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FACULTY SENATE
communications committee
NEWSLETTER

WESTERN KENTUCKY UNIVERSITY

XVI Number 4
March 1993
For Your Information

The Senate secretary is Rose Trail; her office hours have changed. She will be in the Senate office at the following times:  
MW... 10:30 -- 11:30
TR...  8:00 -- 12:30
F... 10:30 -- 11:30/ 3:30 -- 4:30

If you have any pertinent information for the Senate and cannot contact either Sally Kuhlenschmidt or Mary Cobb, please contact the Senate office.

**********

From the Desk of the Chair

Enclosed in this newsletter are a number of informational items. Courtesy of the Kentucky Coalition of Senate-Faculty Leadership you will see a listing of the General Assembly committees. The Center for Teaching and Learning provided an article on "The Four Cultures of the Academy" which raises some intriguing issues. Finally, there are two sets of figures of general interest.

The past few months have been busy ones as the Senate committees have prepared mission statements to aid in directing work over several years and to help new Senators select a committee. The committee to prepare the survey of faculty perceptions of the president has spent many hours on the project. One of the more significant challenges involved the release of the information. All of the results were provided to the President and to the Board. It was clear that the confidence vote was to be made public but did the Senate resolution mean for any of the other information to be released? Apparently there was ambiguity as I listened to several contrary opinions on the intent of this resolution. Intent became moot when an Open Records Request was filed by the media.

The Open Records request was a new event for the Senate and thus not contemplated in the debate leading to the resolution. The Open Records Law has implications which are important for all faculty involved in producing information in which at least 25% of the funding comes from the state. My understanding is that the courts have erred on the side of releasing information. They have upheld the release of information regarding the performance of those in public and managerial positions for state agencies but have resisted efforts to obtain employee evaluations. If there are faculty who would be interested in learning more about the law and its impact on the daily life of a faculty member please contact me.

I have some additional news regarding media attention. Don Stringer, Editor of the Daily News, indicated that the paper is being more selective in the meetings to which they send reporters. Apparently there will not be a regularly attending reporter from their paper at Senate meetings. Mr. Stringer said one will be present "for any truly significant issue." The absence of a reporter concerns me because the
information which appears in the media regarding Senate action may not reflect the debate which is the basis for our decisions. This happened in the Herald with regard to the Budget resolution passed before Spring break. I hope you will check with your Senator and read the newsletter regarding any future Senate actions to ensure that you have all the relevant data. In any event, I will continue to do my best in these pages and via letters to the editor to keep you fully informed about Senate actions.

**********

Minutes of the February 11, 1993, Senate Meeting

Senator Fong amended the minutes of the 12/1/92 meeting to show that many departments received some budgetary increase to offset the increased costs of purchases from Central Stores and duplicating. The Senate passed a resolution reading:

The Faculty Senate of Western Kentucky University hereby thanks Gene Evans for his service as Faculty Regent. The Faculty Senate recognizes and appreciates his concerns for Western Kentucky University.

Dr. Evans was presented with a plaque by R. A. Otto.

The Chair will form a mission statement and a set of goals relating to the values. These statements will be used to guide future committee action in a proactive manner. Board meeting agendas are kept on file in the Senate office. In the Executive Committee meeting with the President he said "There is no imminent reorganization of colleges." He also said football had stayed within budget. Computers are supposed to be available by April.

Academic Affairs chair Brunson presented information from the University Task Force on Minority Recruitment and Retention and has prepared a resolution addressing the recommendations.

Senator Scott announced that Senate elections were being held in February and March. Chair Neal asked that the salary report be posted by departmental senators. Although there were errors in the report, they originate with the data provided by Institutional Research.

Regent Mendel observed that neither the Faculty nor Student Regent chairs any subcommittee on the Board, both are assigned to fewer committees than any other Board members, neither serves on the Executive Committee, and the Board is largely dependent on the President for information. To increase faculty influence we need to keep our Regent better informed and he must be perceived by the Board as faithfully representing the faculty posture on key issues. The Senate needs to define and develop consensus, with all faculty supporting whatever decision is made. Senators need to develop that consensus within their departments. Faculty need to attend Board meetings. Regent Mendel reported on other aspects of the Board meetings, covered in his letter.
Several Senators expressed concern that the money for salary changes not come from instruction or deferred maintenance.

Senator Kuhlenschmidt reported on the COSFL meeting at which she learned that the U of L Board has declared that tenure review would be done without reference to prior reviews, basing it on one year's activities. Some faculty at U.K. are asking the attorney general to declare that personnel files be open as part of the Open Records Act. This stems from the belief of an individual who feels he/she is being treated unfairly and wants an opportunity for comparison with others. Eastern's Senate is trying to purge itself of the voting administrative members.

**New Business** Senator Leavy reported the concerns of the library faculty at being considered separately from other faculty with regard to the salary plan. Library personnel have faculty standards applied to them for hiring, promotion, and tenure.
# COMMITTEES OF THE GENERAL ASSEMBLY FOR 1993-94

## House

<table>
<thead>
<tr>
<th>Ag &amp; Small Businesses</th>
<th>Appropriations/Revenue</th>
<th>Banking &amp; Insurance</th>
<th>Business, Orgns &amp; Profns</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Farrow - Chm</td>
<td>M. Long - Chm</td>
<td>B. R. Smith - Chm</td>
<td>J. Yates - Chm</td>
<td>B. Donnemeyer - Chm</td>
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<tr>
<td>R. Sanders - V.C.</td>
<td>R. Atkins</td>
<td>J. Ackerson - V.C.</td>
<td>D. Butler</td>
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<td>T. Burch</td>
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<td>D. Blandford</td>
<td>R. Bentley</td>
<td>J. Calahan</td>
<td>K. Rapier</td>
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<td>L. Clark</td>
<td>J. Clark</td>
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<td>J. LeMaster</td>
<td>F. Rasche</td>
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## Economic Development

|---------------|-------------------|-----------------|------------------|------------|-------------|----------|----------|-----------|--------|----------|-----------|---------|---------------|---------|----------|----------|---------|-----------|---------|---------|

## Education


## Health & Welfare


## Elections/Constitution


## Cities


## Counties & Districts


## Economic Development


## Labor & Industry

<table>
<thead>
<tr>
<th>Nat. Res. &amp; Environment</th>
<th>State Government</th>
<th>Tourism &amp; Energy</th>
<th>HOUSE (continued)</th>
<th>Transportation</th>
<th>Rules</th>
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<td>H. Deskins - Chm.</td>
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<td>J. Zimmerman</td>
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# Senate

## Ag & Natural Resources
- R. Rand - Chm
- K. Nelson - V.C.
- C. Borders
- F. Bradley
- E. Ford
- D. Kelly
- R. Leeper
- D. LeMaster
- V. Moore
- J. Pendleton
- T. Smith

## Appropriations/Revenue
- M. Moloney - Chm
- G. Neal - V.C.
- B. Bailey
- W. Baker
- C. Berger
- W. Blevins
- J. Green
- N. Kafoglis
- D. Kelly
- R. Roeding
- T. Smith

## Banking & Insurance
- T. Shaughnessy - Chm
- T. Smith - V.C.
- W. Blevins
- C. Borders
- T. Buford
- L. Casebier
- J. Green
- J. Pendleton
- L. Saunders

## Business Orgns. & Prof'ns
- D. LeMaster - Chm
- D. Boswell - V.C.
- F. Bradley
- G. Huff
- K. Nelson
- T. Philpot
- L. Saunders
- L. Sexton

## Ec Dev't, Tour & Energy
- S. Johns - Chm
- L. Saunders - V.C.
- C. Borders
- D. Boswell
- F. Bradley
- T. Buford
- D. Meyer
- M. Moloney
- V. Moore

## Education
- E. Ford - Chm
- D. Karem - V.C.
- B. Bailey
- W. Baker
- C. Berger
- L. Casebier
- N. Kafoglis
- J. Meyer
- G. Neal
- L. Sexton
- T. Shaughnessy

## Health & Welfare
- B. Bailey - Chm
- J. Pendleton - V.C.
- T. Buford
- S. Johns
- H. Lackey
- G. Neal
- R. Roeding
- J. Rogers

## Judiciary
- K. Friend - Chm
- C. Berger - V.C.
- D. Karem
- H. Lackey
- M. Moloney
- T. Philpot
- L. Sexton
- D. Williams

## Labor & Industry
- D. Meyer - Chm
- T. Shaughnessy - V.C.
- K. Friend
- G. Huff
- H. Lackey
- D. LeMaster
- T. Philpot
- D. Williams

## Local Government
- R. Leeper - Chm
- J. Meyer - V.C.
- J. Green
- D. Karem
- D. Kelly
- D. Meyer
- R. Rand
- R. Roeding
- D. Williams

## State Government
- J. Meyer - Chm
- R. Rand - V.C.
- W. Baker
- W. Blevins
- E. Ford
- K. Friend
- G. Huff
- J. Rogers
- E. Rose

## Transportation
- K. Nelson - Chm
- R. Leeper - V.C.
- D. Boswell
- L. Casebier
- S. Johns
- N. Kafoglis
- V. Moore
- J. Rogers
- E. Rose

## Budget Review Subcommittees
- Economic Dev't & Energy:
  - Natural Resources & Environmental Protec'n - T. Smith, F. Bradley
  - Education - N. Kafoglis, E. Ford
- General Government:
  - Finance & Public Protection - G. Neal, J. Meyer
- Human Resources - B. Bailey, H. Lackey
- Justice & Judiciary - C. Berger, K. Friend
- Transportation - J. Green, K. Nelson

## Rules
- D. Karem - Chm
- E. Rose - V.C.
- C. Berger
- H. Lackey
- J. Rogers
- L. Saunders

## Committee or Committees
- E. Rose - Chm
- D. Karem - V.C.
- C. Berger
- F. Bradley
- T. Buford
- N. Kafoglis
- J. Rogers

## Enrollment
- F. Bradley - Chm
- D. Boswell
- D. LeMaster
The Four Cultures of the Academy*

William H. Bergquist
The Professional School of Psychology

In recent years, it has become increasingly fashionable to describe organizations as cultures. Anthropologists, management consultants, organizational psychologists, and other social scientists have helped to popularize the notion that cultural analyses yield important insights about the life and dynamics of an organization. The purpose of this article is to explore this concept within the cultures of academia.

The Four Cultures

Four different, yet interrelated cultures are now found in American higher education. Two (collegial and managerial) can be traced back to its origins. The other two (developmental and negotiating) have emerged more recently, partially in response to the seeming failure of the original two to adapt to changes in contemporary colleges and universities.

The collegial culture: a culture that finds meaning primarily in the disciplines represented by the faculty; that values faculty research and scholarship and the quasi-political governance processes of the faculty; that holds untested assumptions about the dominance of rationality in the institution; and that conceives of the institution’s enterprise as the generation, interpretation, and dissemination of knowledge and the development of specific values and qualities of character among young men and women.

The managerial culture: a culture that finds meaning primarily in the organization, implementation, and evaluation of work that is directed toward specified goals and purposes; that values fiscal responsibility and effective supervisory skills; that holds untested assumptions about the institution’s capacity to define and measure its objectives clearly; and that conceives of the institution’s enterprise as the accumulation of specific knowledge, skills, and attitudes in students so that they might become successful and responsible citizens.

The developmental culture: a culture that finds meaning primarily in the creation of programs and activities furthering the growth of all members of the collegiate community; that values personal openness and service to others, as well as systematic institutional research and curricular planning; that holds untested assumptions about the inherent desire of all to attain their personal maturation, while helping others in the institution become more mature; and that conceives of the institution’s enterprise as the encouragement of potential for cognitive, affective, and behavioral maturation among all constituencies.

The negotiating culture: a culture that finds meaning primarily in the establishment of equitable and egalitarian policies and procedures for the distribution of resources and benefits in the institution; that values confrontation and fair bargaining among constituencies with vested interests that are in opposition; that holds untested assumptions about the role of power and the frequent need for outside mediation in a viable collegiate institution; and that conceives of the institution’s enterprise as either the promulgation of undesirable existing (and often repressive) social attitudes and structures or the establishment of new and more liberating social attitudes and structures.

Although most colleges and universities and most faculty and administra-
ture, which emphasizes informal and quasi-political collaboration among faculty, as well as independent research and scholarship. His interest in college-level teaching probably came from perceptions of the character and values of that collegial culture. Certainly, his early interests in faculty governance were encouraged by it. His enthusiasm for educational innovation, however, flew in the face of the dominant culture. Peter has become discouraged about the decreased support by the legislature, and is confronting some of the harsh realities of the emerging managerial culture at Fairfield.

By contrast with the collegial culture, the managerial culture values efficient and effective educational programming and tries to assess how well specific objectives are being achieved. These relate not only to the educational mission of the institution but to those financial and operational aspects of institutional life that enable the mission to succeed. Coming from the collegial cultural perspective, Peter views the demands for accountability and managerial culture's cost containment as intrusive and offensive.

His anger at the managerial culture sparked a new interest in faculty unionization and entry into the negotiating culture. He became vice president of the faculty union and for two years served as Fairfield's representative to the statewide union. The negotiating culture emerged in colleges like Fairfield largely in response to the seemingly unilateral and inequitable decision-making processes inherent in the managerial culture. Faculty members perceived their relationship to the administration as principally adversarial and defined their work via formal contractual processes rather than the more informal methods used in the other three cultures.

When speaking about unionization at Fairfield, Peter becomes particularly introspective. He speaks of deterioration in his relationship with colleagues who are now administrators. He believes that unionization has produced a formality and coldness that makes the college a rather unpleasant place to work. In seeking to find more community at Fairfield, as well as fulfill his own commitment to teaching, he has periodically entered the developmental culture by attending faculty development workshops and conferences on critical thinking. These activities were initially quite satisfying, but, like many aspects of the developmental culture, they seemed to have a short-lived impact and did not change his life in any appreciable way.

The developmental culture began largely in response to the lack of systematic planning and formal staff development in the collegial culture. Emphasis is on careful, collaborative assessment of resources and needs and comprehensive strategies for making these needs through improvement in the quality and use of existing resources. Peter personally experienced the first stages in the birth and maturation of the developmental culture during the 1960s. His interest in humanistic education then shifted into a concern for ongoing professional development and the design of programs responsive to diverse and shifting student needs. His disillusionment with current students suggests his need for this culture. Yet his disillusionment also indicates the inability of this culture to attract or hold the attention of senior faculty.

In the end, Peter appears most interested in disengaging from Fairfield. He feels he has little left to accomplish or contribute. He has won and lost many battles, but none of them seem to be worth the energy, passion, and sacrifice that he gave before. According to Peter, Fairfield simply is no longer worth the effort. He assumes that he shares his desire for early retirement with many of his colleagues at Fairfield and other American colleges and universities.

What has led Peter to this rather depressing state of affairs? Even though he may still be a fairly good teacher and wise counselor, he has ceased to be a leader. At a time in his life when he might be a wise and valuable member of the Fairfield community, Peter has chosen to look elsewhere for his professional and personal gratification. What is the source of this disenchantment? I propose that his dissatisfaction results in part from the tension between the four academic cultures at Fairfield. The sense of community that he used to find in the traditional collegial culture no longer exists (if it ever did exist). All that is left is the bickering of the faculty. He has also looked for a sense of community within the developmental culture; yet he finds that it exists only sporadically and is usually swamped by the financial and instructional pressures that besiege Fairfield.

When he looks to the managerial culture, Peter finds reality and some clarity regarding purpose and function but feels that he is not part of this culture and that it ultimately betrays or at least diminishes the academic values that first attracted him to teaching. In anger he turns to the negotiating culture. He finds it to be irrelevant and bogged down in faculty haggling as the collegial culture.

Peter's current disillusionment stems from his vague sense that none of these cultures is adequate to meet either his own personal needs or those of Fairfield. He is correct. A more detailed examination of these four cultures is needed as a means of better understanding and helping Peter and Fairfield, as well as many other troubled faculty members and administrators in contemporary collegiate institutions. The solution to Peter's problems lies, in part, in a new appreciation for the strengths as well as weaknesses of each culture — and the need for all four cultures to flourish. It is in the demise of one or more of these counter-balancing cultures that serious institutional and faculty problems are created and sustained.
FIGURE 1

1991-92

1992-93

REVENUE

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<tr>
<th>Source</th>
<th>1991-92</th>
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<td>Tuition and Fees</td>
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<td>State Appr.</td>
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<td>Total</td>
<td>109,007,188</td>
<td>107,689,639</td>
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FIGURE 2
PORTION OF TOTAL WKU BUDGET PROVIDED BY STATE APPROPRIATION

* Before $4.7 M Reduction
FIGURE 3
1992-93 EXPENDITURES (E & G)

- Teaching and Learning: $59,470,678
  (Instruction, Research, Libraries, Academic Support, Student Financial Assistance)
- Student Services: $8,526,627
  (Including Athletics)
- Public Service: $5,205,406
- Institutional Support: $21,974,519
  (Including Operation, Maintenance and Debt Service)

<table>
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<tr>
<th>Category</th>
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<tr>
<td>Total E&amp;G</td>
<td>$95,177,230</td>
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<td>Auxiliary</td>
<td>$12,512,409</td>
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<tr>
<td>Total Operating Budget</td>
<td>$107,689,639</td>
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</tbody>
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Teaching and Learning 62.5%
Institutional Support 23%
Public Service 5.5%
Student Services 9.0%
FIGURE 4

INSTRUCTION AS A PERCENT OF TOTAL BUDGET

Year

89-90 90-91 91-92 92-93

Percentage

35.7 35.7 36.0 36.0
WESTERN KENTUCKY UNIVERSITY
January 22, 1993

Vice President for Academic Affairs

Associate Vice President for Academic Affairs

Center for Teaching and Learning

Correspondence Study

Graduate Studies

University Libraries

Bowling Green College of Business Administration

Potter College of Arts, Humanities & Social Sciences

Associate Vice President for Academic Affairs

International Programs

Student Publications

College of Education & Behavioral Sciences

Ogden College of Science, Technology and Health

Academic Services

Community College

Nontraditional Programs

Registrar

Academic Advising & Retention

Extended Campuses
indicates this unit is no longer located in this division
WESTERN KENTUCKY UNIVERSITY
January 22, 1993

Vice President for Finance and Administration

Assistant Vice President for Finance and Administration

Accounting and Fiscal Services

Purchasing

Budget and Planning

Institutional Research

Human Resources

Educational Television

Academic Computing and Research Services

Public Radio

Media Services

Telephone Communications

Microcomputing Support Center

Computer and Informational Services

Coordinator of Business Services

Print and Duplicating Services

Central Stores

Housing

Bookstore

Food Services

Coordinator of Facilities Management

Current title is Administration and Technology

Current title is Accounts and Budgetary Control

Current title is Personnel Services

Current title is Coordinator of Auxiliary Services

Current title is Director of Physical Plant

Bold type indicates a new unit in this division
WESTERN KENTUCKY UNIVERSITY
January 22, 1993

Vice President for Institutional Advancement

- Development
- Institute for Economic Development
- WKU Foundation
- Alumni Affairs
- University Relations

Bold type indicates a new unit.
Serves the Athletics Department