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UA3/7/6 Summation of WKU Initiatives During Kern Alexander Administration

WKU President's Office - Alexander

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Kern Alexander
President
Western Kentucky University
Bowling Green, KY 42101

Dear Kern:

As your term as President of Western Kentucky University draws to a close, I believe it is important that a summation of Western's initiatives during the past two years be written and distributed to alumni, faculty, and friends of the University.

Perhaps it would be possible to have a special edition of our *Alumni News* devoted to the accomplishments which have been made during your administration. Specifically, I want to accentuate and detail those projects which will set forth the future direction of the institution.

Kern, I have enjoyed working with you, and I sincerely believe Western is a better institution because of the leadership you have provided as President. It is important to Western that the directions established by the Board and implemented during your administration be continued in the future and for this reason detailed documentation of each initiative is essential prior to your departure. Please call on me should you have questions.

Sincerely,

Joe Iracane
Chairman, Board of Regents

DR. ALEXANDER:

We want you to know that we appreciate your efforts and concerns for the students here at Western and across Kentucky.

There can never be a more student oriented President than you.

Thank you for everything and good luck in your future.

We will miss you!

THE ASSOCIATED STUDENT GOVERNMENT

Associated Student Government

ASG

Western Kentucky University

Library Telefacsimile System

Since Sept. 1987 the WKU Libraries have offered telefacsimile transmission of journal articles requested by extended campus students enrolled at the Glasgow and Owensboro Centers as part of an overall package of library services to off-campus students. The telefacsimile service makes it possible for these students to receive, almost instantly, copies of journal articles required for the preparation of class projects and papers without the expenditure of time and money to come to Bowling Green.

The telefacsimile library service is supplemented by other means of delivery (mail and a library-operated courier system) for those materials which cannot be expeditiously transmitted via telefacsimile (such as books). Since the service began, students in more than 100 south central Kentucky communities have received library materials through the University's extended campus library services program, either by courier, mail, or telefacsimile delivery. In addition, because their local community agencies cooperated so freely in this effort, teachers in the Owensboro City School System and patrons of the Mary Wood Weldon Memorial Public Library in Glasgow are benefiting from this service by receiving copies of library materials sent via telefacsimile. Other University units needing rapid transmission of documents have also used the library's telefacsimile service.

With the development of this range of extended campus library services, library support has become an integral part of the University's off-campus instructional program. Western is in the forefront of delivering library service to off-campus students and is receiving both state and national recognition. Success with the system and a commitment to electronic document transmission enabled Western library faculty to lead in the formation of a telefacsimile transmission network of the eight senior state institutions of higher education in Kentucky, which began operations in January 1988.

Asian Studies Center

Following the recommendation of President Alexander, the University's Board of Regents this spring authorized the establishment of an Asian Studies Center.

The Center has been designed to provide instruction in languages and socioeconomic and cultural affairs of Asian countries.

One of the first courses provided by the Center was an introductory course in Chinese, and additional courses will be scheduled in the future.

An Asian Studies Center building has been designated, located at 330 15th St., and the building is to be used to house the office of the Director, Mr. Jianliang Wang. The house will also provide temporary housing for Asian visitors.

Increasing involvement with universities and programs in the Far East is the reason for Western's taking the initiative in establishing the Asian Studies Center in Bowling Green.

The University currently has a minor in Asian Studies, and the University has administrative responsibility for a Consortium of 30 American universities which is working with the Liaoning Province and the Autonomous Region of Xinjiang to improve their educational systems.

Western also has signed agreements with several Chinese universities and schools to exchange faculty, students and research findings, and Western has established a cooperative graduate program with the Liaoning Department of Education.

The Shuttle Service

Parking is a problem of all growing universities and WKU is no exception.

The Big Red Shuttle service arrived on campus in October 1987 as a significant attempt on the part of President Alexander's administration to alleviate parking problems.

The shuttle accomplished its primary goal during the 1987-88 school year of providing an alternative to parking on campus with a total of 27,000 passengers and a weekly average of 1400 passengers.

The average number of cars in the shuttle parking lot daily was 110.

The shuttle originated in the Bowling Green Center parking lot, but it was found that the parking lot at the rear of the Bowling Green Mall was a more convenient location for students.

Plans are to consider expansion of the shuttle service to include other locations in the area.

"The service is great," reports Dr. Eugene Evans, professor of economics and faculty representative on the University's Board of Regents, who took advantage of the shuttle service almost daily.

Dr. Evans rode the shuttle "because I didn't want to get here (the campus) every day at 7:30 a.m. in order to get a parking space. Also, the shuttle was actually faster than if I drove myself.

"The driver was very congenial and we received expert service. At night, if your car was still there (in the parking lot) they'd look for you.

"And another thing," Evan added good humoredly: "if you kept real quiet, you'd learn a lot about the faculty at Western -- from the students," he said laughing. "I can tell some good stories about them," he joked.

Greek Row/Housing Project

Throughout the past ten years, the need for a Greek housing development has existed. It was not until Dr. Alexander's arrival, however, that serious administrative attention was directed toward this student life issue. The president encouraged the offices of student life, physical plant and housing to formulate a plan of action.

In June 1987, the architectural firm of Coltharp/Kerr was contracted to design a preliminary proposal locating the project on 15th St. Working with the various University offices, the firm designed a proposal which included the construction of six separate units that would house 40 students each. The design included a parking structure, complemented existing architecture, and used the entire 2.28 acres available including three privately owned properties which the University would have to purchase. The estimated cost of the project was \$5,886,000. This design was presented to the Board by Physical Plant Administrator Kemble Johnson in December 1987.

The preliminary plan suggests the University maintain ownership of the properties and engage in long-term usage leases with chapter housing corporations. Subject to state approval, the project will be financed by bonds, and during this past legislative session, bonding approval was granted.

Following a unanimous decision by the University's Board of Regents on Dec. 14, 1985, Western Kentucky University President Kern Alexander later appeared at a news conference to outline plans for his tenure as the school's seventh president.

"I am enthusiastic about Western's future," he told reporters. "We don't have to be in an era of limitations; we can expand, improve our programs! We can work with the public schools of Kentucky in bringing students through higher education, and we have a bright future."

At that news conference, Western's new president announced that one of the University's biggest challenges "is attracting good quality students and maintaining open access. Western was established to provide higher education and service to Kentucky."

Not only did he meet the challenge, but Kern Alexander met his goal during his 2 and 1/2-year tenure as president by increasing enrollment his first year by 8.9 percent, the largest percentage increase in the state of Kentucky. Enrollment continued to rise in the fall of 1987 by 10.3 percent.

During his administration, course offerings and programs were scrutinized and revitalized to meet the needs of the consumer -- the Western student. Extended campus classes were expanded, as were evening division classes. The non-traditional student, whose needs heretofore were overshadowed by the traditional 18 to 24 year-old student, was now a major consideration, and the Community College was established to meet the special needs of yet another population of student.

An enrollment management plan was implemented, and staff were hired to monitor recruitment and retention efforts. The student as a prime consideration of the Kern Alexander administration is also evidenced by "Niteclass," a campus hangout, which with design input from students themselves, became a reality.

It was a time of progress as well as a time of achievement, from establishment of the student hangout to a new lecture series to highlight Nobel Prize winners, from renewed Western traditions such as the Old Fashioned Fish Fry for school administrators and the

naming of an academic building in honor of Tate C. Page, the education dean revered by many, to establishment of a center in Glasgow to meet the demands of a large segment of the student population.

At his meeting before the University's faculty last fall, Alexander said "the University's continued growth indicates a need for this institution by the public. Western has experienced a revitalized image throughout Kentucky. Words to remember are aggressiveness and expansiveness, tempered with accommodation and genuine concern for the welfare of the students."

The following pages illustrate "The Kern Alexander administration: A Time of Progress."

While recognizing and valuing the long-held traditions of our University, Dr. Alexander has had the courage and foresight to share new visions for what Western can become. I am particularly delighted at his vision for helping students from all economic levels in Kentucky to see college as possible, and at his leadership efforts toward making that vision a reality. I respect his scholarship and his service orientation, and appreciate his valuing and encouraging teaching, scholarly production and service among faculty. In addition, I value his accessibility, his willingness to listen and respond to people.

Dr. Eula Ewing Monroe, professor, Teacher Education
Winner, 1988 University Faculty Award for Teaching

Dr. Kern Alexander is the leading elementary and secondary finance expert in the United States. In addition to being on the cutting edge in developing innovative methods for funding public education, both nationally and in Kentucky, he has also been the constant champion for underfunded school districts in numerous court cases. In leaving Western Kentucky University, he leaves behind him a void that will not be easy to fill.

Dr. John Brock, Kentucky Superintendent of Public
Instruction

I think Dr. Alexander's ability to run a school, to administer a university, is outstanding. I think he made great strides...working very hard with local school districts in encouraging young people to continue their educations...

Dr. David B. Gover, Superintendent
Hopkins County Schools

One of the major things President Alexander has done is change the whole attitude and orientation of the university--from a time when we were thinking primarily of simply trying to hold onto what we had, or perhaps even cutting back, to the idea that we can grow and

increase our services significantly in the years ahead--and not at the expense of quality at the same time. He has continued to have a concern about the quality of the institution as well as mere size.

Dr. Fred Murphy, WKU Faculty Senate Chair

Kern Alexander is the greatest president that I have served under anywhere. He found Western Kentucky University with a defeatist spirit, with declining enrollment and declining expectation, and he left it a university with rising enrollment and rising expectations--without any sacrifice of quality.

Dr. Ed Dorman, associate professor

Department of Physics and Astronomy

Dr. Alexander's administration has been great--from the standpoint that he has shown concern for the local school districts. He has always been very interested in promoting higher education in our high schools, and of course it has definitely shown up in Marshall County because the number of Western students attending Western now and prior to his administration has more than doubled. I am sorry Dr. Alexander is leaving Western because I think he has so much to offer to Kentucky. We have lost a great man in Kentucky education.

Reed Conder, Superintendent

Marshall County Schools

I think that Dr. Alexander was good for Western. I think he brought the personal touch back by sending people out to recruit in the schools. I think the enrollment shows this, and I think the pursuit of excellence and the ACT scores Kentucky students had this year substantiate this.

Everett G. (Red) Sanders, Superintendent

LaRue County Schools

We have been fortunate to have Dr. Alexander. We feel like far Western Kentucky has been appreciated by Western. Our principals who were visited by Western's staff members feel like they've had some input into what's going on, and Western picked up 15 to 20 percent more of our students than they have had in the past. I have served on committees with Dr. Alexander and I feel he knows more about school finance than anybody in the United States. He also has the ability to help all facets of education. We are fortunate to have had him in our state and I have watched him help us all grow. He was very much for higher education, but he didn't want anything to erode elementary and secondary education funding.

Bobby M. Buchanan, Superintendent

Ballard County High School

Housing Status Report

When enrollment goes up, residence hall rooms fill up, and therefore, campus housing has been tied to the enrollment growth of full-time students at Western.

To accommodate students in the fall of 1987, Florence Schneider and Potter Halls, formerly two residence halls, which had been converted to offices and continuing education, were partially reopened to take care of the overflow of students.

Housing officials report agreements for the coming fall semester also are up significantly, and they attribute this to students sending in their applications early in order to be assured a room.

During President Alexander's administration, the University requested and gained approval to sell revenue bonds for residence hall renovations, and new residence hall construction.

A preliminary study includes renovation of Potter Hall which would include additional rooms, and an additional \$6 million new construction project is estimated to add 300 beds in the future, as planning permits.

The proposed Greek Row/Housing project will also increase the campus residence hall capacity since many Greeks currently live in a campus residence hall.

General Studies Degree

In support of the educational needs of non-traditional students, President Alexander encouraged the development of a Bachelor of General Studies degree to provide an alternative for students wanting a non-specialized education. The new degree, which was initiated in the summer of 1986, became a reality this spring

In July 1986, a task force was established to explore the needs of non-traditional students. The task force reviewed similar degrees at institutions across the nation before developing a General Studies degree for Western. Recommendations were completed in March 1987 and the proposed program was forwarded to the Academic Council where it met with approval. The Bachelor of General Studies became official upon approval by Kentucky's Council on Higher Education.

To assure that the new degree met the needs of students desiring a non-specialized education, while maintaining standards set by the task force, Dr. Robert Haynes, vice president for academic affairs, appointed an oversight committee. Mary Ellen Miller, who also served on the task force, chairs the oversight committee which is presently reviewing degrees to establish guidelines. Dr. Elmer Gray, dean of the Graduate College and head of non-traditional programs, will supervise the degree program which will be initiated through the University Advising Center.

Approximately 20 students have already applied for the degree.

ADMINISTRATIVE REORGANIZATION

In May 1986, the University's Board of Regents approved a major administrative reorganization designed to streamline the functional areas typically defined as institutional advancement and student personnel services. The reorganization mainly impacted the division of administrative affairs and student affairs. As a part of the reorganization, there was some shifting of personnel, termination of positions, merging of positions, and realignment of positions. Dr. Paul Cook was elevated to the position of executive vice president for administrative affairs and Dr. Jerry Wilder was promoted to vice president for student affairs. The reorganization resulted in an administrative hierarchy that is conceptually sound, organizationally efficient, and cost effective. The reorganization consisted of the following:

Division of Administrative Affairs -- comprised of seven departments, to include: Budget and Planning, Alumni Affairs, Community Affairs and Special Events, Computer and Informational Services, Public Information, Athletics, and Development.

Division of Student Affairs -- comprised of eight departments, to include: Admissions, Student Financial Aid, Counseling Services Center, Health Services, Career Planning and Placement, Student Life, Housing, and Public Safety. The Student Life component is comprised of five departments, to include: Student Activities and Organizations, Academic Counseling and Retention, University Centers, Intramural and Recreational Sports, and Residence Life.

Among the personnel changes involved in the reorganization were the elimination of three positions, two entitled assistant dean, and one position entitled assistant to the dean; the creation of a new position entitled assistant to the vice president for student affairs for enrollment management; changing the title of one department head from dean of student affairs to dean of student life; and moving the Student Financial Aid Office from Business Affairs to Student Affairs.

The Evening and Weekend Division

While the University has offered a wide range of courses in the evenings for many years, in 1986 President Alexander expanded the course offerings at night and on weekends.

Under the leadership of Dr. Kyle Wallace, director, the Evening and Weekend Division increased its offerings each semester, and last spring served 4,833 students from the University's total enrollment of 12,827 or 37.6 percent.

Many of these students, according to Dr. Ronnie Sutton, dean of scholastic development, take only night classes, and some are full-time. Most, however, are part-time students.

Of last spring's number, 3,897 were undergraduate students and 936 were graduate students.

For another way of looking at it, during the 1988 spring semester, 290 sections were taught on campus in the evening with 5,744 course enrollments for an average class size of 19.8 students. An additional 2,300 students were enrolled off campus mostly at night 239 sections for a total of 3,747 course registrations.

"The significance is that more than 7,000 of Western's 12,827 students are taking one or more night classes either on or off campus," Sutton says.

SOCIETY IS RE-ESTABLISHED AS WILLIAM E BIVIN FORENSICS SOCIETY

WKU's Forensics Society was re-established in 1988, and included in its revival was the naming of the society. The University's Board of Regents has designated the group as the William E. Bivin Forensics Society in honor of the University's attorney, who died in September, 1987.

Bivin was an active member of WKU's debate team during his college years at Western, and he served as president of the Congress Debating Club in 1953. He also won the University's Ogden Oratorical Contest that same year.

In its first year, the debate team competed in tournaments in Kentucky and in a national competition in Virginia, and plans are to host a competition at WKU next year.

WKU Acquires New Stadium Lights

While the lighting of L. T. Smith Stadium was an item of conversation for several years, Hilltopper Football Coach Dave Roberts began to push the idea and seek financial commitments for the project in 1986. The Hilltopper Athletic Foundation Board of Directors accepted the lighting project as its No. 1 priority.

The Lighting Steering Committee raised funds and pledges sufficient to support the Hilltopper Athletic Athletic Foundation's commitment of \$168,948.83. Additional labor and materials were donated and time and materials were provided by the University.

The completed project was received as a gift from the Hilltopper Athletic Foundation to WKU. The benefits of night football and soccer were immediate. The soccer team first used the stadium lights for a match with Evansville that drew approximately 1500 spectators. The first football game with Murray State drew a full house of 19,500 and the second game the next weekend had 16,500 in attendance. As important was the crowd enthusiasm and excitement generated by pre-game activities and the lights. "There's no question that the players were motivated by the support and came from behind to win both games," said Athletics Director Jimmy Feix. This momentum and confidence carried the team through the season to an outstanding 7-3 record and our first invitation as a I-AA team to the NCAA championship play-offs.

The positive conversation heard in the community in anticipation of four 7 p.m. and one 5:30 p.m. kickoffs during the 1988 season reflects enthusiasm and support for the football program that will certainly be manifested in increased season and single ticket sales as well as an increase in student attendance for the 1988 home schedule.

Joint Doctoral Program

Western's experience in joint doctoral programs through 1985 was limited to a few programs with the universities of Kentucky and Louisville. The UK program involves certain areas of education and the UL program involves aquatic biology and fossil fuel chemistry.

Two years ago efforts were initiated to explore additional joint doctoral programs. These developments are at various stages. Southern Illinois University-Carbondale and Western share much similarity in development and mission. A memorandum of agreement with SIU-C is nearing acceptance, permitting potential cooperation in several areas. Program development are being pursued between several departments of the two institutions. Peabody College-Vanderbilt University and Western share proximity of location and a strong interest in cooperative doctoral programs in educational leadership and higher education. A statement of agreement between PC-VU and Western is at an advanced stage of development. The University of Alabama-Tuscaloosa and Western have mutual interests in joint doctoral programs in counseling and educational psychology. Several joint meetings of faculty and administrators have been held. Tennessee State University -Nashville and Western have common interests in doctoral studies in child development and family living. Although the TSU program has not been finalized, some students are benefitting from the joint concept.

It is anticipated that some of these new joint programs will be functioning by fall semester of this year. This added dimension to Western's graduate program will bring significant benefits to Western and its students and to the educational and economic development of the region.

Old Fashioned Fish Fry

A 50-year tradition which had been discontinued due to budgetary problems and administrative priorities was reinstated in the summer of 1986. A firm stand which placed service to public schools as a major directive was taken which clearly demonstrated a redirection of priorities at Western Kentucky University. Over the years, the "Fish Fry" served as a valuable forum for the exchange of ideas regarding the public schools, as well as an important social occasion for school administrators and Western faculty. The return of the annual event was received in an extremely positive fashion by the public school administrators.

More than 200 public school administrators representing 56 school districts, as well as representatives from the Kentucky Department of Education, the Kentucky Association of Public School Administrators, the Kentucky Education Association and other key organizations, attended the "new" Old Fashioned Fish Fry in the last two years. Comments received, as well as informal evaluations by committee members, indicate that the Fish Fry has again begun to serve as a valuable tool to facilitate relations between Western and the public schools.

PROGRAMS ADDED

1986

Multidisciplinary Minor in Gerontology, Department of Psychology

Bachelor of Science in Electro-Mechanical Engineering with an

Automotive Option, Department of Industrial and Engineering Technology

Bachelor of Science in Recombinant Genetics, Department of Biology

Rank I Program In Reading Education, Department of Teacher Education

Writing Option under Major in English, Department of English

Minor in Criminology, Department of Sociology, Anthropology, and Social
Work

Minor in Environmental Studies, Department of Industrial and Engineering
Technology

1987

Bachelor of Science in Dental Hygiene, Department of Allied Health

Bachelor of General Studies, Area of Continuing Education

PROGRAMS DROPPED

1986

Minor in Secretarial Science, Department of Administrative Office
Systems

1987

B.A. in Commercial Art, Department of Art

Western Kentucky University
 Capital Improvements for the Period
 1983, 1984, 1985

<u>Project</u>	<u>Source of Funds</u>		<u>Total Funds</u>
	<u>State Appropriation</u>	<u>University Funds</u>	
Boiler Repair	\$100,000	\$ -0-	\$100,000
Remodel Garrett Conference Center for Journalism	-0-	195,000	195,000
Cherry Hall Roof	85,000	36,100	121,000
Thompson Complex North Wing Roof	112,800	22,000	134,800
Academic Athletic Building #2 Structural Repairs	123,900	16,100	140,000
Grise Hall Precast Panel Repair	60,000	-0-	60,000
Firemans Emergency Service for Elevators	119,900	3,200	123,100
Cherry Hall and Collonade Cleaning and Repair	122,600	-0-	122,600
Agriculture Mechanization Lab	-0-	74,200	74,200
Horse Barn	-0-	19,400	19,400
South Hall Roof	-0-	54,800	54,800
West Hall Roof	-0-	53,300	53,300
Downing Center Lower Deck Roof	<u>-0-</u>	<u>72,200</u>	<u>72,000</u>
TOTALS	\$724,200	\$546,300	\$1,270,500

Western Kentucky University
 Capital Improvements for the Period
 1986, 1987, 1988

<u>Project</u>	<u>Bond Funds</u>	<u>Source of Funds</u>		<u>Total Funds</u>
		<u>State Appropriation</u>	<u>University Funds</u>	
Academic Athletic Bldg. #1 Roof	\$ 330,000	- 0 -	\$ -0-	\$ 330,000
Academic Athletic Bldg. #2 Structural Repairs	200,000	- 0 -	-0-	220,000
Replacement of Air Conditioners	880,000	- 0 -	-0-	880,000
Asbestos Abatement	360,000	- 0 -	40,000	400,000
Chemistry Laboratory Renovation	1,430,000	- 0 -	-0-	1,430,000
Coal Boiler Replacement	978,000	- 0 -	-0-	978,000
Downing Center Roof	162,000	- 0 -	63,000	225,000
Science and Technology Roof	180,000	- 0 -	-0-	180,000
Humidity Control in Library and Fine Arts Center	445,000	- 0 -	-0-	455,000
Instructional Equipment Pool	900,000	- 0 -	-0-	900,000
Jones Jagers Roof	155,000	- 0 -	-0-	155,000
Life Safety Projects	500,000	- 0 -	-0-	500,000
Agricultural Multi-Purpose Bldg.	190,000	- 0 -	-0-	190,000
Underground Steam and Electrical Replacement	800,000	- 0 -	-0-	800,000
Diddle Arena Structural Repairs	-0-	- 0 -	78,500	78,500
Pearce Ford Tower Brick Repair	<u>-0-</u>	<u>-0-</u>	<u>100,000</u>	<u>100,000</u>
TOTALS	\$7,520,000	\$- 0 -	\$281,500	\$7,801,500

The Nobel Laureate Lecture Series

In 1987, the University added a new lecture series to its program offerings -- the Nobel Laureate Lecture Series.

The series was established by President Alexander for the purpose of bringing persons who have won the Nobel Prize to the campus for intellectual exchange among the speakers, students and faculty. Dr. David Greer, 1985 Nobel Prize winner for International Physicians for the Prevention of Nuclear War, was the first speaker. Others have been:

Dr. David H. Hubel, 1981 winner in physiology and medicine, Harvard University; James M. Buchanan, 1986 winner of the Nobel Memorial Prize in Economic Science, Center for Study of Public Choice, Fairfax, Va.; Dr. William N. Lipscomb Jr., 1986 winner in chemistry, Harvard University; and Adolfo Perez Esquivel, 1980 Nobel Laureate for his work as general coordinator of the Service for Peace and Justice in Latin America.

Extended Campus

When President Alexander arrived at WKU, he understood that at the national level, most recent growth in higher education was occurring among non-traditional students. Furthermore, he realized that Kentucky lagged in developing its non-traditional student resource.

For example, between 1975 and 1985, part-time student enrollment increased 44 percent nationally but only 24 percent in Kentucky. In proportion to its population, Kentucky has one of the largest reservoirs of non-traditional students. For many years, 40 percent of Kentucky high school graduates went directly to college, 60 percent entered the work force, thereby becoming potential non-traditional students.

Due to distance from the University, work schedules, family obligations, economic conditions, and other restrictions, these non-traditional students have not been able to pursue traditional on-campus educational programs. One of the Kentucky Council on Higher Education's strategies for higher education has been to provide accessible education for geographically immobile students. Based upon these indicators of need for non-traditional education, President Alexander requested a comprehensive plan for meeting the educational needs of the citizens in the University's primary service area. The resulting plan was presented to the Board of Regents in August 1986.

The Extended Campus Plan included provisions for serving the educational needs in Western's primary service area, consisting of 27 Central Kentucky counties. To administer the off-campus programs efficiently, the largely rural area was divided into four regions with each having a center where most courses and programs are offered. Each center has an administrative office. Each region will have an advisory committee.

The center concept has proven effective as evidenced by increased enrollments. Extended campus enrollments have steadily increased resulting in a 29 percent rise in credit hour enrollment between spring 1987 and 1988. Extended campus enrollment at the undergraduate level has approximately tripled during the past two years.

In the Glasgow region, extended campus enrollments have increased to approximately 800 students per semester, resulting in the opening of the Glasgow campus in spring 1988. This development permits Western to increase its ongoing extended campus offering in Glasgow to include all or portions of associate programs in banking, real estate, and nursing; bachelors programs in general studies, business, and education; and graduate programs in business and education. In addition, many noncredit seminars and programs are available to meet the needs of business/industry and professional groups.

Western has developed a successful dual-credit program in which outstanding high school juniors and seniors may receive both high school and college credit for advanced courses. Although the program is only two years old, it is attracting approximately 375 students per semester.

Considerable time and financial resources have been allocated to the development of an extended campus library system. The system includes an 800 toll-free number for students throughout our service area as well as telefax transmission and library courier services to the Owensboro and Glasgow centers. A full-time extended campus librarian coordinates the program with the extended campus faculty.

Change in faculty attitude toward teaching off campus has been the major accomplishment in extended campus during the past two years. This attitude change has resulted from the recognition of the importance of service to the non-traditional students. This recognition has taken the form of increased financial incentives for off campus teaching and through the provision of recognition to the faculty members involved. Also, the public service aspect of extended campus teaching has become a factor contributing to meritorious reward.

In summary, the past two years have been Western's most productive in terms of recognizing and serving non-traditional students and we have a plan and direction for the future.

A MESSAGE TO ALUMNI AND FRIENDS OF
WESTERN KENTUCKY UNIVERSITY

Western has a rich and valued tradition, one in which all alumni and friends can take great pride. While we are justifiably proud of our past, our energy and efforts must be directed toward the future. Western is on the threshold of becoming a most significant institution of higher education. Now is the time to plan, prepare, and, indeed, establish our position among the institutions of higher education in Kentucky. I would like to share with you some of my thoughts about Western's future.

Implicit in all our endeavors must be an appreciation for the value of education and the understanding that it is through education that the economic fortunes of the Commonwealth will rise or fall. One pillar of the foundation on which Western has been built is a commitment to excellence in the expansion of learning. The record of Western's eighty years of service evidences the institution's success in providing high quality higher education programs. Western graduates have become leaders in the professions, government, education, and the business community, and many have been instrumental in shaping the nature and character of the Commonwealth and the nation. The other pillar on which Western is grounded is its unflinching commitment to making higher education available to all who have the ability and desire and dedication to advance themselves through higher education.

It is on these two pillars, excellence and access, that the tradition and heritage of Western have been built and on which its future will depend. With this in mind, the Board of Regents has fashioned a frame of reference on which to rely in establishing policy directions for the conduct of the University.

Foremost in our thoughts must be a rejection of complacency and an adoption of an expansive view of Western's role in the educational system of Kentucky. Narrowness of perspective, limitation of aspiration, and parochialism must be forthwith and forever rejected.

The history of education in Kentucky has taught only too well that advancement does not come easily nor without certain costs. As an institution, Western must be able to bear the brunt of adversity and overcome the inertia of the status quo if we are to materially contribute to the economic and social enhancement of the Commonwealth.

What are the pathways and guideposts for the policy initiatives which will contribute both to enhancement of excellence and the expansion of opportunity?

Western must squarely face the happy, but sometimes difficult, dilemma of growth. It is certain that the necessary educational advancement of the people of this region and the state cannot be brought to fruition without a dramatic increase in the enrollment at Western. It should be understood and accepted that such growth is in keeping with the nature of Western as a state university and that while increased size for size's sake is not a defensible goal, growth in the expansion of educational opportunity is a most laudable goal. The realization of our goal to bring the benefits of higher education to more of our people could well entail Western's becoming a university of major dimensions by the mid-to-late 1990s. Such growth will necessitate careful planning in anticipation of changing programmatic and financial needs.

Orderly processes for growth require that we must assess our current initiatives and priorities.

Every academic program and every administrative unit must be reviewed in terms of its contributions to Western's future. Because our resources are limited, we must use our funds wisely and in the most productive manner possible. We must free resources from marginal programs in order to initiate new programs and strengthen those areas which truly make a difference. We must take advantage of planned program budgeting strategies to bring about the greatest possible efficiency for every dollar spent. The budget must be planned in such a way to ensure that expenditures are consistent with the new directions of the University.

Western must, too, make concerted effort to provide service to the community, region, and state. A university is a great storehouse of knowledge which when effectively

employed can be the catalyst by which economic and social welfare is advanced. It is our purpose that Western should reassert its present initiatives to extend its campus to all corners of its assigned region of the state. Special accommodations should be provided for nontraditional students who desire to attend school in the evenings and on weekends in order to reduce the hardships encountered by those who are not able to leave their jobs and community to pursue full-time education on distant residential campuses.

Western must extend graduate programs for those who wish to pursue terminal degrees. Our College of Education enjoys a national reputation with a faculty capable of directing doctoral level programs. We have an obligation to make advanced degrees available to professional educators in this region of the state so that it will no longer be necessary for them to attend other institutions at an extreme financial sacrifice. Kentucky cannot afford to continue to lose talented professional educators to neighboring states. It is time for Kentucky to authorize a third institution to award the doctoral degree, and there is no university more capable of fulfilling the need for advanced professional education than Western Kentucky University.

There is also an obligation for additional educational opportunities in professional engineering for young Kentuckians. Because there is not an engineering school in this geographical area of the state, many young people presently leave their communities in pursuit of an engineering program or settle for a program other than their first choice. Because of the strength of our science college and because of the ever expanding industrial base in this section of the state, Western should seek approval for a department or school of engineering. Our students and our economy will greatly benefit by such an important addition to the educational programs available at Western.

Western must recruit and retain quality faculty and students in order to enhance its standing as an institution of excellence. In any organization it is people who make the difference. The Board of Regents is committed to securing the best possible leadership for the

the University. The Board will support the leadership of the institution in moving Western in a progressive and positive direction.

We are not motivated by our interest in so-called empire building at the expense of other institutions of learning. Experience tells us, however, that when an institution ceases to grow and progress, it begins to decay. Our mission is to bring higher education to those who need it and want it but cannot have it unless we take the initiative of making it available to them.

Finally, I would say that Western is not merely a physical place of learning--it is much more by virtue of its unique heritage. It has become a symbol of educational opportunity, an institution that fosters the ideal of expansion of education for the common good. It is by this ideal that Western is known and revered, and it is by this ideal that Western will progress to the future.

Joseph Iracane
Chairman, Board of Regents
Western Kentucky University

STRATEGIC PLANNING AT WESTERN KENTUCKY UNIVERSITY

Western's most recent comprehensive planning report covers the years 1976-1980. Recently, activity has been initiated to update that report and to consolidate the strategic planning on campus into a single comprehensive document.

Unified planning documents for educational institutions generally incorporate the reports for five discrete areas: A *program plan*, a *financial plan*, a *capital plan*, a *land use plan*, and a *computer plan*. Within each of these five areas, the plan generally addresses five possible applications of significant activities: *continuation* of present activity, *improvement* of quality in existing activity, *expansion* of service or direction in existing activity, *development* of new activity, or the *reduction-elimination* of an activity.

Any useful planning activity must analyze availability of required resources in personnel, current operating funds, equipment, library support, computer support, and physical space.

The element of time plays a major role in planning activities. Any organization and its various components must direct their planning into what appears to be appropriate time lines.

Finally, but perhaps most important, strategic planning differs from older types of long range planning because of its very strong focus on the *external environmental factors* which impinge so heavily on organizational direction. One of the most important foci in strategic planning concerns the planners' assessment of the needs and resources of the society external to the organization. Obviously, with a public educational institution such as Western whose entire mission is to recognize and serve the needs of its constituents, the external environmental factor of strategic planning assumes gigantic proportions.

Although Western's most recent single planning document is dated, planning has continued and does continue throughout the University. Western has strategic plans for each of the four colleges and each academic department within the colleges. Academic Affairs continues to work in developing these plans and in coordinating financial resource allocation

toward implementation of those plans. Recently, the University has begun an activity to update and consolidate its current plans in the five areas mentioned above. Each unit was asked to identify specific programmatic changes which it anticipated during the years 1989-1995. These data are being collected and assembled in preparation for the updating of the entire University plan.

Various University moves in recent months reflect the environmental facet of strategic planning. Our efforts in extended campus, student enrollment growth, establishment of resource centers for groups such as public schools, local business, and local government reflect enactment of Western's plans to meet the needs of its mission area

Canadian Studies

Canada and the United States are each other's largest trading partners, a fact that is neither widely known nor appreciated. Studies about Canada are very limited at all levels of education in the United States.

Mary Ellen Miller, associate professor of English, through her association with a Canadian poetry journal, became aware of a need for Canadian Studies at Western. She surveyed faculty and found many who teach courses that have small portions relating to Canada. Several faculty were willing to serve on a Canadian Studies committee which was formed in 1985.

Representatives from the Canadian Consulate office in Cleveland, Ohio, visited campus to meet with the committee and offer suggestions and resources for implementing a Canadian Studies program. The consulate arranged for a gift of books to WKU's library with a value of approximately \$2500.

First projects were summer workshops for elementary school teachers held during the summers of 1985 and 1986.

In October 1986, Homecoming week events had an "Oh Canada! Oh Kentucky!" theme and several seminars and cultural events were held. U.S. Ambassador to Canada, and Kentucky native Thomas Niles kicked off the week's activities. Representatives from corporations participated in discussions and 300 elementary school students came to campus to view Canadian films.

The Canada Council and English Department sponsored a visit by Canadian poet Bronwen Wallace in Sept. 1987, and more than 200 people attended the reading at the Kentucky Building.

The committee held an interdisciplinary seminar during the spring 1986 semester as a pilot for "Introduction to Canadian Studies." During the spring 1987 semester Dr. Conrad

Moore, geography, coordinated the first Canadian Studies course offered on campus. Now Canadian studies are incorporated into a number of classes on campus.

Several faculty members have been awarded grants by the federal or provincial governments to study specifically Canadian topics.

Working with the City of Bowling Green, the committee helped secure a Sister City arrangement between Bowling Green and Peterborough, Ontario and delegation from Peterborough visited in May.

'Niteclass' Opens On Campus

In his efforts to make students a top priority, President Alexander wished to establish a center where Western students could unwind Monday through Saturday nights.

Thus, Niteclass was added to the curriculum. The nightclub hangout, which opened Homecoming 1987 Weekend, is a culmination of a project that involved nearly every facet of the University -- particularly the students themselves who heralded President Alexander's idea.

Student committees studied every aspect of the project, including sound, lighting, food and public relations. The committees were challenged to come up with a wish list of what they wanted in their campus hangout.

The result was an attractive nightclub which offers music and dancing, food and non-alcoholic beverages, a six-foot-by-six foot television screen and an atmosphere that blends the past and present. Niteclass beckons students from the Russellville Road side of Downing University Center, and over the entrance a red neon Niteclass logo welcomes visitors.

Inside, the solid oak bar, stained glass, tiffany lamps and antique decor accent the old. A state-of-the-art sound system, synchronized lighting and parquet dance floor that is reflected in wall-length mirrors, reflect the spirit of the new.

Entertainment is provided, and programming this past year was coordinated by Manager Brooks Walthall, a graduate student from Conway, Ark

Western's food services provide food, and Food Services Director Louis Cook and his staff provide popular items such as non-alcoholic strawberry daiquiris and other exotic drinks, plus nachos, buffalo wings and the Niteclass hamburger, Western's answer to White Castles.

President Alexander's Niteclass has become a popular recruiting tool also, providing an inviting atmosphere to students on campus tours. The big-screen TV is often used to show campus videos for visitors and their families.

Lee Murray, director of university centers, says of Niteclass: "Everybody has taken a lot of pride in it...it's a first-class place."

CENTER FOR LOCAL GOVERNMENT SERVICES ENHANCES TOWN AND GOWN' RELATIONSHIP

Town and Gown efforts were further enhanced between Western Kentucky University and local governments this spring when the Center for Local Government Services was established April 1.

Since its inception, Western Kentucky University has taken considerable pride in the variety of services it has provided its surrounding market area. As a focal point for ideas and creativity, the University has been a catalyst for cultural, social, and economic development. While services and expertise have been provided to local governments, no specific mechanism has existed to direct and coordinate these important activities. The creation of the Center provides for this coordination and an expansion of services to the region.

Under the direction of Dr. Wayne Hoffman, head of the department of geography and geology, the Center was initiated in May when the University and Bowling Green and Warren County officials signed an agreement marking the University's commitment to provide consulting services for the revision of a Comprehensive Plan for Bowling Green and Warren County's government.

The ambitious plan, at a cost of \$289,000, involves 15 Western faculty members and student assistants, and will be a two-year project, and Western will advise planners regarding such areas as economic development, environmental areas, land use, housing, transportation, utilities, community facilities and preservation.

Specific purposes of the Center for Local Government Services include providing a single, centralized point of contact for persons to utilize the Center, provide coordination of University resources and provide direction and coordination of University efforts to develop support, both internal and external, for providing services to local governments, and serve as a "bridge" for increased and continuing cooperation between the University and its constituencies.

Of mutual benefit to Western and to the region will include a broader and stronger base of political support at the local level and within state government, greater public awareness of the University, opportunities for faculty and staff to interact with local officials and citizens in

engaging in current research and problem-solving, which will in turn enhance faculty professional development and quality of instruction across the campus, and opportunities for the University to make a greater contribution to the economic growth and development of the community, region and state. The Center will offer students practical experience through working with faculty involved in the many projects and services through the application of their studies by means of internships.

The Center is also conducting meetings about coordination of several major computer mapping projects that are being discussed by numerous public agencies in Bowling Green and Warren County, a project which could result in savings of hundreds of thousands of dollars and the creation of a major mapping facility at Western.

Also, the Center for Local Government Service has received a grant of \$44,000, entitled Barren River Plant Site Promotion, from the Barren River Area Development District to collect material supporting local government efforts to attract industry and business investments. The Center will develop, through the University's Division of Media Services, video presentations to support economic development in four counties in Kentucky.

WKYU-TV

WKU's public television station, WKYU-TV, is under construction with completion anticipated in late summer. The station will operate on channel 24 with a power of 400,000 watts serving a population of 224,000 within a 35-40 mile radius. The station's initial operating schedule will be noon to 10 p.m. daily.

The WKYU-TV programming emphasis will be college telecourses, general informational and cultural offerings, and a strong emphasis on local service with programs featuring people, places and events uniquely significant to residents of south central Kentucky. It will provide the first local public television service to southern Kentucky and only the second such local service in the state (WKPC-TV serves Louisville). An extensive schedule of educational offerings will enhance the educational opportunities in the region. Courses offered for college credit will be selected and administered through the existing extended campus administrative structure.

Programming will be obtained from several sources, including The Learning Channel, the Southern Educational Communications Association (SECA), the Interregional Programming Service, a cooperative of public stations nationwide and the Public Broadcasting Service (PBS). WKYU-TV will not duplicate the programming of the Kentucky Educational Television network. It will provide a complementary service, taking advantage of the wealth of programming, particularly telecourses and adult educational offerings available via satellite programming services. WKYU-TV will be the only television station licensed to and operated by a Kentucky university although 27 percent of public stations nationally are operated by higher education institutions.

The station's construction and operation will be financed through funds from the Corporation for Public Broadcasting in the form of a community service grant. WKYU-TV will automatically qualify for approximately \$300,000 in its first year of operation and significantly more in subsequent years.. These funds will provide payment for the lease

purchase of transmitting and related equipment and the incremental cost of programming, production, and other costs beyond the present resources in the Educational Television area.

WKYU-TV will prove to be a valuable educational and cultural resource to the university community and south central Kentucky and that such a television service is an appropriate means for a university to extend educational opportunity.

Western Gets a New Student Health and Activities Center

A long-awaited building to provide Western students with a much needed health and recreation facility was funded by the 1988 General Assembly. The building had been at the top of Western's priority list for well over a decade. The center will be Western's first new building since the Ivan Wilson Center for Fine Arts was completed in the early 1970s.

Even though the 1988 session of the Legislature was one of the financially tightest in years for higher education, Western officials were able to launch a successful campaign to whet legislative interest and promote support which provided debt funding for the large \$10 million facility.

Though Western is blessed with beautiful natural surroundings, the enjoyment of the campus by the students has suffered in recent years from a lack of informal recreational activity facilities. In the early 1960s when the E.A. Diddle Arena was built, the old gym was turned into a much-needed library. The prior and more necessary need for the library, though, deprived the campus of a secondary health, physical education and recreation building. Students in recent years have been very vocal in expressing their dissatisfaction with the quality of "student life" at Western and cite the need for more student life programming and facilities that will directly enhance their college experience and inspire student pride and enthusiasm. Students at Western have been greatly concerned about the institution's inability to provide adequate opportunities for health, fitness and the development of lifetime recreational and sports skills.

Because of this critical need, such a facility became a Western priority through six legislative sessions (12 years). The Board of Regents, through the persistence of Ronnie Clark, president of the Franklin Bank, and other members maintained this facility as a Western capital outlay priority. In January 1987, President Alexander orchestrated an effort to better enunciate the need for such a facility for the Council of Higher Education and the Kentucky General Assembly. Dr. Alexander asked Dr. Jerry Wilder, vice president for

student affairs, to prepare a proposal explaining the critical educational need for the facility. Dr. Wilder, working with Harry Largen, vice president of business affairs and an ad hoc committee comprised of faculty and staff members, formulated a 25-page proposal for a Student Health and Activity Center.

During the summer of 1987, the Office of Public Information prepared and published an attractive brochure depicting the need for the facility. During the summer and fall of 1987, the Office of Alumni Affairs executed an aggressive lobbying effort across the state to promote the need for the facility. State legislators, alumni of Western, members of the Council on Higher Education, members of the Governor's staff, and others were contacted regarding the need for the facility.

During the spring of 1988, the Council on Higher Education submitted its budget to the Governor and, for the first time, included in its budget a request for funding of the Student Health and Activity Center at Western. The Governor's Office rejected the request. The onus for the funding of the building fell on the shoulders of the local legislators, Dr. Nick Kafoglis, Jody Richards and Billy Ray Smith. Through their support and assistance the effort was successful and the facility was authorized in the appropriations bill. The Governor signed the budget which authorized Western to sell \$10 million in Consolidated Educational Buildings Revenue Bonds to fund the construction costs of the facility. Western is expected to pay one-half of the debt service on the facility and the state will pay the remaining one-half during the second year of the 1988-90 biennium. After the first year all financing will be paid by the state. Construction should begin in the summer of 1989.

The tentative plans for the building include a human performance laboratory which will facilitate instructional and research opportunities related to human development, sports, and wellness-related activities.

The proposed facility will include a :

- *main activities or gymnasium area;
 - *activity room with hardwood floor;
 - *combative room with matted floor;
 - *weight and physical fitness training room;
 - *aerobics and dance area;
 - *handball and racquetball courts;
 - *gymnastics room;
 - *indoor jogging track;
 - *human performance laboratory;
 - *human motor development laboratory;
 - *sports medicine laboratory;
 - *50-meter competitive swimming pool and diving well;
 - *adapted gymnasium for handicapped programs;
 - *multi-purpose dance area;
 - *administrative area;
 - *locker rooms;
 - *game room;
 - *storage room; and
- an
- *equipment issue room.

Western on the Move:
Enrollment Growth at Western

In 1985, Western was in the vortex of a downward spiral of enrollment which had severely hampered the vitality of the University. Other universities in Kentucky, though not to the same extensive degree, had experienced declines as well. In a five-year period, the enrollment at Western had fallen by 2,700 students and no reversal was in sight. Potter Hall was empty, Schneider Hall was not being used for student housing, and dorm rooms throughout the campus which were built to accommodate two students were being occupied by only one. The gloomy situation was made worse by the statewide statistics which showed a continuing decline in the number of high school graduates across Kentucky.

The Board of Regents sought a remedy and President Alexander proposed and implemented a new Enrollment Management Plan. As part of this response, President Alexander called for immediately awarding Dorm Scholarships to be given based on recommendation of the local school district principal or superintendent and certain other academic and need criteria. The President likened the situation to the airline industry, he said. "When a jumbo jet takes off with half its seats vacant, efficiency is diminished; likewise in higher education, when the school year begins with many dorm rooms vacant, the institution is not cost efficient. It is obviously inefficient because it is not collecting housing fees, but more importantly, it is inefficient because of the waste of human capital, uneducated youth of Kentucky."

The Dorm Scholarships and other parts of the new Enrollment Management Plan resulted in a complete reversal of the enrollment decline by fall 1986. Later, by fall 1987, other state universities in Kentucky had followed Western's lead, using several of the same initiatives, and had begun to increase their own enrollments as well.

In addition to the Dorm Scholarships, the Enrollment Management Plan consisted of several initiatives including:

- *expansion of professional staff in the office of admissions;
- *more involvement of the entire University family in recruitment activities;
- *significant increase in the funding for academic scholarships;
- *staff and faculty visits to approximately 300 high schools throughout the state of Kentucky;
- *several alumni and University-hosted receptions throughout the university service region; and
- *student phon-o-thons to prospective students.

In 1986, President Alexander appointed a University-wide steering committee for enrollment management; formed University task forces on marketing, recruitment, retention, and research; and formed college-wide committees on enrollment management. These efforts were coordinated by Dr. Jerry Wilder, vice president for student affairs, Anne Murray, assistant to the vice president for student affairs, and Cheryl Chambless, director of admissions.

Alumni affairs, under Director Jim Richards, and admissions began to coordinate their efforts in student recruitment through the enrollment management office. For the first time, community receptions were held for student recruitment and involved alumni as an integral part of the planning and hosting of these events. In addition, faculty and staff from all areas of the University were involved in these multi-county receptions. In 1986-87, University personnel, alumni, and students hosted receptions in Henderson, Louisville, Burkesville, Taylorsville, and Bowling Green. In 1987-88, the reception sites were expanded to include Paducah, Owensboro (fall and spring), Louisville, Henderson, Glasgow, Elizabethtown, Bowling Green, and Nashville, Tenn. More than 44,000 high school juniors and seniors and their families received invitations to these events.

During the first two years of enrollment management, faculty and staff have continued their visits to selected secondary school principals and counselors on behalf of President Alexander. These 300-plus visits were budgeted through and coordinated by the enrollment management office.

During 1987-88, Anne Murray, the enrollment manager, initiated meetings with academic departments to provide consulting on departmental marketing, recruitment, retention, and research issues. These meetings led to numerous collaborations between enrollment management and academic departments and colleges. Several special events were held for high school students and teachers in conjunction with academic competitions. One such initiative was in Ogden College which planned and implemented its first annual Career Exposition.

Because of these efforts, Western's enrollment during the fall semesters of 1986 and 1987 increased in head count by approximately 8.9 followed by 10.3 percent. Western's enrollment of first-time freshmen was up approximately 18 percent for the 1986 fall semester and 22 percent for the 1987 fall semester (see charts). Western had the largest freshman class in the state during the fall of 1987. The dramatic increase in enrollment has been viewed very positively by the faculty at WKU, the Board of Regents, and alumni.

The response from local school districts was even more enthusiastic, as one school superintendent, Bobby Buchanan, Ballard County, from far western Kentucky, recently commented:

"We have been fortunate to have Dr. Alexander. We feel like far Western Kentucky has been appreciated by Western. Our principals who were visited by Western's staff members feel like they've had some input into what's going on, and Western picked up 15 to 20 percent more of our students than they have had in the past. I have served on committees with Dr. Alexander and I feel he knows more about school finance than anybody in the United States. He also has the ability to help all facets of education. We are fortunate to have had him in our

state and I have watched him help us all grow. He was very much for higher education, but he didn't want anything to erode elementary and secondary education funding."

The prospects for the future at Western look very bright. In keeping with Dr. Alexander's vision of Western as a major university with 20,000 students, the enrollment for the fall of 1988 will be the largest in the school's history. To date the largest enrollment has been 13,532 in the late 1970's, but this will be exceeded in September 1988 when the figure will rise near the 14,000 enrollment mark.

THE
COMMUNITY COLLEGE
OF
WESTERN KENTUCKY UNIVERSITY

The Community College of Western Kentucky University was established in May 1986, to expand post-high school educational opportunities in the community and region through associate degree, diploma and certificate programs.

The objectives of the Community College are:

*To offer career-oriented associate degree programs designed to prepare students for immediate technical or semi-professional employment.

*To offer the first two years of a baccalaureate program for those who are either not prepared for University study or desire to attend a small college.

*To offer remedial and developmental education.

*To offer a program of continuing and adult education not available through the University.

WKU has 17 associate degree programs and two certificate programs currently available through the Community College. These are available through four divisions: Business Division, General Studies Division, Health Division and Technology Division. In addition, the Community College has developed a new Academic Enrichment Program designed to meet the individual needs of students with either low ACT scores, low high school grades, or those not meeting the University's pre-college curriculum requirements. The benefits of the AEP program are more individual attention and smaller classes.

During the 1986 summer session and fall semester, planning and intensive preparation were made for offering courses for the first time during the 1987 spring semester. The semester enrollment is summarized below and includes the three semesters the Community College has been in existence:

*1987 Spring Semester: A total of 148 students enrolled in the Community College. This included 260 course registrations for a total of 762 credit hours. The average course load per student was 5.1 credit hours. The number of students registered full-time was 18.

*1987 Fall Semester: The total head-count enrollment for the 1987 fall semester was 518 students. This included 96 full-time students. The average credit-hour load per student was slightly above 7 semester hours.

*1988 Spring Semester: There were 609 students enrolled in the Community College during the 1988 spring semester. The average course load per student was 7.3 semester hours. A total of 160 students were enrolled full-time. The 609 students had 1,825 course enrollments. The largest number of students enrolled were pursuing associate degree programs in the Business Division and in the General Studies Division

Welcome Home Western: A Return to Glasgow

The flags were flying in Glasgow, emblazoned with large red and white letters, reading "Welcome Home Western."

It was Sunday, Feb. 7, and it was the culmination of "Glasgow Campus Week," to celebrate the opening of the Glasgow Center of Western Kentucky University.

This is how it all started:

"The proportion of Kentucky high school graduates who go directly to college fluctuates around 40 percent--one of the lowest for any state in the nation," reported Dr. Elmer Gray, the dean of Western's Graduate College who coordinates the University's non-traditional programs. Dr. Gray presented a report to the University's Board of Regents in August 1986 that indicated "For Western's primary service area, especially the greater Glasgow region, the college going rate of high school graduates is even lower than the state average. Thus, many working adults have no college experience and are unable to enroll in traditional college programs.

"Economic development committees in the Glasgow area have consistently identified the absence of public higher education facilities as the number one limitation in attracting new businesses and industries," Dr. Gray reported, adding "Business and industrial leaders demand higher educational opportunities for their employees and technical knowledge for their operations. Linkages between education and business/industry are projected to become even more important in the future."

The expressed community needs were heard by Western President Alexander who had pledged from the beginning of his administration support for the non-traditional student.

Western opened the Glasgow Campus in the spring 1988. This development permits Western to increase its ongoing extended campus offering in Glasgow to include major portions of associate programs in banking, real estate, and nursing; bachelors programs in general studies, business and education; and graduate programs in business and education. In

addition, many non-credit seminars and programs are available to meet the needs of business/industry and professional groups.

Glasgow is an economic center for more than 100,000 persons. The Western Glasgow Campus will provide services to specific area counties, including Adair, Allen, Barren, Clinton, Cumberland, Metcalfe, Monroe, and Russell. "The presence of accessible educational opportunities and services will enhance the economic level of this region, and meeting needs in the greater Glasgow region represents a substantial part of Western's mission," Dr. Gray said.

Glasgow citizens and business leaders alike lauded Western's plan.

"I think it (WKU Glasgow Center) has given new life to Glasgow. For years and years we have hoped to have higher education in our community," said Lois Gray. "This is the first real step in that direction. We are absolutely thrilled."

Rogers Wells Sr. of Glasgow seconded Mrs. Gray's remarks:

"It's going to mean so much to our community, and to the people here who for one reason or another can't go away and get an education. It's going to help this area develop. I just can't say enough about the Glasgow Center and about President Alexander's efforts here. He's one of us, you know, one of our kind of people. He knows our area so well."

And Robert Lessenberry Sr., said,

"The happening of the Glasgow campus was the long-awaited answer to a great need. I think that need has been proven with the increase in enrollment over the past semester, and I am advised that the course offerings will perhaps double next year."

"President Alexander, you and the Regents of Western have dared to take this brave, forthcoming step to make quality higher education more and more available to many who would have passed the opportunity--or deferred it until it was too late. This move on your part was not without criticism, but the proof of your wisdom is right here, at hand...Certainly no objective supporter of expanded opportunities for higher education for Kentucky's successive generations can ignore this remarkable fact. Kentucky's Advocates

Higher Education should stand and cheer you!" said Gen. Russell E. Dougherty, former commander-in-chief of the Strategic Air Command, a man of countless military distinctions, now a practicing attorney in McLean, Va. who described that Sunday, Feb. 7, officially opening the Glasgow Center, as "a homecoming experience filled with nostalgia and appreciation" in a keynote address acknowledging the opening of Western Kentucky University at Glasgow.

In the special ceremonies at the Liberty Street campus, Dougherty, a Glasgow native, lit a flame of enthusiasm that spread like wildfire through the crowd of some 700 persons who had gathered for the 2 p.m. opening.

Red towels, draped over every chair in the house, became banners, and supporters and skeptics alike caught the festive spirit of that clear, crisp, frosty Sunday.

President Alexander capped the program by cutting the ribbon signifying WKU at Glasgow was official and, believe it or not, atop a hill right in the middle of town.

Dougherty's remarks served to defuse any apprehensions about the program's success that may have lurked following negative reactions among some media since the announcement last November by WKU about the Glasgow campus. However, no advertising gimmick, publicity campaign nor media event could ever equal what was real and true. WKU's best trump to override any doom seekers was a fact pulled from Western's history that proved the campus at Glasgow was really nothing new.

"The Greeks believed in a cycle of theory of history; history repeats itself. The opening of the Western campus in Glasgow may indicate that they were right, for Western's history actually began here in Glasgow," Dr. Lowell Harrison, university historian, told Rotary Club members there earlier in the week. "Glasgow Campus Week"

Harrison revealed that Western's roots began with the Glasgow Normal School in 1876. Facilities became a problem due to immediate enrollments, and "Bowling Green offered inducements," Harrison reported. Thus unfolded the start of Western's true beginnings of Glasgow.

Logos then became obvious, and the red and white banners sprang up overnight waving up and down Glasgow streets.

Activities of "Glasgow Campus Week" in February included receptions, luncheons and performances by WKU student musicians, all culminating in the Sunday program which was attended by former Kentucky Gov. Louis B. Nunn, area legislators and educational and civic leaders from across Kentucky.

Other projects have emerged also.

The Glasgow Business and Professional Women's club has kicked off a fund drive to raise \$100,000 by Sept. 1 to be used for library resources at the campus in Glasgow.

The organization made an initial contribution of \$5,000 toward the drive in January and is working with other organizations in the surrounding area, including Allen, Cumberland, Edmonson, Hart, Metcalfe and Monroe counties, in the fundraising effort. At press time, the group was fast approaching its goal.

"What you are doing is right on target," Dougherty told President Kern Alexander in closing his remarks in Glasgow.

Quoting an anonymous author, Western's guest speaker described Kentuckians as: "proud, brave, traditional, serious in politics, deeply religious, spinners of tall tales, and hospitable."

"Brave, yes; spirited, yes; sensitive, yes; but well educated, worldly, intellectually equipped to be the pioneers of the 21st century? No!" Dougherty bellowed.

"That is not our image, and we must respond to that serious educational omission or we will not be prepared to cope with an increasingly demanding, complex future..."

"I think the most important thing that is represented here today is that my university and my town have created a dynamic influence of events to make a basic degree-granting college experience far more available to our children.

"You are bringing together the best of those things that I have treasured--and that others who experience them will also treasure--proud family and solid community roots, coupled with fertile, rich intellectual soil in which to make them grow and flourish."

Robert Penn Warren Center

Western's Center for Robert Penn Warren Studies began with a conversation between President Alexander and Ron Sheffer, an alumnus and former member of the Board of Regents. Upon further inquiry with writer Joy Bale Boone of Elkton, President Alexander suggested that Western buy Warren's birthplace in Guthrie and turn it into a center for Warren studies. After Guthrie residents decided to restore the birthplace, the newly-formed Robert Penn Warren Committee began plans for such a center on the campus. The Center is now located in Cherry Hall adjacent to the English department offices, and English department head Joe Millichap will be its coordinator.

The Center will coordinate academic activities honoring the nation's first poet-laureate, Kentucky native Robert Penn Warren. These activities will include the awarding of the University's highest undergraduate scholarship and graduate fellowship both of which will be named in Warren's honor. The 1988 recipients of these awards, Debbie Lasiter, a graduate of Butler County High School, and LaNita Kirby, a graduate of Western's English department, were announced at the inaugural lecture marking Warren's 83rd birthday April 24. The author's daughter Rosanna Warren, a poet and scholar in her own right, presented the first reading in what will become an annual series. Mary Ellen Miller of the English faculty coordinated the event.

The Warren Center will contain Warren books, papers, and memorabilia, and will provide a place for lectures, seminars, and publications honoring the poet laureate. For example, Western's English department presented a team-taught seminar on Warren in the 1988 spring semester under the direction of Professor Will Fridy. These activities will become an enduring tribute to Robert Penn Warren's literary accomplishments and an important resource for generations of Kentucky students. Warren is the only American to win Pulitzer Prizes for both poetry and fiction.

Robert Penn Warren is himself an exemplar of the finest traditions of the humanities. As a southern "Renaissance Man," he has written history, philosophy, and criticism as well as novels, poems, and plays. his texts and their ideas will be the center's subjects, and his methodology, the "New Criticism," will shape its critical questions and answers. Western's center is uniquely positioned to accomplish this dialogue, because Robert Penn Warren is a writer firmly rooted in place, our place in western Kentucky. In a sense his works exists in a tension between his youth in the Commonwealth and his fame in the world, so we should be able to appreciate and interpret his contributions in a very special way.

College of Education Building is Renamed Tate C. Page Hall

Following a recommendation by President Alexander at its regular meeting in February, the University's Board of Regents voted to rename the College of Education Building as Tate C. Page Hall in honor of the former dean of the college. In special ceremonies Friday, June 17 at the Old Fashioned Fish Fry for Kentucky school leaders, a new sign indicating Tate C. Page Hall was unveiled before an audience of 400 state school leaders, Western faculty and staff.

Dr. Page, known affectionately by many as "Piney," concluded his lengthy and distinguished tenure as WKU's dean of the College of Education in 1973. He joined Western's faculty as professor of education in 1956. He subsequently became head of the department of education and in 1966 was named dean of the college.

Dr. Page, who died in 1984, was noted for his interest in people and for his support of elementary and secondary education.

Noting that Dr. Page's relationship with school districts served as a model for him, President Alexander read excerpts of letters from superintendents, principals and other school personnel regarding the influence of Dr. Page on people in education in Kentucky:

"Dr. Page was friend and adviser to many school boards and administrators from the western most part of Kentucky to the Big Sandy. His influence was felt from the board room to the classroom."

"Dr. Page was a driving force on the local education scene for decades and touched the lives of thousands of students who now are leaders throughout Kentucky."

"He is remembered endearingly and respectfully. His 'down home' philosophy created a practical approach to education which is frequently misplaced in our academic theoretical approach."

*"...He was one of the greatest 'people' persons I've ever known. He used the College of Education to serve the needs of people instead of molding all people to serve the needs and/or convenience of the institution."

"Dr. and Mrs. Page demonstrated their love for Western in many ways," President Alexander said. "Their two daughters earned degrees at Western and the Pages have made it possible for others to attend Western through the scholarship they established in the College Heights Foundation.

"The naming of buildings is a way to preserve the memory of a person who has made an exceptional contribution to Western," President Alexander said.

CONTRIBUTION TO ECONOMIC DEVELOPMENT BY
WESTERN'S CONTINUING EDUCATION PROGRAMS

The G.E. Institute of Retail Appliance Management (IRAM)

The General Electric Co., in cooperation with Western Kentucky University's Continuing Education Center, developed and established the Institute of Retail Appliance Management in 1971. More than 600 appliance dealers from 49 states and eight foreign countries have attended this nationally-recognized program.

General Electric selected WKU to provide the academic studies because of the unique business plus practical experience of the faculty. The economic impact of the IRAM programs on Western and Bowling Green are significant.

Kentucky Bank Management Institute, Inc.

The Kentucky Bank Management Institute Corporation was established by Kentucky Bankers at Western Kentucky University in 1982. The Corporation sponsors nine banking schools each year: management, loan, trust, operations, and marketing, in addition to seminars and programs for members of the banking community.

The professional training of key banking personnel represents a major investment for Kentucky banks. Kentucky bankers have an option of spending the bank's money in Kentucky rather than for expensive out-of-state tuition and travel. Kentucky banks enroll approximately 300 management and prospective management personnel each year in the Kentucky Bank Management Institute. This has a profound effect on the economy of Western and Bowling Green in addition to substantial savings to the banks in various communities around the state.

The G.E. Professional Business Management Program

The G.E. Company, in cooperation with the University's Continuing Education Center, has developed and presented the pilot program for district sales managers to improve their professional business management skills. Thirty participants represented 22 states in the pilot program. General Electric plans to offer this program to all of their district sales managers - several hundred.

The economy of Western and Bowling Green will certainly be enhanced by this program.

Other Continuing Education Programs

WKU also offers management programs for Eaton, Beldon, Union Underwear, G.E., Kendall, Colt Industries, and these have been provided for various employee levels which is a positive factor for industry. Also, training programs for the transportation industry have proven to be an asset for new and existing business.

CURRENT OPERATING FUNDS

ADDITIONAL APPROPRIATION FOR OPERATIONS:

<u>1988-89</u>	<u>1989-90</u>
\$867,000	\$1,347,600

\$440,000 WILL BE REQUIRED TO PROVIDE EACH 1% INCREASE IN SALARY
FOR UNIVERSITY PERSONNEL IN 1988-89.

87-88 STATE APPROPRIATION	\$39,014,000
88-89 INCREASE	\$ 867,000
89-90 INCREASE	\$ 1,347,600

CAPITAL PROJECTS

I. CAPITAL PROJECTS APPROVED FOR STATE FUNDING OF DEBT SERVICE:

DEBT SERVICE	DEBT SERVICE
<u>88-89</u>	<u>89-90</u>
\$99,000	\$198,000

LIFE SAFETY

Life/Safety Improvements	\$800,000
Asbestos Abatement	\$579,000
Hazardous Materials Stor.	\$197,000

STUDENT HEALTH AND ACTIVITIES

<u>CENTER</u>	-0-	\$628,000
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Bond Issue Authorized at \$10 Million:
University to Provide 1/2
of Debt Service in 89-90

II. CAPITAL PROJECTS AUTHORIZED FOR UNIVERSITY FUNDING OF DEBT SERVICE:

Residence Hall Improvements	\$5,000,000
New Residence Hall	\$6,000,000
Student Housing Development	\$5,886,000

STRATEGIC PLAN ELEMENTS

I. PROGRAM PLAN

ALL DEPARTMENTS AND COLLEGES HAVE PROGRAM PLANS.

ALL UNITS OF THE UNIVERSITY UPDATED THEIR PLANNED PROGRAM CHANGES IN WINTER OF 1988.

II. FINANCIAL PLAN

UNIVERSITY UPDATES FINANCIAL PLAN BEFORE EACH LEGISLATIVE SESSION.

III. CAPITAL PLAN

SINCE 1980 FUNDING FOR CAPITAL HAS BEEN EXTREMELY LIMITED AND WESTERN HAS BEEN UNABLE TO FUND CAPITAL NEEDS.

IV. LAND USE PLAN

VERY RECENT CHANGES IN ENROLLMENT AND CONSTRUCTION NECESSITATE UPDATING OF WESTERN'S LAND USE PLAN.

V. COMPUTING PLAN

COMBINED ACADEMIC AND ADMINISTRATIVE COMPUTING PLAN WAS COMPLETED WITHIN THE LAST YEAR.