

Phi Kappa Phi
forum
Winter/Spring 2008

**Astronaut
Photography:
"Hands-On"
Remote Sensing
of the Earth**

**Assessing
International
Learning
Experiences:
A Multi-
Institutional
Collaboration**

**REEO: Giving
Community
College Students
a Leg Up**



President's Page

Robert B. Rogow

President of
The Honor Society of Phi Kappa Phi



Because the President's Page is a tool to disseminate information about the Society, I will discuss three initiatives that directly affect the life and work of Phi Kappa Phi. They are strategic planning and goal setting for the triennium, relocation of the *Phi Kappa Phi Forum*, and the status of the Society's first ever capital campaign. These initiatives are important to the Society as it continues to develop relevant services and programs to meet the expectations and needs of our members and chapters.

STRATEGIC PLANNING AND GOAL SETTING

After an initial meeting of the new Board in Orlando following the 2007 Triennial Convention, we met with the Headquarters staff in Baton Rouge for our regular fall meeting in late September. At this meeting, the Board and staff traditionally hold their beginning of the triennium Strategic Planning Retreat. As she did three years ago, Dr. Susan Leonard of Martin-Frankel Associates from Winston-Salem, North Carolina, facilitated this important planning session. We addressed three specific issues during the productive two-day retreat. They were:

- Changes in the academy and their effect on The Honor Society of Phi Kappa Phi.
- Greater and broader public and academic recognition of Phi Kappa Phi.
- Future marketing and member benefits initiatives for Phi Kappa Phi.

Through the various breakout sessions and group discussions, we identified several broad areas to address during the triennium. The Board, in a post-retreat survey, identified five goals as being of the highest priority:

- Increase awareness of awards programs and number of applicants.
- Monitor and strengthen chapters.
- Increase enrollment of new members.
- Increase retention of members.
- Improve name recognition.

Board and staff members are committed to addressing all five goals throughout the triennium. During the spring 2008 Board meeting scheduled for Columbia, South Carolina, we will begin developing specific initiatives and action plans to achieve these goals.

After concluding the Strategic Planning Retreat, the Board held its fall meeting. As an outgrowth of the retreat discussions, the Board will develop a Vision Statement appropriate for Phi Kappa Phi and its mission "to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others." In addition, the Board adopted the 2007 Triennial Convention theme, "Connecting Communities: Students, Scholars, and Society" as the theme for the triennium. This is the first time that the Society has adopted a triennial theme. As the triennium progresses, the vision and mission statements and the theme will guide the Society's programs and services.

RELOCATION OF THE PHI KAPPA PHI FORUM

Next, the *Phi Kappa Phi Forum* is in the process of relocating from Auburn University to Baton Rouge, Louisiana. By the end of the fiscal year, the *Forum* will be located in the Society's Headquarters building. Moving the *Forum* to Baton Rouge will bring together in one place all Society professional and support staff.

First published in 1915 as *The Phi Kappa Phi Journal*, the *Forum* has had several office locations through the years. Auburn University (Chapter 13) has been home to the *Forum* since 1985. We will forever be indebted to Auburn University and its administration for the hospitality and support that they have provided the Society and the *Phi Kappa Phi Forum* during the past twenty-two years. As an expression of our enduring appreciation to Auburn University and in recognition of the contributions that it has made to the Society, one of the offices in the Headquarters building is being dedicated to Auburn University.

On behalf of the Society, I want to thank Pat Kaetz, who has served as *Forum* editor since 1993, and his associate editors, Stephanie Bond Smith and Laura J. Kloberg, for their years of dedicated service and many contributions in making the *Phi Kappa Phi Forum* the award-winning publication it is today. As the *Forum* completes its relocation to Baton Rouge, we wish them well as they begin new chapters in their lives.

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THE HONOR SOCIETY OF PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was founded in 1897 and became a national organization through the efforts of the presidents of three state universities. Its primary objective has been from the first the recognition and encouragement of superior scholarship in all fields of study. Good character is an essential supporting attribute for those elected to membership. The motto of the Society is *philosophia krateitō phōtōn*, which is freely translated as “Let the love of learning rule humanity.”

Phi Kappa Phi encourages and recognizes academic excellence through several programs. Through its awards and grants programs, the Society each triennium distributes more than \$1,700,000 to deserving students and faculty to promote academic excellence and service to others. These programs include its flagship Fellowship program for students entering their first year of graduate study, Study Abroad grants for undergraduates, and Literacy Initiative service grants. For more information about how to contribute to the Phi Kappa Phi Foundation and support these programs, please write Perry A. Snyder, PhD, Executive Director, The Honor Society of Phi Kappa 7576 Goodwood Blvd., Baton Rouge, LA 70806 or go to the Phi Kappa Phi Web page at www.PhiKappaPhi.org.

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Phi Kappa Phi Forum

Mission Statement

The purpose of the *Phi Kappa Phi Forum* is to enhance the image of the Honor Society of Phi Kappa Phi and promote the pursuit of academic excellence in all fields through a quality, intellectually stimulating publication for its membership.

**The Honor Society of Phi Kappa Phi
Mission Statement**

Recognizing and Promoting
Academic Excellence in All Fields of
Higher Education and Engaging the
Community of Scholars
in Service to Others

The views expressed in this
publication are not necessarily those
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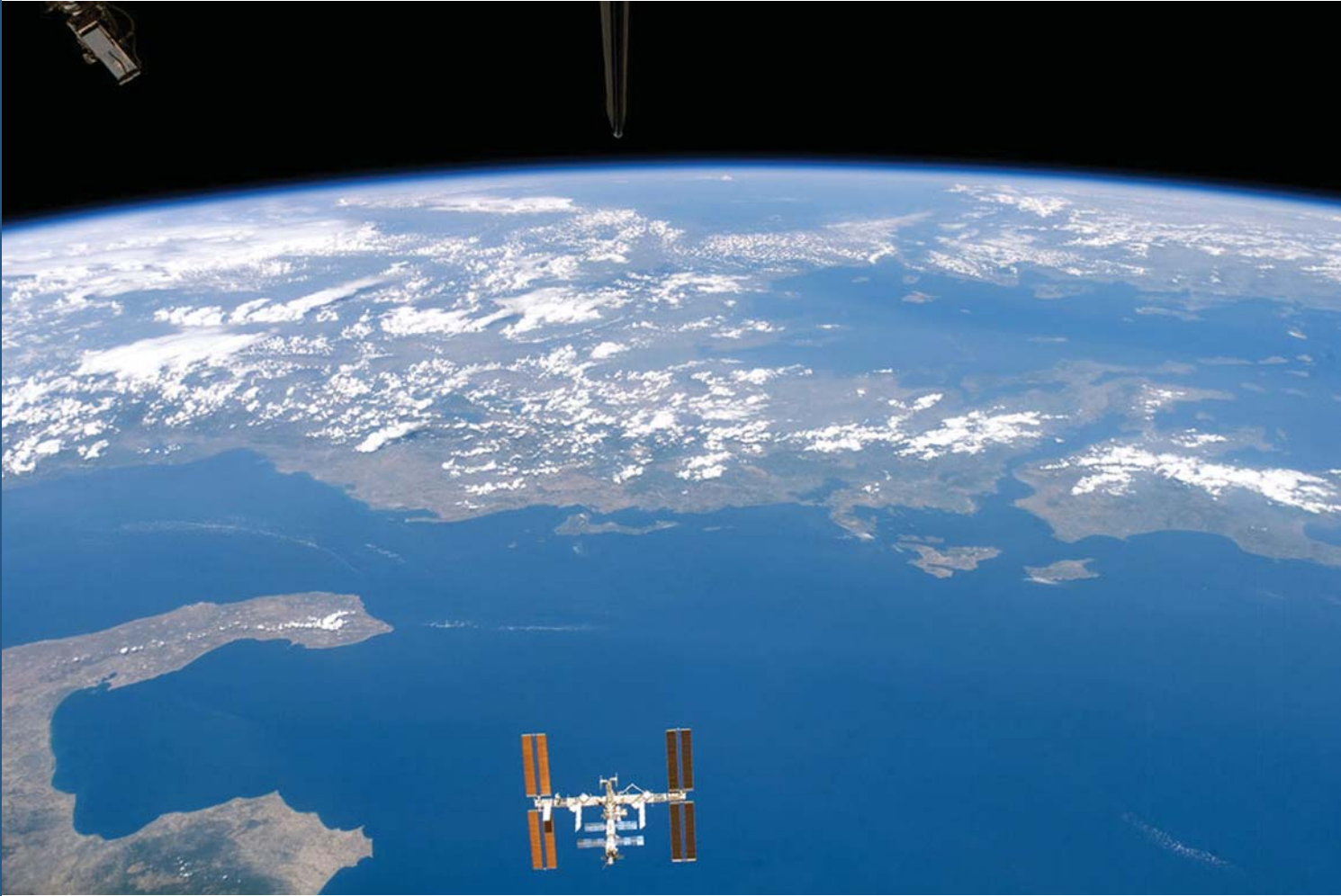
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On the Cover: Earthrise from lunar
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William L. Stefanov

Astronaut Photography: “Hands-On” Remote Sensing of the Earth



The International Space Station as viewed from Space Shuttle Endeavour during the STS118 mission. Also visible are the Ionian Sea, Albania, Greece, and the bottom of Italy's "boot." Image STS118-E-9469 was taken August 19, 2007; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Flight Engineer Jeff Williams taking digital photographs of the Earth during ISS Expedition 13. Image ISS013-E-7987 was taken April 16, 2006; source is NASA Johnson Space Center.

Remote sensing, or the detection of surface-material properties such as composition and texture without physical interaction with the material, is an important analytical approach and tool for investigating and monitoring processes taking place on and within the earth's surface. For many Earth scientists, remotely sensed data is synonymous with satellite images.

Remotely sensed data typically is collected by automated sensors on satellites in high polar and sun-synchronous orbits at approximately 700–900 kilometers (around 435 to 560 miles) altitude above the earth's surface. The field of Earth (or terrestrial) remote sensing is rooted in the early days of the space race. "Spy satellites" have collected imagery — some of which is now declassified — since the beginning of the space program in the late 1950s. Civilian Earth-observing satellites have been operational since 1972. Today, the collection of publicly available, remotely sensed data is an important asset for scientists. If you ask a geologist, ecologist, geographer, or other natural scientist to name datasets used for terrestrial remote sensing, he or she most likely will mention a number of satellite-based sensors known by acronyms such as the Landsat ETM+, MODIS, IKONOS, SPOT, or ASTER (ETM+: Enhanced Thematic Mapper Plus; MODIS: Moderate Resolution Imaging Spectroradiometer; SPOT: Système Probatoire d'Observation de la Terre; ASTER: Advanced Spaceborne Thermal Emission and Reflection Radiometer).

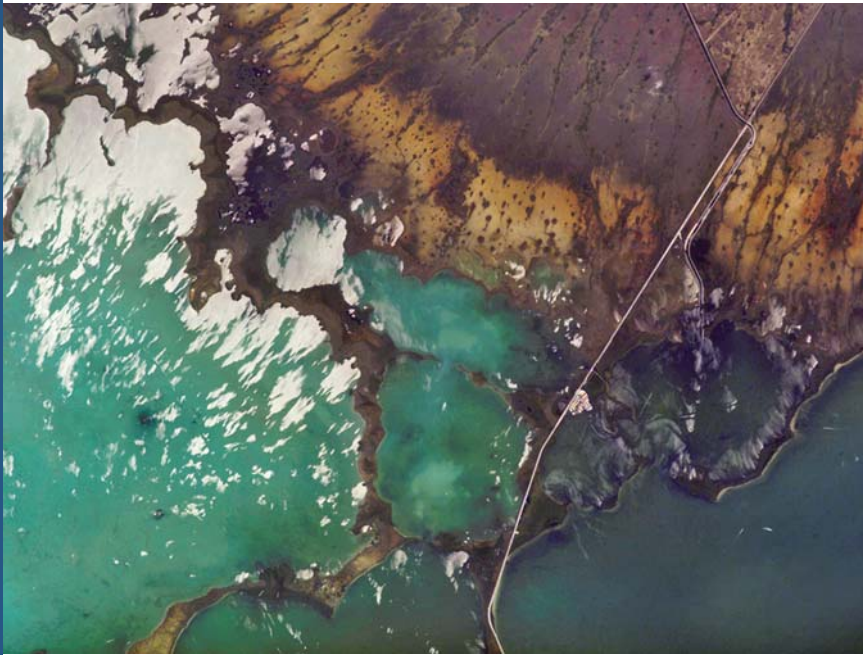
ASTRONAUT IMAGES

Another remotely sensed dataset is available for terrestrial studies and applications such as urban planning: photographic images of the earth taken by astronauts from the Gemini missions of the 1960s to the present International Space Station (ISS) crews. (I focus here on imagery collected by the U.S. Space Program; similar data collection was sponsored by the former Soviet Union Space Program from the mid-1960s to the present.) The astronaut photography dataset covers much of the earth's land and coastal surface, as well as atmospheric phenomena such as hurricanes and aurora. Unlike the satellite-based sensors mentioned above, astronauts use off-the-shelf film and digital cameras to image the earth, rather than mission-specific instruments. Such equipment limits astronaut photographs to the visible and near-infrared wavelengths in three bands (red, green, blue, and near-infrared with appropriate filters), similar to what is collected by aerial photograph surveys. The majority of astronaut photographs was taken from altitudes of 300 to 400 km (185 to 250 miles) — the most notable exception being the Apollo missions to the Moon during 1969–1972. Currently the ISS is the primary manned platform for astronaut photography, which is acquired exclusively with digital cameras.

Probably the most significant distinction of astronaut photography as a research dataset is the most obvious one — these images are framed and acquired by a human being rather than an automated sensor system. A full orbit of the earth takes approximately ninety minutes, during which time the ISS crosses both illuminated and dark portions of the globe. The ISS orbit track shifts westward relative to the earth's surface by the amount of rotation during a full revolution of the spacecraft; ground-track repeat coverage is around three days within an approximately three-month cycle of repeat lighting conditions. As such, astronaut images have great variability in illumination conditions, look angle, spatial resolution (typically 4–40 meters/pixel), and repeat imagery of a given location on the earth's surface.

These properties present something of a double-edged sword for terrestrial remote sensing. One of the most attractive features of automated sensor data is its regularity of spatial and spectral resolution, local time of data collection, and satellite platform characteristics that facilitate batch processing and comparison over time of individual scenes. Astronaut photography presents a challenge in comparing one image frame to another, but the advantage here is that images can be collected at different times (seasons, time of day) and different illumination conditions from automated systems. These characteristics make astronaut photography a highly useful addition to more traditional automated datasets (Gebelein, J., and Eppler, D. [2006] "How Earth Remote Sensing from the International Space Station Complements Current Satellite-based sensors. *International Journal of Remote Sensing* 27 [13]:2613–2629. And Robinson, J.A., Liddle, D.A., Evans, C.A., and Amsbury, D.L. [2002] "Astronaut-Acquired Orbital Photographs as Digital Data for Remote Sensing: Spatial Resolution." *International Journal of Remote Sensing* 23 [20]:4403–4438).

The process of acquiring high-quality and scientifically useful images of the earth begins with astronaut training in Earth System Science. This training is provided for ISS crews by the Crew Earth Observations (CEO) team at the NASA Johnson Space Center in Houston, Texas. The team consists of geoscientists, oceanographers, and atmospheric scientists who provide astronauts and cosmonauts with the science background appropriate to a variety of research foci including glaciers, urban areas, long-term ecological monitoring sites, coral reefs, and deltas (both coastal and inland). The science training helps the astronauts understand the motivation behind a given image request, rather than it just being a box to check on a daily task list — experience with multiple ISS crews shows that intellectually engaged crew members tend to take higher-quality images of science targets. In addition, independent psychological studies of ISS crew members suggest that taking photographs helps maintain their focus and sense of well-being while they are in orbit (Robinson, J.A.,



Southern Everglades National Park, Florida, observed during ISS Expedition 15. Image ISS015-E-8920 was taken May 19, 2007; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.

Barcelona, Spain, observed during Expedition 14. Image ISS014-E-10547 was taken December 30, 2006; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Slack, K.J., Olson, V., Trenchard, M., Willis, K., Baskin, P., and Ritsher, J.B. [2006] "Patterns in Crew-initiated Photography of Earth from ISS – Is Earth Observation a Salutogenic Experience?" *Proceedings of the International Astronautical Congress*, Paper IAC-06-A1.1.4). Such insights into spacecraft crew psychology are valuable not only for long-term occupation of the ISS but also for future long-duration spaceflight missions to Mars.

IMAGING PRIORITIES

Many automated satellite-based sensors — such as the Landsat series of instruments — are always “on” in that data collection is continuous as the satellite orbits the earth. Other sensors, such as ASTER, SPOT, and IKONOS, acquire data only when commanded to do so. Collection of digital imagery from manned space vehicles such as the Space Shuttle and ISS is similarly request-driven. Each day CEO personnel examine the predicted ISS orbital path for the coming twenty-four hours to determine which science targets may be visible to the crew. This list is then filtered by predicted weather conditions (cloud cover), crew availability at the time of target overpass, ISS orbit track relative to the target’s latitude/longitude position, illumination conditions, and whether or not the target’s science objectives have already been achieved for the current ISS Expedition. Targets of opportunity, such as volcanic eruptions and hurricanes, also might be targets for imagery, adding a rapid-response capability to the ISS for hazard detection and management. The final filtered list of targets is then augmented with additional instructions and data — such as landmark features to aid in locating a target — and submitted for uplink to the ISS.

The rapid-response capability of the ISS was well demonstrated in 2006, when Expedition 13 Flight Engineer Jeff Williams observed volcanic activity at Cleveland Volcano, located within the Aleutian chain of islands extending westwards from Alaska. Eruptions of Aleutian volcanoes can pose hazards to transcontinental airline flights because volcanic ash can disable jet engines. Cleveland Volcano does not have many scientific instruments from the United States Geological Survey (USGS), and Williams was the first person to see (and report) the activity from his vantage point in orbit.



Grey Glacier, Torres del Paine National Park, Chile, observed during ISS Expedition 15. Image ISS015-E-10704 was taken June 4, 2007; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.

PHOTOGRAPHY DATABASES

Images acquired by the ISS crew are downlinked to NASA Johnson Space Center and delivered to the CEO team for geolocation and addition to the digital astronaut photography database. Because there is no geolocation data embedded in the images themselves — recall that off-the-shelf cameras are used — the latitude and longitude of the image centerpoint is determined manually by analysts using other georeferenced data such as Landsat scenes or cartographic maps. Descriptive metadata is generated, and together with the camera metadata for each frame, the image is added to a searchable online database — The Gateway to Astronaut Photography of Earth, <http://eol.jsc.nasa.gov>. The entire digital collection of astronaut photography is accessible using both map- and metadata-based search tools, and imagery can be downloaded free of charge. This database is a highly valuable resource of historical and current imagery for researchers, government and nonprofit entities, planning and environmental professionals, educators, and the general public in both developed and developing countries. Most recently, selected astronaut photographs and descriptive content were included as a key component of the NASA content layer in the free geospatial browser Google Earth (<http://earth.google.com>). This content will be continually updated, and work is ongoing to use the Google Earth interface as an additional entry path to the astronaut photography database.



Volcanic ash plume from Cleveland Volcano on Chuginadak Island in the Aleutian Islands chain observed during ISS Expedition 13. Image ISS013-E-24184 was taken May 23, 2006; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Hurricane Felix over the Caribbean Sea, observed during ISS Expedition 15. Image ISS015-E-25042 was taken September 3, 2007; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Earthrise from lunar orbit, observed during the Apollo 11 mission. Image ASI 11-44-6548 was taken July 1969; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Polar mesospheric, or noctilucent, clouds observed by the crew of Space Shuttle Atlantis over north-central Asia during the STS 117 mission. Image STS 117-E-6998 was taken June 10, 2007; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.

Published research and educational applications of astronaut photography are diverse, including investigation of vegetation responses, identification of inland deltas (or “megafans”), tracking urban growth and mapping urban land cover, and locating terrestrial analogs (that is, meteor impact craters, lava flows) for features on the Moon and Mars. The interested reader can view a full publication list at <http://eol.jsc.nasa.gov/newsletter/PubsList.htm>. The CEO team is currently engaged in a major collaboration to support NASA-funded International Polar Year (IPY) activities. The ISS provides a unique vantage point to observe atmospheric phenomena such as polar mesospheric (or noctilucent) clouds and aurora, particularly when these can be coordinated with on-the-ground field campaigns. The CEO team is also assisting ISS crews in monitoring such IPY-related phenomena as sea ice breakup, volcanic eruptions, and mountain snowpack levels. More information on IPY-related ISS science can be found at <http://eol.jsc.nasa.gov/IPY/>.

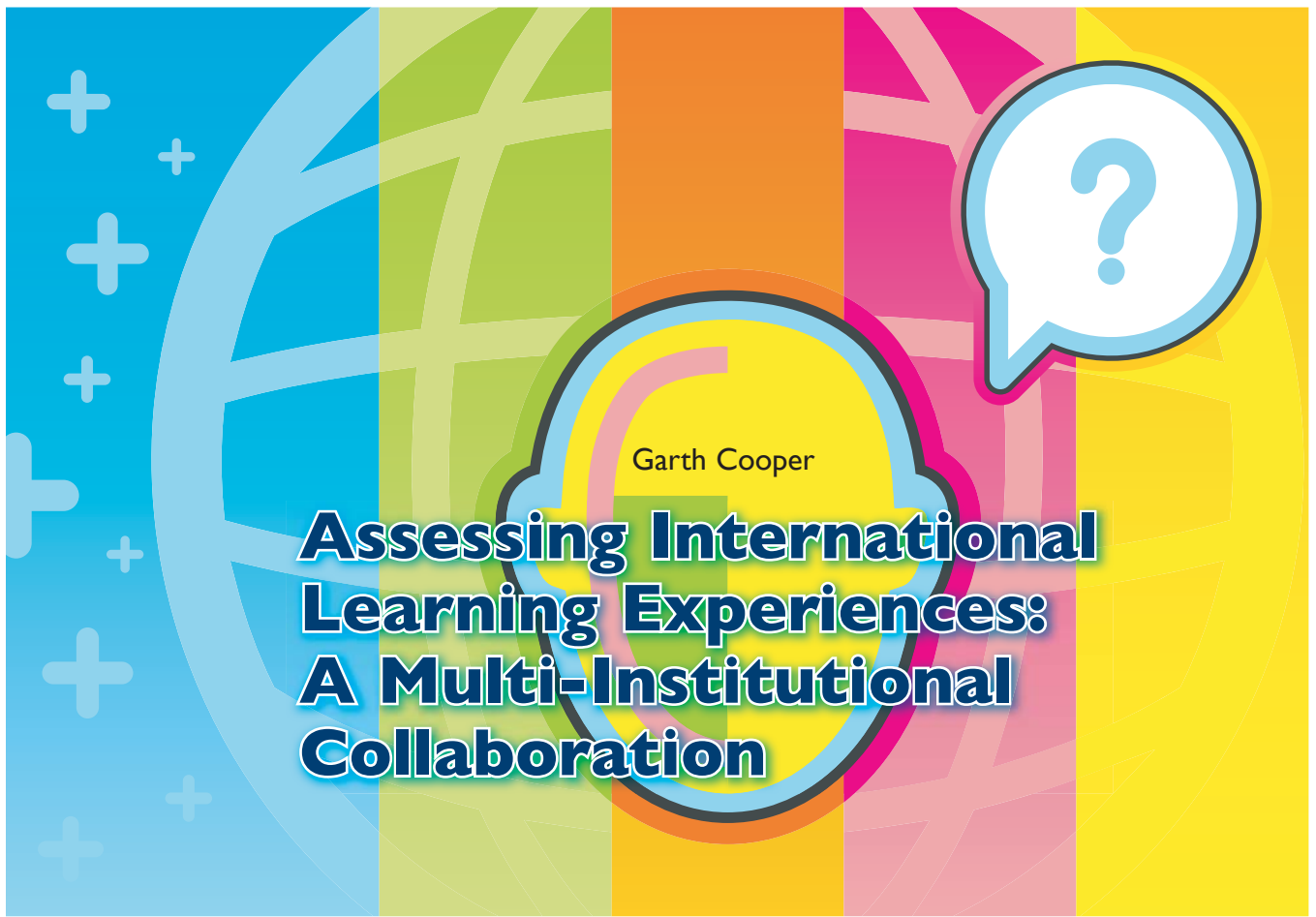
While astronaut photography is clearly a useful complement to automated sensor datasets, one might wonder

why astronauts take pictures at all — are the images of Earth collected by automated sensors not sufficient? Perhaps the best answer lies not in appeals to scientific rigor or practical utility, but in the human dimension integral to astronaut photography. The images of Earth taken by Apollo astronauts more than thirty-five years ago had a powerful influence on our worldview, and the perspective of viewing our planet from low Earth orbit is no less powerful today. In the words of ISS Expedition 10 Commander Leroy Chiao, “Photography in space helped bring out the artistic side in me. The beauty of the earth was very inspiring, and I tried to find new ways to capture and express that beauty.”

William L. Stefanov is a senior geoscientist in the Image Science and Analysis Laboratory at NASA Johnson Space Center. He trains astronauts in Earth System Science and performs mission operations for the Crew Earth Observations (CEO) payload aboard the International Space Station. He holds a BS in environmental science from the University of Massachusetts Lowell, with an MS and a PhD in geology from Arizona State University. Dr. Stefanov’s research interests include the application of remotely sensed data to investigation of surface mineralogy, geomorphology, and geohazards in urban/peri-urban areas on Earth, with application to future outposts on the Moon and Mars; biophysical aspects of urban heat islands and development of mitigation strategies; ecological disturbance mechanisms and patterns; and the role of humans as geological agents on the landscape. He was inducted into Phi Kappa Phi at Arizona State University in 1998.



Seoul, South Korea, at night observed during ISS Expedition 10. Image ISS010-E-12103 was taken December 25, 2004; source is Image Science & Analysis Laboratory, NASA Johnson Space Center.



Garth Cooper

Assessing International Learning Experiences: A Multi-Institutional Collaboration

PROJECT OVERVIEW

While assessing student learning is hardly a new frontier in educational research, applying learning outcomes and assessment rubrics to international learning experiences is a relatively recent practice.¹ Five years ago, six institutions of higher learning embarked on this bold voyage for the American Council on Education/Fund for the Improvement of Postsecondary Education (ACE/FIPSE) *Lessons Learned in Assessing International Learning* project. The six institutions currently involved — Michigan State University, Portland State University, Dickinson College, Kalamazoo College, Palo Alto Community College, and Kapi’olani Community College — eschewed traditional “one-shot” methodologies in hopes of gaining deeper insight through a longitudinal assessment of student learning experiences over time.

It was decided that the schools would pilot an Electronic Portfolio (ePortfolio) program in combination with an on-line student survey. This two-pronged approach allowed for comparison of the student’s demographic data along with the student’s various international learning experiences, such as course work with an international focus, courses in foreign languages, participation in international multicultural events, and of course, study abroad, with a holistic assessment of the student ePort-

folio. At every institution, participation was completely voluntary and in some cases anonymous, with the goal of soliciting the highest level of candor on the survey and the broadest variety of “artifacts” in the ePortfolios.

The ePortfolio and Assessment Rubric

The ePortfolios generally consisted of at least five “artifacts,” including course papers, personal journals kept while on study abroad, photo journals, and personal essays. The hope was that this format would provide a way to feature multiple examples of student work, allowing for a rich context of the work to be included, for opportunities for selection and self-assessment, and for a look at development over time.² For this project, each institution selected and trained a small group of faculty and administrators to read and rate, based on a common rubric, the ePortfolios submitted by students on their own campus. The ePortfolios were assessed for learning outcomes in three areas: knowledge, skills, and attitudes. Using the extensive criteria frameworks, the ePortfolios were evaluated to determine how well the “artifacts” represented the learning outcomes based on a set of scales ranging from Inadequate, Minimal, Moderate, and Extensive.

An excerpt from one of the knowledge outcomes is below:

	1 Inadequate	2 Minimal	3 Moderate	4 Extensive	← Scale
Learning Outcome →	I. Demonstrates knowledge of global issues, processes, trends, and systems				
Criteria →	1. Basic concepts (e.g., political events such as the Iraq war, major world organizations such as the UN, major trends such as globalization, the role of non-governmental organizations, etc.).				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

On-Line Student Survey

Before creating an ePortfolio, students were asked to complete an on-line survey called the Student Portfolio Information Form (SPIF). Section I of the SPIF is basically a cover page that asks students to label their “artifacts” and track the dates of entry. Student background information (such as age, marital status, years of university study, number of foreign language courses taken, and family demographics) is gathered in Section II. Institution-specific questions about international learning experiences can be tailored for Section III. For example, a question may ask:

I have participated, or am currently participating, in one or more study abroad experiences (yes/no).

If yes, please give the name of the program or its destination.

Once the faculty team of raters has evaluated the ePortfolio, responses to the SPIF questions are cross-tabulated and analyzed to determine what the data tells us about international learning experiences at each campus. These results not only confirmed many of our previous understandings about the effect of international learning experiences but also provided a deeper insight into the connections between these experiences and the student learning that results from them.

STUDENT PARTICIPANTS

To fully comprehend what the data suggests, we must first understand the student community from which we are drawing our data. It is imperative that we determine what kinds of international learning experiences these students have participated in and the purpose for those activities. Was the experience course-work related or a part of everyday life? This distinction is important to fully understanding the context of the assessment.

Students who participate in this project typically have engaged in one of the following: taken internationally oriented general education courses; resided in an international dormitory; studied a foreign language; completed or were soon to complete study abroad; majored in international or regional studies; and/or participated in capstone international/intercultural courses. All participants are undergraduates and drawn from all disciplines within the institutions. At Michigan State University, the majority of our participants currently comes from our study-abroad programs across multiple disciplines.

In research, it is often a good idea to draw from a broad range of diverse subjects, but for this project it was even more essential because part of the goal was to demonstrate how an institutionalized approach, which spans the campus, could be measured in an effective assessment of international learning across subjects, experiences, backgrounds, and fields of study. What is unique about this project is that it does not focus on one specific international experience, such as studying a foreign language or majoring in international relations. Experiences ranging from rooming with an international student to participating in on-campus international festivals also were considered. The concept was to use an assessment process to better understand the complex developmental nature of international learning and to reflect on connections between these discrete learning opportunities. As institutions of higher learning across the nation move forward to integrate international experiences in the hopes of preparing their students for a place in a global society, we believe that this coordinated ePortfolio-student survey approach will provide valuable insights for tailoring college and university programming.

USING THE RESULTS OF THE SPIF/ ePORTFOLIO APPROACH

As faculty members become more aware and more adept at integrating international learning into their coursework, assessment tools such as those we have

designed will aid them immeasurably in aligning curriculum with international learning outcomes. Learning outcomes assessment, which has been designed and implemented with all institutions of higher learning in mind, allows faculty to examine important questions about student learning. The main function of this assessment design was to enable educator/researchers to cross-tabulate student demographic data with the students' ePortfolio ratings to examine the correlation between specific international experiences (such as study abroad, courses with global content, and service learning) and learning outcomes.

Cross-Tabulation of Data

While any of the questions from the last two sections of the SPIF can be cross-referenced against the individual criteria ratings from the ePortfolio assessment rubric, certain experiential-based questions from the SPIF are employed most often. At Michigan State University, we have chosen to focus on the questions related to specific international experiences (study abroad, service learning both domestic and abroad, number of courses with an international emphasis, and internationally themed activities on campus). At this point we are giving less attention,

though no less importance, to general demographic information (age, marital status, number of children, parental income). Undoubtedly, as we achieve a more significant number of participants, we will expand our data analysis to incorporate additional demographic subsets.

One example of a cross-tabulated application might be to compare the student's response to the SPIF query "I have participated or am currently participating in one or more study abroad experiences" against the ratings of the student's portfolio for one knowledge-learning outcome criteria: "Basic concepts — political events such as the Iraq war, major world organizations such as the UN, major trends such as globalization, the role of non-governmental organizations, etc."

By completing this cross-tabulation, we have the opportunity to discern the degree to which study-abroad experiences influence a student's knowledge of global issues, processes, trends and systems.

Sample Data Analysis

Table 1 is an example of what a cross-tabulation of SPIF to ePortfolio data might produce:

Table 1. Cross-Tabulation Output

(Given this early stage of our data collection, the chart does not contain actual data from the study.)

- 7) I have participated or am currently participating in one or more study abroad experiences. (SPIF)
- 1) Recognizing the importance and validity of others' perspectives. (ePortfolio)

Cross-tabulation

			1. Recognizing the importance and validity of others' perspectives			Total
			2 Minimal	3 Moderate	4 Extensive	
7. I have participated or am currently participating in one or more study abroad experiences.	Yes	Count	0	10	30	40
		% of Total	.0%	25%	75%	100%
	No	Count	20	25	15	60
		% of Total	33%	42%	25%	60%
Total		Count	20	35	45	100
		% of Total	20%	35%	45%	100.0%

This table shows that thirty of forty students who studied abroad scored “extensive” on the specified criteria, while only fifteen of sixty students who did not study abroad scored “extensive.” In other words, 75 percent of students studying abroad scored extensive, while only 25 percent of students who did not study abroad scored extensive. A preliminary conclusion may be that *students who study abroad have higher scores in recognizing the importance and validity of others’ perspectives.*

Ultimately, faculty will be able to use data from the project in a variety of ways. Some possible applications of the assessment include:

- Allow faculty to examine the link between specific international student experiences and international learning outcomes.
- Highlight weaknesses in student international learning and opportunities for faculty to align assignments with desired international learning outcomes.
- Reevaluate how language and culture are being taught on campus and propose revisions.
- Integrate ePortfolios or other assessment methods as part of a course or program.
- Consider how diverse international learning opportunities might be integrated to enhance student learning

ACE and the partner institutions spent a number of years brainstorming, developing, discussing, dissecting, and establishing many questions, some of which can be institution-specific, that are discernable from the data. These questions include such things as: Do students who have taken a course with an international/global focus tend to have higher scores on all knowledge outcomes? Does participation in on-campus international/multicultural events lead to higher scores on attitude outcomes? Is language study correlated with higher scores on skills outcomes? Do students who have studied abroad tend to

have higher scores across all learning outcomes? Everyone involved with this project is committed to helping mentor other colleges and universities in their quest to assess international learning. Anyone interested in more information regarding this project should check out the ACE website or contact any of the partner institutions.

Garth Cooper is an advanced doctoral student and a co-director with Dr. Dawn Pysarchik for the “Assessing International Learning” project at Michigan State University. Garth, who is also a high school administrator, is completing his dissertation on the “Highly Qualified” requirement of the No Child Left Behind legislation. He was inducted into Phi Kappa Phi at Michigan State University in 2004.

The author would like to acknowledge Jill Wisniewski from the American Council on Education for her contributions in collecting data and helping to formulate this paper.

Notes

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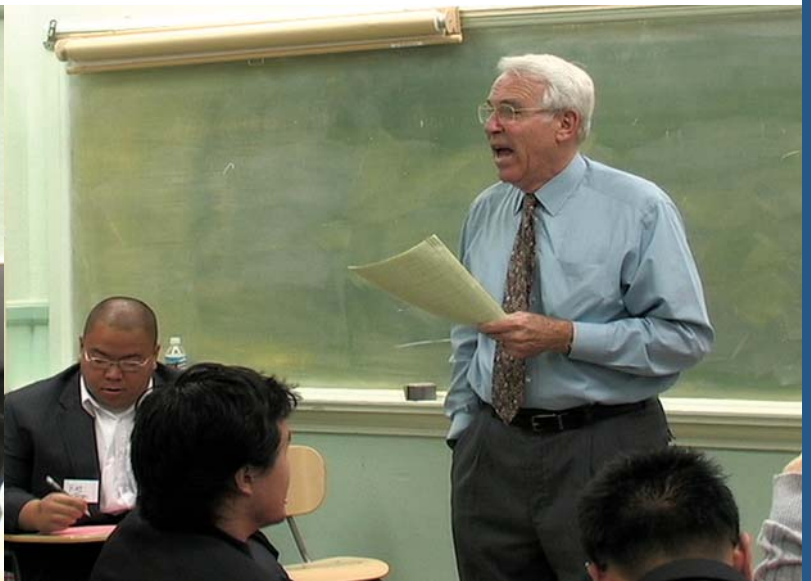
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Photos for this article were supplied by Scott Stimpfel.



Scott Stimpfel

REEO: Giving Community College Students a Leg Up

In 2002, even though I had graduated from the University of Southern California (USC) *summa cum laude*, I found that I had very few job prospects. I had transferred to USC from Pasadena City College after my sophomore year, and I began to wonder if my difficulty finding a job might have something to do with the fact that I was a community college transfer student. I started asking other transfer students if they were having similar experiences. The answer was yes.

The truth is that community college transferees can be at a significant disadvantage relative to their peers at four-year institutions when it comes to finding a job after graduation. Transfer students miss out on the professional development process that is normally a part of one's freshman and sophomore years. During those two critical years, underclassmen are able to watch and learn while upperclassmen navigate the process of applying for internships and jobs. Underclassmen also develop tight-knit social networks with classmates to share information about recruiters, companies, and professional resources. Complicating matters further, most desirable internship applications are due within the first few months of the junior year, precisely when most transfer students are still acclimating to the culture of a four-year institution.

Students like me, who transfer to a four-year institution after two years of community college, are left to figure these things out on their own.

REEO'S GOAL

After graduation, fellow USC alumnus Chad Edwards and I decided to do something to empower community college and transfer students. With the support of faculty members at USC, we founded Resources for Educational and Employment Opportunities (REEO) in 2002. We envisioned REEO providing financial, professional, and academic resources to economically disadvantaged and ethnically underrepresented community college students interested in transferring to four-year institutions. At first, we organized informational events at local community colleges that attracted around twenty to thirty participants. Those same events now attract an average of more than three hundred students per session, and many of the attendees wait in line for more than an hour after the events are over to ask the speakers follow-up questions. Through its various programs, REEO has grown to help community college students do everything from building a professional résumé, developing a professional wardrobe,

and learning to interview, to preparing to transfer to a four-year institution.

REEO targets community college students as early as possible in their academic careers. As Chad Edwards explains, “We organize speaker panels and transfer workshops that encourage first-year students to begin thinking about both the transfer process and their own professional development sooner rather than later.” At these sessions, recent transfer students and faculty from four-year institutions spend time discussing the transfer process, financial aid, and the skills needed to succeed after transferring. “A community college is a commuter environment,” says Edwards, “The classes are smaller, and peer relationships are more transient. Making the move into a research-driven four-year institution can present significant challenges.” Speakers from REEO’s corporate partners also discuss skills that are critical for students to succeed in the workforce, including communication and networking skills, which tend to be underdeveloped in community college students.

REEO PROGRAMS

In their second year, students can apply to participate in REEO’s Rising Stars Program (RSP) if they have demonstrated outstanding academic achievement, leadership, and community service. RSP participants work closely with volunteer mentors from USC’s Marshall School of Business and network with community leaders, business professionals, and other students who have successfully completed the transfer process. “The students in the Rising Stars Program have incredible potential, and they are so determined to be successful,” says Bangaly Kaba, director of our mentor program and an MBA student at the Marshall School of Business.

After they transfer to a four-year institution, REEO offers third and fourth-year students the opportunity to participate in its Jump Start program. The Jump Start program provides additional academic, social, and professional support that many transfer students need as they adjust to life at a four-year institution. Our view is that we are a family; we don’t stop helping our students just because they have left the community college setting and are enrolled in a four-year institution. We are there for the students every step of the way to ensure that they achieve both their professional and academic dreams. Josh Milberg, Director of REEO’s Strategic Development, adds, “We’ve also started to leverage technology to cement the lasting bond between our students as they leave the community college environment. Our newly developed social networking portal will allow RSP participants to create life-long personal and professional connections.”

In my experience, community college students can face both academic and social hurdles during their first semester as they adapt to their new setting. To help allevi-

ate these difficulties, REEO works to create a family environment for them. By far, most of the students who come through our program are first-generation college students from economically disadvantaged or traditionally underrepresented ethnic backgrounds. They usually do not have a mentor to whom they can turn when they need to ask a question, get help, or just find someone to listen. To make matters worse, “There is a stigma associated with community college students,” says Program Director Dr. Harvey Wichman; “People assume these students are less intelligent, less ambitious, and less able to compete at an elite level.”

REEO is working hard to change this perception. By providing students in our program with access to advice, support, and resources both before and after they arrive on a university campus, REEO believes they will be more successful once they are there. “What people don’t understand,” says Dr. Wichman, “Is that students who have successfully transferred from a community college to a four-year institution often are incredibly motivated overachievers. If REEO can help alleviate the social, academic, and professional development obstacles that tend to exist for this population, at the end of the day their sheer determination often propels them well beyond their peers.”

Employers also have begun to recognize that this inner drive can make community college students valuable assets as prospective employees. KPMG, a leading international accounting firm, has made a significant commitment to help community college students through REEO’s programs. KPMG professionals regularly volunteer at REEO’s workshops to provide guidance and insight to the students, and KPMG also has pledged a number of scholarships to ease the financial burdens that many community college students face. “KPMG has demonstrated impressive leadership when it comes to providing resources to assist community college students. I would challenge more corporations to follow its lead and invest in these students,” says Edwards.

“KPMG is incredibly innovative,” says Milberg, “It has dedicated the time and resources to assist in the professional development of ethnically underrepresented and economically disadvantaged community college students whom other corporations continue to ignore.”

CHANGING LIVES

“REEO literally changes lives,” says Lisa Sugimoto, the Vice President for Student and Learning Services at Pasadena City College, where REEO first began doing outreach to community college students. “Before joining REEO, students would say, ‘I’m hoping to transfer to USC,’ or ‘I’m trying to transfer to UCLA.’” The first thing students do when they join REEO is write down their name and the university where they will transfer;

then they use that sentence as a script. “They hear themselves say ‘I’m a rising sophomore, and I *will* be transferring to USC in the fall of 2008’ each time they begin a conversation. It’s a subtle mental shift for the students but an important one,” says Sugimoto. This fundamental shift in thinking is a critical component of each student’s success.

I currently work in investment banking, and Chad Edwards is a Second Lieutenant in the United States Army, but we continue to oversee REEO’s expansion despite its relatively small budget. In addition to support from KPMG, Heller Ehrman has provided REEO with pro-bono legal services; otherwise, REEO would never have been able to afford the legal services we have needed to grow as an organization. We plan to expand even more rapidly during the next two years. I have a deeply personal passion to help all students who are transferring from a community college to a four-year institution succeed — especially those who are generally under-represented on university campuses. It is my hope that REEO eventually will be able to help community college students throughout the United States.

There is one story I’ll always remember. I met a woman who transferred to USC around the same time that I did. She and her children had slept on the streets outside of USC after a personal crisis left them homeless. She would walk around outside the walls of the campus and tell her kids that one day she would walk inside the gates as a student. It was her ability to envision herself as a student on the USC campus that got her through community college and into USC. If REEO is able to give each of our students that kind of confidence in themselves, we have succeeded.

Scott Stimpfel is pursuing an M.B.A. from New York University’s Stern School of Business. He is a lifetime member of the American Association of Community Colleges and a member of the National Association for the Advancement of Colored People. He is a member of Beta Gamma Sigma, Phi Kappa Phi, and Alpha Gamma Sigma. Before attending New York University, he was a vice president in the New York office of Lehman Brothers, where he specialized in Mortgage-Backed Securities. He graduated from the University of Southern California (*summa cum laude*) with a B.S. in Business Administration, where he was inducted into Phi Kappa Phi in 2001.



Chad Edwards is a Second Lieutenant in the United States Army. Mr. Edwards previously was a senior consultant in the Los Angeles office of Navigant Consulting, Inc. His role included providing strategic, financial advisory and litigation-damage valuation services to companies facing distress and uncertainty in the health care industry. He graduated from the University of Southern California (*magna cum laude*) with a B.S. in Business Administration.



Helen Janc Malone

Educating the Whole Child: Could Community Schools Hold an Answer?

A couple of months ago I was helping to co-host a Harvard Graduate School of Education/Phi Delta Kappa forum titled “Keeping Kids in the Achievement Game” in which John Merrow, president of Learning Matters Inc. and a renowned education reporter (PBS/NPR), gave a compelling speech on the importance of quality teachers, holistic education, and the need for more care and nurturing of our inner-city students. During the question and answer session, an African American high school male student stood up to ask a question: “Well, if all this is so important, how come my art got cut, and how come I haven’t had a music program since the fourth grade?”

The question left the audience members shaking their heads and wondering how come indeed? It also reminded me of a similar inquiry that my colleague and I explored a few years back in our report *Academic Atrophy: The Condition of Liberal Arts in America’s Public Schools* (2004).¹ Collecting data from public school principals in Illinois, Maryland, New Mexico, and New York, we found that although instructional time in many schools had increased in reading/writing, math, and science, it also had decreased in arts and foreign languages, particularly for high-minority schools. This decrease has left an impression that under the No Child Left Behind (NCLB) policy, only the standardized tests and whether a school passes the Adequate Yearly Progress (AYP) mattered.

Although NCLB might have left that impression on the general public, the frustration over the narrow curricular focus also has created an opportunity in the education-policy realm, sparking conversations on what it takes to educate the whole child. Recent reports from our nation’s top professional associations and commissions have brought to the forefront the need to broaden the focus from core academic subjects to humanities and arts. This new focus could help build skills for the twenty-first century and provide services and support systems for social-emotional and intellectual

development of children and youth. To meet this broader goal of educating the whole child, many reports have called for the reconnection of schools with families and communities and for the utilization of existing assets in community organizations and agencies to create broader educational opportunities for children.

The concept of connecting schools with communities to educate the whole child is not new. In fact, community schools, an example of such a concept, have been operating for more than a century; located in both rural and urban areas, they serve as centers for their communities and provide broader educational opportunities for children and youth (for example, through community service, service-learning, mentorships, and internships, among other forms of enrichment). Although community (or full-service) schools are just one possible way of educating the whole child, they nonetheless provide valuable lessons on how a school can help students succeed and make a positive difference in its community. In particular, they teach us that schools need to play a broader role in the community, that community members should be equal partners in students’ education, and that existing resources should be coordinated to maximize multiple and continuous learning opportunities for all students.

Community (or full-service) schools generally are open during the regular school hours, as well as during out-of-school time (before school, in the afternoon, evenings, on weekends, holidays, and during the summer). By being open from early morning until late at night, community schools maximize the use of their facilities and welcome all local residents for programs and activities. Serving as community centers and not just traditional schools, community schools strike a balance between academic enrichment and support systems for children, youth, families, and community members. They offer a variety of after-school programs and activities, health and social services, family resource centers, and community programs and

events, all of which are often developed and guided through collaboration among school staff members and community residents. Through these programs, children and youth are exposed not only to curricular content during the school day but also have continuous opportunities for hands-on, interactive projects in their communities, as well as services and support on the school grounds that connect them with the local context (for instance, homework tutoring program, mentorship, intergenerational contact, and recreational activities). Current examples of such school models are found throughout the country: Beacon schools in San Francisco, Bridges to Success in Indianapolis, Caring Communities in Missouri, Children’s Aid Society community schools in New York City, and West Philadelphia Improvement Corps in Philadelphia, among many others. (For further examples visit Coalition for Community Schools at <http://www.communityschools.org>).

The openness to community-wide collaboration and relationships between these schools and their communities is having an effect on students’ lives. Evaluations out of community schools are showing academic gains in both GPAs and standardized testing. They also are showing social-emotional, intellectual, and behavioral changes. Students in community schools have higher motivation for learning, better school attendance, lower suspension rates, and an overall decrease in risky behaviors (Dryfoos and Maguire, 2002).²

So, what does it take to create a community school that would provide opportunities to educate the whole child? According to the recent education research, it takes recognition that schools cannot do it alone and a deliberate collaboration among existing community organizations, agencies, and citizens to create services and programs in schools that would support all students. In fact, unlike many school reform models, building community schools does not necessarily mean starting from scratch. It takes leadership, determination, openness

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Kyle Fluegge

The Wrongness of Worksite Wellness: Do Worksite Wellness Programs Promote Both Economic Interests and Individual Immorality?

Worksite wellness programs have won the wallets of businesses and individuals alike, for having healthy employees not only improves worker productivity and decreases healthcare costs, but it also improves a company's image (Kruger, Yore, Bauer, Kohl, 2007; Dietz, Cook, Hersch, 2005; Verhoeven, Akerboom, Vander Doef, Maes, 2005; Chenoweth, Martin, Pankowski, Raymond, 2005). However, having such hale and hearty employees may not be the panacea everyone has come to believe. Granted, it is quite conceivable that worksite wellness initiatives could, indeed, enhance worker productivity by increasing an employee's self-control over not only poor health behaviors (Dietz, Cook, and Hersch, 2005) but also workload. This surge of self-control has been a variable that has been debated in discussion of white-collar crime (Szockyj and Geis, 2002; Geis, 2000; Reid and Yeagler, 1996, Benson and Moore, 1992).

More specifically, Gottfredson and Hirschi's self-control theory (1990) postulates that criminal behavior arises from individuals with low self-control. A caveat, then, to this theory suggests that commission of these crimes requires little planning and skill, which challenges what is known about white-collar crime, as defined by the United States Department of Justice: "those illegal acts which are characterized by deceit, concealment, or violation of trust and which are not dependent upon the application or threat of physical force or violence. Individuals and organizations commit these acts to obtain money, property, or services; to avoid the payment or loss of money or services; or to secure personal or business advantage." If the execution of white collar crimes requires such diligence and self-control (as would be suggested by those who prosecute such offenses), it is worth pursuing the idea that worksite wellness initiatives, which promote such personality dimensions, could, in fact, be positively correlated with the commission of white-collar crime.

Decades ago, researchers were forecasting the potential consequences of worksite wellness initiatives. Conrad (1987) has previously stated, "Health promotion is engendering a shift in morality in the workplace and elsewhere" (p.15). Indeed, Rickman and Witt (2006) recently researched the determinants of employee crime in the United Kingdom (UK) and found that, as employees lost self-control — operationally defined by an increase in conviction rates and the prospect of unemployment — the likelihood of employee criminality decreased, all things being equal. Conversely, some researchers (Szockyj and Geis, 2002) have found that employees who commit white-collar offenses (such as insider trading) remain risk averse and seek to maintain control, a finding that agrees with the idea that commission of such crimes requires a high degree of self-control.

Ironically, some have suggested (Dickens, Katz, Lang, and Summers, 1987) that employers ought to increase the wages of employees to "permit reductions in their monitoring outlays" of employee crime (p.17); clearly, the self-control theory of criminality is being promoted here. However, such a directive could enhance employee esteem and abet the execution of occupational crime, through a "give-an-inch, take-a-mile" mentality. In light of this directive, it is interesting to note that the number of companies reporting corporate crime, most especially cases of fraud,

has increased significantly since 2003 (PWC, 2005), while the filing of federal dispositions related to corporate fraud has, ironically, plateaued during the same period (see Figure 1) (Bookman, 2007). This data suggests that occupational corruption, or crime concentrated among lower-level employees, is the modality of misconduct manifesting in the workplace.

When this data is situated against the significant increase in the percentage of workers who are usually in the lower ranks of an organization and have access to health-promotion initiatives in the workplace, it begs the question of whether worksite wellness programs are correlated with white collar crime. Past research has been inconclusive, as the findings that lower-level employees, including those seemingly in need of worksite wellness initiatives the most, are unfortunately the least likely to use those programs, perhaps a direct consequence of these employees typically facing higher health cost claims upon their participation (Haynes, Dunnagan, and Smith, 1999). For those upper-tier participants, however, the association might not be as superfluous as once thought.

Additionally, case studies present a correlational perspective. At a time when the global pharmaceutical company, Bristol Myers Squibb, was being acknowledged for achievement in occupational medicine (Bristol Myers, 2007),

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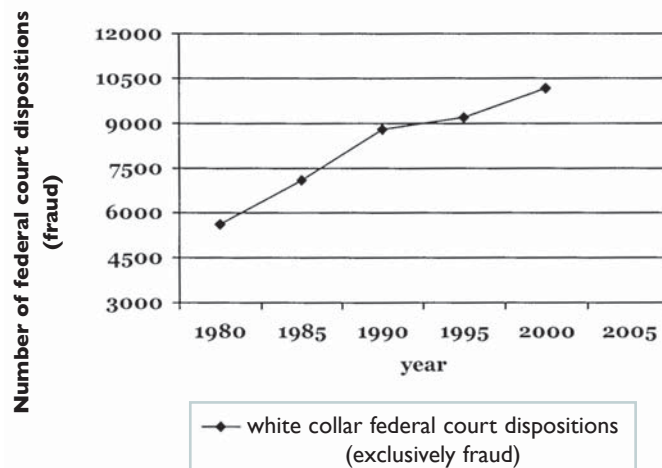


Figure 1. Prevalence of White Collar Crime

John S. Williamson

Depression

When sorrows come, they come not single spies, but in battalions.

— William Shakespeare, 1564–1616

The Global Burden of Disease (GBD) project began in 1992 to create an epidemiological assessment so that estimates of the mortality or disability from a condition are developed as objectively as possible. GBD researchers created a new measure for calculating disease burden, called Disability Adjusted Life Years (DALYs), which allows for lost years of healthy life regardless of whether the years are lost to premature death or disability. In 1996 the first results of the project were published, surprisingly revealing mental illness to rank second in the overall burden of disease. The GBD report found that in the United States, mental disorders account for more than 15 percent of the overall burden of disease from all causes, ranking higher than even the burden associated with all forms of cancer, and affecting at least one in five Americans.

The report showed that our health care system had greatly underestimated the burden of mental illness, the very health that is indispensable for an individual's personal well-being, family and interpersonal relationships, and contribution to community or society. Using the GBD measures, the projected change in rank order of DALYs for major depressive disorder in 2020 is second only to ischemic heart disease; it is projected to be higher than cancer, cerebrovascular disorders, and the effects associated with road-traffic collisions.

DEPRESSION AND OVERALL HEALTH

Mental health is generally defined as that state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity. Mental illness refers to all diagnosable mental disorders, or those health conditions characterized by alterations in thinking, mood, or that behavior associated with distress and/or impaired functioning. During the past few decades, an extraordinary level of productivity has been achieved in scientific research on

the brain and behavior, the development of an extensive range of effective mental health treatments, and a transformation of society's attitude towards mental health care in general. Today in the United States, approximately one in six adults, and one in five children, obtain mental health services either from health care providers, the clergy, social service agencies, or schools in a given year.

More than eighteen million Americans suffer from depression, a mental illness that affects one's thoughts, moods, feelings, behavior, and physical health. Many times stressful events can trigger a bout of depression, whereas other times depression appears to occur spontaneously, with no identifiable specific cause. Although it is possible for depression to occur only once in a person's life, more often it occurs in repeated episodes during a lifetime. In addition, depression may occur as a chronic condition that requires treatment for an entire lifetime. Depression has long been known to be a risk factor in the development of coronary disease; people with major depression are about four times more likely to die of cardiac disease than those without it. It is linked with complications stemming from diabetes and actually can decrease the efficacy of insulin therapy. Studies suggest that it may cause a 10 to 15 percent increased risk of bone density loss over time. In addition, patients with cancer, Alzheimer's disease, or Parkinson's disease who also suffer from depression may have a worse prognosis.

TYPES OF DEPRESSION

The main types of depression include major depressive disorder, dysthymia (pronounced dis-THI-me-uh), adjustment disorder, bipolar disorder, and seasonal affective disorder. Major depressive disorder is a mood disturbance lasting two or more weeks. Dysthymia is a milder, more continuous depression that persists for at least two years. Adjustment disorders are those associated with death of a loved one, loss of a job, diagnosis of cancer, or other catastrophic illnesses.

In most cases, individuals come to terms with such stresses, but sometimes they can initiate more severe and persistent forms of depressive illness. Bipolar disorder (formerly known as manic depression) is characterized by recurrent episodes of depression and elation (mania). Seasonal affective disorder is defined as a pattern of depression associated with the changes in seasons and/or a lack of exposure to sunlight. It is also worth noting that many individuals with depressive disorders have symptoms of anxiety.

FACTS ABOUT DEPRESSION

Women experience major depressive disorder about twice as often as men; however, there appears to be a significant lack of any age, race, cultural, or social bias. An individual's first depressive episode commonly occurs between ages twenty-five and forty-four. Older adults do not have an increased propensity for depression; however, the illness is more likely to go unrecognized in this age group. Depression rates are lower among married couples or those in long-term relationships, and higher among divorced couples and singles. While scientists have identified several genes that appear to be involved in bipolar disorder, genetic links to other forms of depression have remained elusive. In addition, not all members of a family with a history of depression develop the disorder. This fact may suggest a physiological situation similar to that of many cancers, where a genetic predisposition exists. That is, an inherited predisposition must be combined with certain environmental factors to initiate a depressive episode.

Hormonal factors may contribute to the increased rate of depression in women, particularly such factors as menstrual cycle changes, pregnancy, miscarriage, postpartum period, premenopause, and menopause. Many women also face additional stresses such as responsibilities both at work and at home, single parenthood, and caring for

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Stefan Hall

Video Games as Collaborative Art

The Summer 2005 (Vol. 85, No. 2) issue of the *Phi Kappa Phi Forum* was devoted to the topic of computer games. Later in the same year, noted film critic Roger Ebert set off an intense debate among members of both the film and video game industries (which have an increasing association through shared digital resources as well as economic factors) by stating that video games are fundamentally inferior to film and literature as an artistic medium and that video games could never move “beyond craftsmanship to the stature of art.” Inherent to Ebert’s position is his basic definition of art, which is contained in his declaration that “Video games by their nature require player choices, which is the opposite of the strategy of serious film and literature, which requires authorial control” (“Answer Man,” 11-27-2005). While most respondents to Ebert took him to task for his self-admitted unfamiliarity with the medium of video games, very few actually took a moment to address the issue of authorial control — primarily localized in the construction of narrative — that is at the root of Ebert’s characterization of art.

The disruption of a unidirectional bequeathing of art from active creator to passive viewer through the *objet d’art* has been called into question in a number of ways. For example, authorial control is a notion which has been particularly challenged in the twentieth century, especially in the literary theory of Roland Barthes and Michel Foucault. Researchers into the history of moviegoing have investigated in what ways the audience reacts to (or interacts with) the films that they see, complicating the notion of viewer engagement.

More to the point, the performative aspects of art and its production have become increasingly important, from interactive multimedia projects to the entire field of performance art, which involves four basic elements: time, space, the performer’s body, and most notably, a relationship between performer and audience. While relationships between performers and their audiences seem obvious throughout the history of art — think about any singer, poet, or stage

actor performing in front of a live crowd and how the crowd’s reaction can in turn affect the artist — it is the advancement of the importance of the interactivity between artist(s) and audience(s) that has moved into prominence, where process is as much a part of the work as is the product itself. The component of interactivity noted here forms one of the core definitions of a video game.

In June 2007, Ebert’s original sentiments about video games were revisited by noted dark fantasist Clive Barker, who in addition to writing short stories, novels, plays, and film scripts also illustrates his books, paints, publishes his own line of superhero comic books, and produced a line of character models through McFarlane Toys. Barker first entered the medium of video games with his 2001 release, *Undying*, and again this past October with *Jericho*. While neither game is a particularly noteworthy example to advance as a reason for validating video games as art, Barker is very enthusiastic about the potential for video games to have artistic merit by allowing their creators to collaborate on a multitude of design elements.

This collaborative process is not unlike the teamwork upon which the majority of film production is predicated. Moreover, video games as a medium offer a combination of old and new aesthetics for consideration. A person can marvel at the complex story of *Star Wars: Knights of the Old Republic* (2003), consider the elegance of programming behind the simple yet captivating idea of *Tetris* (1985), or decide what defines beauty in *Viva Piñata* (2006). *Viva Piñata* is an especially distinctive title in that the game tasks the player with turning a neglected plot of land into a beautiful garden to attract living piñatas and to cultivate spaces for them to flourish. This open-ended game has no strict requirements for winning or losing but is more about the experience of considering aesthetics. What appeals to one piñata might not work for another, so the player is constantly thinking about what beauty means, and how its definitions can change through its representations within the game.

So what defines art again? In his book *Art and its Object*, British philosopher Richard Wollheim distinguishes three approaches to defining art: the Realist, where aesthetic quality has an absolute value independent of any human view; the Objectivist, where it is assigned an absolute value that depends on general human experience; and the Relativist position, where there is no absolute value, but a fluid one that varies with different human experiences. Given that cinema itself was not instantly heralded as art — and indeed had to fight for its place alongside of the other plastic arts within the broader field of visual art — Ebert’s position may seem a little incongruous, although he freely states that not all movies are art.

Ebert addressed Barker’s comments in July 2007, again reinscribing his position of artist creating work for an intended receiver, but this time with the curious qualification that if a person changes art, that person then in turns becomes an artist. While there is no guarantee that this new work remains art, Ebert’s comment does bear the implication that perhaps something is to be said for interactivity in production or at least for the radical potential of more participants to be included in the process of making and defining art. What the work has, be it a film or a video game, is the ability to illuminate the collaborative nature that underlies much of human production.

Stefan Hall is an instructor in the Department of Theatre & Film at Bowling Green State University where he is also finishing his dissertation in the Critical Studies in Film, Media, and Culture track within the American Culture Studies program.

Robert F. Tate

Training and Standardization: Often Overlooked Keys to Safety and Success

Sunday night, April 14, 1912, at approximately 11:40 p.m. local time, the *RMS Titanic's* brush with an iceberg sealed not only its fate but forever locked that event into maritime lore. The fact that the mighty steamer died two hours and forty minutes after the collision is not the only story here. Neither is the fact that out of some 2,207 souls on board, 1,502 of them perished in the icy waters of the North Atlantic. What is important, however, is that in the midst of this most tragic of avoidable events, many people died needlessly as a result of deficiencies in White Star Line's crew training and standardization.

Looking back through the rose-colored glasses of historical hindsight, if it were not so tragic White Star's lack of standardization and training for the *Titanic* crew would be almost laughable. It has been reported that before leaving Southampton, England, none of the crew had been given lifeboat drills or training. Indeed, the highest-ranking surviving crewmember, Charles Lightoller, testified that Lifeboat 6, for example, was filled with as many people as he (not White Star) considered safe. He also testified that he (not the engineers who designed the ship) felt it would have been impossible to lower the lifeboats to the water while filled to capacity because the mechanism to lower the boats likely would have collapsed under the weight. Lifeboat 6 was therefore launched with only twenty-eight people when the lifeboats had been tested and certified to carry sixty-five adult males.

Likewise, on the morning of the tragedy Captain Smith canceled a scheduled life boat drill to allow people to attend church. Finally, while some crewmembers allowed men to board the lifeboats if no women were present, other crewmembers refused even if that meant sending the boats out only partially filled. The results should not be surprising. What we clearly see was a dire situation aggravated by crewmembers who not only lacked the requisite emergency training but also willfully discarded safety training for their passengers and lacked

a consistent, standardized approach to completing their duties.

TRAINING

Any expert, regardless of the nature of his or her business, will testify to the importance of training. In many cases, training separates success from failure, and for those professions entrusted with the safety and survival of its customers, it is even more important. In my opinion as a professional pilot, nothing is more important and critical to safe operation than a robust initial training, continuation training, and standardization program.

In the airline industry, pilot training is thorough and intense. It helps that most major airlines hire pilots with thousands of hours of flying time, but still our training involves detailed systems knowledge of the aircraft that we will be flying, cockpit procedural training, flight-management system training, and eventually training in the full-motion simulators. There we learn to fly the airplane and are able to practice both normal and emergency procedures. All of this training is designed to ensure that pilots are capable of performing to a set standard when we finally get to the real aircraft. Even after we reach "the line," our first flights are with an instructor who further trains us on more line-oriented operations. Those who cannot perform satisfactorily are unceremoniously released from the company. But it is this training that results in such a high rate of safety for our passengers.

DELTA FLIGHT 191

On the afternoon of August 2, 1985, a Delta L-1011 on approach to Dallas-Ft. Worth encountered a severe windshear. A windshear is a rapid change in wind speed and direction that can have dire effects on the performance capabilities of any aircraft encountering the shear. In addition to changes in wind speed and/or direction, significant vertical downdrafts can occur. If an airplane is too low to recover, it can slam into the

ground. On this afternoon, the Delta L-1011 encountered such a shear with subsequent downdraft.

Flight 191's normal approach speed (V_{ref}) was 149 knots, and when the aircraft first encountered the shear, the airspeed rapidly increased to 173 knots. As the pilots corrected, the decreasing performance portion of the shear made the airspeed rapidly drop off to 133 knots and then dramatically down to 119 knots, a full 30 knots below V_{ref} . Associated with the decrease in airspeed was a pronounced downdraft that drove the aircraft toward the ground at 1,700 feet per minute (fpm). On a normal precision instrument approach, the vertical speed is approximately 700 fpm. The result? Delta flight 191 hit the ground more than a mile from the approach end to runway 17L, bounced, hit a car on the highway, and finally crashed after hitting two four-million-gallon water tanks at the airport. Eight crew, 126 passengers, and one person on the highway died in the crash.

THE UPSIDE?

Because of this accident, the industry immediately gained an increased awareness of windshear associated with large thunderstorms. As a result, at least at my airline, every year during continuation training a portion of our simulator training is dedicated to recognizing and practicing the standard recovery procedure should windshear be encountered. In addition to these procedures, aircraft and airports now have radar systems that detect and help us avoid windshear because early detection affords a better opportunity to escape its deadly power.

This is just one area where our training increases your safety. From engine failures, electric, hydraulic, and other mechanical malfunctions to standard normal operating procedures that carry us through our daily flying, our robust training ensures continued safe operation. The remarkable and unquestioned safety record of the American airline industry is a testament to both the qual-

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Angela Lumpkin

A Call to Action for Faculty Regarding Intercollegiate Athletics

On college campuses today, probably no topic is more controversial than intercollegiate athletics. A few illustrations of the seriousness of the ethical issues include the following:

- Supposedly justified by market factors, the salaries of many football coaches exceed the compensation for university presidents.
- Student-athletes participate year-round in their sports and regularly exceed the permissible twenty hours per week allowed by National Collegiate Athletic Association rules.
- The academic preparedness for admission, seriousness toward learning, and graduation rates of many student-athletes threaten academic integrity.
- Athletic directors are businessmen (and a few businesswomen) who operate profit-maximizing, commercial businesses under the auspices of educational institutions.
- If coaches want to keep their jobs, they must win.

While these situations pervade intercollegiate athletics, most faculty members pay limited attention to them; instead, they focus on their research, teaching, and service activities. These faculty members may hope that an ethical scandal will not thrust their institutions negatively into the national spotlight and undermine their recruitment efforts for the top students or adversely affect their work. Certainly some faculty members are supporters of intercollegiate athletics. Yet most faculty members just seem to tolerate as inevitable the overemphasis on winning, the increasing commercialization of sports, and especially the reallocation of limited institutional resources from academic endeavors to cover almost inevitable financial shortfalls in athletics departments. Are these recent problems, or are they getting worse?

As early as the late 1800s, faculty were concerned about injuries in football, class absences, gambling, drunkenness, professionalism, commercialism,

and students' overall loss of moral values. To address these problems, in 1882 Harvard faculty attempted to control class absences and to curtail abuses in athletics by establishing a three-member faculty committee to govern intercollegiate athletics. This attempt was abandoned, and similar ones at other institutions were likewise seldom successful. Still, occasional studies throughout the years reported on abuses, and a few faculty members worked to reform intercollegiate athletics.

In 1929, the Carnegie Foundation reporting in *American College Athletics* provided widespread evidence of problems such as commercialism, subsidization of athletes, and loss of educational values. In 1991, 2001, and 2007, the Knight Commission on Intercollegiate Athletics examined many of the academic, fiscal, and ethical issues threatening the integrity of intercollegiate athletics and issued reports. In the 2007 report on faculty perceptions of intercollegiate athletics, a large number of faculty members said that they were disconnected from the issues facing college sports. This disconnection may have occurred because of a lack of interest, with their professorial or personal responsibilities being viewed as more important; a lack of access to the data and information needed to enact changes; or the isolation of departments of athletics as commercialized businesses. Recommendations for reform also have been made in recent years by The Drake Group, which is a national faculty network dedicated to defending academic integrity relative to the students who participate in intercollegiate athletics.

So, what exactly are the ethical problems with intercollegiate athletics, and what could and should faculty members do to resolve them? Adolescents who are highly skilled athletes are recruited by coaches, "friends of the athletic program," and self-promoting individuals often with promises of money, cars, sex, grades, and other inducements to get them to attend a specific institution. Too often, many of these impressionable young people have been conditioned to believe that their athletic talents give

them a "free pass" from attending class (or learning), obeying the laws of the land, or taking personal responsibility for their actions. In the absence of learning about integrity and other moral values, they instead have adopted the mantra that "winning is the only thing" that matters. They have realized quickly that only winners enjoy media attention and advance into the professional leagues, so many intercollegiate athletes choose to cheat, taunt, or do whatever it takes to win. Too many coaches model and reinforce acting unethically if it helps in winning.

Before intercollegiate athletics loses all reasonable connection to educational and moral values, faculty members must be "invited to the table" by administrators from both the academic and athletic arenas. Given an open sharing of information and data, it is hoped that constructive steps would be planned and enacted. If intercollegiate athletics are to be an integral part of the positive learning experiences available to students, then I suggest that the following recommendations have the potential to put intercollegiate athletics back into perspective educationally and morally and thus optimally benefit students who choose to participate.

- Admit only those athletes who meet the academic standards for admission to the institutions they attend.
- Limit grants-in-aid to tuition, fees, and books; award them only on the basis of need; and guarantee them for five years.
- Require one year of residency before competition for freshmen and transfer students so that academic eligibility is based on a student's academic performance, not on a standardized test score or grades from high school.
- Provide academic-support services to all students equally and under the auspices of the faculty and academic affairs.

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Book Reviews

BOOK REVIEW EDITOR'S NOTE. The two reviews in this issue both deal with books on war, each work advancing its own fresh perspective. —NRL

Alfred F. Young. *Liberty Tree: Ordinary People and the American Revolution*. New York: New York University Press, 2006. 426 pages. \$22.00 (paper).

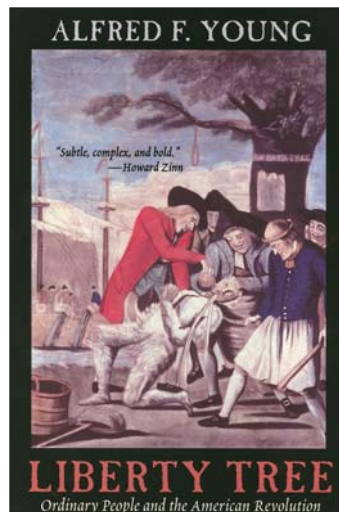
This paperback volume is one of those rare instances in which the reader actually can tell a great deal about the book's contents by its cover. Professor Alfred Young chose a cartoon first published in London in 1774 showing "Bostnians Paying the Excise-Man or Tarring and Feathering." The image encompasses much of the fascinating subject matter of this important work: the practice of punishing royal agents by covering them with tar and feathers, a liberty tree, and in the background an impression of the Boston Tea Party. These subjects and many more fill the pages of this highly readable and singularly informative collection of the author's essays on the social nature of the American Revolution.

It surely was not an easy task to address this aspect of the movement that created the United States. The military history of the period is ample and well documented, and the same can be said of both the economic and political factors that led to and sustained the colonial revolt against the British crown. But the role of "ordinary people" is another matter altogether. As the author admits in his essay on "Tar and Feathers and the Ghost of Oliver Cromwell":

Finally, in exploring plebian culture, I make certain assumptions as to what constitutes proof. A major part of this culture was transmitted orally. A good part of it was also out of the sight of those who wrote things down, and when the literate "discovered" the "people" their values often tainted the sources. . . . We often have no choice but to make the most of isolated instances. At the same time, I assume there is a risk in extrapolating from a single piece of evidence (p. 149).

The risk was well worth taking. We are reminded, for example, of the pivotal role that Thomas Paine's *Common Sense* (1776) played in rallying "ordinary people" to the patriot cause: "Mechanics and farmers, in sum, exerted pressures from below that moved reluctant elites toward independence" (p. 52). In one of his most moving chapters ("The Celebration and Damnation of Thomas Paine"), Professor Young describes Paine's interment in New Rochelle, New York, in 1809 in a way that is hauntingly reminiscent of the concluding scene of Mozart's burial in the film *Amadeus*. The formerly lionized revolutionary was relegated to historical oblivion when his *Age of Reason* (1794–95) no longer suited the nation-building ethos of the post-Revolutionary period.

It is not the "mechanics" and farmers alone who attract Professor Young's research. The volume includes an excellent chapter on "The Women of Boston and the Making of the



American Revolution," as well as considerations regarding the participation of African Americans and the trepidations of Native Americans about the rebellion against Great Britain. In spite of this broad inventory of American opinion, I find a unifying theme in Professor Young's work. In his chapter on "How Radical was the American Revolution?" he writes:

[I] posit not a single radicalism but multiple radicalisms. [I do] not see them stemming from one all-pervasive idea or ideology. . . . The Revolution was itself an incalculable stimulus to radicalism. But if anything scholars might pursue not a "trickle-down" theory of radicalism, but rather one

of "bubbling up" from below. . . . The multiple radicalisms of the era were often at odds with each other (p. 231).

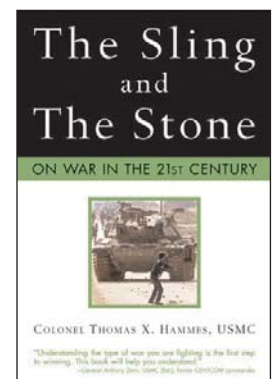
It was Cold War era scholarship, Professor Young contends in his chapter on the "Liberty Tree," that played down the revolutionary nature of this period of American history. He concludes with these words about that 1776 icon:

If you like, you can buy a T-shirt . . . imprinted with Jefferson's words, "the Tree of Liberty must be watered from time to time with the blood of patriots and tyrants" — that is, if you don't mind wearing a copy of the T-shirt Timothy McVeigh wore on the day he blew up the Oklahoma Federal Building. Commercialization, trivialization, and the misreading of the American Revolution to justify an act of terrorism — what a price the country pays for its failure to come to grips with the liberty tree, which inspired so many of the movers and shakers of the American Revolution (p. 377).

Reviewer Douglas Foard is a historian and the former Executive Secretary of Phi Beta Kappa Honor Society. His most recent book is on John Campbell, Lord Loudoun, who commanded Anglo-American forces during the French and Indian War. Author Alfred Young is the Senior Research Fellow at the Newberry Library in Chicago.

Thomas X. Hammes. *The Sling and The Stone: On War in the 21st Century*. St. Paul, MN: Zenith Press, 2006. 336 pages. \$15.95 (paper).

This book is an important read for military personnel as well as for anyone concerned with U.S. military and foreign policy.



The author, Colonel Thomas Hammes, USMC (ret.), began his military career in 1975, the year after the fall of South Vietnam. The shadow of this defeat shaped his military career and led to his study of how a tiny country of twenty-two million people with almost no economic power defeated the most powerful nation on earth by using a new form of warfare that did not involve winning on the battlefield. This book is a culmination of his career journey. Hammes outlines the characteristics of “Fourth Generation Warfare” (4GW) that “directly attacks the minds of enemy decision makers to destroy the enemy’s political will,” the strategy that led to the defeat of the United States in Vietnam, Lebanon, and Somalia. The concept of Fourth Generation Warfare first appeared in the article “The Evolution of Warfare: into the Fourth Generation,” by William S. Lind *et al.*, *Marine Corps Gazette*, October 1989. The concept provides the book’s central theme.

According to Hammes, the first generation of warfare was shaped by the transition of Europe from a feudal system to a system of nation-states and peaked with the massed armies of the Napoleonic wars of the early nineteenth century. The evolution of the first three generations of warfare flowed from changes in society, economics, politics, technology, and tactics:

- First Generation — massed manpower, musket, muzzle load artillery;
- Second Generation — massed firepower, railroad, telegraph, small arms, artillery;
- Third Generation — maneuver, internal combustion, aircraft, radio. Third generation warfare peaked with the blitzkrieg operations of the Germans in World War II.

The common characteristic of the first three generations of warfare was that the wars were fought by nation-states in efforts to defeat the enemy militarily.

In Hammes’ view, the first practitioner of 4GW, Mao-Tse-Tung, distilled three phases of his long insurgency to seize power from the Chinese Nationalists before World War II: 1) build political strength; 2) consolidate control and administer base areas; 3) commit regular forces in a final offensive against the government. It has been well demonstrated that this is not a rigid formula to be applied in all insurgencies, but variations can be made as was done by the North Vietnamese and Viet Cong, the Sandinistas in Nicaragua, the Palestinians in the Gaza Strip, and Al-Qaida in executing 9/11. In response to 9/11, the United States deployed military forces in Afghanistan and Iraq that were not prepared to confront 4GW opponents.

The high-technology concept of network-centric warfare conceived by Vice Admiral Arthur K. Cebrowski, Director of the Department of Defense Office of Transformation, will not provide an edge against 4GW opponents who operate with loosely coupled, non-hierarchical networks. However, U.S. forces can be trained to make creative use of Internet

tools with minimum concern for the organizational lines of command in accomplishing the mission.

Hammes believes that the United States has the budget and manpower necessary to confront second, third, and fourth generation opponents, but a major cultural change is needed in the U.S. government to shift the focus of Joint Vision 2020 from conventional-war technology to an emphasis on people. This change requires modernization of a century-old military personnel system and revision of the personnel and organization theories of mass production to allow the recruitment and training of people needed to confront 4GW enemies of the future. Specific actions required include reforming how we educate, train, and evaluate our personnel and achieving a better balance between combat jobs and overstuffed jobs in headquarters by drastic reductions in the number of field-grade and general officers.

One major concern I have with Hammes’ work is that the term “Fourth Generation Warfare” is an abstraction that leaves things out by slicing up history in a strange way. The four-generations typology allegedly began with the Treaty of Westphalia, when war reportedly became the province of the modern nation-state, and extends to the present day. First Generation Warfare is identified with the massed armies of Napoleon in conventional warfare, but the insurgency against Napoleon in Spain is omitted (from which the term “guerrilla” or “little war” is derived). The generations overlap in time, but the latest generation never replaces the generations preceding it, and in any specific example, elements of prior generations may be present in varying degrees. According to Artulio Echevarria, Director of the Army Strategic Studies Institute, “Portraying changes in warfare in terms of generations implies that each generation evolved directly from its predecessor, and per the natural progression of generations, eventually replaced it” (“Fourth Generation War and Other Myths” Antulio J. Echevarria II, November 2005. <http://www.strategicstudiesinstitute.army.mil>). The term likely has a different meaning in the minds of Colonel Hammes and of William S. Lind. In other words, a map of the real world of 4GW can never be constructed because in building the abstraction, too much has been left out to be useful as a predictor of the future.

This is a minor criticism of the book, as the great depth of Colonel Hammes’ professional education and experience shines through the abstraction “Fourth Generation Warfare.” Recent observations by senior officers indicate that the cultural changes sought by Colonel Hammes are in progress; for example, see the U.S. Army/Marine Corps counterinsurgency manual prepared under the direction of General David Petraeus in December 2006.

Reviewer and WWII Marine veteran William C. Pittman is a member of the U.S. Army Aviation and Missiles Research Development and Engineering Center Volunteer Emeritus Program. He was initiated into Phi Kappa Phi at Mississippi State University in 1957.

(Forum on Science and Technology
continued from page 18.)

children and/or aging parents. Although men are less likely to suffer from depression than women, three to four million men in the United States are affected by the illness. The rate of suicide in men is four times that of women, though more women attempt it. In fact, after age seventy, the rate of men's suicide rises, reaching a peak after age eighty-five. Depression in men is often masked by alcohol or drugs, or by working excessively long hours. Interestingly, symptoms in men may not appear as feeling hopeless and helpless, but as being irritable, angry, and discouraged. Hence, depression may be difficult to recognize in men, and studies suggest that men are much less likely to seek help for depression than are women.

Depression in the elderly can cause a great deal of needless anguish and suffering for the family and patient. For the typical elderly patient, the symptoms described to physicians on regular visits are usually physical rather than mental. Older people are often reluctant to discuss feelings of hopelessness, sadness, loss of interest in normally pleasurable activities, or extremely prolonged grief after a loss.

Only in the past two decades has depression in children been taken very seriously. The depressed child may pretend to be sick, refuse to go to school, cling to a parent, or worry that the parent may die. Older children may sulk, get into trouble at school, be negative, grouchy, and feel misunderstood. Because normal behaviors vary from one childhood stage to another, it can be difficult to tell whether a child is just going through a temporary "phase" or is suffering from depression.

Left untreated, depression can lead to disability, chemical dependence, or suicide. For example, approximately 90 percent of the individuals who commit suicide have one or more mental illnesses, the most common being depression. Suicide is especially common in teenagers and older adults, two groups that exhibit extraordinarily high incidences of depression.

TREATMENT

It was the serendipitous discovery of antidepressant agents in the 1950s that provided the first clue that an intrinsic biochemical dysfunction was associated with the illness. Today, research has provided the basis for several theories for both the mechanism of antidepressant drug action and the pathophysiology of depression. In fact, our understanding of the molecular etiology and physiology of depression is accelerating at a phenomenal rate now that researchers have the biotechnology necessary for identifying and characterizing the complex genetic parameters of mental regulatory circuits, and their difference in normal and depressed individuals.

The good news is that depression is very treatable. During the past ten years or so, a plethora of new and effective antidepressant drugs has entered into the marketplace. Psychotherapies involving short-term, goal-oriented approaches aimed at specific interpersonal problems such as unresolved grief, role transitions, interpersonal role disputes, and interpersonal deficits, which may trigger depressive episodes, have become very effective antidepressant therapy, especially when combined with antidepressant drug therapy.

John S. Williamson received his doctorate in medicinal chemistry and natural products chemistry from the University of Iowa. He has been active in pharmaceutical research and the education of students at the University of Mississippi since 1989.

LETTERS TO THE EDITOR

Phi Kappa Phi Forum publishes appropriately written letters to the editor every issue when submitted. Such letters should be no more than 300 words in length. We reserve the right to edit for content and length.

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FAREWELL FROM THE FORUM STAFF

We here at the *Phi Kappa Phi Forum* have been trying to think of an appropriate farewell to the membership of Phi Kappa Phi. "So long, and thanks for all the fishes" has been used, as has "And so it goes." So perhaps all that is needed is a simple "thank you" for all your letters, thoughts, kind words, and even harsh words during our collective thirty-seven years that we have been with the magazine.

We hope that you have enjoyed the *Forum* during our tenure, and we hope further that you will continue to support the good work done by Phi Kappa Phi. Good luck on your own journeys in life; we will miss this connection that we have had with the nearly 100,000 active members of the Society.

Pat Kaetz
EDITOR

Stephanie Bond Smith
ASSOCIATE EDITOR

Laura J. Kloberg
ASSOCIATE EDITOR
AND GRAPHIC DESIGNER

(Forum on Ethics
continued from page 21.)

- Require that eligibility for competition stipulates maintaining a minimum cumulative grade point average of 2.0.
- Restrict the schedules of all sports to no more than one day of competition per week while classes are in session.
- Excuse athletes from classes no more than five days per academic year for travel and competition.

Angela Lumpkin is a professor in the Department of Health, Sport and Exercise Sciences at the University of Kansas. She is the author of twenty books, including multiple editions, a monograph, and an edited book, and forty scholarly publications and has shared her expertise through more than 170 professional presentations.

(Forum on Education and Academics continued from page 16.)

to partnership, and a shared vision that a community as a whole can provide multiple learning opportunities that would address both the academic and social-emotional needs of students.

As Don Davies writes in the book *School-Community Connections: Exploring Issues for Research and Practice* (1995),³ children's lives are not compartmentalized but are made up of a series of interactive relationships and supports that create an experience. Therefore, a narrow focus on standardized tests misses the complexity of what it takes to educate the whole child and aid in that child's future success. Community schools provide a compelling solution by fostering collaboration and relationships among different community stakeholders that create holistic learning opportunities for students (Dryfoos, Quinn, and Barkin, 2005).⁴ As we continue our NCLB Reauthorization debate, we need to consider community schools as one model that could help educate the whole child.

Helen Janc Malone is a doctoral student at the Harvard University Graduate School of Education. Before her studies, Mrs. Malone worked in Washington, D.C., building a nexus among policy, research, and practice in the areas of comprehensive school reform, after-school learning, student-leadership development, and civic education.

¹ Von Zastrow, Claus, and Helen Janc. *Academic Atrophy: The Conditions of Liberal Arts in America's Public Schools*. Washington, D.C.: Council for Basic Education, 2004.

² Dryfoos, Joy, and Sue Maguire. *Inside Full-Service Community Schools*. Thousand Oaks, CA: Corwin Press, Inc., 2002.

³ Davies, Don. "Commentary." In *School-Community Connections: Exploring Issues for Research and Practice*, edited by L. C. Rigsby, M. C. Reynolds, and M. C. Wang. San Francisco: Jossey-Bass, 1995.

⁴ Dryfoos, Joy, Jane Quinn, and Carol Barkin. *Community Schools in Action: Lessons From a Decade of Practice*. Oxford: Oxford University Press, 2005.

(Forum on Business and Economics continued from page 17.)

the company also was being investigated not only for accounting ambiguities but also for violating patent rules on several of its promising pharmaceuticals. Have worksite wellness initiatives truly enhanced employee productivity and improved corporate images? My analysis presents updated case studies that are aligned with previous work in worksite wellness (Hollander and Lengermann, 1988) among current Fortune 500 companies. I will attempt to dovetail the increasing incidence of white-collar crime, not only among high-level executives but also general occupational crime (Hoffman, 2007) with a baseline of worksite wellness initiatives through the decades.

Before worksite wellness programs became so pervasive, research (Warner, 1990) hinted that the type of self-control behavior leading to healthy lifestyles promoted by these initiatives could very well lead to conflicts as workers might pursue unethical behavior to retain their jobs with the explosion of global competition and overall "job insecurity and technological and organizational change." Research exploring this idea has been nonexistent. Perhaps an extensive analysis of case studies might result in some surprising conclusions that could lend credence to what was feared decades ago: that instituting worksite wellness programs may indeed promote physical health along with a certain degree of self-confidence that could also simultaneously erode the moral fiber of employees and corporate executives. We would never hence presume a causation effect; however, the idea brings a unique blend of psychological application to the business arena that has lain dormant.

Kyle Fluegge is a PhD student in economics at Ohio State University with research interests in consumption and labor economics, including research related to human capital and child outcomes.

(Forum on the Workplace continued from page 20.)

ity of people flying our airplanes and also the value of such training.

Johns Hopkins researchers have stated that between 1983 and 1996, of the 371 major airline crashes that they identified, 38 percent were attributed to pilot error. (Not bad considering I bet close to 99 percent of all car accidents are driver error.) Of the 1,735 commuter accidents, 74 percent were pilot error, while 85 percent of the 29,798 general aviation accidents can be attributed to pilot error. These findings represent the reality that better-trained pilots have fewer accidents. Likewise, their findings show that between 1983 and 1989, pilot error accounted for 43 percent of airline accidents and that in the 1960s pilots were responsible for 45 to 65 percent of the airline accidents. These figures show that better training in addition to better equipment continues to reduce the number of airline accidents.

What makes the airline industry so successful, however, is that once accidents occur (and they are inevitable), the FAA and individual companies quickly identify the problem and work to train crews to a standard so as not to repeat the same accident. Certainly when one looks at the history of air disasters flown by professional pilots, seldom do you see the exact same mistake twice. Although there are areas that need constant vigilance and continued training, such as runway incursions at some of the busiest and most confusing airports around the world, excellent crew training continues to be the linchpin to our successful aviation system.

Robert F. Tate graduated from the University of Tennessee with a degree in psychology and received his Master's in Humanities with a concentration in history from California State University at Dominguez Hills. During his Air Force career, he piloted eight different aircraft and is currently a pilot for a major airline. Rob is a Luftwaffe historian and the author of an upcoming World War II book, *One Wednesday in September: A Tribute to Hans-Joachim Marseille*. He is married with three beautiful dogs.



PHI KAPPA PHI WELCOMES NEW MEMBER OF CHAPTER RELATIONS TEAM



The Honor Society of Phi Kappa Phi is pleased to introduce Traci Payne as the newest member of the Chapter Relations Department at Phi Kappa Phi Headquarters. Traci came on board with the chapter relations team on October 22, 2007, joining current team members Kathy Marcel and Molly Stauffer. Expanding the chapter relations team will enable Phi Kappa Phi to better serve its chapters and chapter officers.

A native of West Monroe, Louisiana, Traci is a graduate of the University of Louisiana-Monroe (ULM) where she earned a BA in psychology; she was inducted into Phi Kappa Phi at ULM. She then received an MS in communications from Mississippi College, located in Clinton, Mississippi.

Traci says: "I am so excited to join the Chapter Relations team. As a member of Phi Kappa Phi, I am truly aware of the value and benefits of membership. I am eager to share this excitement and experience with chapters. I have already made visits to some chapters, and each visit has amazed me. I look forward to traveling this spring and seeing more chapters in action."

Traci and her husband are the proud parents of three puppies; she loves to shop, travel, spend time her family, and watch LSU football. To contact Traci, call 1-800-804-9880, extension 34, or e-mail her at tracip@phikappaphi.org.

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Member of Chapter Relations
Team

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Phi Kappa Phi Merchandise



President Bob Rogow stands with Traci Payne at Phi Kappa Phi Headquarters.

Chapter News

TRUMAN STATE BOOK DRIVE SUPPORTS LITERACY GRANT

Teresa M. Heckert

After being inspired at the Triennial Convention, the Truman State University chapter of Phi Kappa Phi held a book drive, partnering with Truman's chapter of the Communication Disorders Association (CoDA), to assist chapter member Janet Gooch, department chair of Communication Disorders, with her Phi Kappa Phi Literacy Grant. A portion of the grant funds was to be used to create a lending library for the Truman Speech and Hearing Clinic's clients and their families. The clinic provides, at no cost to its clients, speech, language, and hearing screening, assessment, and treatment services. The clinic includes the Early Literacy Lab, which provides language-based literacy services to children preschool through third grade. Because of our location in rural north central Missouri, the clinic serves clients who come from as much as a hundred miles away.

Phi Kappa Phi members brought more than seventy-five books for donation to our Fall Gathering to jump start the drive. We officially kicked off the book drive on Parents' Weekend. With the assistance of Heidi Templeton, Truman's Director of Public Relations and a Phi Kappa Phi member, parents learned about the drive through the regular Parents' Weekend flyer. As a result, several parents brought large boxes of children's books to campus while paying a visit to their son or daughter. Student members of Phi Kappa Phi worked the donation table for the four hours of the reception. Janet Gooch transported the many boxes of books to the clinic.

Then, members of CoDA and Eneda Hoxha, Phi Kappa Phi student vice-president, created eleven colorful donation boxes to place around campus. To let people know about the drive, we hung flyers, sent e-mails, and advertised in the faculty/staff newsletter. We also visited with the Staff Council to make them aware of the drive and for assistance with communicating the drive. Throughout the drive, Phi Kappa Phi



Janet Gooch and Lauren Caffey display some of the donations.



Student members created donation boxes.

faculty members kept an eye on the donation boxes in their areas, and student members picked up and transported the books when the donation boxes became full. Then, we got the community involved by visiting the Kirksville chapter of Kiwanis, whose mission is "Serving the children of the world"; Kiwanis members donated more than thirty-five new books. In addition, we contacted the lower and upper elementary schools in Kirksville to let the students know that we would be placing donation boxes in the residence halls during the community trick-or-treating event. Later, we were contacted by Ray Miller Elementary School principal Marianne Farr to pick up a box of more than 150 books collected during their fall book fair. The students at the school had been encouraged to bring a gently used book to the fair, and they had responded with generosity.

The drive kept Phi Kappa Phi and CoDA member Lauren Caffey busy sorting books and creating an electronic database. When it was done, we had collected more than 1,400 books for the clinic.



Truman State faculty and students prove their generosity.

Teresa M. Heckert, PhD, is a professor of psychology at Truman State University and is president of Phi Kappa Phi's Truman State chapter.

Chapter News continued



Seated from L to R: Dr. Sonya Baker, Dr. Cynthia Gayman, Dr. Elizabeth Johnson, Dr. John Mateja, Dr. Ken Purcell, and Dr. Ginny Richerson. Standing from L to R: Dr. Bertus Ferreira, Dr. Don Robertson, Dr. Peggy Schrock, Michael Wetherholt, Dr. Pat Williams, Dr. Karen Hartman, Dr. Barbara Kearney, and Dr. Bill Allbritten.



MSU President Dr. Randy Dunn receiving his Phi Kappa Phi pin from Tara Williams



Dr. Bill Allbritten, Dr. Karen Hartman, Dr. Bob Rogow (at podium), Dr. Bertus Ferreira, Dr. Pat Williams, and Dr. Barbara Kearney



Dr. Pat Williams and Dr. Bob Rogow reading the charter.



Seated from L to R: Dr. Bill Allbritten, Dr. Barbara Kearney, Dr. Bertus Ferreira, and Dr. Bob Rogow. Standing: Dr. Pat Williams.

MURRAY STATE HOLDS CHARTERING CEREMONY

Murray State University (MSU) held its charter signing and first Phi Kappa Phi initiation on November 28, 2007, becoming Chapter 302 of The Honor Society of Phi Kappa Phi. The ceremony was held at the MSU Curris Center and was presided over by National Society President Dr. Robert Rogow. A formal dinner that was attended by almost one hundred new members and their guests was held after the ceremony. MSU, located in western Kentucky in the city of Murray, has more than 10,000 students.

The new chapter includes nineteen alumni members, twenty-four faculty members, eighteen charter members, and thirty new student members. Chapter officers are President, Dr. Pat Williams; President-elect, Dr. Bertus Ferreira; Secretary, Dr. Karen Hartman; Treasurer, Dr. Barbara Kearney; and Public Relation Officer, Dr. Bill Allbritten. Chapter 302 will hold new initiation ceremonies every semester and will be electing six new student vice presidents, one representing each of the colleges and the School of Agriculture on campus.



Megan Randall (student member)
and Kim Black



Martha Parker (Alumni member)
and Edna McKinney (Mom)



NATIONAL SCHOLAR SPEAKS AT WESTERN ILLINOIS UNIVERSITY

The Western Illinois University chapter of Phi Kappa Phi sponsored a fall lecture on October 18, 2007, titled, "What's Wrong With No Child Left Behind and How to Fix It: Lessons from John Dewey." The speaker was the 2007-2010 Phi Kappa Phi National Scholar, Dr. Larry Hickman, Director of the Center for Dewey Studies at Southern Illinois University. [See the Fall 2008 *Forum* for a profile of Dr. Hickman. –Ed.]

The lecture was open to the campus community. Students and faculty from Education and Philosophy (John Dewey's areas) were particularly interested in the talk.



Dr. Steven Rock (left), president of the WSU chapter,
expresses his thanks to Dr. Hickman (right).

BETTER LATE THAN NEVER . . .

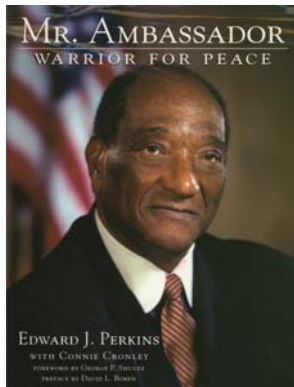
In 1957, Eithel Partlow Sech was initiated into Phi Kappa Phi at the University of Michigan (UM) but was unable to attend her initiation. Fifty years later, she was invited to a Phi Kappa Phi reception at UM given by Provost Teresa A. Sullivan (a 1971 Fellowship winner), and she planned to attend.

At the last moment, her ride was unable to bring her, so she took a taxi. As she told chapter relations liaison Molly Stauffer, since she missed her initiation fifty years ago, she didn't want to miss this event. She still has her pin and certificate from fifty years past.



Eithel Partlow Sech
with North Central
Region vice presi-
dent Dr. Rick Shale.

Phi Kappa Phi Bookshelf



Mr. Ambassador: Warrior for Peace

Edward J. Perkins with Connie Cronley

Mr. Ambassador: Warrior for Peace is the memoir of Edward J. Perkins, a career Foreign Service Officer and the first black U.S. Ambassador to South Africa, a position in which he was vilified by the American press, the Afrikaner government, white South African citizens, and black South African revolutionaries alike. Yet his advice to President George H.W. Bush helped hasten the release of Nelson Mandela and others. Perkins tells the story of his life from a cotton farm in the segregated South to the position of director general in the Foreign Service.

Edward J. Perkins was inducted into the University of Oklahoma chapter of Phi Kappa Phi in 1973.

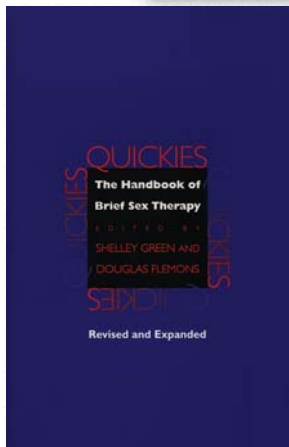


Mujeres, Eros y Tánatos en el Romancero Dominicano

Rita Tejada

Mujeres, Eros y Tánatos en el Romancero Dominicano analyzes the Dominican version of the Spanish romancero, with particular emphasis on female characters. The first part of the book analyzes the representation of women in their social roles as mother, wife, and daughter. The second part analyzes the feminine figure in the discursive category in which she appears as object or subject of the narration. The conclusion synthesizes the results of the analysis.

Rita Tejada was inducted into the Florida State University chapter of Phi Kappa Phi in 1998.

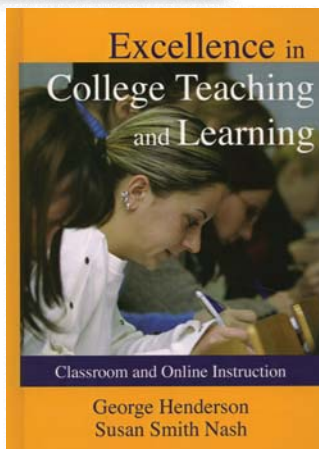


Quickies: The Handbook of Brief Sex Therapy

Shelley Green and Douglas Flemons, Editors

Quickies demonstrates that the best sex therapy is often the briefest, presenting readers with a refreshing array of time-efficient, client-focused approaches to sexual problems. This revised and expanded paperback edition includes a new introduction by the editors, as well as two new chapters. All of the chapters are supported by case examples.

Shelley Green was inducted into the Texas Tech University chapter of Phi Kappa Phi in 1979.



Excellence in College Teaching and Learning: Classroom and Online Instruction

George Henderson and Susan Nash Smith

Excellence in College Teaching and Learning: Classroom and Online Instruction will improve the quality of instruction that college students need. Among numerous other subjects, the authors speculate about ways that teachers can present a mountain of information without crushing students under it, discuss why teachers must continually update their Internet skills, and caution against courses, whether on campus or online, becoming academic fluff. The book will serve as an excellent resource for both new and experienced teachers.

George Henderson was inducted into the University of Oklahoma chapter of Phi Kappa Phi in 1991.

Member News

Eight Phi Kappa Phi Members Named 2008 Marshall Scholars

Eight Phi Kappa Phi members recently were named 2008 Marshall Scholarship recipients by the Marshall Aid Commemoration Commission. To be eligible, recipients must have graduated from their undergraduate colleges or universities after April 2005 and have a 3.7 minimum grade point average.

Phi Kappa Phi members receiving the Marshall Scholarship were:

Brian Clark, North Carolina State University

George Flathers, III, Virginia Military Institute

Sarah Horn, U.S. Naval Academy

Matthew Linsley, U.S. Naval Academy

Hilary Martens, University of Montana-Missoula

Megan McGinnity, Arizona State University

Melvin Sanborn, United States Military Academy

Alyssa Wechsler, University of Wyoming

National Recreation and Park Association Award

Tony Lopez (Florida International University) received the Robert W. Crawford Young Professional Award from the National Recreation and Park Association (NRPA) on September 26, 2007, at the 2007 NRPA Congress and Exposition in Indianapolis, Indiana. Lopez is Director of Parks and Recreation for the Town of Miami Lakes, Florida. This award recognizes up-and-coming parks and recreation professionals who, in their short tenure in the industry, have made measurable advances within parks and recreation. Only one person nationwide is selected yearly for this honor. Lopez also received the NRPA's American Parks and Recreation Society's Meritorious Service Young Professional Award, which recognizes outstanding contributions and/or exceptional leadership to projects, activities, or events of major significance to the parks and recreation movement and/or profession.



Member Receives National Recognition from Phi Kappa Delta

James L. Moore III, PhD (Ohio State University), has been chosen from among thousands of educators worldwide as an Emerging Leader by Phi Delta Kappa (PDK) International, a leading association of education professionals. For this prestigious award, forty candidates, aged forty and under, were nominated, based largely on their career accomplishments in education. Candidates were nominated by and from a worldwide membership of 49,000 education professionals. The final thirteen honorees were selected by a committee of the 2006–2007 PDK Emerging Leaders. Moore received the honor at a ceremony held October 19, 2007, during the PDK Summit on Global Education in Vancouver, British Columbia. He and the other honorees were featured in the 2007 PDK *Connection*. Moore is an associate professor of physical activity and educational services in the College of Education and Human Ecology at Ohio State University and a faculty member at the Kirwan Institute for the Study of Race and Ethnicity.



Erin Ashton (East Tennessee State University) was named to the Southern Conference's twenty-fifth anniversary team. One woman from each sport is chosen. Ashton was a member of the East Tennessee State University women's soccer team from 2002–2005, where she made dean's list four consecutive years. She earned numerous honors while there, including the NCAA post-graduate scholarship.

Charlotte Barnes (Florida State University) now has a Web site to feature her writing at www.charlottebarnesonline.com.



Lora Humphrey Beebe, PhD, APRN, BC (University of Tennessee-Knoxville), has received a grant totaling \$140,000 from the National Institutes of Mental Health

to examine a nursing intervention that she adapted to increase exercise motivation in persons with schizophrenia. An internationally recognized expert on exercise in schizophrenics, Dr. Beebe is the author of more than two dozen articles on the health of this group. Dr. Beebe is also the 2007 recipient of the National Award for Excellence in Research from the American Psychiatric Nurses' Association. She is an associate professor and coordinator of the Psychiatric Mental Health Nurse Practitioner program at the University of Tennessee, College of Nursing.

Thomas Boehm, PhD (Southern Illinois University at Edwardsville), has received confirmation that the American Society of Quality will publish his article "Product Liability: Beyond Loss Control — An Argument for Quality Assurance" in its quarterly peer refereed publication *Quality Management Journal*. It will appear in the upcoming Volume 15, Issue 2, which is due to be out in April 2008. The journal accepts only four featured articles per publication. The second author is Jeff Ulmer, an assistant professor of Industrial Technology and Industrial Management at the University of Central Missouri in Warrensburg, Missouri.

Faye A. Brown, RN, MSN, CEN (Kutztown University), has published an eBook, the *IDT Guide (International Diagnosis and Treatment Guide)*. The *Guide* is a concise tool with more than three hundred disease entries, including medical disorders, infectious and communicable diseases, and trauma issues. The reference allows the user to follow a systematic approach in making an accurate diagnosis in a variety of settings. Brown is an international health educator

Member News continued

and nurse with more than thirty years of experience.

Bradley Byrne (University of Southern Mississippi) has been elected president of the Alabama Circuit Judges Association for the 2007–2008 term. A graduate of the University of Alabama School of Law, Byrne has served as a circuit judge in Alabama since 1987. Before that, he was a member of the law firm Garrett, Thompson, and Hines.

Mark S. Cogan (Southern Oregon University) was recently named as managing editor of the *Curry County Reporter* (Gold Beach, Oregon). He has been serving as executive director of the Curry Health Foundation and before that as special sections editor of the *Medford Mail Tribune*, a daily newspaper with a circulation of more than 110,000.

Marcus Dunlop (Illinois Wesleyan University), a senior running back, has been elected to the first team of the college division all-District V academic football squad and will join representatives of seven other districts on the *ESPN: The Magazine* Academic All-America national ballot. Dunlop, of Maywood, has a 3.96 grade-point average as a double major in economics and business administration. With 2,511 career yards, Dunlop is in second place all-time at IWU. Dunlop also was recently named a Lincoln Academy of Illinois Student Laureate.

Roxanne B. Everetts, PhD (University of Maryland, University College), received a Doctorate in Management in Information Assurance from the University of Maryland, University College (UMUC) on November 14, 2007. Dr. Everetts' dissertation topic is *Information Assurance Management in the Federal Sector: An Analytical Framework*. Her study was to develop an academically cogent and intellectually valid analytical framework that federal Information Assurance managers can use to measure their ability to protect their information infrastructure assets. She is a certified information systems security professional (CISSP), a certified information systems manager (CISM), and a certified business continuity professional (CBCP). Dr. Everetts is an Information Assurance Research Fellow at LMI in McLean, Virginia.

Dolly Force (Western Carolina University) has published her first novel, *Family: A Century of Blood and Tears* (Tate Publishing Inc.). Dealing with adult and universal themes including domestic abuse, adultery, the failures of traditional religions, denomi-

national feuding, child neglect, and prejudices, the novel paints an insightful portrait of five generations. Force recently earned her Master's in English from Western Carolina University; the manuscript for the novel was her thesis project.

E.N. Genovese, PhD (San Diego State University), was named as the distinguished lecturer for the Second Annual Henry L. Janssen Last Lecture Series at San Diego State University (SDSU). Genovese is an emeritus professor of classics and humanities and a past president of the SDSU chapter of Phi Kappa Phi.



Traci Goodwin (University of Houston Clear Lake), associate principal for Manvel High School in Alvin ISD and former curriculum assistant principal of North Shore Senior

High School in Galena Park ISD, has been selected to represent the Texas Association of Secondary School Principals (TASSP) as the Region IV Outstanding Assistant Principal of the year for 2007. TASSP recognizes outstanding principals and assistant principals from the twenty regional Education Service centers in the state. School administrators are nominated and chosen by their peers within their regions. Nominations are based upon exemplary performance and outstanding leadership.



Juan R. Guardia, PhD (Iowa State University), received the Richard McKaig Outstanding Doctoral Research Award sponsored by the Center for the Study of

the College Fraternity at the annual meeting of the Association of Fraternity Advisors. The award recognizes an outstanding doctoral dissertation completed by an individual recently completing his or her doctorate.

Zane A. Heiple, MS, ATC (Indiana University of Pennsylvania), earned his Athletic Training Certification in November 2007 and accepted a Certified Athletic Trainer position at Allegheny Chesapeake Physical Therapy in its Ebensburg Outpatient Office in Cambria County, Pennsylvania. Heiple's duties include being the Athletic Trainer at Bishop Carroll High School in Ebensburg, Pennsylvania, clinical locations in Cambria County, and assisting with projects.

SUBMISSIONS

Member News

To submit a recent honor/achievement or current career news, e-mail (tracin@phikappaphi.org) or mail a brief write-up and picture (if available) to:

Member News
The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806

Please include your name, member number, chapter in which you were initiated, and your e-mail address and/or telephone number. Any items submitted cannot be returned, and all submissions may not be included.

Phi Kappa Phi Bookshelf

If you are an author and would like your work to be considered for inclusion in the "Bookshelf" segment of *Member Focus*, please send a copy of the book along with a one-page synopsis to:

Phi Kappa Phi Bookshelf
The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806

All submitted books will be added to the Phi Kappa Phi Library, housed at the Society Headquarters.



Robert W. Hauswirth (University of Wisconsin) has been named to head the new office of Oxford Financial Group, Ltd., opening in Chicago, Illinois. Hauswirth

brings extensive experience to the position, including at Arthur Andersen LLP in Milwaukee and Gresham Partners LLP in Chicago. Oxford Financial is a privately held wealth-management firm.

Cissy Alexander Hutchinson (University of Georgia) has been named a vice president of Athens First Bank and Trust (Athens, Georgia). She has been in the brokerage industry for more than eighteen years.

Augusta A. Julian, PhD (North Carolina State University), was named as president of the Bluegrass Community and Technical College (Lexington, Kentucky),

effective December 1, 2007. She comes to the post from the presidency of Maysville Community and Technical College (Maysville, Kentucky). Julian is a thirty-three-year veteran in community and technical college education.

Ruth Kinzey (Coe College) has been hired as Stop & Shop/Giant's senior vice president of communications and public affairs. In this newly created position, Kinzey will ensure that the company's messaging to associates, customers, media, government, and the community is coordinated and consistent. She also is responsible for the development and execution of the organization's corporate social responsibility strategy. Kinzey brings thirty years of communications experience to the position. She holds an MA in Journalism from the University of Iowa and also has taught at the University of North Carolina, Charlotte.

Kevin Kujawa (University of Nevada-Las Vegas) was named chief information officer and executive vice president of American Specialty Health, one of the nation's premiere personal health improvement organizations. Kujawa has more than eighteen years of experience in information technology.

Tom Landrum (University of Georgia) was named as permanent senior vice president for external affairs at the University of Georgia (UGA). He will be in charge of fundraising, public affairs, and alumni relations for the university. Landrum has served the university for thirty-one years. He holds a bachelor's in history and a master's in journalism from UGA.

Sally Lima, PhD (Lock Haven University), has received the 2007 Outstanding Teacher Award given by the Pennsylvania State University College of Education Alumni Society. She is professor of elementary education at Lock Haven University of Pennsylvania. Lima played a significant role in her department's earning the National Science Foundation Collaborative for Excellence in Teacher Preparation in Pennsylvania grant. She brought the members of the Mathematics Department together twice a month for three years to examine and revise the department syllabi as well as their teaching techniques.

Walter H. Lipke (Oklahoma State University) has been awarded the PMI Eric Jenett Project Management Excellence Award by the Project Management Institute (PMI), the leading membership association for the project management profession.

The award recognizes an individual who makes outstanding contributions to the project management profession through an act that demonstrates leadership and initiative while advancing project management concepts, techniques, practices, or theories. Lipke retired in 2005 as deputy chief of the software division at the Oklahoma City Air Logistics Center. He has more than thirty-five years of experience in the development, maintenance, and management of software for automated testing of avionics.

J. Carlton McLamb (North Carolina State University) has been named an associate with the law firm of Jordan Price in Raleigh, North Carolina. McLamb graduated as valedictorian of his class at North Carolina State University in 2004.

Joe Oliver (Eastern Kentucky University) has been named one of six Ohio Valley Conference (OVC) Scholar-Athletes of the Year. The award is the highest individual honor that can be earned by OVC student-athletes. Oliver is the starting catcher for the Eastern Kentucky University (EKU) baseball team. He has compiled a 3.967 GPA in criminal justice at EKU.

Gene Pelham (Southern Oregon University) was recently reelected to a three-year term on the Credit Association of Oregon Board of Directors, assuming the position of Vice Chair. He is president and CEO of Rogue Federal Credit Union, which has been serving the Rogue Valley for more than fifty years.

Michael Truncale (Lamar University) was named as a regent of the Texas State University System (TSUS) by Governor Rick Perry. The TSUS oversees Truncale's alma mater, Lamar University. Truncale is a senior partner at Orgain, Bell, and Tucker, LLP.

Mary Ann Wong Tugbang (University of the Philippines) was promoted to third assistant provincial prosecutor, Zamboanga del Sur Province. She assumed her new position on September 12, 2007.

Geeta Wilson (Andrews University) has been named to the position of executive direc-

tor, talent strategist, at NAS Recruitment Communications. Wilson has more than eight years of experience in recruitment and marketing.

Jan Doolittle Wilson, PhD (Fort Hayes State University), has been named assistant professor of history and women's studies and director of women's and gender studies at the University of Tulsa. Most recently she was assistant professor at Central Michigan University.

Stephan Wilson, PhD (Member at Large), was named dean of the College of Human Environmental Sciences at Oklahoma State University. He comes to the position from the College of Health and Human Science at the University of Nevada, Reno, where he served most recently as senior associate dean and professor. Wilson's research has been in the area of cross-cultural family issues, and he has been a strong supporter of international programs.

Jamie Wolf (Clarion University) was named as one of nine finalists for the seventeenth annual NCAA Woman of the Year Award, which honors outstanding female student-athletes who have excelled in academics, athletics, service, and leadership and have completed their collegiate athletics eligibility. Wolf, a member of the Clarion University swimming and diving team, graduated in May 2007 and majored in molecular biology and biotechnology.

Walter B. Wurster (Pennsylvania State University) was named the 2007 Penn State DAS Dairy Science Distinguished Alumnus. He was recognized at the Nittany Lion Fall Classic on November 10, 2007. Wurster was a dairy farmer for twenty-eight years in Bucks County, Pennsylvania, and then served as Chester County Extension Agent for seven years.

Please Note:

If you know of a Phi Kappa Phi member who is recently deceased, please notify us at 800.804.9880 or at info@phikappaphi.org so that we may update our records.

In Memoriam:

Meredith Emerson (University of Georgia) was kidnapped while hiking in north Georgia and later found slain. Emerson earned a degree in French Literature at the University of Georgia and was inducted into Phi Kappa Phi in 2005. UGA President Michael Adams, in a statement released to the press on January 11, 2008, had this to say about Ms. Emerson:

Meredith enjoyed the type of full experience at UGA that we want for all of our students. She immersed herself in language studies from her early days as a student when she moved into one of our language learning residence halls. She enhanced her experience further by spending a semester overseas as part of our expanding study abroad programs . . . What impresses me most about Meredith was her ability to enjoy such a rich collegiate experience while maintaining a stellar academic record. She was a Presidential Scholar each semester, was inducted into the prestigious Phi Kappa Phi Honor Society, and graduated *magna cum laude*.

The Honor Society of Phi Kappa Phi extends its deepest sympathies to the family.

In Memoriam

Julia Anne Adams, PhD (Arizona State University), passed away September 29, 2007, at age sixty-four. Most recently she was a staff psychologist with the Tallahassee, Florida, VA Outpatient Clinic, and before that with the Jackson, Mississippi, VA Clinic. Adams earned a PhD in clinical psychology from the University of South Florida and was a member of the American Psychological Association. She retired in May of 2007 when she was diagnosed with lung cancer.

David A. Brown (Cornell University) passed away on January 19, 2008, at age forty-seven; he suffered a heart attack while skiing with family and friends in New Hampshire. Brown was a senior partner at the law firm of Sherin and Lodgen LLP in Boston.

Melissa M. Chandley (University of Kansas) passed away on June 15, 2007, at age twenty-five. She had been a third-grade teacher at Prairie Ridge Elementary School in Shawnee

Mission, Kansas, since her graduation from the University of Kansas in 2005.

Joseph Chromiak, PhD (Mississippi State University), passed away on January 25, 2008, at age forty-seven, after a long battle with cancer. Chromiak was a popular professor and former interim head of the department of kinesiology at Mississippi State University (MSU). While at MSU he received many research awards, and he had obtained the status of Fellow within the American College of Sports Medicine.

Tim Hurrigam (Western Michigan University) passed away on October 15, 2007, of cancer at age twenty-two. He had been battling the disease for two years. Hurrigam was a campus activist at Western Michigan University, involved in wage equity, labor rights, and environmental issues. He was active in the Swords into Plowshares Peace Center, Students for a Sustainable Earth, and Students against Sweatshops.

Allen Eugene Kelly, PhD, PE (Oklahoma State University), passed away on September 30, 2007, at age seventy-three. A veteran of the Korean War, Kelly was a long-time faculty member in the School of Civil Engineering at Oklahoma State University (OSU). He also served as Associate Dean and Director of Research for the College of Engineering, Architecture, and Technology at OSU from 1988 until his retirement in 1995.

Tracey K. McSpadden (Old Dominion University) passed away on October 27, 2007, at age fifty-five. McSpadden was a sixth-grade math and science teacher at Dixon-Smith Middle School in Stafford, Virginia. She received her Master of Education degree from Old Dominion University and her bachelor's degree from the State University of New York at Cortland.

Samuel P. Meyers, PhD (Louisiana State University), passed away on November 2, 2007, at age eighty-two. Meyers was a world-renowned professor in the departments of Food Science and Marine Science at Louisiana State University (LSU). His research and teaching covered marine microbiology, food science, and aquaculture. His many awards included the LSU Phi Kappa Phi Research Award and the Exemplary Service Award from the World Aquaculture Society.

James Kenneth Munford, PhD (Oregon State University), passed away on July 30, 2007, at age ninety-five. From 1954 until his retirement, Munford was director of publications at Oregon State University (OSU) and then head of the OSU Press. A two-time active-duty member of the Army Air Corps (WWII and Korea), Munford also was author of two books, *John Ledyard, An American Marco Polo* (1939), and *John Ledyard's Journal of Captain Cook's Last Voyage* (1963). He was also a past president of the OSU chapter of Phi Kappa Phi.

Deborah Smith (Miami University of Ohio) passed away on October 12, 2007, at age fifty-three. She was a professor of art at Fairfield Community College (Fairfield, Illinois), where she taught painting, drawing, sculpting, and art appreciation. She also served as co-pastor with her husband at the Grace Community Church in Mount Vernon, Illinois.

Earl Lewis Stone, Jr., PhD (Cornell University), passed away on July 23, 2007, at age ninety-two. Stone was a professor

In Memoriam:

John J. McDow, PhD (University of Tennessee-Knoxville), passed away on October 12, 2007, at age eighty-two. McDow was a former national president of Phi Kappa Phi (1980–1983) and served as president of the Society's foundation from 1974–1978. He served in the U.S. Navy during WWII and remained in the Naval Reserve until 1976, retiring with the rank of Commander. At the University of Tennessee-Knoxville (UT), he was a member of the Agricultural Engineering Department, for which he served as department chair, and was also dean of Admissions and Records at UT. McDow also taught at Michigan State, Oklahoma State, and Louisiana Tech.

In Memoriam:

James Oliver Rigney (The Citadel) passed away on September 16, 2007, at age fifty-eight. Better known by his pen-name, Robert Jordan, Rigney was the bestselling author of “The Wheel of Time” fantasy series, one of the most popular fantasy series since J.R.R. Tolkien’s *Lord of the Rings*. A physics major at The Citadel, Rigney served two tours in Vietnam with the Army, earning a Distinguished Flying Cross, the Bronze Star, and two Vietnamese Crosses of Gallantry. Rigney also wrote under the pen name Reagan O’Neal.



an avid family history enthusiast in his retirement years.

Norman Adrian Wiggins, PhD (Campbell University), passed away on August 1, 2007. Wiggins was the former president of Campbell University. A veteran of World War II where he served in the Marine Corps, Wiggins became president of Campbell in 1967 and led the then-college’s rise to university status and from an NAIA athletic level to NCAA Division I status. During his thirty-six-year tenure, he also led the establishment of five professional schools at Campbell: Law, Business, Education, Pharmacy, and Divinity. Upon his retirement from the presidency in 2003, he was honored by being named chancellor of the university.

of soils at Cornell University from 1948 to 1979, holding the position of Charles Lathrop Pack Professor of Forest Soils. He then served as an adjunct professor of forest soils at the University of Florida from 1979 to 2002. A veteran of World War II in the Pacific theater, where he was a member of the 8th Reconnaissance Squadron, Stone received his PhD in Soil Science from Cornell University in 1948.

Kenneth R. Tefertiller, PhD (University of Florida), passed away on November 13, 2007, at age seventy-seven. Tefertiller was a long-time faculty member in the department of Food and Resource Economics at the University of Florida. He served as Vice President for Agricultural Affairs, Institute

of Food and Agricultural Sciences, at the University of Florida from 1973–1988. He also served as director of the Florida Cooperative Extension Service and as director of the Florida Agricultural Experiment Stations, IFAS, from 1976–1988. Tefertiller also was elected to the Florida Agricultural Hall of Fame.

Thomas Reade Tillett (North Carolina State University) passed away on January 20, 2008, at age eighty-three. After service in the U.S. Navy during World War II, Tillett graduated from North Carolina State University in 1950 with a degree in mechanical engineering. He worked for AT&T for thirty-three years, retiring in 1983. He was

of Food and Agricultural Sciences, at the University of Florida from 1973–1988. He also served as director of the Florida Cooperative Extension Service and as director of the Florida Agricultural Experiment Stations, IFAS, from 1976–1988. Tefertiller also was elected to the Florida Agricultural Hall of Fame.

Address Change

Beginning immediately, all correspondence to the *Phi Kappa Phi Forum* should be directed to this address:

Phi Kappa Phi Forum
The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806
Phone: 800-804-9880
Fax: 225-388-4917

(President’s Page continued from the inside front cover.)

STATUS OF THE SOCIETY’S FIRST EVER CAPITAL CAMPAIGN

Finally, I want to provide a brief update on Phi Kappa Phi’s first ever capital campaign. When the campaign was officially announced at the 2007 Triennial Convention, Dr. Perry Snyder, Executive Director, said that the Society had received more than \$358,000 in contributions and pledges during the quiet phase toward the campaign’s overall goal of \$1,000,000. To date the Society has surpassed \$480,000 toward the campaign goal.

Funds raised during the campaign will first replenish Operating Investment Fund resources that were used to purchase the Society’s new building. These replenished resources will enhance the Society’s ability to provide member and chapter services. Further, funds received greater than the cost of the new building will partially endow the building’s operations. As campaign chair, along with the campaign’s honorary chair, former Florida Governor Reubin Askew, I encourage you to consider contributing to this

worthwhile cause. Several naming opportunities are associated with the campaign, including the building itself, several offices and other interior areas, trees and exterior spaces, and large and small commemorative bricks. For more information on these naming opportunities, contact Dr. Snyder at Society Headquarters.

As you can see, the life and work of The Honor Society of Phi Kappa Phi continue to make positive progress. The three initiatives of strategic planning and goal setting, relocation of the *Phi Kappa Phi Forum*, and the status of the Society’s first ever capital campaign are all important in “Connecting Communities: Students, Scholars, and Society.” Let us all continue working together to make these connections possible.

Robert B. Rogow, CPA, PhD, is Dean of the College of Business and Technology and Professor of Accounting at Eastern Kentucky University. He can be reached at Robert.Rogow@eku.edu.

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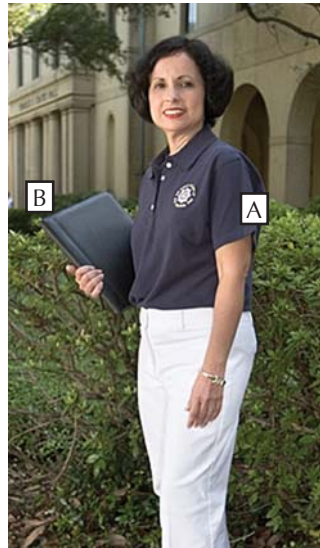
THE HONOR  SOCIETY OF

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