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**Vantage Point**

Fall 2011, Vol. 8, No. 1

**Dean**
James P. Pappas

**Associate Dean**
Martha Banz

**Editor**
Melissa Caperton

**Contributing Writers**
Robert Dougherty
Richard Dubler
Trent Gabert
Jerry Jerman

**Design & Layout**
Joshua Gateley
www.GateleyCreative.com

**Printer**
University Printing Services

**On the Cover**
The newest College of Liberal Studies alumni participate in the OU chant at the spring 2011 convocation ceremony. Photo by Melissa Caperton

Vantage Point is produced by:
The University of Oklahoma
College of Liberal Studies
McCarter Hall • 1610 Asp Avenue
Norman, OK 73072-6405
(405) 325-1061 • (800) 522-4389
fax (405) 325-7132
www.ou.edu/cls

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In the recently released film *Larry Crowne*, Tom Hanks’ character finds himself unexpectedly laid off from his job, primarily because he lacks a college degree. Faced with a newfound but daunting freedom, Crowne enrolls in the local community college. While the film employs the predictable elements of dramedy films (such as the casting of Julia Roberts as Crowne’s teacher/love interest), it exemplifies stories we see every day at the College of Liberal Studies.

The cornerstone of our college has always been to provide a quality, interdisciplinary education to working adults – a subject presented in the film. As we celebrate the College of Liberal Studies’ 50th anniversary, we are especially mindful of the five principles that guided its founding. These included: 1) a focus on working adults as our primary student base; 2) an emphasis on the value of interdisciplinary perspectives, blended with specialty programs having immediate application of those broad-based understandings; 3) an intentional focus on academic rigor and high-quality learning; 4) a strong commitment to being fiscally self-sustaining; and 5) remaining on the forefront of adult education endeavors.

In keeping with the spirit of nostalgia, it’s natural to reflect on our history, review its progression and compare it to today. In 1961, our founding year, when the college was a department of Continuing Education, the need to provide higher education opportunities to working adults was a relatively novel idea. Today, the “non-traditional” student has become the traditional student. According to *Educause Review*, more than 60 percent of today’s college students are older than age 25, and more than 60 percent of students work full time while pursuing their education. These proportions will only continue to grow.

The world of higher education has reached incredible milestones in this last half century, most notably the introduction of online courses – an innovation our founders likely never predicted. The perception of online course quality is certainly becoming more positive. Also, data show growing interest for online delivery in a wide variety of disciplines, such as communications, computer science and nursing, as well as our degrees in criminal justice, museum studies, administrative leadership and prevention science.

One core principle that has steadfastly persevered is the value of interdisciplinarity, or the combination of two or more academic fields into a broader perspective. Thurman J. White, founder of the Oklahoma Center for Continuing Education, the United States during the mid-20th century was fraught with change. After the unsettling World War II years, the country was begging for a new start and a newfound sense of hope. Nevertheless, international events with unavoidable ripple effects – the Cold War, the Korean conflict – along with growing cultural and technological developments, caused Americans to re-evaluate the status quo.

The atmosphere was ripe for innovation, and out of these budding world views, the dreams for the Oklahoma Center for Continuing Education were born.
Our History

PRELUDE TO HOPE

While the University of Oklahoma provided off-campus services for adults with its opening in 1892, the University Extension Division was not formed until 1913. Over the next 40 years, the Extension Division gradually expanded its programs. By the early 1950s, its programs reached more than 18,000 people. While this represented progress, the total needs for adult education in Oklahoma were not being fulfilled.

One reason was that the majority of extension work in the state was going to the rural population, an idea that made sense when most Oklahomans lived on farms. By 1950, however, farmers represented only 25 percent of the population. Still, the state appropriations for extension services presented only 25 percent of the population.

Extension work in the state was going to the rural population … the time seems right for a bold move by the university on the extension front.

White’s ideas were countered with widespread criticism. Many academic factions were skeptical of, and sometimes hostile to, extension programs. Some felt that extension courses failed to provide quality academic work and that they downgraded the university.

Perhaps an even greater barrier White faced was the lack of facilities for an expanded program. White made it his mission to secure a new home for his vision. After several years of back-and-forth negotiations and various architectural designs, the W.K. Kellogg Foundation approved a $1.845 million grant, the Oklahoma Legislature appropriated $650,000 for the center, and the Board of Regents approved the issuance of $1.4 million in self-liquidating dormitory bonds.

BRICKS AND MORTAR

Finally, White’s dream was becoming a reality. A formal groundbreaking ceremony was held Sept. 18, 1959.

Construction advanced rapidly. By the end of 1960, the Oklahoma Center for Continuing Education complex of buildings was nearly finished. By July 1961, the entire complex, except for the Administration Building, was about 95 percent completed.

On Feb. 9 and 10, 1962, open houses were held for university faculty members and the general public. Visitors had the chance to see the various housing units, the kitchen and dining hall, and the Forum Building – the hub of the OCCE complex.

DEVELOPING A CURRICULUM

While the construction of the OCCE complex was a tremendous accomplishment, it was only the means to the objective of establishing improved and expanded adult education programs in and around Oklahoma. Dean White still had to overcome the negative perception associated with extension programs. In fact, when White once requested a budget increase for Extension from the Faculty Budget Council, one professor, in his motion to disallow the request, declared, “I think Thurman is building an attractive nuisance and it will take professors away from the work they should be doing.”

Selling the concept of educating working adults was undoubtedly an uphill battle, but support around campus gradually began to materialize.

During the 1957-1958 academic year, several studies were done to address the needs in adult education. In 1957, OU received a grant from the Center for the Study of Liberal Education for Adults to sponsor a faculty seminar. Vice President Pete Kyle McCarter explained the purpose of the seminar was “to discuss and develop a suitable university program of liberal education for adults, including the possibility of some kind of a degree program.”

About 30 faculty members were invited to a weekend at Roman Nose State Park from Nov. 1-3, 1957, and another at Lake Texoma from April 18-20, 1958. These weekends included intense sessions where faculty members exchanged ideas with visiting resource persons in the field of adult education. These meetings had two purposes – first, to pick faculty brains for ideas; and second, to get faculty members to consider the principle of an adult degree in liberal studies. One of the recommendations that came out of the seminars was a formal proposal for an experimental degree program for adults. Soon thereafter, things moved rapidly toward achieving this goal.

BACHELOR OF LIBERAL STUDIES

In 1959-1960, a special degree committee of OU faculty, headed by J. Clayton Feaver, professor of philosophy, studied the development of an adult degree program. After nearly a year of work, the committee prepared a curricular framework for, and recommended establishment of, a new degree – the Bachelor of Liberal Studies. The recommendation was approved by President Cross, and in February 1961, the Board of Regents created the College of Continuing Education as the academic unit to administer the BLS.
degree program. Most of this money was allocated to scholarships for a pilot group of 75 carefully selected students. On July 7, 1961, the Fund for Adult Education granted $300,000 to OU to develop comprehensive programs in the field of liberal adult education. To administer these programs, a Department of Liberal Studies was established in the College of Continuing Education.

The first BLS degrees were granted to a graduating class of six in June 1963. Although the program was still in its infancy, enrollment blossomed, and by August 1963, 217 students were pursuing their Bachelor of Liberal Studies. Three years later, 19 graduated and nearly 800 students were enrolled. From that point on, the program became essentially self-sustaining.

In April 1970, the Board of Regents renamed the College of Continuing Education to the College of Liberal Studies. That same year, the College of Liberal Studies became an academic unit of OU and was given its own dean and degree-granting status.

MASTER OF LIBERAL STUDIES

In 1967, the Master of Liberal Studies degree plan was approved and offered through the college. The first MLS introductory seminar was held in January 1968, and on Aug. 2, 1970, the first Master of Liberal Studies degrees were conferred with 13 students receiving the degree. The new degree was designed to provide an interdisciplinary education to working adults. Independent study was required in four fields: the humanities, social sciences, natural sciences and inter-area studies. In addition to studying these areas, students also participated in residential seminars covering each field and extending over a period of 13 weeks. Faculty members were drawn from other colleges on campus.

In January 1961, the Carnegie Corp. awarded OU a grant of $61,000 to jumpstart the initial financing of the adult degree program. Most of this money was allocated to scholarships for a pilot group of 75 carefully selected students. On July 7, 1961, the Fund for Adult Education granted $300,000 to OU to develop comprehensive programs in the field of liberal adult education. To administer these programs, a Department of Liberal Studies was established in the College of Continuing Education.

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NEW DELIVERY METHODS

With the dawn of the personal computer in the mid-1980s and the Internet age soon following, technology and the exchange of information grew at an unprecedented pace. Offering convenience to working adult students remained a priority for the college. In 1998, the college began offering the first online courses, with the first of these students graduating in 2003. That same year, the MLS/Internet-guided interdisciplinary studies and the MLS/administrative leadership programs were offered 100 percent online – making the College of Liberal Studies the first college at OU to offer a degree 100 percent online.

In another step toward a more efficient means of delivery, hybrid courses were introduced in 2008, employing a combination of on-site learning and online delivery.
BURGEONING DEGREE OPTIONS

As CLS rises to meet the needs of its students, new degree programs have emerged over the years. One of the first specialized programs was the launch of the MLS with museum emphasis in 1981. This degree explores the issues and concerns pertinent to museum professionals. In 1996, the BLS/administrative leadership concentration, a two-year weekend bachelor’s degree program, was created to serve students who could benefit from career-related courses and the broad perspectives of liberal education.

The following year, three career track options in the MLS program were added: administrative leadership, interdisciplinary education, and health and human services.

In 2002, the Master of Liberal Studies 50/50 administrative leadership program was developed, incorporating on-campus seminars with online coursework. Also that year, the Bachelor of Liberal Studies degree was changed to a Bachelor of Arts in Liberal Studies.

Another milestone occurred in 2007 with the hiring of the first CLS full-time faculty members: Amelia Adams and John Duncan. Today, the college employs five full-time faculty members: Adams, Duncan, Paul Ketchum, Nina Livesey and Julie Rauschelders.

In recent years, the Bachelor of Science in Criminal Justice, the Bachelor of Arts in Administrative Leadership and Master of Prevention Science have been created. Because students have the option of completing many of these degrees completely online, the College of Liberal Studies reaches students – and faculty – all over the world.

A LOOK AHEAD

The spirit of innovation that was so prevalent in the College of Liberal Studies’ early days has remained at the forefront ever since its inception. The college’s historic early successes and advancements served as a model for other institutions worldwide.

Interdisciplinary education for working adults has endured as the college’s raison d’être. With an adaptable and entrepreneurial mindset, coupled with the tenacity and tradition of the University of Oklahoma, the future of the College of Liberal Studies will continue to honor the innovative fire of its founders into the next 50 years and beyond.

About the Author: Melissa Caperton is the editor of Vantage Point.

50 Years of Memories

This spring, thousands of photos were pulled from boxes and scanned for preservation. The photos cover many events from the College of Liberal Studies’ history. Check them out on our Flickr page at www.flickr.com/realcleareducation. A special thanks goes to CLS employee Jennifer Lang, who undertook this project.

Sources

Fitz, Gilbert. History of the Oklahoma Center for Continuing Education. The University of Oklahoma, 1966.


A Half-Century of Excellence

A Model for other Institutions

Or 50 years, the College of Liberal Studies at the University of Oklahoma has been recognized as a national and international leader in the nontraditional degree movement and in continuing liberal studies education for adult learners. The following is a brief history of the college.

1957 A joint faculty/administration committee of 30 members recommends the development of a special degree program in Liberal Studies for adult, part-time students. This leads to the establishment of the Bachelor of Liberal Studies degree in the College of Continuing Education.

1960 The plan for the BLS is approved by the OU Extension Council, the Council on Instruction, the OU Board of Regents, and the Oklahoma State Regents for Higher Education.

1961 In March, the first students are enrolled in the program. OU President George Lynn Cross constitutes faculty for the BLS and the Carnegie Corporation of New York awards a grant to implement the new BLS degree, one of the first degree programs in the United States designed specifically for adult, part-time students.

1967 The Oklahoma State Regents for Higher Education officially approve the program for the Master of Liberal Studies degree.

1970 The College of Liberal Studies becomes an academic unit of the University and is given its own dean and degree-granting status.

1973 CLS institutes the BLS Upper Division to serve students who have completed lower division work.

1981 CLS launches the MLS with Museum Emphasis to serve active museum professionals.

1983 The Feaver-MacMinn Seminar, honoring Professors J. Clayton Feaver and Paul MacMinn, was established by an endowed gift from Bradley G. McDonald. The first seminar was offered in 1984 and led by the late Pulitzer Prize-winning author David Halberstam.

1996 The BLS/Administrative Leadership Concentration, a two-year weekend bachelor’s degree program, is created.

1997 CLS adds three career options in MLS: Administrative Leadership, Interdisciplinary Education and Health and Human Services.

2000 The BLS/Internet Guided Interdisciplinary Studies option is developed as a curricular alternative using the Internet as a new teaching and learning tool. BLS degree options included Administrative Leadership, Humanities, Natural Sciences and Social Sciences.

2001 Brock International Prize in Education established by John A. Brock of Tulsa. CLS holds its 40th anniversary celebration in the form of a symposium at which Madeleine R. Grumet, dean of the University of North Carolina – Chapel Hill School of Education, was keynote speaker.

2002 The Master of Liberal Studies 50/50 Administrative Leadership program is developed. Oklahoma State Regents for Higher Education approve 100 percent online degree options for both bachelor’s and master’s programs.

2003 The BLS and MLS Interdisciplinary Studies programs are offered online. All courses changed to 3 credit hours, letter-graded.

2005 CLS offers travel study program to Heidelberg, Germany.

2007 First full-time faculty hired. First issue of the e-journal, Journal of Museum Studies, was published.

2008 Bachelor’s degree in criminal justice introduced. First hybrid undergraduate course offered at selected sites in Oklahoma. Bachelor of Arts in Liberal Studies approved.

2009 First-ever master’s degree in prevention science degree approved. Bachelor of Arts in Administrative Leadership approved.

2010 Master of Arts in Administrative Leadership approved.
Men with a Mission
CLS Deans through the Years

THURMAN J. WHITE 1961 - 1968
Thurman J. White came to OU in 1937 as an instructor in the Extension Division and remained at the university for 43 years. A pioneer in the field of adult and continuing education, he established a groundbreaking center at OU for this purpose – the Oklahoma Center for Continuing Education.

In 1957, White received a grant from the W.K. Kellogg Foundation for creating university-based residential conference centers worldwide. The grant, which was the largest gift ever made to an Oklahoma institution up until that time, was used to build the Thurman J. White Forum and other OCCE structures. The forum was completed and opened in 1962.

A diverse committee of OU faculty members recommended the establishment of a Bachelor of Liberal Studies degree, which OU President George Cross approved. In February 1961, the OU Board of Regents created the College of Continuing Education to administer the new degree. White was chosen to lead the college.

Throughout his tenure, White developed programs focusing on meeting nontraditional learners and also promoted advanced teaching for businesses, government agencies and other institutions.

After retiring from OU, White served the State Regents for Higher Education as vice chancellor for educational outreach and executive director of the Oklahoma Network of Continuing Higher Education.

In honor of his achievements, White was inducted into the National Association of Graduate and Professional Schools. He was also chosen to build the Thurman J. White residential conference centers worldwide. The college’s dean.

For the college, 1970 proved to be historic for several reasons. The OU Board of Regents changed the name of the College of Continuing Education to the College of Liberal Studies, giving the college degree-granting status. The first Master of Liberal Studies degree was conferred in August with 13 graduates; and the OU Regents named Roy Troutt as the college’s dean.

In 1971, the American College Testing Program (ACT) published Troutt’s book, Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education. Noting that CLS was a leader in the new frontier of adult education, ACT President Fred F. Harcher noted in the book’s preface, “It is fortunate, indeed, that this tested program is available for study.”

ROY TROUTT 1970 - 1975
Under Troutt’s leadership, CLS in 1973 instituted the BLS Upper Division to serve students who have completed lower-division work.

After he left CLS in 1975, Troutt went on to serve as president of the University of Science and Arts in Oklahoma, retiring from USAO in 2000. Troutt was among the first indicted for the Oklahoma Higher Education Hall of Fame when it was created in 1994. His higher education leadership in Oklahoma became a resource to other colleges across the country because he served as a consultant-valuator for the North Central Association Commission on Institutions of Higher Education.

Troutt died Dec. 26, 2008, at the age of 87.

WILLIAM H. MAEHL 1976 - 1987
History professor William H. Maehl joined the OU faculty in 1959, and he became active in the BLS program in 1963 when he directed a BLS seminar. In 1966, he became a member of the College of Continuing Education’s Executive Committee, and from then on, he served regularly as an adviser and seminar leader.

During his tenure, Maehl received an Award for Excellence in Teaching and a Regents’ Award for Superior Teaching. He served as chairman of the OU Faculty Senate in 1974, and he established OU’s Oxford Seminar Program. In 1981, CLS launched the MLS with Museum Emphasis program. Additionally, the first Feaver-MacMinn seminar was held in 1984.

Maehl retired from OU in 1987 when he was named president of the Fielding Institute. He served as principal investigator of the Commission for a Nation of Lifelong Learners. In 1999, he published a book, Lifelong Learning at Its Best: Innovative Practices in Adult Credit Programs.

DAN A. DAVIS 1988 - 1994
Under Davis’s leadership, CLS in 1973 instituted the BLS Upper Division to serve students who have completed lower-division work.

After he left CLS in 1975, Troutt went on to serve as president of the University of Science and Arts in Oklahoma, retiring from USAO in 2000. Troutt was among the first indicted for the Oklahoma Higher Education Hall of Fame when it was created in 1994. His higher education leadership in Oklahoma became a resource to other colleges across the country because he served as a consultant-valuator for the North Central Association Commission on Institutions of Higher Education.

Troutt died Dec. 26, 2008, at the age of 87.

After years of working in education, including 12 years as a vocal music teacher at Ardmore High School, Dan A. Davis joined the College of Liberal Studies staff in 1969. He was named assistant dean of the college in 1972. He earned his doctorate in 1975. In 1988, he was promoted to dean of the college and served in that capacity until his retirement.

Davis was a founding member and the first president of the OU Employees Executive Council (now the Staff Senate), and he served on numerous councils and committees. He served as president of the National Association of Graduate Liberal Studies from 1990-1992.

Davis was also active at the Firehouse Art Center in Norman where for many years, he served as a board member and taught stained glass classes. His love of chocolate and the arts spurred him to create the Firehouse’s first Chocolate Festival in 1984, which still runs annually. In retirement, he and his wife Sara enjoyed traveling, particularly to Europe. In 2000, the Norman Chamber of Commerce recognized him for his contribution to the arts.

Davis died Jan. 11, 2011, at the age of 76.

BEDFORD VESTAL 1994 - 1995
Bedford Vestal earned his Ph.D. in zoology, specializing in animal behavior. His first position was on the faculty of the University of Missouri-St. Louis for four years. He then moved to Oklahoma City to be research curator (director) at the zoo while teaching half time in the Department of Zoology at OU. In 1976, he accepted a full-time position in zoology at OU.

After several years of concentrating on field research in animal behavior and teaching, Vestal was introduced to CLS by botany professor Jim Estes. Dean Dan Davis drew him into the fold of CLS and got him involved in curriculum planning. Davis then developed a part-time position as a faculty fellow in which Vestal helped with organization and planning. Davis served as his mentor in administration.

When Davis retired, Vestal was named interim dean and served in that capacity for over a year. When George Henderson became dean, he asked Vestal to serve as associate dean. In 1998, illness forced Vestal into early retirement.

After retiring, Vestal took cooking classes and became the family cook and shopper. He also took up target shooting and finally had time for reading military history.

In late 2010, he and his wife Carolyn moved to Houston to live near their younger son and his family. There, he spends a lot of time playing granddad to a 7-year-old and identical twin 5-year-old granddaughters.
George Henderson arrived in Norman in 1967 from Detroit, where he was a social case worker, community organizer and civil rights advocate. In Michigan, he had met Martin Luther King Jr., Malcolm X, Rosa Parks and other activists.

Once in Oklahoma, Henderson continued blazing the trail for African-Americans. Although Henderson's beginning years at OU were not easy, his charisma and courage earned him respect within the OU community. In 1969, he was appointed the Sylvan N. Goldman Professor of Human Relations.

When Henderson was appointed as dean in 1996, he became the first African-American dean on the Norman campus. It was under Dean Henderson that CLS began offering online courses in 1998. After stepping down as dean in June 2000, he returned to the Department of Human Relations as director of Advanced Studies Programs for the Master of Human Relations degree.

During his tenure at OU, he has received numerous awards and honors, including induction into the Oklahoma Hall of Fame. The Henderson Scholars Program and the Henderson-Tolson Cultural Center on the Norman campus bear his name. He is the author of 50 articles and 33 books, including Cultural Diversity in the Workplace (1994); Our Soils to Keep: Black/White Relations in America (1999); Psychosocial Aspects of Disability (2004); and Race and the University: A Memoir (2010), the last of which received the University of Utah's May 2011 commencement.

During his tenure as dean, he has received numerous awards and honors, including induction into the Oklahoma Hall of Fame. The Henderson Scholars Program and the Henderson-Tolson Cultural Center on the Norman campus bear his name. He is the author of 50 articles and 33 books, including Cultural Diversity in the Workplace (1994); Our Soils to Keep: Black/White Relations in America (1999); Psychosocial Aspects of Disability (2004); and Race and the University: A Memoir (2010), the last of which received the University of Utah's May 2011 commencement.

James P. Pappas came to OU in 1987. Prior to coming to OU, he held various positions at the University of Utah, including associate dean of Liberal Education and associate dean of Continuing Education. He also has worked as a psychologist with the Veterans Administration, a faculty member at Indiana University and an assessment officer with the Peace Corps. He has been a board member of the Association of Graduate Liberal Studies Programs, serving as the association's president from 2009-2010.

Since being named CLS dean in 1994, Pappas has established the college as an international leader in lifelong learning. Under his guidance, CLS has undergone numerous advancements, including the $60 million renewal of the U.S. Postal Training Contract, Federal Aviation Administration air traffic control training contract, Tinker Air Force Base LEAN Institute, and InvestEd investor education project with the Oklahoma Department of Securities.

In 2002, the State Regents approved 100 percent online degree options for both bachelor's and master's programs, and CLS became the first college at OU to offer a 100 percent online degree. The first full-time CLS faculty members — Amelia Adams and John Duncan — were hired in 2007. And several new degree options — bachelor's in criminal justice, master of prevention science, and bachelor's and master's in administrative leadership — have been approved in recent years. Under Pappas' watch, enrollment at CLS has seen substantial growth — going from 372 in fall 2001 to 1,299 in fall 2010.

When Pappas received the Julius M. Nolte Award for Extraordinary Leadership from the University Continuing Education Association in 2006, the late Thurman White in his nomination letter said: “Jim Pappas is one of the most successful, productive and visionary administrators I have had the honor of working with during my extensive career in continuing education. He is knowledgeable, insightful, resourceful and dynamic, and has used these qualities to advance the cause of continuing education both nationally and internationally throughout his long career.”
What are some of your favorite memories as a CLS professor?

I recently had a wonderful student in my class who had put three children and an ex-husband through college, and she had worked 20 years to save and pay hundreds of thousands of dollars’ worth of school debt for them. It was now her time to go, and it was amazing to watch her eyes light up with every discussion. Each of her papers was thought-provoking and important. Her enthusiasm seemed enough to light not only the classroom but the entire campus. Multiply that by 20, and you have a description of what it is like in one of our classrooms.

-Richard Coberg

I have been teaching for CLS for more than 30 of its 50 years. I have wonderful memories of the on-campus seminars we used to offer. From introductory long weekend seminars, to the summer two-week area and inter-area seminars, the team teaching in them was almost certainly the best teaching experience of my career. I taught several with David Levy in history that were wonderful — another terrific one with David and John Lancaster. Also an intense, exciting one with Tom Boyd on the prophetic vision. A great inter-area seminar on the family with now-Provost Nancy Mergler. Or the Feaver-MacMinn seminar that I taught with very distinguished guest Cornel West. I learned so much from those I taught with. And I always found the CLS seminars to be among the most highly motivated, engaged — and least cynical! — students I’ve known.

-David Gross

Seeing the students’ faces when I ask them what they think versus just what the book says. Students can get so used to the book answer, and giving their own opinion is a little scary for some, but once they get going, it’s great to hear their ideas and thoughts.

-Thomas Dugan

Like everyone else, I love those academically strong, driven students, and we seem to have more of those than I’m used to. My favorite memories though, are those students who make a great academic turn-around. Those who see that they are capable of so much more, or those who realize that they can successfully work “within” the academic system after years of fighting against their educators.

-Paul Keitchum

I was a non-traditional student, so I love having the opportunity to work with students who have had a break in the education. In particular, mothers returning to school have a special place in my heart.

-Susan Sharp

Teaching through CLS has allowed me to work with students who are in different areas of the world, different places in life and different programs. Typically, as a professor, you are limited in the academic discipline to an “expertise.” However, working with CLS, I have been able to teach students who would not normally fall into my discipline. Therefore, I am able to use my skillset and knowledge to influence their desire for learning in an expertise I might have otherwise been precluded from teaching in.

-Charla Long-Landry

I hope I’ve been a positive influence in terms of encouraging intellectual curiosity. I also would like to think I’ve made clear the importance of sound writing skills.

-Hamish Johnson
It puts them at ease. I never put pressure on them—they are adults, and stuff happens. Together, we get through it.
-Victor Ingurgio

Despite the distance, I’m much better able to work with students and help them become better critical thinkers, readers and writers … seriously, what teacher could ever ask for more? This job is what teaching is supposed to be like.
-Paul Ketchum

I really enjoy teaching at both undergraduate and graduate levels—especially online so I can keep in touch with the courses over weekends and on travels. Online teaching has allowed me to continue to teach a variety of subjects even while otherwise involved in a clinical practice. The college has an inspiring “can do” attitude.
-John Campbell

I was raised by two teachers. It is a great honor for me to be involved in higher education.
-Charles White

My experiences with CLS students are on the whole positive and rewarding. Each semester students share their life experiences, honoring me with their confidence. Recently, a student and Jesse R. Burkett Outstanding Senior sent me a lengthy hand-written note thanking me for my work with her. Her expression of deep appreciation was certainly one of the highlights of my experiences at CLS. In addition to this award-winning student, I have had the privilege of teaching many other talented and interesting students and learning from their insights.
-Nina Livesey

I am sure we all make a difference in their lives, but the difference the students make in our lives is just as real. There is nothing in the world like watching someone who has deferred their own goals to help others finally have the opportunity to fulfill their own dreams.
-Richard Coberg

The liberal studies degree is, by its very nature, multi- and interdisciplinary. It doesn’t just teach “stuff.” It teaches students how to think so that they can continue to learn long after the “stuff” has become obsolete. I wouldn’t trade my experience with CLS for anything. What a great legacy! I am blessed to be a small part of the College of Liberal Studies here at OU.
-Kelly Damphousse

Education in liberal studies should be considered a lost art. Having the ability to learn from a variety of experienced professors who are unique in their abilities allows students to find a niche, while not pigeon-holing them into an academic box. Often academics is stringent, and the opportunity to expand the knowledge is subject-based. However, through CLS, the knowledge is program-orientated, allowing students the opportunity to become more well-rounded professionals.
-Victor Ingurgio

I think it’s pretty safe to say that most of us go into this profession because we want to make a difference with students, and we enjoy the interaction with the students. Teaching for CLS has enabled me to really fulfill these goals.
-Paul Ketchum

My experience with CLS has been incredible. Given that many of our students are non-traditional, I am constantly inspired by those who take on the challenge of seeking a degree in addition to all that is going on in their lives. I went back to college (twice) after stints in the real world, so I appreciate how difficult their journey is.
-Richard Coberg

The liberal studies degree is both more and yet less. It brings quality learning to those who can’t get to campuses but have the stamina and determination to get their degrees will only become more vital to our nation and communities as the realities of environmental and energy challenges press more lives in the future. Distance learning will be one of the most important solutions to questions of that time.
-Mike Connelly

The biggest thing that stands out … because of the Internet, I could live anywhere and teach, and my students could live anywhere and learn. For example, I taught while I lived in Saudi Arabia, the UAE and China, and most students thought I lived in Oklahoma … and I really like that some of my students are fighting soldiers in Iraq and Afghanistan … not “were” but currently ARE.
-Donald Griffin

Any final words?
-Steve Gullberg

Knowledge is the key! Higher education in America is of tremendous value. Not only can it help working adults to “reboot” themselves, but it enriches them as individuals regardless of whatever else they may do. CLS makes this a possibility for so many people who would not be able to otherwise earn degrees due to employment and family commitments.
-Victor Ingurgio

We are adults, and stuff happens. Together, we get through it.
-Any Final Words vs.

Knowledge is the key! Higher education in America is of tremendous value. Not only can it help working adults to “reboot” themselves, but it enriches them as individuals regardless of whatever else they may do. CLS makes this a possibility for so many people who would not be able to otherwise earn degrees due to employment and family commitments.
-Victor Ingurgio

It is nice to know that you are appreciated: quite often, students continue to send emails and check in from time to time, even after the coarse ends. It is great when I have students take more than one of my classes. Also, being able to provide personal and business references for them is gratifying.
-Victor Ingurgio

It puts them at ease. I never put pressure on them—they are adults, and stuff happens. Together, we get through it.
-Victor Ingurgio

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LEADING THE WAY

A Look at Two Pioneering CLS Grads

By Melissa Caperton

In the span of 50 years, the College of Liberal Studies has impacted the lives of thousands of students. Each student’s reason for enrolling in the college is unique, and after leaving the CLS nest, many alumni have gone on to accomplish exceptional things. While much has changed in half a century, the college’s core mission has remained steady. For this golden anniversary, we meet two tenacious graduates—one from the first graduating class of 1963, and another fresh from the class of 2011.

J. LELAND GOURLEY
CLASS OF 1963
“A CIVIC LEADER”

After winning the gubernatorial election by a historic margin, J. Howard Edmondson was sworn in as Oklahoma’s 16th governor on Jan. 8, 1959. J. Leland Gourley, who officially began his job as Edmondson’s chief of staff that day, hadn’t exactly planned on a career in the political world until it literally showed up at his door a couple of years earlier.

Gourley, owner and publisher of the Henryetta Daily Freelance, had written an editorial encouraging Edmondson’s run for governor.

“About a week later, Edmondson walked through the door of the Henryetta Freelance and said, ‘If I do it, you’ve gotta go with me.’ And I was with him practically every minute of the campaign,” Gourley said.

Voters liked what they saw in Edmondson, who campaigned on the pledge to send a proposal to repeal prohibition to a vote of the people.

By the time Gourley and his family had moved to Oklahoma City for this new endeavor, Gourley already had numerous accomplishments under his belt. At age 19, while working as state editor for the Associated Press, he was drafted into World War II and served as a field artillery combat officer. He fought in the Battle of the Bulge and received the Bronze Star and five combat battle stars. After the war, he and two partners bought the Henryetta paper in 1946, which Gourley bought outright from them three years later.

But something Gourley lacked was a college degree. Gourley had taken some classes at OU but never finished.

In 1961, Gourley enrolled in the inaugural classes at the newly formed College of Continuing Education (later named the College of Liberal Studies in 1970) – a program that would allow him to earn a degree while working full time.

“I thought everybody ought to have a degree, and this college made getting it quicker and faster,” he said.

Gourley said he remembers how motivated and intelligent his fellow classmates were.

“They sent off our test scores to the Princeton Review, and we were in the top 5 percent in the country,” he said. “It was a highly motivated group.”

White knew that OU would need to ask the state legislature to appropriate $650,000 to complete construction of the college’s proposed Center for Continuing Education. A newly formed College of Continuing Education, approached Gourley in fall 1959. White saw Gourley – Scott’s nephew and Gov. Edmondson’s chief of staff – as a potential advocate. Gourley liked the concept of the OCCE – an avenue for working adults to obtain a degree.

While Edmondson initially indicated little interest in the project, he changed his mind after studying the matter and listening to his advisers. White would later credit Gourley as one of these key proponents. On Dec. 2, 1959, Edmondson announced he would support legislation to appropriate the funds for completion of the OCCE.

A few years before this first class ever opened a book, Gourley played a major role in the formation of the college. Gourley was the nephew of Herbert Scott, director of OU’s Extension Division when Thurman J. White came to OU White, who later became the division’s director and who was the visionary behind the Oklahoma Center for Continuing Education, approached Gourley in fall 1959. White knew that OU would need to ask the state legislature to appropriate $650,000 to complete construction of the university’s proposed Center for Continuing Education. And White saw Gourley – Scott’s nephew and Gov. Edmondson’s chief of staff – as a potential advocate. Gourley liked the concept of the OCCE – an avenue for working adults to obtain a degree.

With a full-time job in addition to his responsibilities as a husband and father of two kids, Gourley’s experience as a liberal studies student parallels many of today’s students. On May 26, 1963, he became a member of the first class to earn a Bachelor of Liberal Studies degree at OU.
When asked what advice he would give to students who are now in the process of earning their degrees, Gourley said, “Just do it. It’s worth the time and effort.”

The same year Gourley earned his degree, Edmondson was appointed to the U.S. Senate. Gourley decided to keep his family in Oklahoma City, so he founded State Capitol Bank, now known as Arvest Bank. A reporter at heart, Gourley saw the need for a newspaper in the Nichols Hills and The Village area of Oklahoma City. In 1974, he established OKC Friday, a weekly newspaper covering this area. Since then, OKC Friday has received numerous awards, including 141 sweepstakes awards from the Oklahoma Press Association.

As a certified prevention specialist with the Muskogee, Okla., Community Anti-Drug Network (CAND) and mother to a 4-year-old son, Lindsey Roberts is used to putting others’ needs before her own. But earlier this year, Roberts accomplished a personal goal that also proved to be historic by becoming the first person in the nation to graduate with a Master of Prevention Science degree, which she earned from CLS.

Roberts began her collegiate studies at Northeastern State University in Tahlequah. She completed her Bachelor of Science in Healthcare Administration from the University of Phoenix. Soon after graduation, she began working in prevention. “I am extremely passionate about positively impacting my community so that it is a better place to live and so my son can be proud to say he is from Muskogee,” Roberts said. “I really enjoy being involved in the community and working closely with our community members.”

At CAN, Roberts helps parents, schools, employers and community leaders prevent substance abuse issues before they begin. CAN sponsors community events such as community medicine cabinet clean-outs for proper prescription drug disposal and all-night after-prom parties. At this year’s after-prom party, karaoke and laser tag were among the highlights.

“It was great to see high school students having fun and making the choice to be there and not be out drinking and partying. I was proud of the event and that we were sponsors,” she said.

A CIVIC LEADER

Gourley, who said it was always his mission to be known as a “civic leader,” has consistently stayed active in the Oklahoma City community. In addition to his service on numerous non-profit boards, he was a member of the city’s Chamber of Commerce board for 27 years, and he served as president of both the Oklahoma City Rotary Club and Oklahoma Press Association. In 2008, he and his wife Vicki were honored by Gov. Brad Henry with the Bill Crawford Media Award, a Governor’s Arts Award sponsored by the Oklahoma Arts Council.

At age 92, Gourley still comes to the office every day and attends civic events. A perpetually driven individual, he doesn’t look like he’ll slow down any time soon.

LINDSEY ROBERTS

CLASS OF 2011

“AN ENTREPRENEURIAL SPIRIT”

As a certified prevention specialist with the Muskogee, Okla., Community Anti-Drug Network (CAND) and a mother to a 4-year-old son, Lindsey Roberts is used to putting others’ needs before her own. But earlier this year, Roberts accomplished a personal goal that also proved to be historic by becoming the first person in the nation to graduate with a Master of Prevention Science degree, which she earned from CLS.

On May 14, Roberts’ balancing act paid off when she received her Master of Prevention Science degree – a first for anyone in the country.

Being the first to have an MPS is a good feeling. I work hard to do my best in every aspect of my life, and this was no exception,” she said.

“I don’t really feel like I am the first because there are so many great prevention professionals that I have studied and worked with, I just happened to have finished first. We are all in it together, all working to create safe, healthy, drug-free communities. My everyday motto is, ‘We are all on the same team,’ so I don’t think it makes a difference who is first; the more important aspect is that prevention science is starting to be recognized as a reputable field and people are starting to understand the need for it.”

About the Author: Melissa Caperton is the editor of Vantage Point.
How We’ve Grown
By Robert Dougherty

In the span of 50 years, the College of Liberal Studies went from the smallest college at the University of Oklahoma to its fifth largest. The college’s growth is unique, as it did not focus on enrollment numbers or increased revenue targets, but instead focused on responding to the needs of students—something that should instill pride in everyone associated with the college. This attitude helped the College of Liberal Studies become a national leader in the areas of multiple delivery methods and expanding program curriculum options in response to changing adult student needs.

ENROLLMENT GROWTH

When the first classes were held in 1961, 75 students were admitted to the program. Two years later, 217 students were pursuing their Bachelor of Liberal Studies. Enrollment numbers generally remained steady until the advent of online courses in the late ’90s. Since then, enrollment has boomed, particularly in the last 10 years.

DELIVERY OPTIONS

For many years, the College of Liberal Studies served distance students through curriculum that was delivered through self-paced independent study courses. These independent study courses were complemented with periodic on-site seminars throughout their progress in the program. This delivery method served thousands of students over many years, and it worked best for students who were self-starters, could work independently, and were very disciplined and structured.

As time went on, the college added a curriculum option that was delivered 100 percent on-site during evenings and weekends. This allowed classes to be offered within the timeline of a standard OU semester. This additional delivery option opened the doors for people who made their best progress in a lecture environment that included interaction with fellow students. Classes were also offered in multiple locations: Norman, Tulsa, Oklahoma City, Poteau, Claremore, Lawton and multiple military bases.

By the mid-1990s, the personal computer and the Internet made their way into almost everyone’s personal and professional environment. In the fall of 1998, the college offered its first 100 percent online class and created a new delivery option that combined online classes with on-site seminars. Five years later in fall 2003, Liberal Studies offered a 100 percent online degree program—the first of its kind at OU.

NEW DEGREE PLANS

Along the way, in addition to giving students multiple delivery options, the college added new degree options. At the bachelor’s level, students can focus their degree studies in the areas of administrative leadership, criminal justice, humanities, social sciences and natural sciences. Master’s-level students may choose from administrative leadership, prevention science, museum studies, and health and human services.

IN SUMMARY...

Much of the growth over our last 50 years can be attributed to innovative delivery methods and new program options that best served the needs of students. Our students come from all walks of life, and their life circumstances might not fit into the traditional on-campus four-year degree setting. We are proud to say that we have educated many people who otherwise might have never had the opportunity. These non-traditional students are the story of the growth of the College of Liberal Studies.

About the author: Robert Dougherty is the Director of Information Technology at the College of Liberal Studies.

Many self-respecting Nostradamus knows, particularly in these days of tumultuous and relentless change, the hazards of second guessing the future. Despite the hazards, it seems reasonable to speculate about the future of higher education based on experience in the present. That is, if no one holds us to such speculations about the future glass being half empty or half full.

NONTRADITIONAL?

The cliché that nontraditional students are emerging as the new majority on college campuses is dead. They have already emerged, and if they aren’t the majority, they soon will be. The aging of the American workforce has occurred as the workforce isn’t the majority, they soon will be.

Although the success of Phoenix—

TECH-SAVVY STUDENTS AND PROGRAMS

While the Luddites of the world may wish technological innovations like iPhones, Skype and even the World Wide Web to go away, technology is integral to higher education. Professor Jay Box predicts that “everybody will soon have access to on-demand learning. In other words, from any place and at any time that an individual wants to learn something, it will be possible to do so.” Moreover, social media will continue its popularity, but the sophisticated social media of 2061 will make Facebook and Twitter look like the telegraph. Such an environment suggests many unique delivery mechanisms. Harnessing such technological potential, and the anticipated growth of knowledge/information, will significantly alter the learning environment and will require educational visionaries.

INTERNATIONALISM

No surprise here: the world will continue to shrink, thanks to the omnipresence of technology. It will become even more crucial for learners (and everyone in the 21st century is a learner) to become conversant in other languages and knowledgeable about other cultures. Since this will happen at earlier and earlier ages, students entering college will have several languages under their belts.

NONPROFIT, FOR-PROFIT, CORPORATE UNIVERSITIES, ET AL.

Many traditional academics regard incursions by for-profits like the University of Phoenix as trivial. However, the success of Phoenix—
Through the Looking Glass

with 200 campuses worldwide, approximately 500,000 undergraduate and graduate students, more than half a million alumni, and some 22,000 faculty members — cannot be denied. The university will need more for-profit institutions in the future. Corporate universities will add to the complexity of the higher education landscape. Consider, for instance, Hamburger U, McDonald’s management training program. A British higher education institution now recognizes and has accredited HU’s business management program; students there can earn an associate degree. A bachelor’s degree will not be far behind. Alternatives to the traditional routes to degrees will become the norm in 50 years. Choices will abound, certainly, but caveat emptor!

SHOW ME THE MONEY
Financing higher education from both ends of the transaction — funds to support students and funds to support the institution — will continue to be critical. Federal or state funding, in the near term and for many years hence, is unlikely to come to the rescue. A university will need to become more entrepreneurial in every facet of its operation. For-profit universities are already competing for grants and contracts and research funding. The fight for the latter will be particularly fierce as for-profits cite their long grants and contracts and research funding. The fight for the former will be particularly fierce as for-profits cite their long-term record of dedication to the pragmatic and the professional. Competition over dollars will have some good results, such as a greater interest in partnerships and collaborations, a focus on professional fields that will equip more people for future jobs, and initiatives in workforce education.

ENGAGEMENT
Nearer 20 years ago, Ernest Boyer called for the creation of a “New American College;” one that would “be more responsive to community concerns” and that would “define professional service as a central mission...a connected institution.” This commitment to engagement and service will become a hallmark for colleges and universities in the mid- to late-21st century, and service learning will be part of the curriculum.

CONCLUSION
For the College of Liberal Studies, many of these changes could appear challenging. Already, CLS is faced with mounting competition from local and regional educational providers, not to mention for-profit institutions.

In fact, CLS has long been in the innovation business. Decades ago, its first degree programs became models for adult degrees at other institutions. CLS was the university’s first college to offer fully online degree programs. And today, CLS is establishing a number of specialized degree programs in such areas as criminal justice, prevention science and world cultural studies that will appeal to generations of adult learners seeking to enhance skills or to grow in new areas of professional knowledge. CLS is already entrepreneurial and flexible in response to changing environmental circumstances and learner needs. At the same time, it is part of an outstanding public institution. It is easy to see, on this end of the next 50 years, the glass as half full.

About the Author: Jerry Jerman is the interim Director of Marketing and Communication for OU Outreach.

Sources:

The Value of Direct Networking
By Richard Dubler

Never underestimate the value of utilizing individuals to help you with your job search. The common practice of only searching for potential opportunities on company websites will produce very limited success. Combining this search method, along with building and utilizing an effective network, will produce quality results more quickly.

I recently received a note from a recent graduate explaining how he found his dream opportunity through direct networking. This student learned about an internship, through a faculty member within his college, at a company he was very interested in working for once he graduated. Although he was not qualified for the position, he did not let that deter him. He found a way to get his resume forwarded to the department he was interested in, and then he organized his contacts in backing him up with letters of recommendation and follow-up calls. He said, “[Direct networking] was, by far, the most effective way I have found to court employers. The online application systems all seem too overwhelming with applicants.”

Tapping into your network of contacts will help get you into the hidden job market — the job market where positions are not posted. Donald Asher points out in his book, Coaching the Hidden Job Market: How to Find Opportunity in Any Economy, that “at least half of all jobs that change hands go to someone who did not respond to a posted opening and only about one-third of open jobs are ever posted anywhere.”

So, how do you find this hidden job market? This is the point where your network goes to work for you. First, you must develop a network of contacts and leads. Leads will be garnered from every corner of your life. A lab partner from your freshman year in college, individuals in the student groups you belong to, and even social and professional website networks. The bottom line is you need to shine a light into every corner of your life to illuminate all the individuals that could provide information for your job search. Asher points out that “unusual connections are the norm in a job search.”

Your second step will be a call to action. You will begin contacting those individuals, either in person, over the phone or by email, and motivating them to get involved in your job search. How you manage this process is up to you, but you need to develop a strategy of converting these raw leads into your network. A face-to-face meeting is the ultimate goal. Whether you schedule lunch or meet them for coffee, getting their advice, referrals or ideas is the end goal.

The third step is acting on any piece of advice or lead. No matter how inconsequential you might think it is, it is extremely important. Someone that invests their time talking to you about your future career goals has an expectation that you will follow up on what you discuss in your meeting. You will continue this process until you have secured an offer.

Proactively developing and utilizing a network of contacts is vital to any job search. By building up your direct network, you will be able to access available positions before they are posted, keeping competition down and allowing you to showcase what you have to offer to an organization. The facts don’t lie. Asher points out that “one-third of companies hire someone for every 4 people introduced to them by current employees, and another one-third hire someone for every 10 people current employees will vouch for.” Remember, you get jobs by talking to people.

About the Author: Richard Dubler is an assistant director at OU Career Services.

“Least half of all jobs that change hands go to someone who did not respond to a posted opening and only about one-third of open jobs are ever posted anywhere.”
at Southern Nazarene University in Bethany, Okla., since 2006. Banz served in other capacities at SNU since 1985, starting as an assistant professor in External Programs (now Adult Studies). She also served as academic coordinator for SNU’s first cohort-based degree completion program, Management of Human Resources. Additionally, she was the founding director for two additional programs, one of which was multi-disciplinary in nature (Family Studies and Gerontology) and one of which was a graduate program (Counseling Psychology). Banz later served as dean of the Bresee College of Professional and Social Sciences.

After 25 years at SNU, what brought her to Norman? Banz said although she hadn’t been actively pursuing new opportunities, she had been keeping an eye open for interesting possibilities for a couple of years before actually coming here.

“There had been quite a lot of administrative turnover at the cabinet level at SNU during the previous five-year period, so I’d felt it important to provide some degree of stability for our academic endeavors during that time,” she said. “However, those changes had settled somewhat, so it seemed like a good time to consider the possibility of a change. I actually just happened across the announcement last summer quite unexpectedly, but when I did see it, I was quite intrigued in that it brought together almost all the various threads of experience I’d had throughout my career.”

While Banz’s career has centered on academia, that wasn’t always her plan. As a child, Banz recalled enjoying learning about many different subjects. However, as a first-generation college student, the only professionals she knew who had completed college were doctors, lawyers and teachers.

“I thought those were my only options,” she said. “So, through most of my childhood and adolescence, I aspired to be a doctor. After a couple of semesters of G-Chem in college, though, I knew that medical school wouldn’t really be my cup of tea. So, I went from being a pre-med major to accounting to music to pre-law, and finally landed in psychology during my junior year. In hindsight, I think that changing majors half a dozen times was simply an indicator that I really do have wide-ranging interests and having to pick just one was quite difficult.”

In 1979, Banz graduated magna cum laude with a B.S. in psychology from Bethany Nazarene College (now SNU). She furthered her education by pursuing a graduate degree, earning an M.S. in quantitative psychology from OU in 1983. In 1986, she received her Ph.D. from OU in quantitative psychology/higher education administration.

“I now recognize that many of the life lessons that I learned were formed in the crucible of my childhood in that small Kansas town.”

Growing up in rural Kansas can have an effect on a person. The lessons learned here are simple: do what is right. Work hard. Finish what you started. Be grateful. These lessons are taught in a place where on an oppressively hot summer afternoon, the sweat drips from a glass of cold water just a little more desperately and the sun stings your neck just a little deeper.

Everything is earned and nothing is handed to you. Pick yourself up, dust yourself off, and keep on going. In turn, with hard work comes reward and appreciation – the glow of a prairie sunset illuminating the house your father built from the ground up. Running your fingers through a bin of fresh wheat grains on the final day of a back-breaking harvest. A sense of pride that you finished a job – and you did it well. This is Sylvia, Kansas – the world in which Martha Banz, the new associate dean for the College of Liberal Studies, was raised.

Yes, growing up in a place like this does have an effect on a person.

Banz, who assumed duties as CLS associate dean last October after Trent Gabert’s retirement, carries these lessons with her each day. Prior to joining OU, Banz served as vice provost and dean of the Undergraduate College at Bethany Nazarene College.

“Attending graduate school right after college, I had both T.A. and R.A. opportunities through that venue, and it was in those settings that my choice to pursue a teaching position in a college or university setting as a life vocation was solidified,” Banz said.

Meet Associate Dean Martha Banz

By Melissa Caperton

A typical Banz wheat harvest – Martha’s father maneuvers the combine while Martha takes the wheel of the wheat truck.

Dr. Martha Banz

Gu
LEADERSHIP
A College of Liberal Studies
View for the 21st Century
By Trent Gabert

Who is the best leader you ever met or read about? Why is this person the best? These are questions we almost always start with when discussing leadership. I expect you have thoughts and ideas, and almost everyone has a slightly different version of who is a great leader and why.

Leadership continues to be a very popular topic in many circles of business, government, religion, education and family life in general. It is popular because our world is global, fast moving and facing many challenges. With the challenges we face, one looks to leadership, which is defined in simple terms as the ability to influence others to complete commonly valued goals and tasks.

In fact, famous and popular writers in the leadership field also define leadership in very simple terms. Peter Drucker says, “A leader is someone who has followers” (Hessebein, Goldsmith, & Beckhard, 1996), and John Maxwell says, “Leadership is influence, nothing more, nothing less” (Maxwell & Dornan, 2006).

Neither of these definitions talks specifically about quality; they only hint toward both quality and quantity. What we want is quality leadership – the point being that we want to help everyone in society to achieve the goals and standard of work and life each of us hopes we can reach.

WHAT’S THE POINT?
The concept of “why leadership” often begins when individuals say that perhaps we do not have leaders today like we had when Abraham Lincoln was president, or, more recently, John F. Kennedy as president. There’s also the fact that we see so many challenges in our world, and we realize that development of leadership must begin early in life and it must be an ongoing process of development. Thus, it cannot just be left up to nature, but must receive proper nurturing along the way if it is going to result in effective behaviors that truly influence others to follow and to achieve goals that are desperately desired.

THE BENEFITS OF LEADERSHIP SKILLS
Developing quality leadership skills helps each of us in several ways: developing a visionary process, setting goals, making necessary and good decisions, managing personnel and evaluating performance, making sure we have good people in our organization, learning how to compensate employees, or on a more general note, being positive and reaffirming to others, being respectful, and trying to influence others toward respect of our past and toward a better future.

There are opposing views on whether leadership can be taught in a classroom, or the opportunity to develop skills via internships, or just from experience.

In today’s world, tasks are often very complex, and rarely will one or two individuals have the necessary skills and answers to reach completion of the task. Thus, networking and working in teams is critical. We still have a few mom-and-pop organizations, but they are dwindling each year as the world becomes more global and tasks more complex. Thus, education and training must be front and center in any good organization.

Leaders must take pride in championing education, whether it be in a degree program, a certificate program or the opportunity to develop skills via internships, or just from experience.

As Thomas Friedman has told us in his book, The World is Flat (2006), today’s leaders must become conversant in the business and family culture of more than one country or region. This also means that we must learn how to change rapidly and successfully, for the world is changing each day and we need to keep up as best we can. Leaders of today must be able to lead in this “new world.” To lead means we move beyond management, which is the phase of leadership that tries to complete tasks effectively and efficiently. Thus, a leader’s role must include planning for the future.

FINE-TUNING YOUR LEADERSHIP Talents
From a very practical perspective, developing leadership begins at

EXAMPLES OF QUALITY LEADERSHIP
To address this, two books that I often suggest students read are Lincoln on Leadership: Executive Strategies for Tough Times (Phillips, 1992) and Management Lessons from the Mayo Clinic (Berry and Seltman, 2008).

The first book is good because it cites examples of leadership qualities exhibited by one of our most beloved presidents and someone who was a leader during very difficult times, namely the U.S. Civil War. If one asks, “Who is the greatest leader of our time?” the most popular answer is Abraham Lincoln. Thus, we need to look at his qualities and determine if they will be as important today in our high-tech world as they were during the mid-1800s. Even during this desperate time of war, Lincoln led the process of “freedom for slaves,” which many feel was at the heart of the war, and which was clearly a value that needed to occur and was well past its time of need.

The second book is about one of the world’s most admired service organizations and gets at the heart of two very important topics – health care and servant leadership. It is good to learn how the values of Dr. William Worrall Mayo and his sons Drs. William and Charles Mayo led to the cultural and infrastructure of the Mayo Clinic philosophy that has held up for 150 years. Placing patients first may sound logical and simple, but making it happen is the driving force behind the success of the Mayo Clinic leadership. I encourage you to read the above two books as great examples of quality leadership.

KEY LEADERSHIP ELEMENTS
Skill development for leadership can range across many topics; however, several skills almost always appear in discussions about good leaders. These include tangible skills such as communication, networking, team building and mentoring. "Leadership is influence, nothing more, nothing less" (Maxwell & Dornan, 2006).

Neither of these definitions talks specifically about quality; they only hint toward both quality and quantity. What we want is quality leadership – the point being that we want to help everyone in society to achieve the goals and standard of work and life each of us hopes we can reach.

“Leadership continues to be a very popular topic in many circles of business, government, religion, education and family life in general.”

LEADERSHIP TALENTS
From a very practical perspective, developing leadership begins at...
Leadership

a young age and continues on through ten years and into adulthood. The characteristics of good followers are very similar to good leaders. Thus, a starting point is for an individual to be a good follower. As one learns the language, skills, and strategies that are expected, then one is ready to move to positions of leadership.

Being assigned tasks and given corresponding supervision or mentoring when a person is still young is the start of the developmental process. We often hear of newspaper carriers or young individuals who move lawns or baby-sit and gradually learn the process of leadership. Thus, carrying out work situations responsibly and receiving qualitative feedback is a good foundation.

Another good environment is in youth activities such as sports, student government, volunteer positions at hospitals and community centers – provided one receives good supervision and mentoring – are ideal experiences.

As one accepts more leadership roles, one may become a manager who supervises, evaluates, assesses and carries out major responsibilities. From this position, many leadership opportunities will present themselves. However, just because one is good at followership or management does not guarantee one will become a successful leader. We must recognize the behaviors necessary to carry out the leadership tasks, and this often means higher-level decision making, team building, and developing goals and a vision for our followers.

Higher-level leadership development will be enhanced by earning advanced degrees and certifications. Attending and participating in leadership conferences, being a leader of other leaders, and closely observing the behaviors and strategies of competitors will help one continue the journey to quality leadership at the highest level.

LOOKING AHEAD

Finally, leadership for the future involves people, because it is people who move organizations or groups to success and higher levels of performance and productivity. Therefore, following good strategy, involving teams, practicing quality interpersonal skills, making sure we have quality employees who remain satisfied with the work environment, etc., are critical for today’s leaders. And, one last comment, no one is ever a finished leader, nor is the work of the leader ever finished. Leadership is a continuously developing process and adapting to change is necessity of every leader.

About the Author: Trent Gabhart served as CLS associate dean from 2000-2010.

Source:
Thomson, J., Schlechwey, M., & Liebhard, E. (2004). The 7 principles of平行-orientation blended with practical application. This allows CLS to find and pursue appropriate “niche” programs where specialized education can build upon a strong interdisciplinary foundation.

Ongoing commitment to the value of interdisciplinarity is one of the factors that distinguish CLS. CLS will continue to be a learning community with students who are challenged to broaden their understanding of the world around them and to apply their learning to real-world situations.

The Dean’s Viewpoint

recognized the importance of this concept, noting that it serves the unified, integrated individual. "Leadership gives meaning, provides vision, and purpose, and lends a critical perspective that enables the specialist to adapt his competence in a changing world." While explained in his memoir, My Journey on the Learning Frontier.

This correlates to another idea that our founders emphasized: the link between a liberal education and one’s career. This key concept of our program is outlined in Bachelor of Liberal Studies Development of a Curriculum at the University of Oklahoma, a publication by the Center for the Study of Liberal Education for Adults at Boston University, affectionately known around here as the “red book.” The book notes that the relevance of liberal education to all fields of employment is often overlooked. "The difference between one man who regards his ‘common’ labor as mixing mortar or moving stone and another man who regards the same labor as ‘building a cathedral’ may be the difference between skill without liberal education and skill plus liberal education.”

As we plan for our next 50 years and beyond, we pledge to remain true to those five “first principles” that have led us to this point. Although circumstances and contexts change over time, following these fundamentals will help us react to emerging trends and lead us to even greater achievements in the future.

I hope you enjoy this issue of Vantage Point, which celebrates a half-century of excellence.

Until next time.

James P. Pappas, Ph.D.
Vice President for University Outreach and Dean of the College of Liberal Studies

Just a Small-Town Girl

One of the things Banz said she likes most about working at CLS is that no two days are the same. "There’s certainly no time to get bored or into a rut!" she said.

It takes a driven person to fill the shoes of an associate dean, and perhaps Banz’s childhood days conditioned her to the multi-tasking nature of the job. Her parents were the ultimate examples of how to simultaneously master several trades.

Her father, a World War II Navy veteran, when he wasn’t traversing the world as a mail carrier, farmed wheat and other crops, raised sheep and cattle, and built several homes around Sylvia. Her mother, before taking on the full-time job as a stay-at-home-mom to four kids (Banz being the youngest), worked several clerical jobs, including a stint for an ophthalmologist and another at a muntains plant where she met Banz’s father.

Banz credits her father as being her first “boss” since she was assigned various projects starting even before elementary school, doing everything from clean-up work to carpentry to herding sheep.

“It was through these kinds of activities that I learned the importance of follow-through, of tenacity even when the job wasn’t glamorous, of doing any job well, where I developed the discipline to work independently, and where I learned the value of owning – and learning from – my mistakes,” she said.

“I now recognize that many of the life lessons that I learned were formed in the crucible of my childhood in that small Kansas town. I learned both the value and expectation of hard work, and to appreciate the satisfaction that comes from a job well done. I learned what it means to take responsibility and to fulfill one’s duty. I learned to give priority to faith, family and community. I learned the importance of self-sacrifice, of sharing, of putting others first, and of perspective-taking. I learned perseverance, sticking to the job at hand until it’s done, even when it isn’t fun anymore.”

Yes, growing up in Sylvia did have an effect on her. And CLS is a much better place because of that.

About the Author: Melissa Caperton is the editor of Vantage Point.

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The Life and Times of a Small Town Girl

Martha, age 6, helps her father with a yard irriga-
tion project at their Sylvia, Kansas, home.

As a college student

James P. Pappas, Ph.D.
Vice President for University Outreach and Dean of the College of Liberal Studies

Dr. Banz’s Goals for CLS

When asked about her long-term goals for the college, Dr. Banz listed out five areas that build upon CLS’ founding principles:

1. Continued focus on working adult profession-
als as our student audience. Meeting the needs of this target population necessitates the use of user-friendly learning strategies (online, hybrid, etc.) balanced with a firm commitment to academic rigor and high quality.

2. Ongoing commitment to the value of interdisciplinarity blended with practical application. This allows CLS to find and pursue appropriate “niche” programs where specialized education can build upon a strong interdisciplinary foundation.

3. Ongoing commitment to the value of interdisciplinarity. As a college student...

4. Ongoing commitment to a self-sustaining fiscal model, generating sufficient revenue to underwrite overall operational costs. This fulfilling the long-term goal of the college.

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As a college student

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Former dean honored by university

George Henderson, who served as the dean of the College of Liberal Studies from 1996-2000, was awarded an honorary degree at OU’s 2011 Commencement Ceremony on May 13. Since his arrival at OU in 1967, Henderson has worked to foster human rights and has served as a mentor to many OU students. His leadership has been instrumental in the development of OU’s Liberal Studies and Human Relations programs. Henderson also was the first African-American dean on the Norman campus.

Education expert honored as 2011 brock laureate

Hundreds of educators gathered to discuss the future of American education at the Brock Symposium on Excellence in Education, held in April at OU.

Stanford University professor Linda Darling-Hammond, who served on then-President-elect Barack Obama’s educational policy transition team, was recognized as this year’s recipient of the Brock International Prize in Education.

In her keynote speech, Darling-Hammond compared the U.S. education system and American students to their peers overseas – an analysis that often appears discouraging. Audience members listened as Darling-Hammond outlined deficiencies and possible solutions.

The subsequent panel discussion delved deeper into these areas while panelists shared their own observations and experiences.

The Brock International Prize in Education is given annually to recognize an individual for innovative and effective ideas in education resulting in a significant impact on the practice or understanding of the field of education. More information is available at www.brockprize.org.

Students recognized at spring convocation

Jeremy Wance, the recipient of the MGU Academic Achievement Award, began studying the pipe organ at age 13. Wance restored the 1924 pipe organ in OU’s Catlett Music Center.

Andrea Hood received the George Henderson Award for Administrative Leadership. Hood was among the first group of students to begin working toward the Bachelor of Arts in Administrative Leadership degree.

Jennifer Price was honored as the OU Parents’ Association Outstanding Senior for the College of Liberal Studies. While working full time for the OU College of Continuing Education in the Center for Public Management, being a mother and working for various charities, Price maintained a 3.97 GPA.

Mark Barker graduated with his Bachelor of Arts in Administrative Leadership. Barker, who began her collegiate journey in 1983, works as a case manager at Sunbeam Family Services in Oklahoma City.

Feaver-macminn seminar examines technology’s effects on youth

Modern technology was created to simplify our lives, but when can there be too much of a good thing? Emory University professor Mark Bauerlein and author of the book, The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future; Or, Don’t Trust Anyone under 30, served as this year’s Feaver-MacMinn guest lecturer.

Held in April on the OU campus, the seminar allowed students to explore the topic in an intensive five-day format. The seminar also featured a public lecture.

Audience members of all ages attended the lecture to debate Bauerlein’s assertions that technology has negatively impacted the way young Americans learn.

NEWS BRIEFS
NEWS BRIEFS

COLLEGE HONORS AMERICA’S HEROES

OU Outreach, which includes CLS, and the Oklahoma City Thunder teamed up to honor the 45th Infantry Brigade Combat Team at a Thunder game on March 23. Several hundred service members and their families were treated to the NBA game, which, for many, was a final family outing before deployment to Afghanistan. Sooner and Thunder fans alike enthusiastically showed their appreciation to those who serve our country.

FACULTY GATHERS FOR ANNUAL MEETING

Dr. James Pappas led the annual College of Liberal Studies faculty meeting April 20. Because CLS faculty members reside all over the country, the meeting was broadcast live via the Internet for those who couldn’t physically attend. As part of his remarks, Pappas outlined trends in higher education and how CLS is addressing them. Three faculty members were presented awards: C. Eugene Walker was presented the Rufus G. Hall Faculty Award, Charlene Jerman was presented the CLS Superior Teaching Award, and Steven Gullberg was recognized with the Kenneth E. Crook Award.

NONTRADITIONAL STUDENTS EARN SCHOLARSHIPS

In spring and summer 2011, the College of Liberal Studies awarded 19 students more than $28,000 in scholarships as part of the Osher Reentry Scholarship Program. Students who have experienced an interruption in their education were treated to the NBA game, which, for many, was a final family outing before deployment to Afghanistan. Sooner and Thunder fans alike enthusiastically showed their appreciation to those who serve our country.

In his first work of nonfiction, Dr. Nathan Brown honors his friend and fellow poet Jim Chastain, who died of cancer in 2009. Letters to the One-Armed Poet: A Memoir of Friendship, Loss, and Butternut Squash Ravioli is filled with recollections of times the friends shared. “A triumphant memoir overall, this book maps a friendship and along the way visits some of the hellacious places that contemporaneous prose and poetry do not often go to and survive,” said World Literature Today Executive Director Robert Con Davis-Undiano. The book is available at www.brownlines.com and www.amazon.com.
RITE OF PASSAGE

Spring 2011 Convocation Highlights
May 14, 2011 - Rupel J. Jones Theatre - University of Oklahoma

Spring convocation marked a special day for 152 bachelor’s and 66 master’s students. Graduates and their families traveled from near and far, hailing from places such as San Diego, Connecticut, New Orleans, Arizona, and of course, Oklahoma. Congratulations to the newest members of the CLS alumni family!

Dean James Pappas, Associate Dean Martha Banz and Dean Emeritus Trent Gabert. Dr. Gabert was the keynote speaker.

More convocation photos are available on the CLS Facebook page.

Photography by Melissa Caperton
IN MEMORY

DAN ALLEN DAVIS, former dean of the College of Liberal Studies, died Jan. 11, 2010, at age 74. He was born July 7, 1935, in McAlester. The family moved to Hugo, where Allen graduated from high school in 1952 and graduated from Hugo High School in 1952. He then attended the University of Oklahoma at Norman, where he earned his Bachelor of Science in 1963 and graduated and earned his Master's degree in 1965. He was employed at the University of Oklahoma, where he worked as a trainer in the Phillips High School and then OU. He moved to Ardmore, where he taught vocal music and directed high school musicals at Ardmore High School for 12 years. From 1968-1969, he served on the staff of the Oklahoma State Board of Education. From there, he returned to the University of Oklahoma and served as a counselor for the College of Liberal Studies. He earned his doctorate in 1975. In 1988, he was appointed dean of the college and served in that capacity until his retirement in 1995. He served as president of the National Association of Graduate Liberal Arts Schools. He died in 1992. Davis had a lifelong love of music, art and chocolate. He directed community choirs and music in the First Christian Church church, and, since his retirement, he continued to teach music and play the organ for church worship services. He also was active at the Firehouse School of the Arts and in the Firehouse School Festival in 1984. In 2000, the Norman Chamber of Commerce honored him for his contributions to the arts. Davis and his wife, Margaret, traveled extensively in Europe and the United States. Wherever they went, they enjoyed the architecture, visual arts, and performing arts. Davis' contributions may be made to the First Christian Church, 220 S. Webster Ave., Norman, OK 73069.

MARK EDMUND ACKER of Norman, Okla., died Aug 21, 2010. He was born May 7, 1925, in Magnolia, Texas. He grew up in Phillips, Texas, where he attended Phillips High School and then OU. At OU, he worked as a trainer in the athletic department. He graduated in 1947, where he earned his Bachelor's degree in Physical Therapy. Upon graduation, he was commissioned as a 2nd Lieutenant and assigned to the 2nd Battalion of the 11th Field Artillery of the 101st Airborne Division, known as the "Screaming Eagles." He served in Vietnam, earning the Bronze Star for valor and four other citations. As a result of his valor, he was selected for a 28-year career with the Federal Railroad Administration in 1958, where he served as chief engineer in the field of safety at the Bureau of Railroads and Oklahoma City. In 1979, he received a Bachelor of Arts in Liberal Studies, and two years later earned a Master of Liberal Studies, both from OU. A man of varied interests, Largess did not give up riding his Gold Wing motorcycle until he was 80 years old. Well known for his expertise in the kitchen, especially bread, pies and doughnuts, he was also a voracious reader and had a penchant for spinning a good yarn. He had an avid interest in creative writing, in particular, poetry, throughout his life.

LAWRENCE MURPHY, Jr., died Jan. 22, 2010. He was born March 3, 1918, in Duluth, Minn. His lifelong intellectual curiosity was evident even in his early years as he strove to accomplish her best in scho- lastics. He returned to college at the age of 64 to complete her Bachelor of Liberal Studies degree at OU in 1984. She accompanied her husband, an engi- neer with the South American Gulf Oil Co., to Colombia, South America, where she supported his work building an oil pipeline through jungles and moun- tains to the ocean. She and her husband raised and raised three children. She educated their daughter through medical school and for their future success. Keeler served as aide to Muriel Wagner, Pensacola County Director of Rehabilitation at Goddard Health Center at OU; as assistant professor at the OU School of Allied Health, 1200 N. Robbins Memorial Scholarship, Western Texas College Foundation, 1202 S. Tyler St., Covington, LA 70435.

DONALD KENNETH PLEMMONS of Midland, Texas, died Nov. 9, 2010. He was born Oct. 7, 1931, in Salina, Okla. He served as Staff Sergeant and was honorably discharged from the U.S. Army in 1954. In 1956, he earned a Master's degree from the University of Oklahoma. He married Minnie Stevens on May 14, 1952, in Fishkill, N.Y. He served in the U.S. Army Air Corps as a B-24 bombard- er pilot during World War II. In 1978, he was elected the Distinguished Flying Cross for his combat service. In 1986, he was president of the Oklahoma Association of School Superintendents. In 1990, he retired as a captain, Van Zandt County Sheriff's Office, reserve deputy. After retirement, he and his wife enjoyed traveling and living in Van Zandt County, Texas and were active in many civic and community organiza- tions. In 1995, he was named "Van Zandt County Citizen of the Year." In 1996, he was elected as chairman of the Van Zandt County Historical Commission for 12 years. He was named as a captain, Van Zandt County Sheriff's Office, reserve deputy. After retirement, he and his wife enjoyed traveling and living in Van Zandt County, Texas and were active in many civic and community orga- nizations. In 1995, he was named "Van Zandt County Citizen of the Year." He served as chairman of the Van Zandt County Historical Commission for 12 years. He was named as the outstanding county citizen for his contributions to the Van Zandt County Historical Commission. Memorial contributions may be made to the Van Zandt County Humane Society, P.O. Box 4, Grande Saline, TX 75140.

BAY KENNETH ROBINS of Bonham, where he had lived all his life, died May 7, 1933, in Hamilton, Texas. He had a long and distinguished career of military service which included service as a military police- man for the El Paso Police Department, a detec- tive and captain for the Midland Police Department, an honored member of the FBI National Academy, and chief of police in Andrews, Texas. He received his Bachelor of Liberal Studies degree from OU in 1978, and he earned his Master of Liberal Studies degree from OU in 1984. In 2000, he was named "Van Zandt County Citizen of the Year." He served as chairman of the Van Zandt County Historical Commission. Memorial contributions may be made to the Van Zandt County Humane Society, P.O. Box 4, Grande Saline, TX 75140.
JOHN MARTINI (BLS, 1989) has managed the annual Frontier Trails BEST (Boosting Engineering, Science and Technology) Regional Robotics competition in the Fort Smith, Ark., area since 2003. The BEST competition features teams of middle and high school students who must design and build a robot to compete in a series of three-minute, round-robin matches. The teams must also provide a project summary notebook, oral presentation, table display, and show spirit and sportsmanship. The most recent Frontier Trails BEST regional included 38 schools. Martini is an assistant professor at the University of Arkansas at Fort Smith.

CRISTI CLEMENT (BLS, 1991) was elected president of Pedernales Electric Cooperative’s Board of Directors, making her the first female board president in PEC's 72-year history. The co-op, headquartered in Johnson City, Texas, is the largest electric distribution co-op in the United States, with a membership of more than 200,000 member-owners. PEC employs more than 800 individuals working throughout the co-op’s headquarters and eight service districts.

LAURA JOHNSON (MALS, 1995), professor of art history at the University of Tulsa, is the director of the Gilcrease-Palazzo Pitti Project 2012 in Florence, Italy. Johnson facilitated an exhibition from Tulsa’s Gilcrease Museum to be displayed at the Palazzo Pitti Museum in Florence, beginning in July 2012 and running through January 2013. It will share Native American art with European audiences, commemorating the 500th anniversary of the death of Amerigo Vespucci, the Florentine navigator and explorer for whom North and South America are named. Details are still being finalized, but about 200 pieces are expected to be included.

JEANNE MCDANIEL (BALS, 2004) has served in Oklahoma House of Representatives since 2004, representing District 78 in Tulsa County. Last fall, she was named an Assistant Minority Floor Leader for the 2011-2012 legislative session.

Don’t forget to write home

Keep your college and fellow alumni informed of pertinent events in your life by sending your news to:

Vantage Point
College of Liberal Studies
1610 Asp Ave., Suite 108
Norman, OK 73072
(405) 325-0423
mcaperton@ou.edu
A plaque adorning the exterior of the Thurman J. White Forum Building pays tribute to the man who envisioned and created one of the most respected centers for continuing education in the world.