

Winter 2006

Newsletter for the College of Education and Behavioral Sciences, Winter 2006

College of Education and Behavioral Sciences at WKU

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the Spirit

NEWSLETTER FOR THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Celebrating the Centennial: Educational Administration, Leadership and Research; Psychology; and Military Science

Part I: Retrospective

Over the last 100 hundred years, Western Kentucky University has made an indelible mark on teacher education. In reflecting on the number of students influenced by the professional education faculty, Western's reach extends beyond national and international boundaries, and clearly shows the impact of one institution on many lives. In this Centennial year, the University celebrates 100 years of excellence in education by highlighting significant people and events in WKU history. Articles in this newsletter reflect on the growth and development of the College over the past hundred years. Included in this issue are brief histories of the Departments of Educational Administration, Leadership and Research (EALR); Military Science; and Psychology—highlighting recently honored distinguished alumni. In the next issue, the Departments of Curriculum and Instruction, Special Instructional Programs, and Counseling and Student Affairs will be featured. You can read more in-depth histories of these departments on their respective web sites (<http://edtech.wku.edu>).

In the Beginning

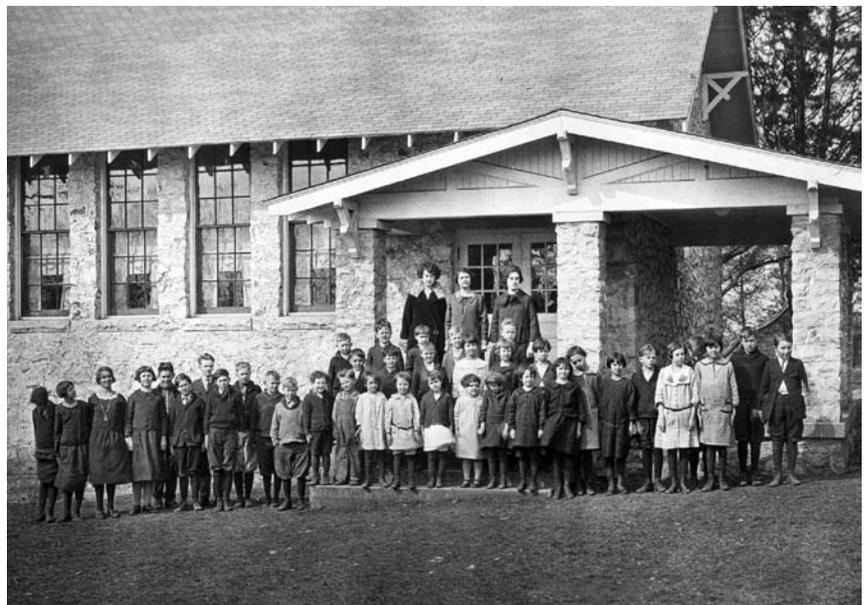
Beginning in 1906 as Western State Normal School, then in 1930 as Western State Teachers College, and up to

the present day, Western has risen to national prominence as an institutional leader in teacher education. As the University expanded and broadened its mission during the 1960s, the newly founded College of Education retained the core mission of the original Normal School—to provide educational and professional development opportunities for teachers in the region, state, nationally, and internationally. The College now has six departments, each with their own distinct histories, but with a singular mission: to prepare students to

improve the lives of others through their professional work and civic engagement.

Creating Educational Leaders

Providing leadership education to future school administrators for the nation's burgeoning public school system was an early part of Western's history, but it wasn't until the University entered its expansion phase during the 1960s that educational leadership came into its own. In 1965, Dr. Tate C. Page, formerly Head of the Department of Education,



COURTESY OF UNIVERSITY ARCHIVES

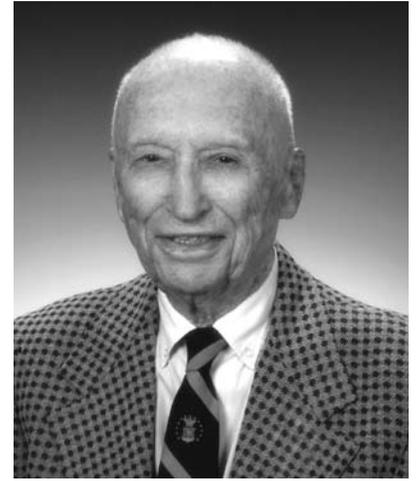
Western State Normal School rural training school, 1927



Lee Robertson



Colonel (retired) Greg Lowe



Colonel (retired) Ed Stansbury

was appointed Dean of the new College of Education. In 1969, Dr. Billy Broach filled the new position of Coordinator of Educational Foundations and Curriculum. It was at this time that the program area of School Administration was given departmental status and renamed the Department of School Administration. Dr. Victor Christenson became Department Head. Educational Administration graduate Lee Robertson ('57), Spirit of Western award winner and recent Hall of Distinguished Alumni inductee, embodies the values of educational leadership instilled in each EALR graduate. His distinguished career includes Barren County superintendent of schools, director of Alumni Affairs and Placement Services at WKU, director of the WKU-Glasgow campus, and special assistant to the Vice President for Institutional Advancement. His enthusiasm for Western and his loyalty to the institution exemplify the WKU motto "The Spirit Makes the Master."

Notable leaders in education have also distinguished themselves in military service. Colonel (retired) Ed Stansbury ('29), Athletic Hall of Fame inductee and recent WKU Alumni Hall of Fame inductee who is celebrating his 100th birthday during this Centennial year, played a significant role in University athletics as a student and as a coach for football and basketball. He continues to support the educational mission of the College with an endowed scholarship in teacher education.

The Hilltopper Battalion

The Military Science program has a long history of association with Western and the College of Education and Behavioral Sciences. The Army ROTC program at Western traces its origins to the National Defense Act of 1916 and the spring of 1917 when the United States entered World War I. On October 1, 1918, the War Department authorized the formal establishment of the Student Army Training Core (SATC) as a part of the Western State Normal School. The General Military Science program began in 1954. The Department's long history

includes commissioning officers who served in the Korean, Vietnam, and Gulf Wars; commissioning female officers beginning in 1977; remembering distinguished veterans and alumni by officiating at the Guthrie Tower Veteran's Day Ceremony; initiating the ROTC Alumni Hall of Fame; and dedicating the Captain Charles F. Thomas IV Room of Honor in recognition of his sacrifice in Vietnam. Colonel (retired) Greg Lowe ('68), a recent Summit Award for Excellence recipient and former professor of Military Science at Western, reflects the distinguished history and contribution of military officers to the College. He was instrumental in establishing the ROTC Alumni Hall of Fame, the Captain Charles F. Thomas IV Room of Honor, and scholarships for ROTC Cadets.

Developments in Psychology

Western State Normal School began offering psychology classes for future teachers and school administrators with the courses taught by Dr. Andrew Kinneman in 1907. In 1931, Dr. Marion Billings led the first 20 years of psychology's beginning as a separate department and oversaw a remarkable period of growth. Today, psychology is one of the largest programs in the University at the undergraduate and graduate levels and offers courses in educational, clinical, experimental, industrial and organizational psychology. The Department's 33 full-time and 20 regular part-time faculty are committed to providing students with a strong foundation in all areas of the discipline for the purpose of improving the lives of others.

From the first days Western opened its doors as a normal school, graduates in professional education laid the foundations for CEBS to assume a leadership role among the colleges at Western. The three departments featured in this issue, EALR, Psychology, and Military Science, all contributed to the development of the University and continue to play a distinguished role in research, teaching, and service.

From the Dean

As Western prepares to celebrate its heritage beginning in 1906 as Western State Normal School, the College of Education and Behavioral Sciences has contributed richly to our first 100 years. Numerous educators throughout the Commonwealth of Kentucky have received their undergraduate and graduate degrees from Western, and the University currently prepares the largest number of educators on an annual basis. As the University has grown and expanded its mission, the College has expanded its departments and programs beyond the initial focus of preparing educators. Today, the College houses the top two of the largest undergraduate majors in the University, elementary education and psychology. Graduates of these two programs, along with others in the College, have distinguished themselves as leaders in their chosen careers and

touched the lives of numerous others. Several individuals who are graduates of programs in the College are highlighted in this issue of *The Spirit*; however, there are many others who could have been included.



Along with the many celebrations that accompany our Centennial year, we continue to build on our heritage and prepare for the many accomplishments that will occur during our next 100 years. Programs are being redesigned, and new programs are being developed to meet the demands of a global economy. New positions have been acquired

in the College to provide instructional experiences to students in growing and expanding programs; and faculty, staff, and students are looking forward to a replacement building for Tate Page Hall in the very near future. The replacement building will be designed to provide a state-of-the-art learning environment for students in our undergraduate and graduate programs.

As members of the faculty and staff in the College, we are proud of our graduates and celebrate the accomplishments of these thousands of individuals. You have made us what we are as a College and University. Among these many individuals is Ms. Josephine Miller, who at 101 years of age received her baccalaureate degree at the December 2005 graduation ceremony.

Best wishes as we begin our next 100 years of educating leaders for the Commonwealth, nation, and the larger global community.

Sam Evans
Dean

WKU HONORS 101-YEAR OLD ALUMNUS



In December, Josephine Isbell Miller, 101, of Louisville received a belated baccalaureate degree and is the oldest member of the graduating class of 2005. During the Depression years, Miller alternated between work and her studies at Western. In 1938 Miller left her undergraduate studies in education 12 credit hours shy of a teaching degree and always regretted that decision. Miller was featured in a recent newspaper article which prompted University officials to discuss with the CEBS Dean and faculty the prospect of awarding her a degree in education. Miller taught elementary education in rural McLean and Muhlenberg counties in the early 1940s. Many former students, now in their 80s remember Ms. Miller as one of their best teachers and an exemplary role model. She received her diploma at a special ceremony at the Jeffersontown City Hall on December 14.

New Faculty

Jeanine Huss

– *Curriculum and Instruction* – Jeanine will be defending her doctorate in Environmental Science. Her interests are in helping elementary education students look beyond their classroom walls and engage them in local, state, national, and global issues.



Jo Randolph

– *Special Instructional Programs* – Jo received her bachelor's degree in Mass Communications from Virginia Commonwealth University and her master's in Special Education from Hampton University. She is waiting (anxiously) to defend her dissertation in Educational Psychology from the University of Minnesota. Jo has 14 years of teaching and leadership experience with the Minneapolis Public School system.



Sylvia Detrich – *Special Instructional Programs*

– Sylvia received her Ph.D. from the University of Tennessee, Knoxville, in Inclusive Early Childhood Education; and her master's and B.S. in elementary and special education from Eastern Kentucky University. Sylvia comes from the University of Alabama where she served as a faculty member in interdisciplinary teacher education and program coordinator of the early childhood special education program.



Michael McDonald

– *Curriculum and Instruction* – Michael received his B.S. degree in Real Estate & Insurance-Economics and his M.S. in Business Education from Arkansas State University. His Ph. D. is in Business Education and Information Systems from the University of Missouri-Columbia. Michael has spent 12 years in higher education and 7 years teaching public high school.



Luella Teuton

– *Special Instructional Programs* – Luella holds a Bachelor of Science in Education degree from Central Michigan University, a master's in Library Science from the University of Michigan, and a Ph.D. from Nova University. Her work experience includes various positions in school, public, and college libraries. Most recently, Luella served as Director of Learning Resources at a community college in North Carolina.



Tammy Shaffer

– *Counseling and Student Affairs* – Tammy received her bachelor's degree in Psychology/Sociology and her master's degree in Education in Counseling from Stephen F. Austin State University. In 2003, Tammy received her Ed.D in Counselor Education from Texas Southern University. Tammy has been in clinical practice for 14 years.



Carrie Pritchard

– *Psychology* – Carrie is a graduate of the University of Wisconsin-Madison's Educational Psychology program, and an honors graduate from Purdue University. She studies children's developing understanding of knowledge.



Lucy Maples

– *Special Instructional Programs* – Lucy received her B.S. in Home Economics Education, her M.S. in Curriculum and Instruction, and her Ed.D. in Teacher Education with an emphasis in Reading from the University of Tennessee in Knoxville. She has taught in both public and private schools in grades ranging from preschool to sixth grade. The last four years she has been a full-time instructor at Mercer University in Macon, GA.



Tadayuki Suzuki

– *Special Instructional Programs* – Tadayuki is originally from Tokyo, Japan, but has been in the United States for seven years. He received his undergraduate degree, with a major in English as a Foreign Language, from Takushoku University in 1989. In 1998, Tadayuki received a Master of Arts degree in Teaching English as a Second Language from Northern Arizona University. In 2000, he was awarded a three-year Rotary Foundation scholarship for advanced graduate studies. He received his Ph.D. from the University of New Orleans in Curriculum and Instruction.



CEBS FACULTY AWARDS

Sharon Mutter, *Psychology*, CEBS and University Award for Research; 2005 Women in Cognitive Science Mentorship Award

John Bruni, *Psychology*, President's Award for Diversity

Vicki Stayton, *Interdisciplinary Early Childhood Education*, Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education

Rick Grieve, *Psychology*, CEBS Service Award

Steve Wininger, *Psychology*, CEBS Teaching Award

Betsy Shoenfelt, *Psychology*, CEBS Advising Award



CEBS ALUMNI AWARDS

Brenda Goins-Banks, 2004-2005 Middle School Counselor of the Year, Texas School Counselor Association

Amanda Crick, Region 1 Best Practices Award, Kentucky Association for Psychology in the Schools

David Taylor, Region 2 Best Practices Award, Kentucky Association for Psychology in the Schools

Kelli Stice, 2006 Ashland Inc. Elementary School Teacher of the Year

CEBS STUDENT AWARDS

John Lamanna, *Psychology*, Jennie Ewald Memorial Scholarship Award for Outstanding Graduate Student, Kentucky Association for Psychology in the Schools

Faculty & Alumni Awards



Sharon Mutter



John Bruni

Western Kentucky University Center for the Study of Lifespan Development

Western Kentucky University has created a Center for the Study of Lifespan Development within the Department of Psychology. The Center will serve to coordinate, support, and further develop the research, education, and outreach activities of Western faculty working in some area of lifespan development. The mission of the Center is to promote the understanding of developmental processes and the discovery and application

of research-based solutions to problems of human development.

Center-affiliated faculty are currently engaged in basic, applied, and translational research in neurodevelopment, infant cognition, social and emotional development, moral development, gifted and talented education, parenting relationships, body image and eating disorders, cognitive aging, aging and perception, and aging and mobility.

The research activities of Center faculty provide training opportunities for M.A. students, especially those in the experimental and clinical psychology programs, and student engagement opportunities for undergraduate students. In addition, most of the Center faculty from the Department of Psychology participate in the Department's NSF-supported Research Experience for Undergraduates project which has a focus on lifespan developmental psychology.

For additional information about the WKU Center for the Study of Lifespan Development and the research projects of Center faculty, please visit the Center's web site at: http://edtech.wku.edu/~psych/lsd_frame.htm.

Robert B. Hensley established the Mary E. Hensley Lecture Series in February 1996 to support the educational programs of the College of Education and Behavioral Sciences. Income from this endowment is used to present an annual series of lectures to faculty, teacher education students, and practicing teachers as partners in providing appropriate educational experiences for K-12 students.

Mr. Hensley was born in 1933 in Clay County, Kentucky, to Mary Hensley (a WKU graduate and Hart County teacher) and received a B.S. and M.A. from Western Kentucky University in 1956 and 1958, respectively. He received a J.D. from the University of Kentucky College of Law and was admitted to the Bar in 1963. While at Western, Mr. Hensley was a Yell Leader for the Topper Squad.

HENSLEY LECTURE SERIES

Best selling author and Pulitzer Prize nominated journalist Daniel Goleman was the featured speaker for this year's Hensley Lecture Series. His presentation on "Emotional Intelligence" shared insights from his best selling book, *Working with Emotional Intelligence*. Dr. Goleman's research indicates an individual's emotional intelligence has much more bearing on predicting successful leaders. According to Dr. Goleman's research, competency in key areas of emotional intelligence, including self awareness, self regulation, motivation, empathy, and social skills, are predictors of leadership ability. Dr. Goleman now co-chairs the Consortium for Research on Emotional Intelligence in Organizations at Rutgers University and is a Fellow of the American Association for the Advancement of Science.

Just Think! Western Kentucky University and the Housing Authority of Bowling Green

With the sponsorship of Senator Mitch McConnell, the Housing Authority of Bowling Green received \$1.4 million dollars for the *Just Think!* program. Directed by Special Instructional Programs faculty member, Pam Petty, this initiative partners Western Kentucky University

faculty, undergraduates, and graduate students with the Housing Authority of Bowling Green to provide education, training, and enrichment to youth and caregivers from different ethnic groups. The initiative aims to benefit all of the partners by providing culturally diverse at-risk youth and their families with skills for the 21st century, and preparing WKU faculty and students for professional careers requiring the skills and strategies for servicing the needs of low-income, culturally diverse youth and their families. In addition, colleges, universities, and public housing agencies throughout the state and nation will benefit from the nationally significant research, unique initiatives, and the model developed by the faculty involved in this project. For more information please visit the website: <http://www.pampetty.com/habg.htm>.



Dean Sam Evans, Senator Mitch McConnell, and Housing Authority Executive Director Abraham Williams on a tour of Just Think! program facilities

Intensive Center for the Advancement of Knowledge (ICAN)

As part of the *Just Think!* grant, the Intensive Center for the Advancement of Knowledge (ICAN) was established in June to serve middle school students in need of accelerated and focused instruction in reading, writing, social studies, and math. Working in cooperation with Bowling Green Junior High School, five students attended these intensive learning sessions for six weeks at the Housing Authority of Bowling Green's Gordon

Avenue/Summit View Learning Center. Students were provided with a certified teacher, an advanced literacy professional, and the latest in technology and educational software to ensure their success. A comprehensive website was established to allow students to be connected electronically to reading and writing coaches who provided individualized instruction and feedback to students on a daily basis (<http://www.pampetty.com/habglearningcenter.htm>).

Participants in ICAN were also paired with professionals from the Bowling Green community who served as mentors and role models.

This fall all five ICAN students were able to proceed to the next grade as a result of their participation in this program. To ensure continued academic success, ICAN will provide after-school homework help and specific content tutoring for these and other students.

Department News & Notes



Students in Curriculum and Instruction preparing for their fall international student teaching experience in Belize by members of the International Programs Office, Curriculum and Instruction faculty, CEBS International Programs Committee, and Eve Aird, Belize program liaison

Psychology

John Bruni received the President's Award for Diversity for his work to promote diversity among faculty, staff, and students. Bruni was the leader in creating and organizing the Strategies for Change Conference in March 2005. This conference brought together individuals responsible for the recruitment, retention, and success of minority students from a majority of the postsecondary institutions in Kentucky. The conference will continue on a bi-annual basis to focus on the Commonwealth's efforts to support the success of minority students. In addition, Bruni is a founding member of the Latino Professional Association for Higher Education in Kentucky.

Carl Myers presented "Using Social Stories with Preschool Children with Autism" with WKU graduates and current Kentucky school psychologists Michelle Antle and Melissa Routh at the meeting of the National Association of School Psychologists in Atlanta, GA.

Marty Bink and graduate student John Jones presented "Hearing Pictures: Beliefs of Diagnosticity as a Source Memory Bias" at the 25th annual meeting of the North Carolina Cognition Group.

Joe Cangemi and Rich Miller published "Exit Strategies" in the *Journal of Management Development*, vol. 23 (10). They also published the book "Developing Trust in Organizations," Boston, MA, McGraw Hill, 2005. The book contains a chapter by Miller on "Developing Trust in Government Organizations."

Steve Winger and Tony Norman published "Teacher Candidates' Exposure to Formative Assessment in Educational Psychology Textbooks: A Content Analysis" in *Educational Assessment*, vol. 10 (1), pp. 19-37.

Tony Paquin received a Sasakawa Fellowship to participate in the National Faculty Development Institute on "Incorporating Japanese Studies into the Undergraduate Curriculum."

Retta Poe presented the paper "The Double Mileage Approach to Student and Program Assessment" at the South-eastern Teaching of Psychology conference in Atlanta.

Rick Grieve and graduate student Lisa Lorenzen published "Exposure to Muscular Male Models Decreases Men's Body Satisfaction" in *Sex Roles*, vol 51 (2004), pp. 743-748.

Betsy Shoenfelt presented "Mental Skills for Golf: Imagery for Performance Enhancement" on PDGA Radio News.

Melissa Hakman and undergraduate students Christy Proffitt, Heidi Cantine, and Becky Elkins received an undergraduate research grant from the Kentucky Academy of Science for their study "Examination of Parental Knowledge Level and Tolerance of Child Misbehavior in Relation to Parenting Strategies Employed."

Sam McFarland published "On the Eve of War: Authoritarianism, Social Dominance and American Students' Attitudes Toward Attacking Iraq" in *Personality and Social Psychology Bulletin* vol. 31 (2005), pp. 360-367.

Pitt Derryberry published "Moral Judgment, Self-Understanding, and Moral Actions: The Role of Multiple Constructs" in *Merris-Palmer Quarterly*, vol. 51 (1), pp. 67-92 and "Functional Differences: Comparing Moral Judgment De-

Special Instructional Programs

Nedra Atwell and Marge Maxwell presented "Enhancing Achievement through Assessment" at the annual meeting of the Association of Teacher Educators in Chicago.

The WKU Student Council for Exceptional Children hosted the 16th annual Quiz Bowl at the Downing University Center in March. Special Education majors Sarah McMaine and Krystal Martin co-chaired the competition.

Cindy Houston and Roxanne Spencer, Coordinator of the Educational Resources Center, visited the SEK Catalunya K-12 school in La Garriga, Spain, to conduct research and investigate a faculty and student exchange program for Library Media Education. LME graduate student Areti Masero completed two weeks of her LME practicum experience in an English language classroom this fall at the SEK.



*Nedra Atwell autographs her new book *Appalachian Women at Barnes and Noble* in Bowling Green. The book discusses education and the contributions of Appalachian women to educational practice.*

The Center for Gifted Studies

Julia Link Roberts represented the United States as one of three delegates to the 16th Biennial Conference of the World Conference for Gifted and Talented Children.

Educational Administration, Leadership & Research

Vicki Basham will participate in the University of Minnesota School Technology Leadership Initiative – Postsecondary Partners program through June 2007.

Mary O'Phelan was selected as Kentucky's representative to the Mid-south Educational Research Association.

Sharon Spall, Mary O'Phelan, and Ric Keaster presented "Developing Preparation for Educational Leaders: Looking Across Three Doctoral Programs" at the Southern Regional Council of Educational Administration conference in Raleigh, NC.

Ric Keaster and Mary O'Phelan presented "A Doctoral Program (Ed. D.) for Accountable Administrators" at the Southern Regional Council of Educational Administration conference in Raleigh, NC.

Sharon Spall presented "Representing Qualitative Data in Fictional Story" at the annual meeting of the Southwest Educational Research Association.

A symposium organized by Mary O'Phelan entitled "Redesigning Principal Preparation" at the Mid-south Educational Research Association annual meeting in Gatlinburg, TN, involved the following faculty: William Kelley and Jim Stone presented "Using SREB Modules in Redesign"; William Schlinker, William Kelley, and Sharon Spall presented "Collaborating with Districts and Community"; William Schlinker and Mary O'Phelan presented "Faculty Perceptions About the Redesign Process"; Gayle Ecton and Vickie Basham presented "Recommendations."

Jeanne Fiene served as a reader for the Educational Testing Service's National School Leadership Licensure Examination in Princeton, NJ.

Christopher Wagner and William Schlinker presented "Assessing School Culture" at the Southern Association of Colleges and Schools annual conference in Atlanta.

Counseling and Student Affairs

Tammy Shaffer recently returned from the Gulf region as a Red Cross volunteer assisting Hurricane victims.

The article written by Susan James and Kelly Burch-Ragan titled "School Counselors' Roles in Cases of Child Sexual Behavior" was quoted in the 2004 textbook *Counseling Children*.

Don Dinkmeyer delivered an invited professional workshop on Parent Education and Consultation to Georgia State

University's Chi Sigma Iota chapter of the counseling profession's honor society.

Donald Nims presented "Take Control: Activities for Managing Anger" to the Kentucky State School Counseling Association annual conference in Lexington and "Person-Centered Counseling: Learning and Therapeutic Techniques" at the Kentucky Counseling Association Annual Conference.

Vernon Lee Sheeley was designated KCA's Historian Laureate at the opening general session of the Kentucky Counseling Association (KCA) 2005 annual fall conference. Sheeley and Fred E. Stickle presented "OCR's Postsecondary Decision." Sheeley published "50 Years of KCA Excellent Service: Still Getting It Done!" and "KCA Presidential Leaders 1992-2006" in the October 2005 issue of *KCA Journal*.

Bill Greenwalt and Jill Duba presented "Treating Couples When one has a Serious Mental Illness" at the International Association of Marriage and Family Counseling annual conference in New Orleans.

Bill Greenwalt presented "The Impact of World Religions on Relationships" at the annual conference of the American Counseling Association.

Curriculum and Instruction

Kay Gandy published "Teaching Social Studies on a Shoestring Budget" in the March issue of *Social Education*.

Sam Evans (Dean) was elected President-elect of the Teacher Education Council of State Colleges and Universities (TECSCU).

Sam Evans (Dean) co-presented the pre-conference workshop: "NCATE Accreditation: Strategies for Strengthening Programs and Achieving Accreditation" at the annual meeting of the Association of Teacher Educators in Chicago.

Kay Gandy, Curriculum and Instruction, received a \$50,000 grant from the National Geographic Society to assist in the move of the Kentucky Geographic Alliance (KGA) from the University of Louisville to Western Kentucky University. Kay, along with Scott Dobler in the Geography & Geology Department, will serve as coordinators for KGA, whose mission is to promote geographic literacy in Kentucky schools, to provide professional development opportunities for teachers at all grade levels, and to engage in the public advocacy of geography education. Some of the plans for the coming year include:

- publishing a Kentucky Geography CD (release date summer 2006)
- sponsoring the state Geography Bee at WKU South Campus (March 31, 2006)
- hosting a Parent/Child GeoFest with geo-caching (April 2006)
- hosting a summer institute for AP geography teachers (June 18-23, 2006)

The new website is located at <http://www.ngsednet.org/kentucky> and provides updated information about professional development opportunities and provide resources for educators

Gifts & Grants

GRANTS

Colleen Mendel

Kentucky Cabinet for Families and Children, \$1,840
Various, \$537,675

Alice Mikovch

Kentucky Department of Education, \$25,000

Sherry Powers

University of Kentucky, \$130,140
Council for Postsecondary Education, \$66,000

Vicki Stayton

Kentucky Cabinet for Health Services, \$6,117

Terry Wilson

Kentucky Environmental Education Cabinet, \$19,500
General Motors, \$2,000
Murray State University, \$20,609

GIFTS

Clinical Education Complex

\$41,960.25

Center for Gifted Studies

\$10,560.00

CEBS Scholarship Endowment

\$8,200.00

Development News

New Doctoral Diversity Scholarship Fund

As Kentucky's school population becomes more ethnically and culturally diverse, the state is experiencing a shortage of advanced degree school administrators who reflect our growing diversity. Recognizing this problem, Christopher and Catherine Wagner of Bowling Green established the Doctoral Diversity Scholarship Fund six years ago to support students of color in the WKU/U of L Cooperative Doctoral Program.

The idea for the scholarship fund originated when Wagner and former department chair, Steve Schnacke wrote a collaborative grant with the Kentucky Department of Education and the Governor's Office to provide financial assistance for people of color pursuing administrative certification. The project, called the Administrative Leadership Institute, was specifically designed to educate and certify school administrators of color for Kentucky schools. The program was a tremendous success in increasing the number of certified school administrators for placement in Kentucky's public schools. "There was a time when school districts could claim that there were not enough

qualified minorities to assume administrative positions in our schools. This is no longer a valid claim due to the many students who have graduated from this program," says Wagner,

who is a professor in the Department of Educational Administration, Leadership, and Research. Over the past seven years, this program provided financial assistance for up to 20 candidates per year. Over 100 students received their certification and more than half are now in school principal, assistant principal, or in other administrative positions throughout the state.

Wagner recognized the need to help students further their educational goals after they successfully completed the Administrative Leadership Institute and consequently established this scholarship fund. The purpose of the Doctoral Diversity Scholarship Fund is to assist qualified students complete their doctoral degrees. Elizabeth

Romero Fuerte received the first Doctoral Diversity Scholarship this year. Romero is pursuing her doctorate in Educational Administration with an emphasis on leadership in instructional technology.



Elizabeth Romero Fuerte

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