art historians, and archeologists to the 2008 World Monuments Watch List of 100 Most Endangered Sites. Florida Southern shares this designation with other sites such as the Taj Mahal, Great Wall of China and Machu Picchu and is central to Dr. Kerr's preservation efforts to restore the historic structures that have been in a state of disrepair due to years of deferred maintenance. Many of the buildings, esplanades, and the Water Dome are part of a campus master plan which includes restoration and construction projects in anticipation of the 70th anniversary of Wright's relationship with the college.

Dr. Kerr's experience in higher education began at Florida State University where she served as a Head Resident in Jennie Murphee Hall during her Master's degree and doctoral coursework. Her experience is defined by the Ted Bundy murders on campus in 1978 where she worked during frenzied circumstances to make her 400

freshmen women feel safe and worked with other staff to review and implement safety procedures during a chaotic time. Dr. Hardee, who President Kerr describes as a "dynamo", was supportive of her during this difficult period and offered her own advice from working with students and managing campus environments resulting from student protest and campus unrest that characterized the late 60's and early 70's. While there are changes in the college students we now serve from her time as a Head Resident at FSU, Dr. Kerr believes that fundamentally, there are still core responsibilities in our work in student affairs, such as developing programs and services that build a sense of community and ensure a safe and caring learning environment.

Beyond Florida State, Dr. Kerr's 25 years of experience in college and university administration includes serving as assistant dean of students at the University of Central Florida, associate dean of the Crummer Graduate School of Business at Rollins College, vice president at Rollins College, and most recently as vice president at the University of Richmond. In these various roles, Dr. Kerr gained valuable experiences building academic programs and advocating for the value of higher education in the community. While Dr. Kerr was at Rollins College, she was unknowingly mentored by then president, Dr. Rita Bornstein. "Dr. Bornstein must have

seen something in me and taken me under her wing," said Dr. Kerr. "I benefited greatly from her advice and mentorship." As vice president of the University of Richmond, Dr. Kerr was nominated for the position of president at Florida Southern College. She had always been interested in athletics and religious-based institutions. With Florida Southern's 26 NCAA Division II national championships and its affiliation with the United Methodist Church, she knew it would be a perfect institutional fit for her personal and professional values. Now in her fourth year as president, Dr. Kerr says that integrity, good judgment, leadership and managerial skills are four important qualities for any college president. She also emphasized not losing sight of how what you do as president impacts people's lives.

Dr. Kerr enjoys the challenges and opportunities that come with leading a religiously affiliated institution. Florida Southern values its affiliation with the United Methodist Church. The biggest impact of the church is reflected in providing scholarships to FSC students. FSC seeks to give students a well-rounded education that emphasizes academic excellence, spirituality, wellness, professional preparation and most importantly giving back and making a contribution to society. Dr. Kerr noted that students who attend Florida Southern find themselves among a tight knit community with small classes and an optimal learning environment. She notes there is a strong essence of spirituality on campus and that multiple religions and campus ministries are represented at Florida Southern.

The presidency does present challenges, not the least of which are institutional finances and accreditation. Dr. Kerr indicated accreditation presents a challenge for all institutions regardless of size or type, but it can be particularly difficult for small private institutions like Florida Southern which must meet the same requirements of their large public counterparts. In conjunction with preparing for the accreditation process, Florida

See **ALUMNI** page 13.

STRYKER LECTURE *(continued)*

take pride in her roots.

As the beneficiary of a legacy passed down from professor to student, Dr. Siegel is a strong supporter of affirmative action. Her suggestion to others: “stand on the shoulders of those leaders who came before us,” just as she did, to continue the effort of paths already formed. By taking up others causes, Dr. Siegel began to shape her own thoughts on personal goals. By watching other leaders, she questioned how she could be an effective leader. She wanted to make a difference in the higher education community as others had and create a university of meaning.

With the theme of ethics and leadership, Dr. Siegel highlighted her experiences as an administrator after the tragedy of 9/11. She told of the huge boulder that was now located on campus and its purpose of providing perspective to current and graduating students. At graduation, each student receives a small piece of the rock, signifying the small place of each person in the larger picture. She instructs each student to keep the stone as a reminder of the adversity each student faces and the perseverance needed to come through a difficult situation.

For Dr. Siegel, the boulder signifies four important questions that challenged each person's ethics and leadership: 1) Who am I?; 2) Where do I come from?; 3) Where am I going?; and 4) What is the meaning of my path? Not leaving the group in suspense, Dr. Siegel then gave four areas on which to concentrate when answering these questions; she called them the basic elements of ethics and ethical leadership. First, she mentioned trust. Trust your colleagues and other professionals to work on succeeding together. Sequoia trees trust each other, evident by their shallow roots and extremely tall height. Each sequoia grabs the roots of a surrounding tree to acknowledge the benefit of having others around with similar goals of not falling to the ground. Each tree knows the support of the next as they work together for a common objective.

The second basic element listed by Dr. Siegel was respect. An important topic to note on campus is the respect paid to diversity. “Each student and educator should take it upon themselves to focus on diversity in order to further promote ethics in action.” The third element proposed was optimism. Dr. Siegel mentioned the benefit of living longer while indulging in an optimistic attitude regularly. “Use your untapped potential to unlock the budding potential in others.” Intentionality was the final ethical element noted by Betty, to support the notion of always acknowledging how each person's actions influence others and should ultimately support the “big picture.”

On a roll, Dr. Siegel entered her final segment describing the six pressure points for each higher education professional: Be concerned about the people you serve, a place does not have to be beautiful to be important, education programs must be inviting in order to make students care about success, the name of a place does not matter it is what is happening in that place that is truly important, the three “P’s” — policy, process and prospectus are important to keep in mind when making decisions, and finally, a leader is defined by the wealth of knowledge imparted on others during tenure in a position- not the number of buildings named or curriculum changed at that time.

In her closing remarks, Dr. Siegel noted that her success was in part due to her mountain roots and her educational experiences but also due to her youthful outlook and personality despite her age. On her headstone, there will be a birth date and a death date, but she hopes to be remembered for the influences and accomplishments that occurred during the hyphen in between.

Dr. Betty Siegel is married to Dr. Joel H. Siegel, an Associate Magistrate Court Judge for the City of Kennesaw and Professor of English at Piedmont College. They have two sons, both with doctorates in Higher Education, and two grandchildren.

Stryker Lecture Photos



Dean Driscoll (L), with Dr. Siegel and Andrew Watkins, M.S. '96 (R).



Robyn Brock, M.S. '03 and Beverly L. Bower, Ph.D. '92



Dr. Siegel speaks to higher ed. students, faculty and friends.



James Hunts thanks Dr. Siegel for speaking at the Stryker Lecture.

From our Perspective: Viewpoints from Chief Student Affairs Officers

Vice President Mary Coburn, an



FSU alumnus (Ed.D., 1992), previously served as vice president for Student Affairs of Tallahassee Community College from 1995 until 2002.

Vice President Roland Gaines, a



FAMU alumnus previously employed at FAMU from 1968-2001 currently serves as Vice President for Student Affairs.

Vice President Sharon Jefferson has



served as Vice President for Student Affairs since 2003. She has a distinguished career with TCC, starting her tenure with the College in 1982.

Q: Florida's cutbacks in higher education have been well publicized in *InsideHigherEd.com* and the *Chronicle of Higher Education*. What impact have the budget cuts had on your campus, and specifically programs and services within your division? Beyond impacting current initiatives, have these cuts impacted the development of new programs and the growth of existing services?

FSU: The recent state budget cuts have had a detrimental effect on programs and services that FSU can provide to our students. The University and Division of Student Affairs have not been able to fill staff vacancies that have occurred, service hours have been reduced, and the scope of services have been narrowed. Since most of our budget is in the form of salaries, the OPS, expense, and travel budgets have borne the greatest burden. In many cases we have not been able to hire student employees and we are no longer printing and mailing publications that traditionally have been sent to students, families, and other constituencies. Further, travel for student organizations and to professional conferences has been reduced and in some cases eliminated.

In the area of new programs, we continue to plan and create but sometimes without the funds to enact the ideas. For example, FSU has been developing a wonderful program to consolidate, expand, and publicize the many intercultural and global experiences that are available to students, faculty, and staff. In the future, students will be able to earn a Global Pathways Certificate. Until funding is identified, this opportunity will be tabled. We remain optimistic that the budget climate will eventually become healthy again so that we can restore services and offer new programs for our students.

FAMU: Just before my arrival to FAMU on July 2, 2007, a decision had already been made to freeze vacant positions. This allowed the University to set aside 4% of the budget as we waited for the Governor to decide what level of cuts we would have to endure. This came at a bad time because of vacancies in strategic areas in Student Affairs. Subsequently, President Ammons formed the University Budget and Planning Committee and funded it at \$4 million. This allowed the vice presidents to develop strategies for funding critical areas and programs. I requested \$600,000, and the committee approved my request as did the President. This money is being used to fund some critical positions and to award 5% raises to our in-unit police officers, who, when compared with area law enforcement agencies, are underpaid.

Fortunately, our activities and services fees were not affected. Therefore, SGA has been able to implement its budget as outlined and approved last spring. They have even been willing to help Student Affairs with some initiatives. I have been very impressed with SGA's operation and involvement since my return to FAMU. Unfortunately, Florida may be facing additional cuts in 2008-09. President Ammons has made it clear that his first priority will be to ensure that the academic enterprise is not harmed. If additional cuts do occur in 2008-09, Student Affairs programs could be affected.

TCC: TCC's budget planning process allowed us to look ahead at possible budget-cut scenarios to explore the "what ifs" in a number of service and program areas. Budget managers were asked to develop a plan for three different scenarios: a 4% cut, a 7% cut, and a 10% cut.

This preparation allowed administrators to properly prioritize services and initiatives, determining where cuts would be made for each possible scenario. As a result of this extensive planning process, the College was able to support all existing positions and programs. Vacant positions were frozen in an effort to free resources for other pressing initiatives.

The process worked well for the College and the Division of Student Affairs. We were able to move forward with some new initiatives, but limited such programs to a one year commitment. Successful new programs will be revisited when budget planning begins for the next fiscal year.

Faculty Spotlight: Dr. Debra D. Austin (MBA '80, Ed.D. '98)



By Jackie Deptula

The Florida State University's Higher Education Program was fortunate to have Dr. Debra Austin return to the faculty this fall. She brings with her a wealth of experience from her 28 years in Higher Education, beginning her career as an English professor at Lake-Sumter Community College in Leesburg, Florida, and continuing on to serve in various academic and administrative positions. These positions include Executive Vice President and Acting President at Tallahassee Community College and Assistant Vice President at Florida State University. Her most recent positions include Chancellor of the Florida Board of Regents and the Provost and Vice President at Florida Agricultural and Mechanical University.

When asked why she chose to return to the FSU Community, Dr. Austin stated that after working most of her professional career in Tallahassee and earning her doctoral degree from Florida State, it seemed only natural to return to the Higher Education Program. She admitted the most memorable event since returning in August has been witnessing the excitement generated through interaction with scholars and students, and she looks forward to what is to come.

Courses offered by Dr. Austin this fall include Basic Understandings of Higher Education for Masters and Doctoral Students and Academic Leadership for primarily mid-level academic administrators. She is also a co-instructor of the Leadership in Community course. Course offerings in the spring include Leadership for Change and Diversity in Higher Education. Dr. Austin admitted the research she has conducted since returning to FSU has been in course development, although she mentioned her focus within the field of higher education is academic leadership. "Academic leadership plays a part in developing the next generation of Higher Education leadership," Dr. Austin stated, adding "that is why it is extremely exciting to be teaching in the Higher Ed. program."

Students have benefited from Dr. Austin's addition to the department. Tony Conard, a first year Master's student in Basic Understandings said, "Dr. Austin has a wealth of information and experience that she weaves into class. Her experiences help us to see higher education through a number of different lenses and understand the nature of higher education. It is really great to see how the theory and history of higher education has a direct impact on the institution of higher education and how American higher education has grown through-

out the years." As a student in Dr. Austin's Basic Understanding of Higher Education course myself, I feel we have the fortuity to learn a great deal from her experiences. She also provides students with the opportunity to guide class topics by encouraging students to share their opinions and ask questions. Class is engaging and students are often challenged to support their opinions as well as remain open to new ideas.

Everyone needs passion to inspire hard work and Dr. Austin is no different. She believes that all people should have access to a high quality higher education experience, finding the benefits are both developmental and financial. "Students develop an increased level of critical thinking skills, a better sense of democratic value, and are more likely to be larger contributors to society," Dr. Austin added. This serves as her motivation and she extends this inspiration to her students and colleagues. Her involvement does not end in the classroom. Dr. Austin is a member of several national, regional, statewide, and local organizations, sharing her knowledge and enthusiasm with others in and outside the field. Having received numerous awards for her contributions to the field of Higher Education, faculty and students alike are fortunate to have Dr. Austin return to the Higher Education department.



Dr. Austin with students in her Basic Understandings of Higher Education Class.

"EDH 5931" goes to Washington!



By Nancy Donovan

When I first heard that Dr. Beverly Bower was planning to teach a new class in the fall that included a trip to Washington D.C., I knew that I wanted to be part of this new experiential class for doctoral students. The class entitled, EDH 5931-Seminar in Higher Education Research, Professional, & Policy Agencies is designed to introduce students to higher education research and policy agencies at the state and national levels. The course examines the operations and agendas of state and national agencies that influence and shape higher education. The course also introduces students to educational research and policies that are currently under consideration and review by these national agencies.

An additional bonus of this class is that it is organized in conjunction with a doctoral class being taught at the University of South Carolina by Dr. Katherine Chaddock. I remember thinking what a great opportunity to network!

During our three day visit, we met with Dr. Peter Eckel from the American Council on Education (ACE), Cliff Adelman from the Institute for Higher Education Policy (IHEP), Ken Redd with the Council of Graduate Schools (CGS), David Baime, American Association of Community Colleges

(AACC), Ram Singh, (IES, DOE), Thomas Weko, National Center for Educational Statistics (NCES), and Ernie Benjamin from the American Association of University Professors (AAUP). We also toured the Capitol Building and met with legislative assistants and aids who provided information regarding recent higher education legislation.

I felt this experience was helpful in understanding the complexity of issues and the process of policy making in our nation's

capital. Also, I feel it was enriching to meet with people who have expertise in research grants, data collection, faculty issues, lobbying, lawmakers, and leadership development. It was also interesting to become more aware of the possible career opportunities available at the federal and state level. I would highly recommend this class to all doctoral students interested in Higher Education policy. For more information on the class please contact Dr. Beverly Bower at bower@mail.coe.fsu.edu

Join us for the EDH 5931 Class Presentations

Public Policy in Higher Education

Mon., Nov. 19, 2007
5:30pm

Stone Building
Room 206

2007-08 Hardee Fellows

Hardee Fellows are graduate students who achieve a 3.8 overall GPA and have completed 18 credit hours at Florida State University. Fellows are eligible for Hardee Center travel and research grants where funding allows.



Masters Students

Dani Su Armstrong
Shanathan Crayton
Elizabeth Flash
Chrystal George
Amanda Hambleton
Jessica Harpole
James Hunt
Rachel Navarre
Jill Peerenboom
Samantha Perry
Holly Radford
Barbre Skwira
Beth Wrinkle
Alexandra Yanovski

Doctoral Students

Michael Black
Bradley Brock
Angela Coleman
Frank Cuevas
David Eberhardt
Kimberly Field
Lisa Hagen
Faye Jones
Justin Low
John Mabley
Gordon Mills
Carlos Nunez-Alvarez
Adrienne Otto-Frame
Kathyrine Scheuch
Shenifa Taite
Aurélio Valente*

*Red text denotes first-time designation as a Hardee Fellow.

Hardee Center Kicks off annual fund drive.

Look for information in the mail - your support is greatly appreciated!

Whether you studied with Dr. Hardee or know her by reputation, you may remember the strong tradition of teaching, mentoring, and professional development that she helped establish in the Higher Education Program at FSU and which the Hardee Center continues.

The Hardee Center supports the academic study and professional development of students in Higher Education, the LifeNet of supportive teachers, mentors, and friends.

Through your study and involvement with the FSU Higher Education Program,

you are a part of the FSU LifeNet. It is particularly important to **support the LifeNet legacy** during the program's 50th anniversary and ensure the continuation of the mentoring and professional development that has made the Higher Education as strong as it is.

Your financial support for the Hardee Center is essential in enabling us to continue the important efforts that helped you as a student. Your gift will help support future graduate students through funding for travel to professional conferences, grants to help with research efforts, professional development activities, and recognition programs.

While the College of Education provides some support for staffing and facilities, the Hardee Center depends upon alumni to fund the Center's programs and services.

In the sidebar, you will find easy to follow directions to contribute online through the Foundation's secure website. Alternatively, we hope you will receive the November fundraising mailing, pledge card and return envelope that you may use to make your contribution by check.

We suggest a minimum contribution of \$100. Rest assured that today's graduate students very much appreciate your involvement and continued financial support.



to make the same contribution to future Seminoles."

Stephanie Knight, current Master's student

"Thank you for investing in the future success of the Higher Ed program at FSU. I hope that one day I will be able

Don't forget, if you need the *LifeNet*, you have generations of colleagues willing to help. We look forward to reconnecting with you at future Hardee Center events.

Please remember, Hardee Center sponsored services and programs are available to current students in addition to alumni and friends of the Hardee Center

and FSU Higher Education *LifeNet*.

SUPPORT THE LEGACY

Consider making an online contribution through the FSU Foundation, it's an easy 3 step process!

1. Visit the secure online giving form at:
www.fsufoundation.org/main/GiveOnline.asp
2. Enter your information
3. To designate a gift for the Hardee Center, select "other" for Gift Designation and type in Hardee Center.

Please note, if you would rather mail your gift, a downloadable form is also available.

FSU Employees: You can make a gift to the Hardee Center through your FSU payroll deduction.

Thanks to Our Donors

The generosity of alumni and friends is responsible for much of the progress of the Hardee Center. Gift dollars are used to support student development programs, fund grants for student conference presentations and for conference attendance, and to help students achieve their goals throughout their masters or doctoral work within the Higher Education program.

Private funding provides the extra support needed to launch new programs or to strengthen established programs. Endowed scholarships and a lecture series have recently been funded by Hardee friends and donors.

New Donors since July 2007

We invite you to meet some of our donors and learn about the projects their gifts have funded:

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List is complete as of Oct. 31, 2007.

Annual Supervisor's Luncheon *Focus on Mentorship*



Christine Mechanik, Dr. Cheryl Brown and Chrystal George from the Office of Student Rights and Responsibilities.

delectable lunch, supervisors, mentors, and graduate students had the opportunity to listen to various speakers define the role of a mentor.

Throughout the program, different people defined the word mentor in various ways. As later described, mentoring is as diverse as the individuals providing and experiencing the guidance. Therefore, no single definition could fully explain what mentoring truly

means. It turns hindsight to insight for those who receive the mentoring. Honoring her mentorship experience with 2nd year masters student Chrystal George, Dr. Brown further defined mentoring as a skill, responsibility, and relationship that requires time, a connection, meaning, and most importantly trust. Chrystal echoed Dr. Brown's sentiments when she stated that mentors care and cherish who you are as a person, through laughter and tears. A mentor therefore helps a person to develop professionally as well as personally.

While the Supervisors & Mentors Luncheon provided graduate students with the opportunity to thank their mentors, it also provided a time for reflection on the importance of mentoring within the Higher Education program. As spoken by Dr. Brown, mentoring is truly at the heart of educating. It is what makes our program so special and sometimes so unique. Mentoring prepares students for their careers as well as their own mentorship in the future.

As we reflect on the mentors we have had throughout our lives, remember to thank them for all the guidance they have provided. Their time and efforts to further student affairs professionals and graduate students allows our profession to continually evolve. For those who serve as mentors at Florida State, thank you for all you do! Our program would not be outstanding if it were not for your

By Annie Carlson

Before reading this article, take the time to identify a mentor in your life, whether that is professionally, personally, or both. What made that person an effective mentor? How did he or she guide you and challenge you in life? Does your mentor continue to have an effect on your decisions?

Webster's Dictionary defines the term mentor as "a trusted counselor or guide." However, this description does not seem to fully encapsulate the true meaning of what it is to serve as a mentor. The 4th Annual Supervisors & Mentors Luncheon allowed attendees to explore the complex relationship of mentoring as well as its importance within the Higher Education program at Florida State University.

Sponsored by the Hardee Center, the luncheon took place on September 27th in the University Club. After a

means.

Dr. Jon Dalton began by relating the story of Odysseus, who sailed away to the Trojan War leaving his trusted friend Mentor to oversee his family. Not only was the war ten years long, but Odysseus took an additional ten years to return home. Throughout the time, his admiral friend Mentor watched over his family, guiding them through their separation. Mentoring therefore became a watchful eye and a guiding light for those in need of assistance.

While reflecting on her time as a mentor, Dr. Cheryl Brown, Assistant Dean and Director of Student Rights and Responsibilities, described the formation of fighter pilots. Using the loca-

tion of numbers on a clock to define the position of planes in relation to one another, one pilot will say to another, "I've got your six," meaning, "I've got your back." In this instance, mentoring serves as a support sys-

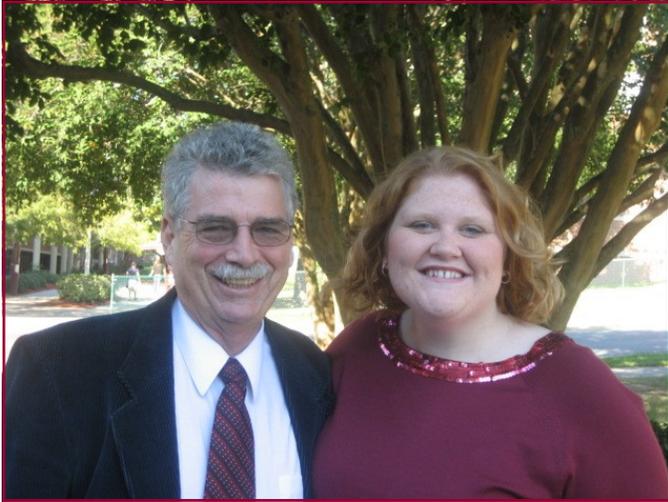


Staff and graduate assistants of the Center for Leadership and Civic Education.



Jonathan Barton and his supervisor Julie Leos from University Housing.

Supervisor Spotlight: Bill Clutter (M.S., '78)



By Charity Agomuo

When Stephanie Knight, graduate assistant in the Oglesby Union, discussed her upcoming graduation and how she would say farewell to her mentor/supervisor William (Bill) Clutter, Director of the Oglesby Union, she stated, "I will just tell him, 'I will call you tomorrow'". Their mentor and mentee relationship is unique and represents a genuine professional and educational team. From day one, Bill has given Stephanie the advantages and expectations of being a professional. His personal belief in directing the union and being a mentor, is hiring qualified people and letting them do their job.

Stephanie received her bachelor's degree in Theater Arts from Texas A&M University. Stephanie is currently a second year student in the Higher Education Masters Program and will graduate in April 2008. Stephanie and Bill's relationship is unique based on the direct connection between department director and student. Not a lot of masters graduate student assistants are privileged to be under the direct supervision of the head of such a large department. Both mentor and mentee are passionate about student affairs and the Oglesby Union. "We have a shared passion for what the Union and Student Affairs stand for," stated Knight.

Bill, an alumnus of Florida State University's Higher Education Masters program, was a member of the last

cohort to study under Dr. Melvane Hardee. He has worked in all areas of college unions for over twenty years, in all areas from student activities to facility management, now as the director of the Oglesby Union.

Kim McMahon, Associate Director of the Oglesby Union, has worked with both Bill and Stephanie and states their unique relationship is, "because Bill has also been through the Higher Education program at FSU, during a time when the

campus culture and structure was very different. The evolution of Stephanie's learning is comparable to others, yet Bill has a great ability to identify with it because he has experienced it, too."

When asked about his mentor techniques, Bill believes in letting people do their job and being there for support and questions. His holistic approach is all encompassing, from advising the Union Board to the figuring out the number of trashcans that should be placed around the union. Being an alumnus of the Higher Education Program, he understands the importance of applying theory to experiential learning. It is about "providing the out of class experience," stated Bill. According to Kim, supervising a graduate assistant as a director can be hard, but Bill finds a support network for Stephanie to work with as well. "Bill is always available and open to support her in times of challenge or success, as well as to provide that well-timed story or lesson to help further her growth and development," explained Kim.

Stephanie has defiantly seized the opportunities that her assistantship has offered. She encourages all graduate students to do the same. "You have to be as much a mentee as a mentor. It is not just the mentor's responsibility to find out what you want to experience. You have to let your mentor know what you want to get out of the experience." Setting

the framework and taking advantage of the opportunities, she has had the ability to express and implement new ideas. Stephanie has not been afraid to challenge herself and feels as though she has been treated as an "intricate part of the Union team." Stephanie understands and expects the knowledge that is available from her mentor. "I admire Stephanie's ability to understand what she can learn from Bill, and indeed seek out that learning and mentoring. I also admire that she is open to all sorts of experiences and is not afraid to ask questions, make mistakes, or offer her ideas and perspective," stated Kim.

When it comes to the Oglesby Union Board, Bill and Stephanie work closely with Sadie Molinet, Union Board Chair. As the advisor of the Union Board, Stephanie is the go between for Bill and the Union Board. Bill, Stephanie and Sadie have been able to work as a team, while working with different individuals, different leadership styles and the dynamics of the different political parties represented on the Union Board. Sadie admires and appreciates the support from Bill and Stephanie team. The three of them keep an open line of communication. Sadie admires that "Bill and Stephanie are very motivating and encouraging."

E'Lane Shuler, Oglesby Union Secretary, said, "The cohesive mentor relationship is admired by many that have had the privilege to work with Bill and Stephanie." The Oglesby Union and the Union Board are affiliated with the Association of College Unions International (ACUI), where at a recent regional conference, represented Florida State University and shared in a great learning experience with other college unions. They also enjoyed entertaining Karaoke from Stephanie and getting lost driving in Atlanta.

The essence of successful mentoring is a continued relationship. When Stephanie graduates in April and leaves the Oglesby Union, the mentoring experience she has gained and the network and support she has developed with Bill will not end. They are only a phone call away.

Fall Dinner Dialogue with Dr. Beverly Bower



Bower worked for twelve years at Pensacola Junior College, where she started as a librarian and eventually earned herself a leadership position as a library administrator. Her next stop was Florida State, where she earned her Doctorate in Higher Education in 1992. Dr. Bower then took a faculty position at the University of South Carolina before coming back to Florida State.

and her colleagues are exploring women's leadership from an interdisciplinary perspective. Together, they have established what they refer to as the "Nine Tenets of Leadership." These tenets were identified through their interviews with women leaders in a variety of disciplines. Dr. Bower herself has conducted numerous interviews with women who hold leadership positions in higher education. In addition to the articles they have published and the presentations they have given using their research, Dr. Bower and her research team are using the stories they were told in the interviews as the basis for a book about their findings.

By Jill Peerenboom

This fall's dinner dialogue was another in a growing line of successful and rewarding Hardee Center events. With Dr. Beverly Bower as the headliner and Beef O'Brady's as the venue, Higher Education students suspected they were in for a great evening.

After the attendees had a chance to greet one another and catch up on the happenings of the past summer, Dr. Bower took the stage. Over the course of the evening, she answered questions from her audience about her personal experiences, her research, and her current project. Early on in the conversation, Dr. Bower responded to a question about her research interests by saying, "your research and your life should come together in some way." Not only did she share that piece of wisdom with us, but she proceeded to give us examples of how following that advice has led her to a satisfying and flourishing career.

From Dr. Bower's account of her experiences and her research interests, it is easy to see that her work and her life do not run in parallel lines. Instead, they constantly intersect, each appearing to shape the other over time. Dr. Bower began her career teaching French and English to high school students. After several years of teaching, she went on to earn a Master's in Library Science. Then, Dr.

Since her return to FSU in 1997, Dr. Bower has held leadership positions, such as Director of the Hardee Center and Higher Education Program Coordinator, in addition to her role as Associate Professor.

Without a doubt, Dr. Bower has seen her life and her research come together. She cites her current research interests as women in leadership, community colleges, and minorities in education. Dr. Bower spoke at length about her current research, the Women in Leadership Project. She

Throughout the conversation, Dr. Bower's passion for her work was evident. She held her audience members captive with her stories, even after meals had been placed in front of them. It is clear that Dr. Bower's research has shaped her life and vice versa, which undoubtedly contributes to her effectiveness and success as a teacher, researcher, and leader. With Dr. Bower as a shining example, we can all strive for the purpose and passion that comes with the intertwining of our work and our lives.



Pathways lecture focuses on the future of higher ed.

PATHWAYS from page 1.

well to his vision of the 21st Century University. His lecture was highly informative, and, as our own Dr. Beckham indicated during the Q&A portion of the lecture, “it was as if we were drinking from a fire-hydrant of knowledge with only a straw.”

Highlighting current issues facing American Higher Education, Duderstadt presented three separate viewpoints. The first lens described the major ground-level challenges facing all institutions, including fiscal difficulties, the changing higher education needs in society, diversity, technology, and the influence of market pressures. In this lens, Duderstadt focused on the work of the Spelling’s Commission, specifically highlighting the findings and recommendations from their work, noting that the recommendations did not include a “No Child Left Behind” provision for American colleges and universities. The second lens focused on the big issues facing higher education, including the challenges of demographic changes, globalization, reputation issues due to national and world rankings, and the challenges of life-long learning as a result of technological digitization. Finally, his third lens provided his insights of the challenging future of higher education.

The initial discussion centered around four issues facing all institutions and the role of the Spelling’s Commission. With state funding drastically reduced over the past decade, institutions are facing a worsening situation each year. In fact, higher education institutions have received the largest decrease in state funding of all publicly-funded entities. Duderstadt predicted that this decrease would never return to higher education as population shifts will prevent future legislators from funding at previous rates due to health care, prisons, and K-12 budget needs. Combined with tax policies that affect public institutions more than private institutions and a decrease in federal funding opportunities, the future is bleak for higher education budgets. In Duderstadt’s second issue, “the changing higher

education needs of our society,” argued that college has become a necessity for most careers, and the best way to ensure future prosperity is through the development of human capital. Focusing on what he termed the “skills race,” Duderstadt felt the role of higher education had to focus on the entire society, rather than just the “best and brightest,” as was the focus during the “space race” of the 1950’s and 1960’s. The third major issue for institutions is that of social diversity. The challenges due to decades of racism, sexism, and institutional segregation, have resulted in numerous lawsuits that can affect how institutions respond to social diversity. Duderstadt’s fourth issue was that of the rapid proliferation of technology, and how we have evolved into a total “E-Life.” The implications of this evolution are immense for higher education and its function in the future.

Duderstadt’s four factors influenced the role of the Spelling’s Commission, with the findings containing both good and bad news. The good is that we can be proud of American higher education, with its open access, high levels of research, and commitment to diversity. Duderstadt called our system the “best in the world.” However, the bad aspects of American higher education revolve around the unfulfilled promise that remains. The system has become too complacent and has yet to address the fundamental issues of globalization, rapidly changing technology, and a failure to react to the aging of our constituents. Duderstadt felt that two over-arching issues were driving the Spelling’s Commission: social justice and global competitiveness. The need to provide improved access for those underrepresented, and the need to respond to the changing and more competitive global society led the Commission to address these social gaps. Specifically, the Commission sought to address the issue that too few students are completing higher education degrees, highlighting that future generations may be less educated than current generations. Further, the Commission described the current financial aid system that awards far too

much merit aid, and that to fully fix the system, more focus should be on need-based aid in the future.

Summarizing the findings of the Spelling’s Commission, Duderstadt used six recommendations.

1. Remove barriers to access for success.
2. Restructure financial aid
3. Improve transparency and accountability of higher education
4. Invest in innovation
5. Respond to imperatives by addressing global economy
6. Afford access to high-quality education throughout the lifetimes of all Americans.

Duderstadt felt this last recommendation was the most important and the Commission wanted to encourage life-long learning as a civil right for Americans.

In the second lens Duderstadt highlighted the “macrotrends” for higher education, including demographics shifts of a rapidly aging populace, globalization forces, and the knowledge economy shift due to the “flattening of the world”. In terms of demographic changes, Duderstadt pointed out that our economy focuses on the aging population, but that many underdeveloped countries in the world are facing large shifts in their youth populations. He argued this shift could provide a rise in terrorism around the globe due to lack of opportunities for placement into higher education.

For globalization, everything has changed, and Duderstadt predicts that this is the most powerful force that will affect our economy over the next two decades due to the growth of China, India, and Brazil. The shift in how the knowledge economy affects higher education is highlighted by the proliferation of societies around the world who have valued higher education for generations, and we must be more innovative in the future to keep pace in this flattened global economy. For his third lens, Duderstadt argued

See **PATHWAYS** page 15.

The Higher Education Program within the Department of Educational Leadership and Policy Studies invites applications for the position of Assistant Professor, tenure-earning, to begin in the Fall of 2008.

We seek an individual with an earned doctorate in higher education or another academic discipline with an emphasis in student affairs, higher education policy and administration.

The ideal candidate for this position will show evidence of a promising research agenda, experience in higher education administration, and a background of effective teaching and research at the graduate level as well as the ability to sustain a program of scholarly activity and a commitment to pursue external funding.

The program seeks a colleague who can contribute to our shared vision to maintain our status as one of the leading programs in the nation, invigorated by scholarly inquiry and guided by ethical integrity, preparing leaders who facilitate progressive educational innovation and serve the public good.

Application materials (cover letter addressing the expectations of the specific position, CV, three letters of reference, and sample publications) should be sent to:

Dr. Shouping Hu, Higher Education Search Committee Chair,
Department of Educational Leadership and Policy Studies, 113S Stone Bldg.,
Tallahassee, Florida, 32306-4452.

Evaluation of applications will begin November 1 and continue until the position is filled. The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

Alumni Spotlight (continued)

ALUMNI from page 3.

Southern is also currently assessing whether to reinstitute tenure to the college.

"Fundraising is also part of any President's role," said. "All Presidents should and can learn how to fundraise since development is very important for institutional growth." Dr. Kerr enjoys the challenges associated with development and discussed the tangible outcomes of fundraising. "It is a great feeling seeing buildings go up, hiring new faculty, and watching students receiving scholarships. I enjoy fundraising. It is not just about getting those transformative gifts, it is also about building relationships."

Another issue for her consideration as president is tenure. While tenure previously existed at Florida Southern, it was abolished and presently only two faculty members currently work under the tenure system. When asked why tenure is being revisited at Florida Southern, Dr. Kerr replies that "tenure is a critical recruiting tool to secure the best faculty. Even though we offer multi-year contracts, we know that great faculty have not considered teaching here simply because we don't have a tenure system." At Florida Southern, a new tenure system will likely focus on teaching excellence and meeting institutional objectives. The college faculty are currently defining expectations for teaching excellence and how it would align with a new tenure system. "It's an exciting opportunity to define tenure so that it is an institutional advantage for us," said Dr. Kerr.

"We wear many hats," Dr. Kerr said, describing her duties as the institution's executive officer. Presidents may be seen as the all-knowing entity on campus, but Dr. Kerr shared that even as the leader of Florida Southern, she still continues to learn. "I've learned that I am a leader, but need to improve my skills as a manager. I may want to advance an initiative at a fast pace, but I realize that each of the divisions may need to go at a different pace." Understanding this about Florida Southern allows her to plan and adopt changes accordingly. It is clear that being President of an institution is demanding and challenging.

In addition to the role and responsibilities she has on campus, Dr. Kerr is also a wife and mother. When asked about pursuing a career and raising a family, Dr. Kerr says, "You can't have it all. You have to constantly set priorities. If you ask my son what he thinks about my job, he will tell you it's terrible." Thirteen-year-old Eddie participates in many of the College functions, including athletic events and dining with students and guests at their home since they live on the campus. When asked how she does it all, Dr. Kerr responds, "I have a loving and supportive husband. He retired so that I may pursue this position. Without his support I would not be able to do all of this." President, curator, fundraiser, wife, and mother are only some of the "hats" Dr. Kerr wears.

When approached in 1938 by then college president Dr. Ludd Spivey about designing "a great education temple in Florida," Frank Lloyd Wright had already gained a reputation as the world's most imaginative architect.

Florida Southern College, the "Child of the Sun" collection, is the largest-one-site-collection in the world. Wright described the pattern of the West campus as "the cultural value of organic buildings well suited to time, purpose, and place."

Take a virtual tour by visiting:

<http://www.flsouthern.edu/flwctr/tourchoice.htm>

Noteworthy Accomplishments

Dr. Laurence Alexander (Ph.D., 2007) is the 2007 Education Law Association Dissertation of the Year entitled, "Public Forum Doctrine in Higher Education: Student Rights and Institutional Prerogatives."



Courtney Burton (M.S., 2003) recently accepted a newly established position as an Academic Professional in the Institute of Public Health at Georgia State University. In this position, Ms. Burton will oversee student services for the institute including academic advising, admissions, career advising, and alumni affairs.

Jackie Deptula and Rachel Navarre, masters students, were recognized with case study awards **Best Overall Winner** for their competition groups by the National Orientation Directors Association. **Jackie** and **Rachel** also received recognition for **Best Problem Solving**.

David M. Eberhardt, Jr., doctoral student, had his article entitled "Facing up to Facebook" published in the September-October 2007 issue of *About Campus*.

Dr. Shouping Hu, FSU faculty, served as an advisory board member for the recently published ASHE Reader titled "College and University Curriculum: Placing Learning at the Epicenter of Courses, Programs, and Institutions", edited by Cliff Conrad and Jason Johnson. He was an invited participant of the "Knowledge Sharing Meeting" on student access and success, organized by Lumina Foundation for Education in October. He also received funding support from the Institute of Higher Education Policy (IHEP) in Washington DC to study the effects of financial aid awards on student career choice, leadership development, and civic engagement.

Dr. Kathyrine Scheuch (Ed.D., 2007), recently defended her dissertation entitled "Faculty Research Orientation, Undergraduate Research Activities, and Student Outcomes". In addition, Kathyrine accepted a position with the Florida Department of Education as the director of Academic Programs and Teacher Preparation for the Division of Community Colleges. As the second author with Dr. Hu and others, Kathyrine also completed a monograph titled "Reinventing Undergraduate Education: Engaging College Students in Research and Creative Activities" to be published as Volume 33, Issue 4 in the ASHE Higher Education Report Series by Jossey-Bass in early 2008.

Aurélio Manuel Valente, doctoral student, received the Norman K. Russell Scholarship awarded by the National Orientation Directors Association to recognize and assist graduate or doctoral students who have demonstrated a strong commitment to orientation, retention and transition. The award comes with a \$1,000 scholarship. NODA will also publish Aurelio's essay, "Help or Hindrance: The Impact of Online Social Networks on New Student Programs" in an upcoming issue of the *Orientation Review*.

We want to hear from you!

If you recently began a new job, earned a degree, married, celebrated the birth of a child, or have any news to share with your fellow alumni and friends, please fill out our alumni update form available online at:

www.fsu.edu/~elps/hardee/update.html

We'll include your news and photos in this section

MISSING IN ACTION

Please take a look at the names in this featured **MIA** column. If you can provide any of the information listed below, contact the us via email at HardeeC@coe.fsu.edu

- Degree (& year)
- Home address
(city, state, zip, country)
- Home phone
- Home email
- Title
- Employer
- Business address
- Business email

Kristine Achamer (EDD 1998)
Sheila Abraham (EDD 1992)
Alicia Dotson (MS 2002)
Amy Dickerson (PHD 1989)
Heidie Dorst (MS 1992)
Walter Allan (EDD 1980)
Douglas Diekow (MS 1987)
Evelyn Dowery (EDD 1994)
Hilda Cox (EDD 1998)
John Duke (PHD 1982)
Heather Dixon (MS 1993)
Anita Eilertsen (EDD 1986)
Lenira Alcure (MS 1972)
Heather Adams-Kenney (MS 2002)
Sarah Albritton (MS 1986)
Sallye Daniels (EDS 1977)
Angela Baisley (EDD 1981)
Maria Diaz (MS 2000)
Sharron Conn (MS 1984)
Patrick Edwards (MS 2006)
Allison Colleen (MS 1983)
Louisa Ellis (MS 1994)
Shawntai Dalton (MS 1997)
Sheridan Brooks (MS 1993)
Stacy Burdette (MS 1997)

Susan Brazier (MS 1997)
Shelley Clark (MS 2002)
Philip Dreier (EDS 1987)
Vernisa Bodison (MS 1996)
Teresa Ducker (MS 1990)
Vivian Cooley (MS 2003)
Molly Davis (EDD 1984)
Tiffany Absten (MS 2002)
Bradley Clark (MS 1996)
Michelle Camacho (MS 1994)
Sharifa Charlery (MS 2003)
Patricia Bausch (PHD 1995)
Edward Bayens (PHD 1987)
Earle Bowen (PHD 1984)
William Bryan (MS 1997)
Robert Bruce (EDD 1984)
Tricia Brownlee (PHD 1977)
Lynda Brown (PHD 1974)
Renee Borns (MS 1991)
Marjorie Bowers (EDD 1992)
Sandra Davis (EDD 1990)
Suzanne Black (PHD 1991)
Kenneth Brown (MS 1994)
Philip Barker (MS 1989)

In the November Issue of the Journal of College & Character ...

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LET'S TALK ABOUT RELIGIOUS DIFFERENCES: THE NEGLECTED TOPIC IN DIVERSITY DISCUSSIONS ON CAMPUS, Jon C. Dalton and Pamela C. Crosby

PEER REVIEWED ARTICLES

THE MOST IMPORTANT COURSE IN THE UNIVERSITY
Donald A. Crosby, Colorado State University

VOCATION AND RACIAL DISCRIMINATION IN CAMPUS MINISTRY, Catherine Fobes, Alma College

"IL FAUT CULTIVER NOTRE JARDIN." CULTIVATING THE COLLEGE GARDEN OF CHARACTER—A PROCESS OF CHARACTER DEVELOPMENT AT LIBERAL ARTS COLLEGES, Charles J. Yoos II, Fort Lewis College and United States Air Force Academy

THINKING AND ACTION: PREPARING STUDENTS TO ENGAGE COMPLEXITY WITHIN THEMSELVES AND IN THE WORLD, Julia van der Ryn, Dominican University of California

INVITED ARTICLES

RELIGIOUS DIVERSITY AND COOPERATION ON CAMPUS, Eboo Patel, Interfaith Youth Core

EDUCATING FOR DELIBERATIVE DEMOCRACY: THE ROLE OF PUBLIC REASON AND REASONING
Nancy Thomas, Democracy Project

DISCUSSING MARY: AN ACADEMIC'S EXPERIENCE OF FAITH IN THE CLASSROOM
Cadence Kidwell, Florida State University

THE JOURNEY TOWARD MULTI-FAITH COMMUNITY ON CAMPUS: THE RELIGIOUS AND SPIRITUAL LIFE PROGRAM AT WELLESLEY COLLEGE, Victor Kazanjian, Wellesley College, Peter Laurence, Education as Transformation Project at Wellesley College

CAS: ENCOURAGING MORAL AND CIVIC LEARNING THROUGH QUALITY PROGRAMS AND SERVICES FOR STUDENTS, Phyllis L. Mable, Council for the Advancement of Standards in Higher Education

REGULAR FEATURES

ETHICAL ISSUES ON CAMPUS—THE MORAL LANDSCAPE OF STUDENT AFFAIRS WORK
David Michael Eberhardt, Jr. and Aurélio Manuel Valente, Florida State University

WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?" AND OTHER CONVERSATIONS ABOUT RACE, Reviewed by Shannon M. Finning-Kwoka, Clemson University

DOING, REFLECTING, AND WRITING: HELPING STUDENTS TURN SERVICE EXPERIENCES INTO POWERFUL LEARNING, SPOTLIGHT ON STEPHANIE WEST-PUCKETT, Interview by Debora L. Liddell, University of Iowa

BEST PRACTICES—FACTORS CONTRIBUTING TO THE SUCCESSFUL IMPLEMENTATION OF A COMMUNITY COLLEGE SERVICE LEARNING PROGRAM: PROACTIVE LEADERSHIP, PROGRAM INFRASTRUCTURE, PROFESSIONAL DEVELOPMENT, AND PROGRAM EVALUATION
Jane L. Haggard and George W. Moore, Sam Houston State University, Greg W. Phillips, Blinn College
Loraine Phillips, Texas A & M University

Pathways Lecture *continued*

PATHWAYS from page 1.

that higher education is in a period of very dramatic change, and how the system reacts to this period will determine our future environment. Specific examples include how the U.S. reacts to the implementation of an open access system in European universities. More so, due to the growing trend of global education rankings, the European Bologna System (3+2+2 process), is being propagated around the world through a global standardization of post-secondary degrees at the exclusion of American higher education. A second factor for the U.S. system is that of life-long learning, and the need for us to fundamentally address the issue that much of the knowledge imparted in collegiate education is obsolete almost upon graduation. Jobs require a furthering of education throughout lifetimes, and that old knowledge will no longer sustain people through the span of working life. He argued that the U.S. must implement some type of "social-security" system that will assist workers with life-long learning. This could result in a fundamental shift for traditional campuses, as future populations will most likely be working adults, which will force changes in program offerings and delivery methods.

A result of these challenges can be seen in the "meta-universities", and the resulting open enrollment, distance learning opportunities. Duderstadt offered that institutions are now "giving away" higher education knowledge through open access online courses. Further, the digitization of information, through the proliferation of Google's desire to digitize all books in libraries nationally, could result in significant changes in the structure of higher education. Duderstadt envisions a future with over 60% of all books found in the world's major research universities available for free through the internet.

In summary, Duderstadt argued that through this interconnected world, access to knowledge and

access to tools for learning are now available for all people. He implores us to imagine a world where we can talk, interact, gain knowledge, and pass it onto each other in matter of seconds. A fascinating opportunity is occurring within our lifetimes, to provide a ubiquitous learning environment. To accomplish this, Duderstadt recommends that universities fall back onto their fundamental ideas and reevaluate their own values. Further, the opportunity currently exists for universities to create new paradigms that are focused around student learning. For institutional leaders, Duderstadt says the greatest challenge will be leading universities through this tremendous change, and that this is an exciting time to be a faculty and/or and intuitional leader in higher education. He sees universities of the future existing in technological ways. Rather than providing places for students to gather in traditional classrooms, we could see universities gather not around the library (since everything will be digitized), but gathered around laptops while drinking coffee in their local *Starbucks*. Students, in effect, will likely determine the future environment for higher education. Quite a future, indeed!

To view the
Pathways Lecture
online in streaming
video, visit:

[http://pathways.fsu.edu/
lecture/](http://pathways.fsu.edu/lecture/)



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Diverse Campus Cultures

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Robert Nash, Professor of Higher Education, University of Vermont

DeMethra LaSha Bradley, Asst. Director, University of Vermont

James Wagner, President, Emory University

Johnetta Cross Brazzell, Vice Chancellor, Student Affairs, University of Arkansas

Bob Connor, President, The Teagle Foundation

Please visit www.studentvalues.fsu.edu for registration and conference information.

Workshop presenters include Higher Ed alumni, students, and FSU staff/faculty:

Dr. Juan R. Guardia (M.S., 2001)

Director of Multi-Cultural Affairs

Dr. Laura Osteen

Co-Director, Center for Leadership and Civic Education

Sydney Cuzzort (M.S., 2002)

Assistant Director, Student Rights & Responsibilities

David Eberhardt, doctoral candidate
Research Associate, Hardee Center

Dr. Bob Spivey

Ombudsman/Senior Associate

Khadish O. Franklin (M.S., 2006)

Assistant Director, Office of Greek Like

Dr. Jon Dalton

Associate Professor

Aurélio Manuel Valente, doctoral student
Associate Director, Hardee Center