

**MINUTES OF THE BOARD OF REGENTS  
WESTERN KENTUCKY UNIVERSITY**

**December 12, 1990**

Required statutory notice having been given, a special meeting of the Board of Regents of Western Kentucky University was held in the Regents Conference Room of the Wetherby Administration Building. The meeting was called to order at 12:30 p.m., CST, by Mr. Joseph Iracane, Chairman.

**AGENDA ITEM 1 - Invocation**

The meeting opened with a prayer of invocation by Dr. Randall Capps, Head, Department of Communication and Broadcasting.

**AGENDA ITEM 2 - Roll call**

The following members were present:

Mr. Bobby R. Bartley  
Mr. Danny Butler  
Mr. Robert L. Chambless, Jr.  
Mr. Michael S. Colvin  
Dr. Eugene E. Evans  
Mr. Monnie L. Hankins \*  
Mr. Joseph Iracane  
Mrs. Patsy Judd  
Mr. Wendell K. Strode  
Mr. Fred L. Travis

\* Absent for the roll call, Mr. Hankins arrived shortly thereafter.

Also present were Dr. Thomas C. Meredith, President; Dr. Paul B. Cook, Executive Vice President for Administrative Affairs and Interim Vice President for Business Affairs; Dr. Robert V. Haynes, Vice President for Academic Affairs; Dr. Jerry Wilder, Vice President for Student Affairs; Dr. Stephen House, Executive Assistant to the President; Mrs. Liz Esters, Staff Assistant for Special Projects and Secretary to the Board of Regents; Mr. Franklin Berry, University Attorney and Parliamentarian; Mr. Fred Hensley, Director of University Relations.

**AGENDA ITEM 3 - Disposition of minutes of the regular meeting of October 26, 1990.**

The minutes of the meeting of October 26, 1990, were presented by Chairman Iracane. Motion was made by Mr. Strode and seconded by Mr. Travis to approve the minutes as submitted inasmuch as copies had been mailed to members prior to the meeting. The motion carried by voice vote.

**AGENDA ITEM 4 - Presentation of personnel actions since October 26, 1990**

DEC 12 1990

**RECOMMENDATION:**

President Thomas C. Meredith recommends that the Board of Regents approve the recommended personnel changes which have transpired since the meeting of the Board on October 26, 1990. The actions are contained in the next 11 pages.

PERSONNEL CHANGES  
(Subsequent to Meeting of Board of Regents on October 26, 1990)

Part I. Faculty Personnel Changes

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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ADJUNCT FACULTY APPOINTMENTS

Ogden College of Science,  
Technology, and Health

Biology:

Dr. Nancy Dawson	n/a	1990-91 academic year; Adjunct Professor of Biology
Dr. Harry Carter	n/a	1990-91 academic year; Adjunct Professor of Biology
Ms. Marti Cope	n/a	1990-91 academic year; Adjunct Professor of Biology
Ms. Maralie Exton	n/a	1990-91 academic year; Adjunct Professor of Biology
Mrs. Leigh Ann Hobbs	n/a	1990-91 academic year; Adjunct Professor of Biology
Dr. Allen Hunt	n/a	1990-91 academic year; Adjunct Professor of Biology
Ms. Susan Johnson	n/a	1990-91 academic year; Adjunct Professor of Biology
Ms. Mellodee Masterson	n/a	1990-91 academic year; Adjunct Professor of Biology
Dr. Susan Miller	n/a	1990-91 academic year; Adjunct Professor of Biology
Dr. J. R. Roush	n/a	1990-91 academic year; Adjunct Professor of Biology
Mrs. Elinor Rushing	n/a	1990-91 academic year; Adjunct Professor of Biology
Dr. C. Omar Wilson	n/a	1990-91 academic year; Adjunct Professor of Biology

Chemistry:

Dr. Francis Byrne	n/a	1990-91 academic year; Adjunct Professor of Chemistry
Dr. Arthur Draper	n/a	1990-91 academic year; Adjunct Professor of Chemistry

Health and Safety:

Mr. Wiley N. Carr	n/a	1990-91 academic year; Adjunct Professor of Health and Safety
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Part I. Faculty Personnel Changes

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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ADJUNCT FACULTY APPOINTMENTS  
(continued)

Ogden College of Science,  
Technology, and Health (continued)

Health and Safety: (continued)

Dr. Kevin E. Charles	n/a	1990-91 academic year; Adjunct Professor of Health and Safety
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Mrs. Nancy Givens	n/a	1990-91 academic year; Adjunct Professor of Health and Safety
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Physics and Astronomy:

Dr. Thomas Bohuski	n/a	1990-91 academic year; Adjunct Professor of Health and Safety
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Potter College of Arts,  
Humanities and Social Sciences

Social Work Program:

Ms. Julia Buchanan	n/a	1990-91 academic year; Adjunct Professor of Social Work
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Ms. Susan Paxton	n/a	1990-91 academic year; Adjunct Professor of Social Work
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Mr. Robert B. Rathbun	n/a	1990-91 academic year; Adjunct Professor of Social Work
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Mr. Hugh Taylor	n/a	1990-91 academic year; Adjunct Professor of Social Work
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Ms. Amy Wood	n/a	1990-91 academic year; Adjunct Professor of Social Work
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FACULTY - ADDITIONAL RESPONSIBILITIES

Potter College of Arts,  
Humanities, and Social Sciences

Sociology, Anthropology, and  
Social Work:

Dr. Paul Wozniak	\$ 300 per month	August 16, 1990; Interim Head of Department
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Ogden College of Science,  
Technology, and Health

Physics and Astronomy:

Dr. Doug Humphrey	75 per month	August 15, 1990 thru August 14, 1991; Radiation Safety Officer
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Part I. Faculty Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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## FACULTY APPOINTMENTS

Ogden College of Science,  
Technology, and Health

Geography and Geology:  
Dr. Deborah Kuehn

\$12,000

January 1, 1991; Visiting  
Assistant Professor;  
temporary appointment for  
spring semester 1991

## SALARY ADJUSTMENTS

Bowling Green College of  
Business Administration

Accounting:  
Dr. Nace Richard Magner

53,640

October 1, 1990; salary  
increased \$1,200 from  
\$52,440 in recognition of  
completion of doctorate

## FACULTY LEAVE OF ABSENCE

Potter College of Arts,  
Humanities, and Social Sciences

Communication and Broadcasting:  
Dr. Kay Payne

Leave of absence for the  
period January 1, 1991, -  
December 31, 1991;  
without pay

## FACULTY RESIGNATIONS

Ogden College of Science,  
Technology, and Health

Industrial Technology:  
Mr. Dawson Peter Jawahar

October 17, 1990;  
Assistant Professor

## FACULTY - EARLY RETIREMENT WITH SPECIAL TENURE STATUS

Ogden College of Science,  
Technology, and Health

Engineering Technology:  
Mr. John Carr

9,024

December 31, 1990;  
Associate Professor;  
entering optional  
retirement program

Part II. Other Personnel Changes

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
TEMPORARY -- GRANT FUNDED		
<u>Academic Affairs</u>		
Center for Teaching and Learning: Ms. Leslie R. Frank	\$25,008	November 19, 1990; Appointed as Instructional Technologist
Community College: Mr. Robert C. Fulton	400 per month	September 4, 1990; Appointment as Program Director of TOP UP at WKU
Public Radio: Ms. Julie Ann Gaffney	16,500	November 5, 1990; Membership Associate; Transferred from the Registrar's Office
Public Television: Mr. Timothy Kuss	24,960	November 1, 1990; assumed additional producing- directing duties; title changed to Senior Public Television Producer- Director; salary increase of \$1,800 from \$23,160;
<u>Bowling Green College of Business Administration</u>		
Small Business Development Center: Ms. Henrietta R. Davis	21,012	September 30, 1990 - September 29, 1991; Reappointment as Management Consultant; salary increased \$1,008 from \$20,004
Mr. Richard S. Horn	32,724	September 30, 1990 - September 29, 1991; Reappointment as Director; salary increased \$2,148 from \$30,576
<u>College of Education and Behavioral Sciences</u>		
Training and Technical Assistance Services: Ms. Linda Miller Bean	924 per month	November 1, 1990 - May 31, 1991; Reappointment as Classroom Teacher; no change in salary
Mr. Michael Gramling	1,100 per month	November 1, 1990 - October 31, 1991; Reappointment as Head Teacher/Handicap Coordinator; no change in salary
Ms. Nancy Henry	1,090 per month	November 1, 1990 - October 31, 1991; Reappointment as Administrative Secretary/ Family Service Coordina- tor; no change in salary

Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
TEMPORARY -- GRANT FUNDED (continued)		
<u>College of Education and Behavioral Sciences (continued)</u>		
Training and Technical Assistance Services: (continued)		
Ms. Amy S. Hood	\$ 1,100 per month	November 1, 1990 - October 31, 1991; Reappointment as Head Teacher/Education Coordinator; no change in salary
Training Project on General Project Management:		
Ms. Susan Michal Edwards	18,780	October 1, 1990 - September 30, 1991; Reappointment as Director; salary increased \$1,392 from \$17,388
Ms. Debra Cooper	380 per month	October 1, 1990 - September 30, 1991; Administrative Secretary; 50% time in Training Project and 50% time in Upward Bound (see next item)
Upward Bound:		
Ms. Debra Cooper	547 per month	October 1, 1990 - July 31, 1991; Senior Administrative Secretary; 50% time in Upward Bound and 50% in Training Project (see above)
<u>Ogden College of Science, Technology, and Health</u>		
Health and Safety:		
Ms. Donna Bussey	29,964	October 1, 1990 - September 30, 1991; Reappointed as Nursing Coordinator; South Central Kentucky Area Health Education Center; salary increased \$1,956 from \$28,008
Ms. Donita Cassady	18,204	October 1, 1990 - September 30, 1991; Reappointed as Coordinator; South Central Kentucky Area Health Education Center; salary increased \$1,404 from \$16,800
Ms. Pam Jarboe	20,352	October 1, 1990 - September 30, 1991; Reappointed as Coordinator for Library Services; South Central Kentucky Area Health Education Center; salary increased \$1,452 from \$18,900

Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
TEMPORARY -- GRANT FUNDED (continued)		
<u>Ogden College of Science, Technology, and Health (continued)</u>		
Health and Safety: (continued)		
Ms. Carol Jones	\$ 1,437.50 per month	October 1, 1990 - May 31, 1991; Clinical Nursing Preceptor; South Central Kentucky Area Health Education Center
Ms. Lucy Juett	37,452	October 1, 1990 - September 30, 1991; Reappointed as Director; South Central Kentucky Area Health Education Center; salary increased \$2,448 from \$35,004
Mr. Ken Whitley	25,680	October 1, 1990 - September 30, 1991; Reappointed as Assistant Director; South Central Kentucky Area Health Education Center; salary increased \$1,680 from \$24,000
Dr. Gilbert Woodall	5,760	October 1, 1990 - September 30, 1991; Reappointed as Medical Director; South Central Kentucky Area Health Education Center; salary increased \$384 from \$5,376

## EXECUTIVE, ADMINISTRATIVE, AND PROFESSIONAL STAFF

## STAFF APPOINTMENTS

Academic Affairs

## Public Television:

Mr. Ronald Kabele

24,504

November 6, 1990;  
Producer-Director-  
Writer; replace Jerry  
Barnaby

## University Libraries:

Mr. Todd Duren

16,044

November 5, 1990;  
Exhibits Preparator/  
Designer; replace Tom  
TutinoBusiness Affairs

## Personnel Services:

Mr. James H. Cummings, Jr.

30,000

November 5, 1990; Payroll  
Supervisor; replace  
Sharon TolopkaPresident

## Athletics:

Mr. James Patrick Christian

6,732

September 17, 1990;  
Part-time men's  
basketball coach; replace  
Paul Peck



Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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EXECUTIVE, ADMINISTRATIVE, AND PROFESSIONAL STAFF  
STAFF APPOINTMENTS  
(continued)

President (continued)

## Athletics: (continued)

Mr. Gregory Joseph Horn	\$ 4,000	October 1, 1990; Assistant men's basketball coach; replace James Christian
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Student Affairs

## Residence Life:

Mr. James P. Christian	9,108	September 17, 1990; Hall Director of Diddle Dorm; 10 months' employment paid over 12 months' period; replace Paul Peck
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## STAFF REASSIGNMENT

Administrative Affairs

## Office of Development:

Ms. Anne C. Murray	35,544	October 1, 1990; Transferred from Office of the Vice President for Student Affairs to Office of Development as Director of the President's Club; no change in salary
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## STAFF - ADDITIONAL RESPONSIBILITIES

Student Affairs

## Career Services Center:

Ms. Rebecca S. Bennett	150 per month	October 1, 1990 - June 30, 1991; Career Preparation Specialist; will coordinate career related employment activities; funded by grant from Kentucky Higher Education Assistance Authority
Ms. Sylvia A. Brandwick	150 per month	October 1, 1990 - June 30, 1991; Coordinator; will coordinate career related employment activities; funded by grant from Kentucky Higher Education Assistance Authority
Ms. Neva B. Gielow	150 per month	October 1, 1990 - June 30, 1991; Coordinator; will coordinate career related employment activities; funded by grant from Kentucky Higher Education Assistance Authority

Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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EXECUTIVE, ADMINISTRATIVE, AND PROFESSIONAL STAFF  
 ADDITIONAL RESPONSIBILITIES  
 (continued)

Student Affairs (continued)

## Career Services Center: (continued)

Ms. Carol C. White	\$ 150 per month	October 1, 1990 - June 30, 1991; Associate Director; will coordinate career related employment activities; funded by grant from Kentucky Higher Education Assistance Authority
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## STAFF PROMOTIONS

Student Affairs

## Residence Life:

Mr. Mike Collins	13,008	November 1, 1990; Promoted from Assistant Complex Director at Pearce-Ford Tower to Senior Level Residence Hall Director at Barnes Campbell; 10 months' employment paid over 12 months' period; salary increased \$3,708 from \$9,300
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Mr. Dominic Donnelly	9,300	November 1, 1990; Promoted from Assistant Residence Hall Director at Douglas Keen Hall to Assistant Complex Director at Pearce-Ford Tower; salary increased \$2,688 from \$6,612
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Ms. Kimberly Summers	9,300	October 15, 1990; Promoted from Assistant Residence Hall Director of Central Hall to Director of South Hall; salary increased \$2,148 from \$7,152
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## STAFF RESIGNATIONS

Business Affairs

## Personnel Services:

Ms. Sharon Tolopka		December 20, 1990; Payroll Supervisor
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Student Affairs

## Residence Life:

Mr. Ken DuPee		October 29, 1990; Senior Level Residence Hall Director
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Ms. Ann Elizabeth West		October 5, 1990; Senior Level Residence Hall Director
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## University Counseling Services:

Dr. Victor Pestrak		November 15, 1990: Staff
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Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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## CLASSIFIED PERSONNEL

## APPOINTMENTS

Academic Affairs

## Registrar's Office:

Ms. Linda Sue Davis

874  
per monthOctober 22, 1990;  
Registration Assistant;  
replace Danna JacobsenBusiness Affairs

## Accounts and Budgetary Control:

Ms. Pamela Sue Johnson

\$ 874  
per monthOctober 15, 1990; Data  
Entry Operator II;  
replace Judy LeeStudent Affairs

## Admissions:

Ms. Beverly A. Brown

1,020  
per monthOctober 8, 1990;  
Admissions Assistant;  
replace Jackie MeredithCollege of Education  
and Behavioral Sciences

## Home Economics and Family Living:

Ms. Maria de los Angeles Oliver

874  
per monthOctober 16, 1990;  
Departmental Secretary;  
replace Betty BadgerPotter College of Arts,  
Humanities and Social Sciences

## Music:

Ms. Rita Sue Collins

1,020  
per monthNovember 12, 1990; Senior  
Secretary; replace Sue  
Dillard

## REASSIGNMENTS, RECLASSIFICATIONS, AND/OR PROMOTIONS

Academic Affairs

## Office of the Registrar:

Ms. Tamela Maxwell

1,044  
per monthNovember 1, 1990;  
Transferred from Patrol  
Sergeant in Public Safety  
to Receptionist/  
Verification Specialist  
in the Office of the  
Registrar; salary  
decreased \$501 per month  
from \$1,545

## Graduate College/Continuing Education:

Ms. Laura Rene Tucker

1,294  
per monthNovember 1, 1990;  
Transferred from position  
as Senior Departmental  
Secretary in the  
Department of Psychology  
and promoted to Senior  
Secretary in the Kentucky  
Bank Management  
Institute; salary  
increased \$96 per month  
from \$1,198

Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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CLASSIFIED PERSONNEL  
REASSIGNMENTS, RECLASSIFICATIONS, AND/OR PROMOTIONS  
(continued)

College of Education  
and Behavioral SciencesPsychology:

Ms. Peggy Marcum

\$ 1,072  
per monthNovember 8, 1990;  
Transferred from position  
of Senior Administrative  
Secretary/Bookkeeper in  
the Center for Math,  
Science, and  
Environmental Education  
to Senior Departmental  
Secretary in the  
Department of Psychology;  
no change in salaryPotter College of Arts,  
Humanities and Social SciencesDean's Office:

Ms. Sue Dillard

1,317  
per monthOctober 22, 1990;  
Transferred from position  
of Senior Secretary in  
the Department of Music  
to Senior Secretary in  
the Potter College Dean's  
Office; no change in  
salaryPresidentOffice of the President:

Ms. Cynthia Ellen Lee

1,609  
per monthOctober 1, 1990; Position  
reclassified; promoted  
from Executive Secretary  
to Principal Executive  
Secretary; salary  
increased \$222 per month  
from \$1,387Student AffairsStudent Health Service:

Ms. Shirley Schoen

1,078  
per monthOctober 1, 1990; Change  
of position from  
bookkeeper to medical  
secretary; no change in  
salary

## ADDITIONAL RESPONSIBILITIES

Student AffairsCareer Services Center:

Ms. Cindy Purkerson

300  
per monthOctober 1, 1990 -  
June 30, 1991;  
Administrative Secretary;  
management of Kentucky  
Work Study Program;  
funded by grant from  
Kentucky Higher Education  
Assistance AuthorityPublic Safety:

Ms. Audrey Spies

113  
per monthNovember 1, 1990; Police  
Officer; will act as  
Shift Commander two days  
a week

Part II. Other Personnel Changes (continued)

<u>Name</u>	<u>Salary</u>	<u>Effective Date and Remarks</u>
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CLASSIFIED PERSONNEL  
(continued)

RESIGNATIONS

Business Affairs

## Purchasing:

Ms. Anita June Walter

November 20, 1990;  
Duplicating Machine  
Operator

Student Affairs

## Student Financial Aid:

Ms. Lorrie S. Helson

November 23, 1990;  
Student Employment  
Assistant

Ogden College of Science,  
Technology, and Health

## Biology:

Ms. Marilyn S. Dunning

February 14, 1991;  
Departmental Secretary

Following a discussion of the recommended items, motion for approval of the recommended personnel actions was made by Mr. Strode and seconded by Mr. Bartley. The roll call vote follows:

Aye: Bartley, Butler, Colvin, Evans (on positions), Hankins, Iracane, Judd, Strode, Travis

Pass: Evans (on compensation)

Nay: Chambless

#### **AGENDA ITEM 5 - Report by the President**

President Meredith:

- presented engraved copies of the new TALISMAN to members of the Board and noted that it is an award-winning yearbook year after year;
  - reported that approximately thirty-one Western students have been called to active duty in Saudi Arabia. The University has been working with these students to make the transition as smooth as possible. Options available to these students are: (1) withdraw if they desired with a full tuition refund; (2) take an incomplete, or (3) work with the professors to find a way to complete their courses before leaving;
  - announced that the University has had a bequest from the Charles B. and Anita McDole Trust. The endowment will be used to set up scholarships in the College of Business as per their requests. Each of them graduated from Bowling Green Business University and maintained a very strong affection for that institution through the years. The endowment will allow the University to provide additional scholarship assistance in order to bring in more outstanding students in the College of Business Administration. The trust was established in 1982. Two thirds of the estate will go to the Bowling Green College of Business Administration to be placed in scholarship fund to be known as the Charles B. and Anita Hardin McDole Scholarship Fund. The fund will be approximately \$260,000, and only the income shall be applied toward the education of a needy student or students.
- Dr. Henry Hardin, who was instrumental in making the endowment possible by the nurturing of the McDoles back to this institution and keeping that relationship alive, gave a brief history of the McDoles.
- announced the receipt of a \$600,000 grant from the United States Department of Commerce, Economic Development Administration, for the Institute for Economic Development. The grant is over a seven-year period; five years at \$100,000 each, and \$50,000 for the last two years. Dr. Stephen House was recognized for his efforts in the preparation of the proposal noting that Western's proposal was the only one funded out of the entire southeastern portion of the United States.
  - announced the creation of a new scholarship called the South Central Bell Honors Scholarship that will offer full tuition for four years for students who are able to attain the scholarship. In addition, there will be summer employment at South Central Bell as a management intern. The first scholarship will be awarded in the fall of 1991. Dr. Meredith noted that Regent Monnie Hankins was instrumental in the establishment of the scholarship.

**AGENDA ITEM 6 - Recommendation to approve the Strategic Plan--  
Western XXI.**

President Meredith noted that Board members received an addendum, dated December 12, to the December 1 draft of the Western XXI document recommending three changes in the draft. Those three changes are as follows:

- *Baccalaureate Level - Move Social Work from Desirable to Essential*
- *Master's Level - Move Geography from Desirable to Essential*
- *Place City and Regional Planning in Desirable category.*

**SECRETARY'S NOTE:** A copy of the Western XXI draft document including the reorganizational charts along with an addendum dated December 12 is attached to the minutes as ATTACHMENT 1.

Dr. Meredith noted that after approval of the Western XXI document, the next phase of the process will be the development of action plans--written plans for the implementation of the Western XXI document. Western XXI will be revisited every two years to see how it is moving along, and there will be an intensive, in-depth review of Western XXI after five years in operation. Appreciation was expressed to all of those who worked on the Western XXI document and to all of those who responded from various groups.

Noting that discussion could go forever on the document without reaching a conclusion, President Meredith stated, "The recommendation before you today is one that says we've sent it through all the processes, we've talked about it as much as we know how to talk about it to this point in time, and we think we need to move forward. *This is the best document we can provide at this particular time that sets forth the direction for Western Kentucky University; and as President, I recommend to you that this Board consider its acceptance.*"

Following a discussion regarding his concerns with the document, Dr. Evans made a motion that on page 20, column three, the items "Home Economics, Physical Education, Recreation, and Sociology and in column four, Child Development and Family Living not be considered at this time to allow for further discussions before a final decision is reached. The motion was seconded by Mr. Colvin.

Mr. Strode made several comments and observations relative to his concerns with the document prior to the vote on Dr. Evans' motion. The roll

call vote of the motion by Dr. Evans follows:

Aye: Colvin, Evans, Iracane,

Nay: Bartley, Judd, Strode, Travis

Abstain: Butler, Chambless, Hankins

*The motion failed for the lack of a majority.*

Mr. Colvin, in addressing concerns he had with the draft document, *moved to amend the statement in the document under instruction on page 7, (point 15) to emphasize the comprehensive nature of learning by developing relationships between courses and recommending comprehensive final testing.*

Mr. Butler complimented Dr. Meredith for undertaking the strategic planning process as a new president and also complimented the committee for their work throughout the process.

Following a motion by Mr. Bartley *that the Board approve the Western XXI document*, Chairman Iracane noted that the motion should include the organizational charts that were submitted as a part of the draft to the Board. Mr. Chambless questioned the appropriateness of including the organizational charts since it was not listed as an item on the agenda.

President Meredith stated that the charts for reorganization were a part of the Western XXI document; and the Steering Committee as well as the task forces had called for a number of changes structurally and organizationally within the institution as a part of their original recommendations, and the organizational charts came forward following all of that. The first drafts were presented to the Board previously; and after refinement, were submitted as a part of the December 1 Western XXI draft document for approval in order to implement the reorganizational changes along with the strategic planning.

Mr. Chambless expressed his strenuous objection to including the reorganization with the Western XXI stating that he felt "it was out of order and not on the agenda and not part of the official package."

Chairman Iracane stated that the reorganization was on the agenda inasmuch as it is a part of Western XXI.

Expressing his concerns relative to the position of athletics as essential, *Dr. Evans moved that athletics be moved from essential services to desirable services. The motion was seconded by Mrs. Judd who stated that she*



*felt that athletics was "extremely highly desirable." The roll call vote follows:*

Aye: Bartley, Chambless, Evans, Judd, Travis

Nay: Butler, Colvin, Hankins, Iracane, Strode

*The motion did not receive a majority of the votes; therefore, athletics remained in the essential services category.*

Mr. Colvin in earlier comments *moved to amend the statement in the document under instruction on page 7, (point 15) to emphasize the comprehensive nature of learning by developing relationships between courses and recommending comprehensive final testing. The motion was seconded by Mrs. Judd, and the roll call vote follows:*

Aye: Butler, Chambless, Colvin, Evans, Hankins, Iracane, Judd, Strode, Travis

Nay: Bartley

President Meredith stated, "It is a very positive statement, and I support it. I think the intent is to provide a little more cohesiveness between the courses that we teach, to show the interrelatedness that should be existing between our courses, and how all that leads to a broad-based understanding of various disciplines and areas and education as a whole. The second part of that calls for comprehensive kinds of examinations on this campus so that it can be ascertained whether or not students have understood all that has happened in a course."

An earlier motion by Mr. Bartley to approve the Western XXI document along with the reorganizational charts was seconded by Mr. Travis, and the roll call vote follows:

Aye: Bartley, Butler, Colvin, Evans, Hankins, Iracane, Judd, Strode, Travis

Nay: Chambless

In closing comments, Chairman Iracane complimented Dr. Robert Haynes, Vice President for Academic Affairs, and the academic areas for doing an outstanding job of scrutinizing its programs through the years. Chairman Iracane also complemented President Meredith for undertaking the strategic planning process stating, "It's long overdue for this University, and it took a very special character, a very special person, and a person

with a tremendous amount of courage, and I compliment your efforts and your courage in developing the strategic planning document."

Chairman Iracane announced the revision of the Board committee membership for 1991. The committee membership for 1991 is as follows:

**WESTERN KENTUCKY UNIVERSITY  
BOARD OF REGENTS  
COMMITTEE MEMBERSHIP  
1991  
(Revised 12/90)**

- |  |   |
|--|---|
| <p><b>I. <u>Executive Committee</u> (1991 )</b></p> <p><b>Mr. Joseph Iracane, Chairman</b><br/>Mrs. Patsy Judd<br/>Mr. Wendell Strode<br/>Mr. Freddie Travis</p>                                 | <p><b>V. <u>Bylaws and Codification Committee</u></b></p> <p><b>Mr. Freddie Travis, Chairman</b><br/>Mr. Bobby R. Bartley<br/>Mr. Danny Butler<br/>Mr. Michael Colvin<br/>Dr. Eugene Evans<br/>Mrs. Patsy Judd</p>  |
| <p><b>II. <u>Academics Committee</u></b></p> <p><b>Mrs. Patsy Judd, Chairman</b><br/>Dr. Eugene E. Evans<br/>Mr. Monnie L. Hankins<br/>Mr. Fred L. Travis</p>                                    | <p><b>VI. <u>Committee on Student Affairs</u></b></p> <p><b>Mr. Monnie Hankins, Chairman</b><br/>Mr. Bobby R. Bartley<br/>Mr. Michael S. Colvin<br/>Dr. Eugene E. Evans</p>   |
| <p><b>III. <u>Athletics Committee</u></b></p> <p><b>Mr. Danny Butler, Chairman</b><br/>Mr. Michael Colvin<br/>Mr. Monnie Hankins<br/>Mr. Wendell K. Strode</p>                                   | <p><b>VII. <u>International Education Committee</u></b></p> <p><b>Dr. Eugene E. Evans, Chairman</b><br/>Mr. Bobby R. Bartley<br/>Mr. Danny Butler<br/>Mr. Michael S. Colvin<br/>Mr. Monnie L. Hankins<br/>Mr. Wendell Strode<br/>Dr. John H. Petersen - Staff</p> |
| <p><b>IV. <u>Finance and Investment Committee</u></b></p> <p><b>Mr. Wendell K. Strode, Chairman</b><br/>Mr. Bobby R. Bartley<br/>Mr. Danny Butler<br/>Mrs. Patsy Judd<br/>Mr. Fred L. Travis</p> |   |

**AGENDA ITEM 7 - Other business**

Mr. Wendell Strode read and moved approval of the following resolution of appreciation for former Regent Denny Wedge:

**RESOLUTION**

**WHEREAS**, Mr. Denny Wedge of Bowling Green, Kentucky, has served as a member of the Board of Regents of Western Kentucky University from January 23, 1987, to October 19, 1990, and

**WHEREAS**, this was a historical period in the life of Western Kentucky University; and

**WHEREAS**, his term of office was characterized by able leadership, faithful service, and dedication to his responsibilities; and

**WHEREAS**, his loyal service and leadership have made significant and lasting contributions to the University; and

**WHEREAS**, such leadership and dedicated efforts are deserving of special recognition; Therefore, be it

**RESOLVED**, That the Board of Regents of Western Kentucky University in a meeting on December 12, 1990, does hereby express its appreciation to Mr. Denny Wedge for his contributions and extends best personal wishes for his continued success in all his endeavors; be it

**FURTHER RESOLVED**, That this resolution be spread upon the minutes and that a copy thereof be presented to Mr. Wedge as an expression of the esteem in which he is held by the members of the Board.

Ordered at Bowling Green, Kentucky, this twelfth day of December in the year of our Lord one thousand nine hundred and ninety.

Joseph Iracane  
Chairman  
Board of Regents

Thomas C. Meredith  
President

The motion was seconded by Mr. Travis and passed unanimously by the Board.

There being no further business to come before the Board, motion to adjourn was made by Mr. Butler, seconded by Mr. Travis, and the meeting adjourned at 3:40 p.m.

**DRAFT**  
DEC 1 1990

WESTERN KENTUCKY UNIVERSITY'S SPIRIT OF EXCELLENCE  
VALUES AND DIRECTIONS FOR THE TWENTY-FIRST CENTURY

Western Kentucky University is committed to excellence in carrying out its fundamental mission of educational service. Through this commitment, the University promotes the fullest possible development and most expansive possibilities for its students and others who seek its assistance. In particular, the principle of excellence is basic to Western's academic programs but extends as well to all pursuits and services at the University. The University fosters a love for learning in an atmosphere of intellectual excitement.

In fulfilling its mission, Western Kentucky University actively promotes a sense of community among teacher-scholars, students, staff, and administrators based on a spirit of cooperation, intellectual challenge, social support, and the traditional Western trademarks of helpfulness and friendliness. The University cultivates in students such values as honesty, integrity, generosity of spirit and intellect, respect for human diversity and individuals, as well as intellectual curiosity, cultural and aesthetic awareness, and creativity and imagination. It acknowledges the benefits that flow from the free and open discussion of all ideas within the academic setting, and encourages respect for others and tolerance for opposing points of view. The University recognizes that much of this important education, which amounts to lifelong learning, takes place beyond the regular classroom setting. To that end, a collegiate environment continues to evolve that nurtures these values, and the students, faculty, staff, and administrators that embody them.

In order to promote and maintain excellence and its fundamental values, the University must refine and focus its directions and priorities. The following points are critical to such a focus.

- \* The University maintains an uncompromising commitment to providing high-quality undergraduate education through ongoing assessment and improvement of all programs in this fundamental instructional area.
- \* The University ensures that students develop proficiency in written and spoken communication; such proficiency is a hallmark of all University graduates.
- \* The University challenges students to master content, see the relation between content and practical experience, think critically, and develop global understanding and environmental awareness.
- \* The University is committed to the values of liberal education, basic to the development of enlightened citizens and individual potentials and important as a safeguard against unforeseen challenges of the future.

**DRAFT**  
DEC 1 1990

- \* The University is committed to offering selected preprofessional, professional, and career-entry preparation programs. Additionally, in support of its primary undergraduate teaching mission, the University sustains an array of high-quality programs of study at the graduate level.
- \* The University is committed to solidifying its role as an acknowledged leader in the field of teacher preparation, especially in underscoring linkages between content and pedagogy in its liberal arts and sciences and teacher preparation programs.
- \* The University's academic programs will be mainly staffed by full-time teacher-scholars, who are both professionally active and committed to connecting their scholarly/creative and public service activities to their primary mission of high-quality teaching.
- \* The University values and promotes scholarly inquiry which contributes to the general advancement of knowledge and to the solution of societal problems.
- \* The University provides a creative mix of extracurricular programs that enhance the lives of students and stimulate the development of knowledge and skills necessary to cope with the future.
- \* The University strives to ensure that its community of students, faculty and staff reflects a healthy human diversity. Proactive strategies in recruitment and retention of minority students and affirmative action in employment practices are primary vehicles for ensuring diversity.
- \* In support of essential teaching, service, and scholarly activities, the University is committed to developing state of the art information technology, increasing computing access, and utilizing telecommunications to expand and improve the delivery of instruction to place-bound students.
- \* Within the context of its resources, the University will promote the economic development of its wider service area by providing appropriate programs and expertise for business, industry, and government.

In order to realize its aspirations in these critical areas, the University must acquire additional resources. Some of the institution's needs can be met by achieving full formula funding from the state, but the University must pursue its own vigorous campaign for additional funds and support from a variety of sources, especially through development and grants and contact efforts.

Western Kentucky University's newly refined values and directions enable it to put both its problems and its promise in a context that allows for understanding, solution, and purposeful advance. The University will build on the values and traditions established by its founder, Dr. Henry Hardin Cherry, but to those will be added new strengths, new horizons, and new visions of what must be done to achieve for its graduates the promise of "Life, More Life" in the twenty-first century.

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DEC 1 1990

## I. MISSION

Western Kentucky University offers a broad spectrum of instruction, scholarly activity, and professional service within an academic climate encouraging intellectual excellence.

Western Kentucky University provides instruction at the associate, baccalaureate, and graduate levels in the liberal arts and sciences, traditional preprofessional programs, and emerging career areas and professional fields including agriculture, business, communications, education, health, and technology. The University supports diverse scholarship, including basic and applied research and creative activity, in order to expand knowledge, improve instruction, and serve its varied clientele. The University directly supports its constituents with professional and technical expertise, cultural enrichment, and educational assistance.

Western Kentucky University affords educational opportunities in a climate that recognizes human diversity. The University is committed to increasing access for both traditional and nontraditional students, and to improving education at all levels. Finally, Western Kentucky University recognizes that its mission continues to evolve in response to regional, national, and global changes.

## II. CLIENTELE

As a center of higher education responding to regional and state, as well as national and global, changes, Western Kentucky University serves a diverse and developing clientele.

The University's primary clientele will continue to be students pursuing undergraduate and graduate degrees. The University remains committed to improving access and support for nontraditional and minority students. The University will continue to meet changing student needs through its extended campus delivery system, augmented and enhanced by media services and developing technologies. The University also recognizes its key role in contributing to the well-being of society through its support of an array of educational, cultural, and social activities and programs. Particularly, cooperative partnerships with education, business, industry, and government will expand Western's clientele in new ways during the next decade.

At the same time that the institution's mission dictates such diversity and development, the University must observe the limits of its resources in order to maintain quality in efforts to serve its clientele.

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DEC 1 1990

### III. COMPARATIVE ADVANTAGE

Western Kentucky University possesses a number of strengths that can be developed and emphasized to its advantage as it plans for the future. Some of these strengths, such as the talents and dedication of its faculty and staff and the capabilities and potential of its students, are both basic and crucial to the institution's strategic planning. Likewise, programmatic strengths are of central importance, and these will be identified as part of the Western XXI process.

In addition to such basic areas of strength, the University enjoys certain special comparative advantages in the form of features which impart uniqueness or distinctiveness to the character of the institution as a whole. Such distinguishing, and potentially advantageous, features include the following;

- Academic programs that have gained wide recognition and/or visibility with various publics.
- Distinctive or relatively uncommon academic offerings.
- A caring and accessible faculty and staff who foster a climate of concern and congeniality.
- A campus widely recognized for its natural beauty and park-like ambience.
- Distinctive physical facilities such as the Kentucky Museum, Cherry Hall, Van Meter Hall, the L.D. Brown Agricultural-Exposition Center, and the public broadcasting facilities.
- Easy access to major highways and proximity to nearby metropolitan areas.
- A high quality of life available to residents of this area.
- Proximity to a major tourist route and nearby tourist attractions.
- Opportunities reflecting the area's business and industrial development trends.
- A record of research and development efforts related to school reform.

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DEC 1 1990

## IV. PRIORITIES FOR ACTION

These are recommended actions designed to move the University toward the fulfillment of its mission. Please note that the order of the Priorities for Action and the numbers assigned to the specific actions in the following do not reflect relative priorities. The numbers are provided to facilitate reference to the individual items.

## A. Human Resources

Priorities for Action: The University must develop the potential of its human resources through the following actions:

1. Improve compensation so as to raise salary and to improve appropriate benefits (health insurance, retirement options, cafeteria plan, a comprehensive wellness program, tuition scholarship for employee children, etc.) to comparable levels (with appropriate benchmark institutions for faculty and professional staff; with local business/industrial standards for classified staff).
2. Provide faculty and staff appropriate equipment, supplies, and ancillary resources (e.g., travel funds, alternative assignments) to carry out their responsibilities effectively.
3. Enhance the intellectual, cultural, and social climate for students, by promoting educational community, expanded horizons, and global awareness.
4. Develop and implement a proactive program to recruit and retain minority students, faculty, and staff in fulfillment of the University's commitment to affirmative action and support of human diversity.
5. Review staffing patterns and provide projections of faculty/staff recruitment and/or reallocation requirements (taking into account factors such as enrollment shifts). Develop an innovative program to recruit, retain, and support the continued growth and professional development of faculty, staff, and administrative employees. Provide for recognition and advancement opportunities for staff members. Review the status (including compensation, position descriptions and titles, and opportunities for professional development) of professional staff.
6. Enhance the spirit of teamwork and collegiality among University employees. Utilize faculty and staff expertise through a system that provides employees appropriate opportunities to influence decision making for specific programmatic and employee-related topics.
7. Develop a comprehensive policy for the utilization of part-time faculty and staff, specifically addressing matters of qualifications, compensation, status and ancillary benefits, responsibilities, and goals for optimal number and ratio to full-time faculty in various areas.



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DEC 1 1990

### B. Financial Resources

Priorities for Action: The financial resources of the University must be utilized efficiently and effectively in accordance with University mission and priorities. Specific action steps in this area include:

1. Secure full formula funding.
2. Increase the University's reserves.
3. Charge a University-wide foundation (either newly established or the restructured version of an existing unit) with working with all departments/units to increase funding support and financial flexibility for those units.
4. Ensure that within the framework of University priorities, resource levels in academic and support areas are consonant with enrollment levels and programmatic requirements.
5. Maintain broad-based representation on the University Budget Committee.
6. Provide for increased flexibility of department/unit budgeting and expenditures. (Strategies to be considered in this regard might include, with appropriate oversight and approval, block budgeting, fund accrual via carry over, and application of salary savings to important department/unit projects and/or purchases.)
7. Distribute at least 50% of the indirect costs received from awarded grants back to colleges and departments, with a significant portion to go to the department or unit of origin.
8. Increase external funding from grants, contracts, and private sources.

### C. Physical Resources

Priorities for Action: The physical resources of the University must be utilized efficiently and effectively in accordance with University mission and priorities. Specific action steps in this area include:

1. Develop and implement a comprehensive capital renewal and maintenance plan for the physical plant.
2. Implement the Master Plan for the development of the University's physical resources.
3. Effect an efficient use of space through developing and implementing a space management system to assign space in accordance with the University's mission and priorities, especially in the planning for future developments.
4. Develop and implement an intra-university telecommunications network.

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DEC 1 1990

## D. Instruction

Priorities for Action: Inasmuch as the promotion of learning is the main reason for the University's existence, teaching must be viewed as its central mission. Every effort must be made to ensure that teaching and instructional programs are of the highest quality. Specific action steps in this area include:

1. Establish an effective, ongoing University-wide system for assessing instructional outcomes.
2. Enhance the intellectual and creative environment of the University, developing a more dynamic community of teacher-scholars and learners.
3. Define the roles, responsibilities, status, compensation, and optimal levels of use of part-time faculty.
4. Review the purposes and functions of graduate assistantships in relation to the University's academic mission, priorities, and programs. Provide increased budgetary support for graduate assistantships and grant all assistants full tuition fellowships. Reallocate assistantships to programs central to University graduate education mission.
5. Provide for systematic program review of current academic programs as part of a continuing institutional planning process. The review should address factors such as quality and cost, as well as centrality to University mission and priorities, and should result in determination of program mix and resource allocation.
6. Provide for more systematic acquisition/replacement of instructional equipment, particularly in equipment-intensive programs.
7. Provide modern technological resources in support of instruction/learning (e.g., computer access for students and faculty).
8. Provide for increased instructional support materials, in particular in library resources.
9. Establish a teaching/learning support center.
10. Continue to anticipate the need for new programs while systematically considering mission, priorities, and cost through feasibility studies.
11. Provide for increased student educational access through telecommunications facilities, extended campus, evening programs, and cooperative arrangements with other educational institutions. However, ensure that such outreach programs are of high quality and do not come at the expense of the quality of campus programs.
12. Clarify instructional/curricular relationships between the Community College and University programs.

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DEC 1 1990

13. Emphasize proficiency in oral and written communication as an identifiable characteristic of Western Kentucky University graduates.
14. Emphasize an international dimension in the educational experiences of Western Kentucky University students.

#### E. Scholarly Activity

Priorities for Action: As a center of higher education, the University promotes a variety of research and creative activities on the part of its faculty, staff, and students. Such scholarly activities not only expand human knowledge and contribute to disciplines but provide important support for the University's instructional activities. Basic and applied research also serve the University's varied clientele, both directly and indirectly. In recognition of these academic commitments, the University should take the following actions:

1. Acknowledge the importance, centrality, and diversity of scholarly activity in terms of the University's mission.
2. Provide sufficient support (e.g., alternative assignments, travel funds, research grants, sabbaticals) for appropriate scholarly activities on the part of faculty, staff, and students. Provide resources to support scholarly activity including library materials, equipment, supplies, and computer access.
3. Develop reasonable, flexible expectations and evaluation systems for scholarly activity.
4. Create a climate which encourages scholarly activity within a community of teacher-scholars.
5. Emphasize scholarly activity which contributes to instructional mission (e.g., through encouraging student involvement in scholarly activity) and service functions of the University (e.g., through partnerships with business, industry, and government).
6. Increase efforts to attract extramural funding to support scholarly activities, and provide additional support and incentives for faculty/staff engaged in attracting such funding.

#### F. Professional Service

Priorities for Action: While maintaining its significant and strategic outreach activities to support teachers and elementary and secondary schools, the University must expand its public service efforts to meet the needs of industry, business, government, and other clientele. Specifically, the University must expand and concentrate its efforts in such areas as the Institute for Economic Development and the various centers under its aegis.

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DEC 1 1990

In addition, it must expand and improve its public service communications networks (television, radio, and other media). To accomplish these priorities, the University should take these actions:

1. Provide expertise (both professional education and discipline-related) and other service to Kentucky public schools, teachers, and administrators in the implementation of the Kentucky School Reform legislation.
2. Establish and enhance service relationships with industry, business, and local government. The Institute for Economic Development will serve as a coordinating body for programs and services provided by centers such as Continuing Education, Industry and Technology, Small Business, and Local Government (e.g., Kentucky Bank Management Institute, The Kentucky Sheriff's Academy).
3. Provide other public service, particularly that which provides discipline-related academic support, through specialized service units and centers, such as Coal Science, Cave and Karst, Kentucky Climate, Agricultural-Exposition Center, and the Professional Development Consortium Network.
4. Facilitate the University's service to schools and industry through an improved, technologically sophisticated, telecommunications system.

#### G. Professional Responsibilities of Faculty

Priorities for Action: Every faculty member at Western Kentucky University must be a teacher-scholar, productive in teaching, scholarly activity, and professional service. The University must be flexible in defining and recognizing faculty effort in these three areas of responsibility. Its policies must allow for both personal and professional diversity in individual career growth and the programmatic requirements and emphases of academic units. At the same time, all evaluation systems within the University must maintain consistency in applying general principles of evaluation. More specifically, the University must develop an effective and equitable system for evaluating teaching (to include criteria defining demonstrable evidence of success) and for documenting and assessing diverse forms of scholarly activity and professional service. The University must provide for ample and equitable rewards for successful efforts in these areas, and it should reexamine its promotion, tenure, and merit criteria (perhaps making distinctions among these) and revise them to reflect expectations appropriate to University mission, priorities, and resources. Components of such a flexible system should include the following:

1. Teaching must continue to be the most important professional activity of faculty members at Western Kentucky University. The University should create and implement a teaching/learning support system to enhance the instructional skills of faculty. To promote high quality instruction, the centrality of teaching must be directly reflected in the faculty reward system.

DRAFT  
DEC 1 1990

2. All faculty members at Western Kentucky University must be professionally active, staying fully informed about the latest developments in their disciplines and communicating such knowledge to their students. The work of teacher-scholars must go beyond classroom preparation to include public manifestations of scholarly activity that can be demonstrated in a variety of ways. The nature of acceptable public manifestation of scholarly activity appropriate to a given discipline will be determined by the faculty of each department in cooperation with the department head, the appropriate dean, the Vice-President for Academic Affairs, and the President of the University.
3. Teacher-scholars must be involved in service to the University and in discipline-related service to their professions and/or the public. Some faculty and units having particular discipline-related links to schools, agencies, business, and industry will have special opportunities and responsibilities to provide public service, within the scope of the University's mission and priorities.

#### H. Organizational Structure and Function

Priorities for Action: The University must improve the efficiency and effectiveness of its organizational structure and function by taking the following actions:

1. Develop and incorporate mechanisms for ensuring that faculty, staff, and students have appropriate opportunities to influence decision making.
2. Review the various units and departments that deal with potentially duplicative or overlapping activities or topics and realign or coordinate as appropriate.
3. Review the need for greater central coordination of campus-wide activities and areas such as telecommunication/information technology, alumni relations, development, and public information.
4. Clarify the organizational relationship of the Community College to the University.
5. Review the manifold assignment of (sometimes incompatible) responsibilities of units to a single administrative office (e.g., the Graduate College Dean's responsibilities for graduate education, continuing education, and extended campus; the number of offices and units reporting to Office of the Vice President for Academic Affairs).
6. Improve communications throughout the University by reviewing the current information flow, including newsletter production, and consider ways to improve and consolidate through, for example, the increased use of electronic and voice mail.

**DRAFT**  
DEC 1 1990

7. Define and communicate a more crisply articulated image for the University to the public.
8. Develop and implement a continuing and comprehensive strategic planning process for the University, including provisions for both annual updates and intensive reviews of strategic plans on a regular schedule (e.g., every five years).

## V. STRATEGIC DIRECTIONS

The Western XXI Strategic Planning process offers the University an unprecedented opportunity for renewal, innovation, and heightened awareness of its traditions, aspirations, and strategic directions. From this awareness flows an institutional commitment to continue to develop, not necessarily in size but certainly in academic maturity and quality, and to guide this evolution according to shared purposes reflected in the University's vision for the future.

These strategic directions for Western Kentucky University are based on reaffirmations of its traditional strengths but with the recognition that those strengths must be reconceptualized in boldly creative ways to meet the challenges, opportunities, and obligations that the future holds for the institution and its graduates in the twenty-first century.

The key components of these focused strategic directions may be described as follows:

### \*\* TEACHING AND LEARNING

First and last, Western Kentucky University is a center of excellence in teaching and learning. This primary mission, the institution's reason for existence, will broadly inform the University's priorities and imperatives.

Excellence in teaching and learning will be emphasized in all programs. The University will maintain its strong traditional commitment to providing high-quality undergraduate education and will focus its efforts to improve all programs in this fundamental instructional area. Special attention will be given to ensuring the centrality of a core of liberal arts and sciences that forms the undergraduate basis of any career preparation and is essential to the formation of aware and productive members of society who have developed fully their individual potentials. This core will be central to a vigorous, coherent general education component and will maintain a significant position in the baccalaureate degree offerings as well. In addition, the University will offer selected programs that prepare students for entry into specific careers; such programs will be of high quality, require university-level study, and will meet demonstrable societal needs. The University will seek to develop new programs as appropriate in response to needs of students and society.

The University will continue to offer and to develop graduate programs, for the inherent value of advanced study, for the intellectual enrichment such programs contribute to undergraduate study, and for their contributions to society at large. Special emphasis will be given to strengthening selected

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DEC 1 1990

programs to positions of acknowledged prominence based on centrality to the University's strategic vision, quality, and/or capacity for responding to pressing social or educational needs, particularly in this region. As feasible and appropriate, the University will develop new graduate programs consistent with these aims.

Vital and innovative approaches to teaching all subject matters will include activities that relate the field of study to practical experience and promote students' critical thinking, communication capabilities, environmental awareness, and global perspectives. Such an ambitious educational agenda can be realized through the utilization of full-time teacher-scholars, faculty members who are committed to effective, innovative teaching and who are active in research, scholarly and creative activity, and professional service in their fields. Additionally, the quality of all instructional programs will be monitored through a system of faculty evaluation. Improvement in this area will be provided through faculty reward systems and through other supports, such as the teaching and learning center. Another facet of monitoring for quality, which will also respond to current trends in accreditation, will be the development of outcomes assessments for academic programs and support services.

Concomitant with this initiative, and closely related to it, the University will aggressively consolidate its role as state leader in educational reform and as nationally recognized center for excellence in the professional theory and practice of teaching and learning. The University will pioneer a unified institutional approach to teacher preparation that involves every possible department and program in proactive and cooperative ways. Thus, responding to clear state and national imperatives, the University will harmonize the sometimes conflicting demands of subject matter and pedagogy.

In recognition that valuable learning must also take place beyond the classroom, the University will provide for a vibrant social, cultural, and intellectual setting which supports and enhances the innovative instructional programs. Some activities in this area (such as lectures, exhibits, concerts, student organizations, and residence hall programs) may be expressly designed to extend the intellectual and cultural reach of students and to promote the value of lifelong learning; others may be aimed at developing citizenship through the promotion of social and organizational skills, empowerment techniques, and leadership potential; still others may be designed to build a sense of community that is supportive yet encourages exchange and diversity.

For additional areas of focus support and extend the primary teaching and learning strategic direction.

#### \*\* COMMUNICATION

All areas of the University will promote effective oral and written communication. In particular, proficiency in communication will be a characteristic of all University graduates. In order to carry out its missions and programs effectively, the University must continue to develop its communications systems, including first-rate telecommunications equipment and networking (internal and external), computers, and the array of technically sophisticated resources that will be required to support teaching, learning,

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DEC 1 1990

and other activities. In the broadest sense, the communication emphasis will include the entire University as an information system, in which the various technologies and human resources, as well as the important library resources, will play important roles.

**\*\* ECONOMIC DEVELOPMENT**

The University continues to recognize in its programs and priorities its public service obligations to the region and the state. In particular, the University will seek to promote the economic development of its wider service area by providing appropriate programs and expertise for business, industry, and government. These service activities, many of which will be of a technological nature, will focus on promoting the fullest possible development of local resources and meeting economic and business needs. In keeping with the University's teaching and learning thrust, emphasis will be given to programs that provide opportunities for basic or applied research by students and faculty. In view of the University's limited resources, its economic development activities must be supported in large part by appropriate external sources.

**\*\* DIVERSITY**

The University is committed to ensuring that its population of students, faculty, staff, and administration reflects a healthy human diversity. To that end, it will develop and implement a proactive program in order to recruit and retain this diverse population. The University reaffirms its commitment to affirmative action principles in its employment practices.

**\*\* ACCESS**

The University remains committed to providing a high-quality teaching and learning environment for a wide segment of high school graduates, community college transfer students, minority students, and nontraditional, and place-bound students, as well as for graduate students in selected programs. This commitment to access constitutes the University's most basic and vital contribution to the economic development of a region and a state that has suffered from pronounced educational disadvantages. Educational access will, where appropriate, be facilitated by the University's telecommunications system.

**VI. ACADEMIC PROGRAM AND SUPPORT SERVICES RECOMMENDATIONS**

The strategic planning model adopted by Western Kentucky University includes the development of recommendations about the future roles of all academic departments and support services (academic support, student services, administrative services). These recommendations are based on the assumption, inherent in the strategic planning process, that an important part of articulating clear strategic directions for the University in the future is a sharpened programmatic and service focus. Practically speaking, the University is faced with acknowledged financial constraints, and therefore must operate within limits (while seeking additional resources) and set priorities in all areas of its operations.



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DEC 1 1990

Total implementation of programmatic and service recommendations cannot take place immediately; therefore, decisions about when and how to implement must be left to administrative officers. Programmatic needs and opportunities will be reassessed periodically through the strategic planning system, and new directions or emphases may naturally emerge in response to changes in the University or in the larger society.

#### A. Baccalaureate Program Recommendations

The following chart summarizes the Western XXI recommendations concerning baccalaureate degree programs at the University. The recommendation terms are as follows:

**Prominent:** Programs which because of their strength, potentials, or importance to WKU's future are accorded high priority in institutional planning.

**Essential:** Programs which are essential to WKU. Each program in this category should be directed to strive for excellence.

**Desirable:** Programs which WKU desires to offer as resources permit.

**Nonessential:** Programs which are recommended for phase out or suspension. No admissions will be accepted until further notice.

#### General Issues Raised by the Baccalaureate Recommendations

The academic degree program recommendations reflect the Western XXI strategic direction of maintaining a significant core of liberal arts and sciences programs while at the same time recognizing the University's continuing role in preparing students for entry into specific careers. Both types of programs are necessary ingredients for a balanced program mix that will serve well the diverse needs of the University's students. Furthermore, the presence of both types of programs at the University can be mutually invigorating and beneficial for students and faculty. Although all programs must be cost efficient, career-preparation programs must be strictly reviewed to ensure that they are meeting demonstrable needs at reasonable costs.

The University's commitment to the liberal arts and sciences does not imply that all liberal arts degree programs are of equal importance in the strategic priorities of this institution at this time. The recommendations about degree programs are, thus, in no way to be confused with assessments of the importance or value of individual disciplines or areas of study. Some liberal arts and sciences programs will contribute to the University's strategic directions primarily through offering general education and other service courses.

In accordance with the Western XXI strategic directions, the recommendation of "prominent" for selected teacher education programs is based on the premise that the preparation of teachers must truly become a University-wide function. The Departments of Teacher Education and Educational Leadership as well as the College of Education and Behavioral

DEC 12 1990

**DRAFT**  
DEC 1 1990

Sciences, while continuing to serve as the leading units in this area, must initiate efforts to ensure broader and more meaningful institutional involvement in the preparation of teachers and school administrators. More than that, these units should exercise leadership at the state level to bring about changes in certification requirements that will foster the synthesis of pedagogy and subject matter. At the same time, academic departments that provide instruction in subject matters relevant to teacher preparation must develop creative and challenging courses and programs that respond to the needs of teachers and school administrators in light of the Kentucky educational reform movement.

Since health as a larger social issue is certainly of increasing importance, the University should position its health care academic programs for potential strategic initiatives during the coming decade. This important area will require detailed study to accomplish this objective.

Improvements in programs in the various categories may be effected not only through University financial allocations but through other means and supports as well, some of which may not entail additional funds. Improvements may also come through internal adjustment and redistributions. Departments and individual programs may also have opportunities to attract external resources and should be encouraged to do so.

**DRAFT**

DEC 1 1990

**BACCALAUREATE ACADEMIC PROGRAMS\*****PROMINENT**

Programs which because of their strength, potential, or importance to WKU's future are accorded high priority in institutional planning.

Accounting  
Economics  
Elementary Ed.  
History  
Middle School Ed.  
Photojournalism  
Print Journalism  
Psychology  
Recombinant Genetics  
Secondary Ed.

**ESSENTIAL**

Programs which are essential to WKU. Each program in this category should be directed to strive for excellence.

Advertising  
Agriculture  
Art  
Biology  
Broadcasting  
Chemistry  
Computer Science  
Corporate and Organizational Communication  
Engineering Technology  
English  
Exceptional Children  
Finance  
General Studies  
Geography  
Geology  
Government  
Health Care Admin.  
Industrial Technology  
Management  
Management Information Systems  
Marketing  
Mass Communication  
Mathematics  
Medical Technology  
Modern Languages  
Music  
Nursing  
Philosophy  
Physical Education  
Physics  
Public Relations  
Religious Studies  
Sociology  
Speech  
Theatre and Dance

**DESIRABLE**

Programs which WKU desires to offer as long as resources permit.

Anthropology  
Business Ed.  
Communication Disorders  
Community Health  
Dental Hygiene  
Dietetics  
Health Education  
Home Economics Ed.  
Industrial Arts Ed.  
Institutional Admin.  
Interior Design  
Library Media Ed.  
Recreation  
Social Work  
Textiles & Clothing  
Vocational-Industrial and Technical  
Teacher Ed.

**NONESSENTIAL**

Programs which are recommended for phase-out or suspension. No admissions will be accepted until further notice.

Production Operation Management  
Psychobiology

\* The departmental citation includes all baccalaureate degree programs within that department, except where individual degree programs are cited separately as independent entities (e.g., Journalism programs are listed separately; History programs are considered as a unit).

DEC 12 1990

DRAFT  
DEC 1 1990

Notes Concerning Baccalaureate Program Recommendations

Advertising. Review for potential duplication with Marketing and Public Relations by fall, 1991. Review all journalism/professional communication programs to determine the University's most productive strategic direction in this important area.

Agriculture. Focus departmental activities and programs.

Art. Review potential duplication in graphics areas with Home Economics (Interior Design) and Industrial Technology.

Broadcasting. Review resource allocation, staffing, and program priorities in order to match program development to staffing resources. Review all journalism/professional communication programs to determine the University's most productive strategic direction in this important area.

Communication (all programs). Decrease reliance on part-time instructors; review resource allocation, staffing patterns, and program priorities in order to match program development to staffing resources. Review all journalism/professional communication programs to determine the University's most productive strategic direction in this important area.

Communication Disorders. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Dental Hygiene. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Diabetics. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Engineering Technology. Continue to develop closer ties with industry to promote economic development; closer cooperation also needed with Industrial Technology.

English. Decrease reliance on part-time instructors.

Finance/MIS. Strengthen the faculty; review potential overlap between MIS and Computer Science.

Health and Safety. Review multiplicity of programs and consolidate. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Home Economics and Family Living. Review multiplicity of programs and consolidate.

DEC 12 1990

**DRAFT**  
DEC 1 1990

Industrial Technology. Continue to develop closer ties with industry to promote economic development; closer cooperation also needed with Engineering Technology. Review potential duplication in graphics areas with Art and Home Economics.

Institutional Administration. Review leisure/hospitality programs to determine the University's strategic directions and costs/benefits in this potentially productive area.

Interior Design. Review possible merger of this program with another department; review potential duplication in graphics areas with Industrial Technology and Art.

Journalism. Review all journalism/professional communication programs to determine the University's most productive strategic direction in this important area.

Marketing. Review for potential duplication with Advertising and Public Relations by fall, 1991; review faculty sufficiency.

Mathematics. Decrease reliance on part-time instructors.

Medical Technology. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Nursing. Review all health care programs, including their organization, to set strategic directions for the University's most effective and efficient delivery of health care academic programs.

Psychology. Decrease reliance on part-time instructors.

Public Relations. Review for potential duplication with Advertising and Marketing by fall, 1991. Review all journalism/professional communication programs to determine the University's most productive strategic directions in this important area.

Recreation. Review leisure/hospitality programs to determine the University's strategic directions and costs/benefits in this potentially productive area.

Secondary Education . This is a teacher certification program, not a baccalaureate degree program. The professional education component of this program is recognized as prominent in the planning process; however, appropriate content areas must be integrated into the program in accordance with the University-wide approach to teacher education.

DRAFT

DEC 1 1990

## B. Graduate Program Recommendations

Graduate program recommendations are stated in the same terms used for baccalaureate program recommendations. While the Western XXI strategic vision clearly places emphasis on the maintenance and development of high-quality undergraduate programs, graduate education is also recognized as a vitally important component of the University's teaching and learning missions. Advanced study is inherently valuable from many perspectives, and here it will be particularly valued for its potential invigorating effects on undergraduate education.

General Recommendations

- The University should assume a leadership role in integrating study of subject matter with professional education in appropriate graduate programs. At the state level, this leadership should include initiatives to change certification requirements to reflect the importance of continuing education of teachers in subject matter as well as pedagogy, integrating those two important elements whenever possible. Institutionally, some fundamental changes in both subject matter graduate courses and professional education graduate courses will be necessary to effect this synthesis.
- The University should offer an innovative doctorate in education in recognition of its potential importance to school reform and the institution's strategic vision.
- Graduate programs are critically undersupported, particularly in assistantship numbers and stipends. Graduate assistantship stipends must be increased to a competitive level, and all who hold full assistantships should be granted scholarships to cover in-state, as well as out-of-state, tuition.
- The distribution of assistantships should be reviewed. Assistantships should be granted to academic programs for academic purposes. Assistantships should be distributed among more strategically viable programs in order to attract an appropriate critical mass of quality students. The allocation of assistantships to various miscellaneous offices is in need of special review in this regard. Also questioned is the practice of allocating a small number of assistantships to programs with a history of low enrollments.
- The basic conception as well as the assignments and workloads of graduate assistantships should be reviewed. It should be clear that assistantships are granted first and foremost for the educational advancement of the student, not for the purposes of providing inexpensive labor for instruction or faculty research. Duties assigned assistants should be consistent with their educational programs (not, e.g., mainly clerical work), and the workload and expectations for graduate assistants should be comparable across the University.
- In order to ensure high-quality teaching and learning, the preparation and assignment pattern of graduate teaching assistants must be upgraded. Teaching assistants should receive intensive training prior to their being assigned classes, drawing upon the resources of the teaching and learning center where appropriate. New, inexperienced teaching assistants should not be assigned to teach classes during the initial stages of their assistantships. Every effort should be made to integrate the assistants' teaching and study programs.

**DRAFT**

DEC 1 1990

**GRADUATE PROGRAMS\*****PROMINENT**

Programs which because of their strength, potential, or importance to WKU's future are accorded high priority in institutional planning.

Coal Chemistry Option  
Elementary Ed.  
Folk Studies  
Psychology  
School Admin.

**ESSENTIAL**

Programs which are essential to WKU. Each program in this category should be directed to strive for excellence.

Agriculture  
Biology  
Chemistry  
Communication  
Computer Science  
Economics  
English  
Exceptional Child Ed.  
Health  
History  
Mathematics  
Public Admin.  
School Counseling  
Secondary Ed.

**DESIRABLE**

Programs which WKU desires to offer as long as resources permit.

Communication Disorders  
Community Agency Counseling  
Geography  
Home Economics  
Humanities  
Library Science  
Music  
Physical Ed.  
Recreation  
Sociology  
Student Personnel Services

**NONESSENTIAL**

Programs which are recommended for phase-out or suspension. No admissions will be accepted until further notice.

Child Development/  
Family Living  
Master of Public Service (Counseling Option)

\* The departmental citation includes all graduate degree programs within that department, except where individual degree programs are cited separately as independent entities.

**DRAFT**  
DEC 1 1990

Notes Concerning Graduate Program Recommendations

Agriculture. Internal adjustments are needed to strengthen program within existing resources.

Business College. Review assistantship allocation to and within this college; assistantships should be directly related to graduate programs.

Coal Chemistry Option. This interdisciplinary area within the M.S. in Chemistry is selected for prominence.

Communication. Focus program within existing resources to improve quality.

Communication Disorders. Review this program in relation to the University's overall health care posture and the costs/benefits of attaining accreditation for this program.

Education Specialist Degree. Review the rationale of this degree in light of new educational reform initiatives.

Geography and Geology

Geography. Highlight the locational advantages of the cave and karst program.

City and Regional Planning. Because of small enrollment, serious consideration should be given to making this program an option within the M.S. in Geography.

Health. Review the multiplicity of options in this program; focus in terms of overall University health care posture.

Music. This program will be reviewed by spring, 1993.

Philosophy and Religion, Humanities. This program should be continued only if restructured.

School Administration. Focus on school administration programs in light of educational reform; improve overall program quality.

School Counseling. Counseling programs and courses seemingly have had the effect of displacing subject matter in teachers' post-baccalaureate study. Subject matter must be an important part of teachers' continuing education.

Secondary Education. This currently underutilized program has great potential value in bringing together professional education and subject matter study. Efforts should be made to upgrade this degree option and to make it a viable one in all appropriate certification areas.



**DRAFT**

DEC 1 1990

## C. Community College

The Community College, an area in transition, should become more focused and substantial in its identity and thrust. It should become the unit responsible for associate and certificate programs below the baccalaureate level, particularly for career-oriented programs in technology, business, and health. As part of the ongoing strategic planning process, priorities will be established for all programs at this level. The Community College should also continue to be the unit primarily responsible for providing developmental work for underprepared students.

The Community College must continue to be part of the University structure but at the same time it needs to disengage itself from reliance on University departmental resources, especially staffing resources. The move to establish Community College courses separate from University courses should be continued. The roles, status, and responsibilities of Community College faculty should be defined and made public.

## D. Recommendations Concerning Potential Academic Programs

As part of institutional planning, universities are encouraged by the Council on Higher Education (CHE) to speculate about program areas to be considered for future development. Such speculation assists both the institutions and the CHE in making plans for the needs of the Commonwealth. The following list includes such possible programs at the associate, baccalaureate, graduate levels, which have been identified during the strategic planning process. This list is not static; it is subject to modification. Additional potential areas and programs may be identified as part of the ongoing planning process.

## Potential Associate Degree Programs (Community College)

Associate of Science Degree, Health Care Programs (Pharmacy Technician, Physical Therapist, Lab Technician)  
 Associate of Science Degree, Paralegal Studies  
 Associate of Science Degree, Golf Course Management  
 Associate of Science Degree, Business Programs (Human Resources, Management, Marketing, Accounting, Transportation)

## Potential Baccalaureate Degree Programs

Bachelor of Arts Degree, Broadcast Journalism  
 Bachelor of Arts Degree, Preschool Education  
 Bachelor of Science Degree, Health Care Information Systems  
 Bachelor of Arts Degree, Modern Languages and Folklore  
 Bachelor of Arts Degree, Other Modern Languages (Japanese, Chinese)  
 Bachelor of Music Degree, Piano Pedagogy  
 Bachelor of Music Degree, Theory and Composition  
 Bachelor of Science Degree, Land Surveying  
 Bachelor of Science Degree, Architectural Engineering Technology  
 Bachelor of Science Degree, Health Care Program  
 Bachelor of Science Degree, Business and Technology

DRAFT

DEC 1 1990

Potential Graduate Programs

Doctor of Education Degree, Educational Leadership  
Master of Arts Degree, Accounting  
Master of Arts in Education Degree, Early Childhood Education  
Master of Science Degree, Environmental Science  
Master of Science Degree, Health Care Administration  
Master of Science Degree, Geology  
Master of Science Degree, Industrial Technology  
Master of Arts Degree, Liberal Studies  
Master of Science Degree, Gerontology  
Master of Science Degree, Instructional Technology

Reinstatement of Suspended Programs

Master of Business Administration (MBA)  
Master of Science Degree, Physics  
Master of Arts Degree, Spanish

DRAFT  
DEC 1 1990

### E. Support Services Recommendations

The following chart summarizes the Western XXI recommendations concerning all support areas and units at the University which were identified for analysis during the strategic planning process. The recommendation terms are as follows:

**To Be Enhanced:** Services which because of their importance to WKU's future are recommended for enhancement in the institutional planning process.

**Essential Services:** Services which are essential to WKU. Each service in this category should be directed to strive for excellence.

**Desirable Services:** Services which are desirable at WKU and are recommended for continuation as resources permit.

Some of the services and units are identified for review and are so indicated by (R). Discussion of the recommendations is included in the notes following the charts.

#### General Issues Concerning Support Services

Academic support services should support and reflect the priorities established for academic programs. Likewise, administrative services at every level exist to support and facilitate the mission and priorities of the University, especially the central mission of teaching and learning. Student services support the academic mission and programs of the University by providing some essential support services as well as various activities and functions that enrich student life. Related services in this area should be positioned in close proximity, both functionally and physically, to provide for ease of access and use by students. Athletics exists primarily for students, mainly by serving as a focal point for institutional identity and spirit. It serves in a similar fashion for alumni and other University supporters. Secondly, it provides entertainment for various constituencies both on and off campus.

Except for the Institute for Economic Development, various other institutes, centers, and grant operations are not included in these recommendations. In general, these activities should be consistent with the University's mission and priorities. In particular, grant activity that calls for University support should be reviewed carefully to ensure that it contributes meaningfully to the University strategic directions.

The University should seek additional extramural funding from grant agencies and other sources. Many academic departments, especially those with natural links to business, industry, and technological/scientific agencies, need to increase grant activities. The University must provide support and encouragement for faculty and staff in seeking grants. The University should use centers or institutes as vehicles to focus attention and to attract external funding.

**DRAFT**  
DEC 1 1990

**SUPPORT SERVICES**

**TO BE ENHANCED**

Services which because of their importance to WKU's future are recommended for enhancement in the institutional planning process.

Center for Teaching and Learning  
Faculty Research  
Libraries  
Minority Student Support Services  
Professional Development  
Telecommunications/Computing

**ESSENTIAL SERVICES**

Services which are essential to WKU. Each service in this category should be directed to strive for excellence.

Academic Advising and Retention (R)  
Accounts and Budgetary Control  
Admissions  
Alumni Affairs (R)  
Athletics (R)  
Bookstore (R)  
Budget and Planning  
Career Services Center (R)  
Center for Evening Programs and Nontraditional Students  
Counseling Services Center  
Development (R)  
Extended Campus  
Food Services (R)  
Honors  
Housing  
Institute for Economic Development  
International Programs  
Intramural and Recreational Sports  
Personnel Services  
Physical Plant  
Public Safety (R)  
Purchasing (R)  
Registrar  
Residence Life  
Sponsored Programs (R)  
Student Activities and Organizations (R)  
Student Financial Assistance (R)  
Student Health Services (R)  
Ticket Office (R)  
University Centers  
University Relations

**DESIRABLE SERVICES**

Services which are desirable at WKU and are recommended for continuation as resources permit.

Continuing Education (R)  
Correspondence Studies (R)  
Kentucky Museum

(R) Services which have been specifically identified for careful REVIEW. See notes on the following pages.

**DRAFT**

DEC 1 1990

Notes Concerning Support Services Recommendations

Academic Advising and Retention. In Academic Advising and Retention more attention needs to be given to continuing academic orientation and advisement, particularly in relation to students undecided about a major. There needs to be additional follow-up work for such students after initial registration. Indeed, most, if not all, freshman-level students could profit from programs that orient them to University life and academic possibilities. Student academic support offices (as well as those in Student Services) should be centrally located, accessible, and clearly identified. The Academic Advisement Center (currently in Cherry Hall) should be moved to a location in close proximity with other student services. (In some cases, the advisement load of faculty is so heavy that questions are raised about the quality of the advisement.)

Admissions. Needs here include greater coordination of various recruitment and scholarship programs at the University and investigation of the apparent high turnover rate among entry-level recruiters. Also questioned is the need for the Community College to run a separate admissions program at this stage of its development. Enrollment management functions should be located in this office. This unit must be moved to a more accessible location, and should be close to the Financial Aid Office.

Alumni Affairs. There is a pressing need for closer coordination of Alumni Affairs and Office of Development functions. This would promote more aggressive alumni-based development activities. The office needs to continue and expand its current efforts to identify alumni by academic programs. Also, attention should be given to nurturing relationships with different segments of alumni population, especially minorities.

Athletics. The drain on University resources in this area should be curtailed through a reduction in expenditures and/or an increase in revenues. The University should review its options in conference affiliation or independent status with respect to costs and benefits. In athletic programs as in other areas of the University, priorities must be established. Basketball, both men's and women's, should receive the main emphasis among the University's intercollegiate athletic programs and be appropriately funded. Review the role of the University Athletic Committee to ensure that it has sufficient opportunities for input and is composed of a representative cross-section of the University. Review the role of the Hilltopper Athletic Foundation, particularly in relation to the University's overall development organization and plan (See Office of Development).

Bookstore. As a support unit, the Bookstore should strive to provide students needed textbooks and other academic material at the most reasonable cost possible. Consideration should be given to opening the Bookstore at times convenient for nontraditional students and other special groups and campus visitors. This unit should be moved organizationally to an auxiliary services area in Student Affairs.

DEC 12 1990

DRAFT  
DEC 1 1990

Budget and Planning. The budget development process needs to be more orderly, with a reasonable schedule (especially for the turnaround-time for salary recommendations) and opportunities for communication and discussion among the various developmental levels. Consideration should be given to placing the Office of Institutional Research under the administrative purview of Budget and Planning.

Career Services Center. Review the placement functions of this unit. The Cooperative Education segment provides placement for students in that service, but concerns have been raised about overall placement efforts (as distinct from other career services). (Job placement will be increasingly important both from competitive and accountability perspectives.) The functions provided by this unit need to be in a more accessible location.

Center for Evening Programs and Nontraditional Students. Given the increasing presence and importance of nontraditional students, the University should focus, consolidate, and expand its various programs and efforts aimed at such students.

Continuing Education. This unit, which is to be moved to the Institute for Economic Development, is in need of clearer definition and perhaps a new title to reflect its functions and areas of responsibility. Currently, it appears to provide opportunities primarily for occupational training for a few clienteles (e.g., sheriffs, banking institute).

Correspondence Studies. Given the expansion in extended campus offerings, the need for this area is diminished. The need for a high school division of correspondence study is seriously questioned. This area should be reviewed in depth for its quality control and its costs. (The area should be a revenue-producer for the University.)

Counseling Services Center. Move the functions of this unit to a more accessible location.

Development. The need here is for aggressive development, coordination of development activities according to University priorities (with care taken that development activities are not over-centralized in operations), and substantive focus (clear objectives or themes) given to such activities. In view of the increasing importance and role of development functions, the personnel requirements of this unit should be reviewed. Review the roles of all fund-raising units in the total University development program. These units must be brought into close coordination with the University development program.

Extended Campus. The University's extended campus operations promote student access to higher education and therefore should be continued. However, the rapid growth of extended campus offerings leads to concerns about maintaining quality of academic and service functions. Clearly it is time for the University to reassess its extended campus operations (as is done in large part by the recent report of the Extended Campus Task Force) and to take

**DRAFT**  
DEC 1 1990

active steps to ensure the maintenance of programmatic quality before any further expansion is undertaken. Extended campus academic offerings should be held to reasonable standards of accountability (e.g., in such matters as class size) and faculty preparation consistent with the teacher-scholar concept. Telecommunications seem to offer possibilities for utilizing more on-campus faculty in extended campus courses. Also, focusing resources and efforts in a few centers, as is now being done to a large extent, promotes higher quality in programs and services and should, therefore, become the standard means of extended campus delivery. The University library has been responsive to the needs of extended campus students and faculty; however, here too concerns about both quality and cost-efficiency of this service have been raised.

Faculty Research Program. To promote the teacher-scholar concept, the funding for this area should be increased significantly to provide for additional summer faculty fellowships and faculty research grants. Move this function to the Office of the Dean of the Graduate College and Research.

Food Services. As a support unit, Food Services should seek to provide good, nutritious food for students at the lowest reasonable cost but should not be a drain on the University's limited resources. This area needs to investigate creative options in its menus, scheduling, and ambience, and it should manifest the University's commitment to ecologically-sound management by using reusable or recyclable material where possible. This unit should be moved to an auxiliary services area within Student Affairs. Furthermore, a thorough fiscal study of this unit should be undertaken, and consideration should be given to its privatization.

Honors Program. This program needs to be focused and developed. The University must attract, retain, and highlight outstanding students.

Housing. The University should address its serious deficiency in married student housing, a deficiency which has a negative impact on graduate students and potentially on nontraditional students as well.

International Programs and Projects. Given the increased attention to global awareness, this area is in need of development. It should continue to provide international student services and faculty programs but should review and refocus its activities to contribute more directly to the promotion of global awareness on campus. In order to accomplish this, it will need to establish a high-profile niche at the University. Concern is expressed about insufficient interaction between international and American students on campus, particularly in connection with academic programs.

Intramural and Recreational Sports. The new Health and Activities Building opening in 1992 will provide new opportunities for this unit.

Institute for Economic Development. This new and developing unit needs to clarify its mission and focus and communicate those clearly to the University community and the public. Service providers of this sort at the University should be revenue-producing. Decisions about their status should be related to their revenue productivity.

DRAFT  
DEC 1 1990

Kentucky Museum and Store. The Kentucky Museum has a distinctive place in the history of Western Kentucky University. Although not central to the University's mission, the Museum does play a noteworthy role in the community and the state. Therefore, the Museum should take steps to attract additional external funding to support its operations.

Libraries. The University libraries (main campus) are central academic supports and therefore must remain a high priority. The libraries should be part of the total communications/information system of the University. As a means of cost containment, the libraries may have to rely increasingly on telecommunications facilities and equipment to provide access to materials in other locations. Areas needing attention include the need for faster acquisition and cataloging of materials and clearer policies regarding acquisitions.

Minority Student Support Services. This unit will replace Black Student Recruitment and Black Student Retention and will be given organizational visibility. In order to carry out University initiatives in this area, increased resources will be needed.

Personnel Services. This office should take a leadership role in communicating a sense of purpose and value to the classified staff. The University's Affirmative Action officer should be established separately from this office and should receive the support and emphasis needed to conduct a proactive, successful Affirmative Action program. This unit must give continued attention to maintenance of fringe benefits.

Physical Plant. More attention in this area needs to be given to the maintenance of facilities, especially those used for teaching and research, and to preserving and enhancing the beauty of the campus. The campus needs to be made more "user-friendly" with a coordinated system of signs to identify buildings and offices.

Professional Development Program. Previously named Faculty Development, the new title reflects the broader mission of the program. More attention and resources should be given to professional development in an proactive program, which should include administrators, professional staff, and part-time instructors as well as regular full-time faculty. The teaching and learning center will contribute to this program in the future.

Public Safety. Review staffing needs of this unit in light of high incidence of overtime payment of current employees.

Purchasing. This unit is in need of comprehensive review and modification. Although it is charged with the difficult assignment of overseeing University purchasing in light of complex state regulations, the unit nonetheless must become more service-oriented, a problem-solving agency. The unit should provide clear, concise written summaries of relevant rules and regulations that apply to common transactions, and should clearly indicate which are state-imposed regulations and which are local "rules." Every attempt should be made to reduce the red tape involved in transactions and to provide for flexibility where possible so that needed and appropriate material can be



**DRAFT**  
DEC 1 1990

purchased in a timely fashion. Paperwork must be reduced through use of computer systems for transactions in this area. The print shop, too, needs streamlining in its operations and upgrading in its technical capabilities (unless feasibility studies show that private contractors should be used for more complex projects).

Sponsored Programs. Review the needs of this unit in light of the priority for action to increase external funding. Consider moving this unit organizationally to the administrative purview of the proposed Office of Dean of the Graduate College and Research.

Student Activities and Organizations. More resources will be needed to improve the intellectual, cultural, and social setting for students. Programs (particularly lectures, etc.) in this area should be supportive of the academic mission of the University. Review the fall-semester Greek rush and pledging schedule, particularly with respect to its impact on students' academic performance.

Student Financial Assistance. An external management review of this area is needed. Its functions, which involve both state and federal regulations, are complex; nevertheless, every effort should be made to reduce the red tape (and resultant student frustration) in this unit. This unit should be located in close proximity to and work in close harmony with the Admissions Office.

Student Health Service. While the University should provide basic, first-level health care for students, it must focus its services and activities in this area in order to contain costs. A thorough review of this unit is needed, including consideration of privatization for the provision of some or all health care service(s).

Telecommunication/Computing. To focus and direct the considerable resources needed for the major strategic direction in communications all components of the University's telecommunications services and systems (electronic media and computing) should be consolidated. The goal of this consolidated communications area will be to provide a first-rate communications infrastructure for the University's teaching, research, and service functions in the most efficient and cost-effective ways possible. Current units to be considered for inclusion in this proposed new consolidated area include Media Services, Public Radio and Television, Academic Computing and Research Services, and Computer and Informational Services. Also, units in charge of repair/technical services and telephones should be part of the consolidated unit.

Ticket Office. This unit needs computerization of its operations and linkage to other ticket outlets. Advertising on tickets should be investigated as a means of producing revenues. Consider moving this unit organizationally to Accounts and Budgetary Control.

University Relations. Focus news bureau operations to emphasize academic accomplishments of students and faculty and thus give added recognition to high quality in teaching and learning at the University. Streamline the process of academic news generation.

DEC 12 1990



WESTERN  
KENTUCKY  
UNIVERSITY

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Office of the President

December 12, 1990

MEMORANDUM

TO: Members of the Board of Regents

Mr. Joseph Iracane, Chair  
Mrs. Patsy Judd, Vice Chair  
Mr. Bobby R. Bartley  
Mr. Danny Butler  
Mr. Robert L. Chambless, Jr.  
Mr. Michael S. Colvin  
Dr. Eugene E. Evans  
Mr. Monnie L. Hankins  
Mr. Wendell K. Strode  
Mr. Fred L. Travis

FROM: Thomas C. Meredith, President 

SUBJECT: Western XXI Addendum

As a result of continued assessment of the draft of Western XXI dated December 1, 1990, I am recommending three changes in that draft. One change pertains to a baccalaureate program and two changes relate to graduate programs. The changes are as follows:

Baccalaureate Level

Move Social Work from Desirable to Essential.

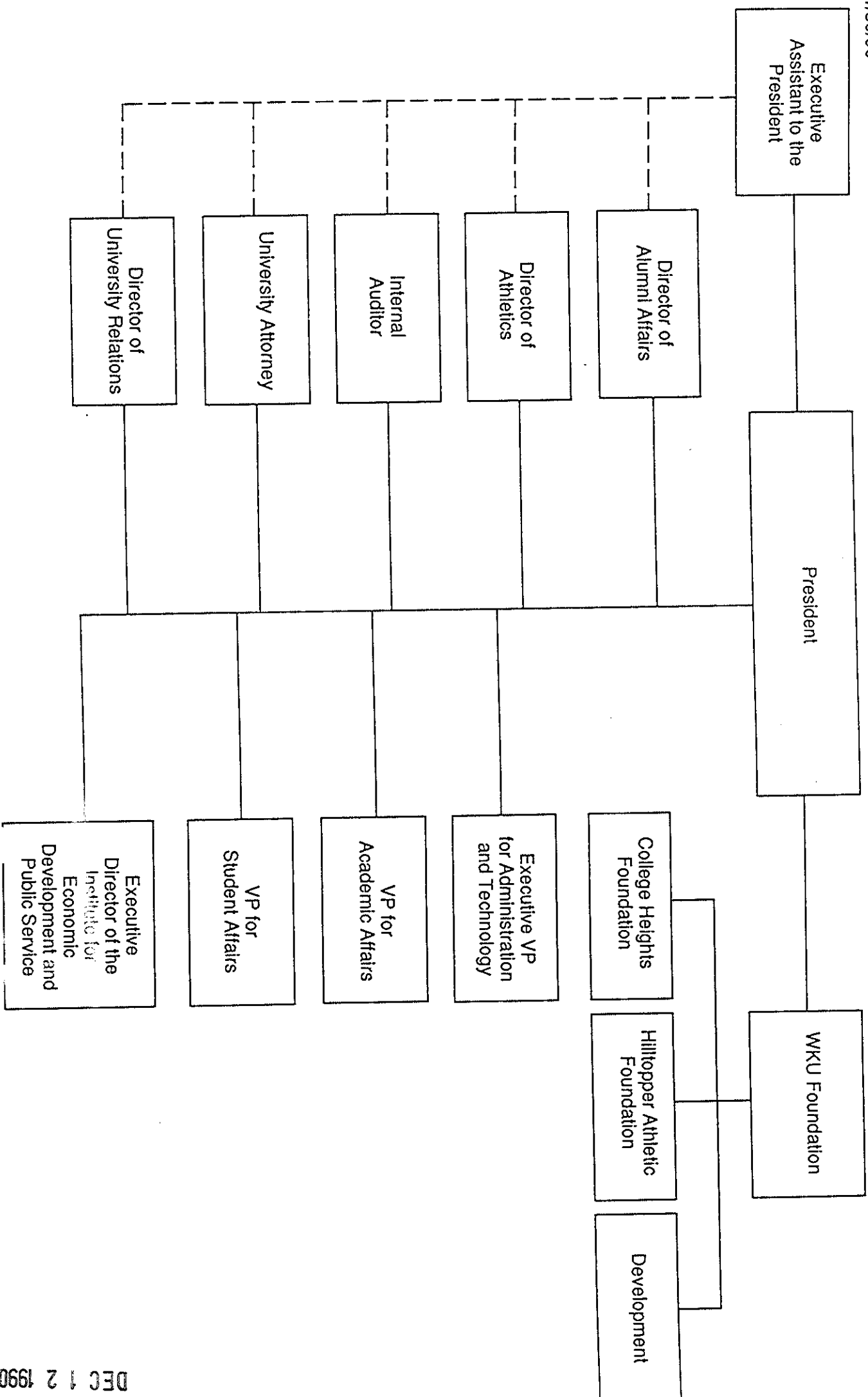
Master's Level

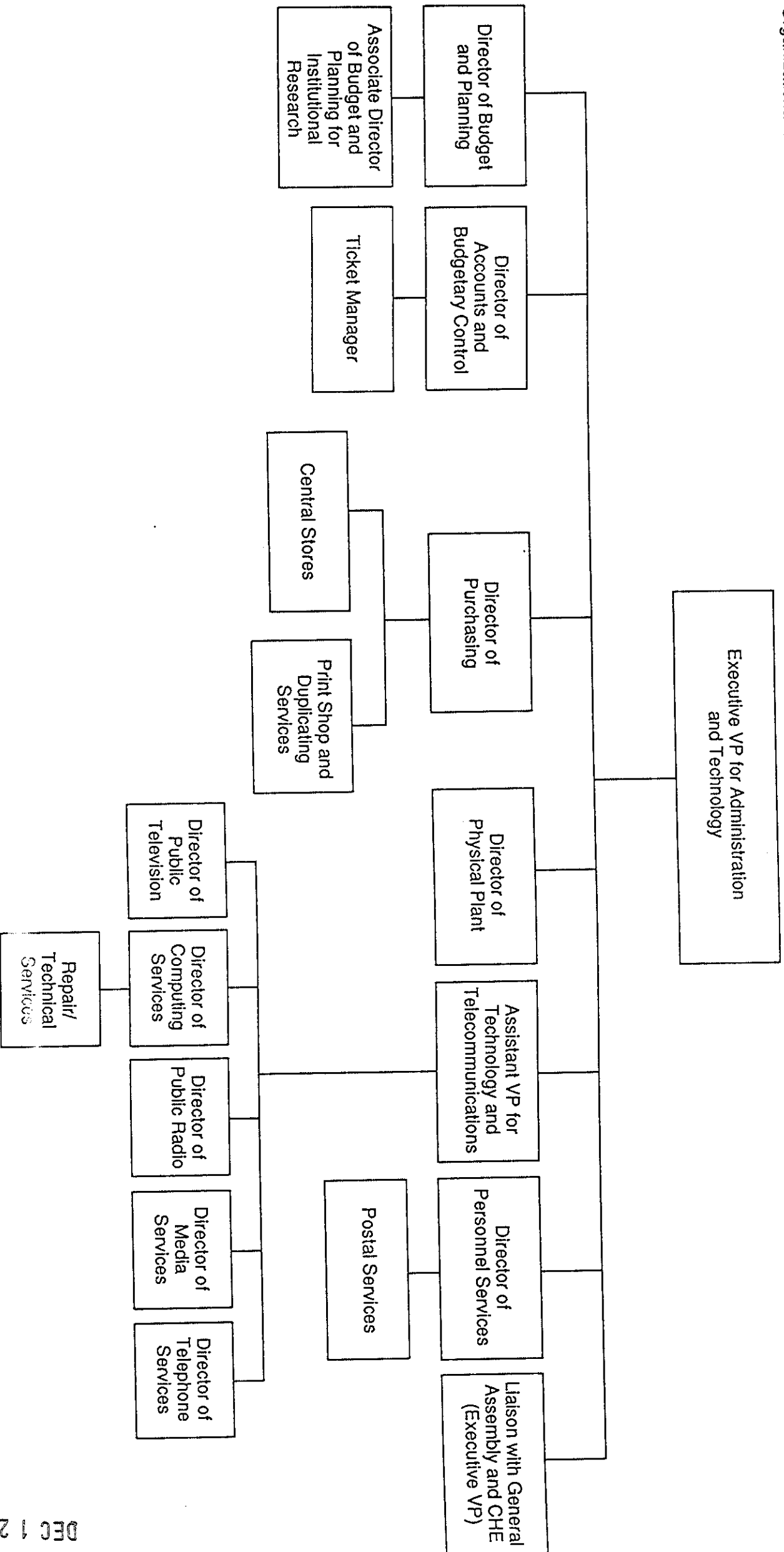
Move Geography from Desirable to Essential.  
Place City and Regional Planning in Desirable category.

I will be glad to address any questions you might have about these recommendations.

TCM:lf

*The Spirit Makes the Master*

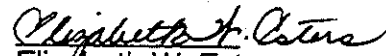


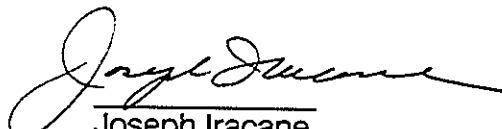


DEC 12 1990


### CERTIFICATION OF SECRETARY

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in a special meeting held on December 12, 1990, in the Regents Conference Room of the Wetherby Administration Building on the Western campus, and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, and 61.825 (enacted as Sections 2, 3, 4 and 5 of House Bill 100, 1974 Regular Session, General Assembly).

  
Elizabeth W. Esters  
Secretary

  
Joseph Iracane  
Chairman

January 31, 1991

  
Elizabeth W. Esters  
Secretary

January 31, 1991