



The Bailey Dailey

College of Agriculture and Natural Resources

June 2004

Thanks for Helping to Build the Bailey Scholars Community

by Patti Kenney, Academic Learning Coordinator

The Bailey Scholars community would like to acknowledge those who have taken on formal leadership responsibilities for the Spring Semester, 2004.

Thoughtful thanks to our Bailey Class Conveners—

ANR 210 Megan Daniels, Kyle Freeman, Pat Harper, Patti Kenney

ANR 310 Diane Doberneck, Dale Elshoff

ANR 410 John Biernbaum, Jim Lucas, Jim Oehmke, Carole Robinson

Hearty appreciation to our Bailey lunch coordinator—

Terry Link

Glorious gratitude to our Outreach and Open House Coordinators—

Lindsay Bodner and Jaclyn Van Overbeke

Special praise to our Book Group Host, on the Search for a Nonviolent Future—

Terry Link

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My Conference Experience

by Blong Yang, Biomedical Engineering

On April 1-4, 2004, Patti Kenney and I had the opportunity to attend the 35th annual American Association for Higher Education Conference (AAHE) in San Diego, CA. We had the opportunity to present a poster session on “Igniting the Spark: Emergent Learning through Diversity in the Bailey Scholars Program”, how Bailey defines Diversity as a catalyst for learning. Which went very well. We were able to engage with other faculty members to define their viewpoints of diversity. Everyone who we came into contact with loved our interactive poster, thanks to last year presenters’ idea. The fascinating observation I made was that no one wanted to branch off the Bailey tree. Everyone wanted to remain on the branch, just show how connected as a community

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Compiled by: Nikki L. Beattie

Middle Twelves

by Glenn Sterner, ANR Communications

The purpose of the middle twelve experience, as put forth by the community, is to explore a topic, passion, or interest a student has. These are classes we take to broaden our learning journey throughout our Bailey experience. Not only do we explore academia, but our own lives in the process. Reflective of the purpose of the middle twelves, the classes I chose to experience influenced my learning and life journey.

My initial learning journey included a specific choice to pursue a wide view of agriculture and life to ensure a career in agriculture and natural resources education. With this as my purpose, my first three classes in my middle twelves furthered my goals.

ANS 110, Introductory Animal Agriculture, showed me the importance of traditional animal agriculture. The practices we engaged in on my family's farm were reinforced with the knowledge I gained through this class. It connected me back to the traditions I knew and loved.

AEE 476, The Urban and Economic Renewal of Detroit, brought a culture I had little connection to close to home. This class, a special topics class within the former Agriculture and Natural

Resources Education Systems (ANRECS) department, allowed me to experience the nature and rich culture Detroit's history and present day encompasses. Bringing up the many agricultural issues in such an urban area allowed my class and I to view the nature of urban sprawl, connection to production agriculture, and many other issues on a much broader sense-culturally, socially, and economically. This class allowed me to gain perspectives my own small hometown was unable to give me.

KIN 101M, Great Lakes Sailing, was one of the most significant classes in my collegiate experience. This class is viewed by many as completely recreational, and yet the content of the course did not impact my life in the greater sense, but the context did. The professor, Captain Joe, told of his life, and how he needed to be free, and the water allowed him this sense of freedom. He spoke of a great transformation he went through in his mid-thirties, and how he completely separated himself from his former life because he was not happy with his life decisions, a former professor in the math department and husband. This allowed me to view my life, and decide what I wanted to become, instead of

realizing this ten, twenty or even thirty years from now. I decided happiness and impact were necessary for my life to have purpose through a simple weekend. Too many times we make decisions and wonder why. I believe I am able to look forward at what I hope to make of my life journey, and make decisions to ensure my goals become possible through high regards for respect, dignity, and character.

During my sophomore and junior year, I realized agricultural and natural resources education was not a career I wished to pursue, but instead looked toward the collegiate setting where my passion lied. I have a passion to impact students in a positive light, and doing so through the collegiate experience I feel is the best outlet to do so. I look toward a future in academia researching how to effectively reach students in educational processes. With this as my goal, I was able to utilize the flexibility in my degree to reflect this career choice. My vision statement changed as well, to more of a broader sense of impact on others and the utilization of a wide perspective on life to do so. Because of this change, my

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Thanks for Helping to Build the Bailey Scholars Community *(continued from cover)*

Bodacious kudos to the coordinators of our May 8 Celebration Lunch—

ANR 310 class: Nikki Beattie, Diane Doberneck, Dale Elshoff, Kile Kucher, Stacey Regula

Celebrative salutations to those who brought Bailey into the wider learning community through conference presentations—

Innovations in International Education, on Community Engagement in Rural Ireland:
Diane Doberneck (Penn State)

University Education in Natural Resources, on Learning Communities
And Course Convening: Lindsay Bodner, Megan Daniels, Shari Dann,
Diedre Kieren, Kile Kucher (N Arizona University)

American Association of Higher Education, on Diversity as a Catalyst
For Learning: Blong Yang, Patti Kenney (San Diego)

National Academic Advisers Association, on Helping Students Ground
Academic Pursuits in Self-Knowledge: Glenn Sterner, Patti Kenney (Chicago)

Encouraging expressions to everyone in the Bailey community, for presence and contributions formal and informal, for everyone's voice and actions add to the richness of Bailey's life and learning.

Bailey Scholar receives "Heart and Soul" Award

by Patti Kenney, Academic Learning Coordinator

On Saturday, April 19, students and faculty from colleges and universities across Michigan gathered at the Kellogg Center for the annual Michigan Campus Compact award banquet. The mission of this organization is to promote and celebrate collaborative service learning opportunities. Each year they recognize students for outstanding community service. This year, Scott Craven received the "Heart and Soul" award, for his extensive community service through his involvements as a Bailey Scholar and in Habitat for Humanity. Bailey Scholars Frank Fear and Patti Kenney represented Bailey to celebrate this recognition with him. Scott has been very active in Bailey since its very early days, and will graduate from Bailey this semester. Way to go Scott!



The Missing Link

by Sarah Clement, *Environmental Studies and Applications*

An assumption is often made about environmentalists: that we have nothing but love for nature and nothing less than disdain for the human beings polluting it. I could not disagree more. Of course I enjoy being outdoors, and I have a profound appreciation and respect for nature. At the same time, I enjoy modern life's many conveniences and find it difficult to blame humans for all of today's woes. It is human nature to exploit the natural environment to some degree, but that does not make us any less a part of it. Though prevalent, this human-environment connection is sometimes overlooked, usually at the expense of one or the other.

Exploring the link between people and the environment was the primary reason I chose my major in the first place. For the most part, Resource Development courses do not neglect this link, which is more than can be said for your typical science course. However, at times I could not help but feel the two entities had irreconcilable differences. There seemed to be many more problems than solutions. Two of my middle twelve courses offered hope that this is not the case.

RD 415 Environmental Impact Assessment

I will admit it. I was terrified to take this class. Amongst all the classes in the former Department of Resource Development, this class had a reputation for being one of the most difficult. The class lived up to its promise – and then some.

It is often said that the environment is destroyed for the sake of making money. It is probably said just as often that making money is sacrificed in the name of conservation. There are no easy solutions to these problems, but in this course I began to see the role that Environmental Impact Assessment (EIA) might play in this conflict.

The EIA process, though far from perfect, at least takes into account impacts of proposed projects on both humans and the environment. In the end, politics can prevail and one may take precedent over the other; nonetheless, even the process of considering the wide range of impacts is an important step in protecting the interests of both. By looking at both positive and negative impacts as well as mitigation measures, EIA can at least help alleviate some of the impacts that for so long went essentially unchecked.

The EIA process is long, involved, and complex. I was only able to partake in the Reader's Digest version of the process, but the point of the exercise was well taken. There are ways that humans can make money while having minimal impact on the environment. It takes a very long time, a considerable amount of resources, and political support certainly helps. The point is that it can be done, and neither people nor the environment has to suffer for progress to be achieved.

GEO 459 Tourism in Regional Development

I had discussed some aspects of tourism in my other classes, but this was the first time I took a class entirely focused on tourism. Not only is this industry one of the world's most profitable, it is also one of the most frequently cited causes of pollution, inequality, and other environmental and social impacts. For these reasons, this class was one of the best places to explore the human-environment connection.

For the first portion of the semester we focused on both the positive and negative economic, social, and

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The Experience of the Antarctic

by Jaclyn VanOverbeke, *Environmental Studies and Applications*

“The magic of travel is that you leave your home secure in your own knowledge and identity, but as you travel, the world in all its richness intervenes.”

Before I left to go on the Study Abroad trip to Antarctica many people in my hometown would come up and ask me, “Why would you want to go there?” And my response was always, “It will be an amazing experience.” I didn’t really know how amazing it really was until now. The days before the study abroad trip, I had no real idea of what I was about to do. Never having traveled outside of the United States or Canada I was very sheltered from different cultures and this experience has taught me a lot about how diverse the world is, and yet how connected it is too. Traveling to Antarctica is no simple thing. Very few people actually fly there. It’s a long distance to travel from Michigan. Equaling a total of 12 hours in the air, we flew from Detroit to Miami, Fl. to Buenos Aries, to Ushiuia,

Argentina. I haven’t flown before so that was an experience in itself. From Ushiuia, Argentina, the southernmost city in the world, we took a cruise ship to the peninsula of Antarctica. This was also my first cruise! On our way to Antarctica we had to go through the Drake Passage the roughest seas in the world. Luckily for the whole trip we had really good weather. The seas only had 20-25 foot waves (they can get up to 60 feet) and when we saw land the sun was shining and the weather was fair. All in all I have to say that being in Antarctica was unreal. It’s totally different than anything I’ve experienced before. Mostly ice, snow, and rock, it’s understandable why Antarctica is compared to Mars. Not only is Antarctica the driest, windiest, coldest, and highest, it’s the most exotic. The wildlife there is amazing. There were tons of penguins! On one island we saw 1.5 million penguins. We also saw different species of birds, seals, and whales. While we

were there the sun never fully set. There is nothing like seeing a pink sunset reflected off an iceberg at 1am! I could go on and on about what it was like to be in Antarctica. If anyone is interested in going on the study abroad trip I would be more than happy to talk to them about it and give some advice. I have lots of pictures too! Now that I’m back home and have time to reflect on my adventure in the south I’ve realized what I’ve learned. I studied the Antarctic Treaty System as an individual project and I’ve found it to be a model of resource management. I’ve also found some problems that are developing in the Antarctic, and I have a real appreciation for the importance of managing resources. This was my first international adventure and I think that I’ve spoiled myself for any other places that I may visit. I hope that I get to go back to Antarctica because it really was the experience of a lifetime.

Quote Cited:
Nerburn, Kent. Simple Truths: Clear and Gentle Guidance on the Big Issues in Life. New York, NY: MJF Books. 1996.



My Conference Experience *(continued from cover)*

they are and the type of environment (comfort zone) they were not willing to extend beyond.

This was my first professional conference as well as my first time in California. I had the privilege of meeting John Tagg, an English Professor at Palomar College, who shares a similar learning approach as Bailey. Overall, I even learned a new academic language, between what we identify as a convener and a fellow disciplinary and what the AQIP is, in case you're wondering too, it is the Academic Quality Improvement Program used as an assessment for both student and faculty to evaluate their performance in class. This program is very similar to Bailey in the context that we engage and encourage dialogue, respectful environment, individual voice, and opportunity to learn (journey).

After listening to the presenters and attending the round table discussion, my only comment about the conference is that I have a different view of higher education now. Not only am I now able to say that I am an undergraduate, I am able to think like an undergraduate as well as a faculty/"administrators", since most of them have that title. Although, I don't fully agree with some of the presenter's views I am grateful for Bailey and now have developed an even deeper appreciation why Bailey exists. To be accepted and welcome at the table, regardless of our titles.

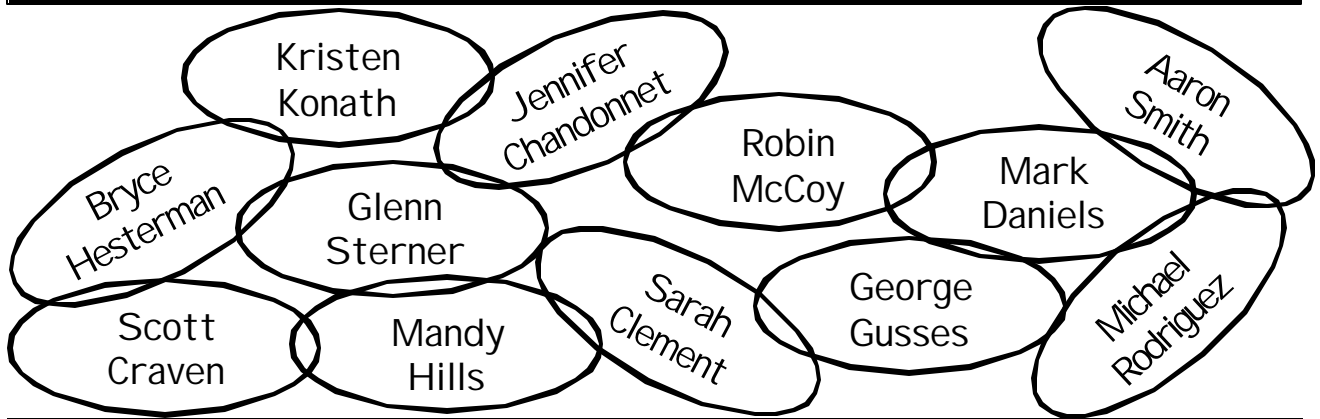
The greatest metaphor I took away from the conference as a student and a colleague in Bailey is that "Amateurs do things because of passion; professionals do it because they're paid to." I believe we are the amateurs exploring our interests, setting our own path, learning from our mistakes, finding our balance at Michigan State and most importantly who we are and who we want to become. Our passion is the spark, how we perceive it determines how big of a flame we would like it to be. Remember to keep your passion alive.

My only suggestion to next year's participants (if any) is to focus more on what Bailey actually does than what Bailey tries to do. Don't be opinionated. Give them the facts, define not only what Bailey can be, but what Bailey has been to you individually. Focus more on the AAHE theme; however, know where Bailey comes into play, both supporting and facilitating. Lastly, describe and identify what goes on in Bailey, why we're so unique among other universities and why we deserve a round table discussion rather than a poster session.

Aside from the conference, I experienced a different culture unlike East Lansing. The best meals I had were eating in the local Mexican restaurant and a little fast food restaurant that reminds me of Sponge Bob Square Pants. Squared and off the bay by the water. I left the photo album of our poster display and the San Diego Zoo in Bailey if anyone is interested.



Congratulations Graduates!



Middle Twelves *(continued from page 2)*

last two middle twelves reflect that vision.

CEP 341, American Sign Language (ASL) and the Deaf community, allowed me to further the knowledge of people and ASL I previously held. I feel this “foreign language” is much more beneficial, for many are not able to communicate with this culturally rich group of individuals.

COM 425, Communication in Close Relationships, sparked my interest in the field of research. For this class I wrote a large term paper on a relationship we had. Utilizing literature we analyzed this relationship and identified areas where research on this topic should continue in the future. Through this 35-page paper constructed throughout the semester, I found the value in research and its necessity.

I am very fortunate to have such a varied and wide range of experiences. These have allowed me to become a well-rounded individual, and helped me understand many different perspectives.

The Missing Link *(continued from page 4)*

environmental impacts of tourism. Although we studied each separately, the links between them were constantly emphasized. An economic benefit, for instance, could result in both positive and negative environmental impacts.

The best part of the course was not only that the human-environment link was explored, but that solutions were proposed. One of the reasons for this is that tourism cannot thrive in isolation from the environment. It has been said before that “Our tourism product is our environment. We therefore destroy our environment at our economic peril.” As a result, it seems that the industry’s ultimate fate depends on humans reconciling their differences with the environment.

If sustainability is to become the overarching goal, it is likely that the fate of all industries will eventually be closely linked to social, economic, and environmental well-being. Likewise, if I am to become an “environmentalist,” I cannot overlook this connection or be frustrated by the tension between humans and the environment. The differences do not have to be irreconcilable.

A Poem: by Walter Lane

*I stood at the bottom of the mountain amazed that nothing in this forest ever stays the same
The wind flew in with force and fury and down to the forest floor the old trees fell*

*Creating a small hole in the forest on the mountain side
The sunlight came streaming in awakening the seeds in the soil that had lain dormant for so long
Each plant in its own way reached for the sky but the plants like old friends, came and went
As the years went by so came the trees, first the pines embolden by the sun, then the hardwoods one by one.*

*As decades passed, the hardwoods closed in and the forest darkened as less sunlight was let in
The hardwoods, with a bow a wave, said goodbye to the pines as they fell & decayed
This forest through time has been the home to many creatures each having its day in the sun
The rabbits and quail ran & played in the field as they fed the hawk's chicks
As the pines danced in so sang the warblers and sparrows as they made
their homes in the tops of the tall trees.*



*As the pines died & fell and slept peacefully on the forest floor,
salamanders called these logs home
The hard woods grew strong and the thrushes, tanagers, and ovenbirds
sang proudly in their new home.*

*All forests change they just don't stay the same. Each change creates a
habitat & a home, perhaps a fallen log or a hole in a tree, the winds of
change make place for creatures to live and be free.*

Liberty Hyde Bailey Scholars Program
Michigan State University
65 Agriculture Hall
East Lansing, MI 48824