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FROM THE HILL TO THE CAPITOL
Alumni in the General Assembly
To our readers,

On the heels of what we feel is sheer gratitude for the easy entry of the new millennium, we decided it was time for a complete makeover.

Thus, we introduce On Campus in its new format with more changes in store as the new year evolves.

A long, long time ago when I was in college and students lived only in dormitories and didn’t own cars or have jobs outside of our full-time commitments to learning, I tacked a dog-eared poster to my bulletin board at the beginning of each semester which simply read:

No force is as great as an idea whose time has come
— Teilhard de Chardin

It had a simple illustration resembling a peeling onion, revealing its layers.

In my milieu of Bass Weejuns and Villager sweaters, I could only grasp this great mind’s metaphysic of evolution from this simple thought. I never forgot it, however, despite a distressing grade in Metaphysics.

But being a Boomer and fascinated with de Chardin’s vision that included the notion that material things can be directed beyond things themselves toward the production of higher, more complex beings, we recall this lofty thought to explain our creative process in the evolution of On Campus toward a better publication for you to read and to enjoy.

Since it appeared as a tabloid in 1991, On Campus has steadily grown in circulation. While our primary audience remains WKU faculty and staff and retirees, we included Friends of the University in 1996. Our added readers are individuals as well as business and professional offices within the region. This collective audience we call the Western Community.

In nine years, On Campus has captured more than 15 awards, including the Grand Award for Program Improvement in Publications in 1997 from the Kentucky Council for the Advancement and Support of Education. It is regarded among its peers as a trend setter in university publications.

With our new magazine format, we feel we can go higher, give you more of what you’d like to read, and in a form worthy of our readers.

On Campus remains your publication. It is published ten times a year. January and June issues are combined with prior months.

You will see more articles authored by your own colleagues, and you will see more in-depth articles about what is happening at your university, the one you are making the best university.

We look forward to your input. Send us letters. Send us your achievements. Send us scrambling to produce more and better.

Recognizing there is immediate value in the electronic exchange of information, we respect and welcome technology; our only desire is to enhance campus communication with something you can hold in your hands, place on your desk, fit into your briefcase and take along with you—until the next issue comes out.

We hope you enjoy the new On Campus, and let us hear from you.

Sheila Eison

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On Campus is published monthly for the Western community, produced by the offices of Communication and Publications in the Division of Public Affairs.

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FEATURES

2  •  From the Hill to the Capitol
Alumni in the General Assembly
By Fred Hensley

6  •  Celebrating Black History
Most people don't know the variety of contributions African Americans have made to our society
By Kimberly Shain Parsley

9  •  A Century of Excellence
A celebration of WKU Libraries' 94-year history

12  •  Looking to the Future
The history of Women's History
By Carla Jo Slavey

14  •  The Voices of Kentucky Feminists
Professors publish women's poetry anthology
By Carla Jo Slavey

15  •  New Energy for TVA
Skyla Harris, WKU alumna, Director of TVA
By Jim Andrews

16  •  Class Acts
Theatre in the classroom
By Margaret Curtis-Howe

19  •  Knowledge in the New Century
December Commencement 1999

18  •  Providing a Framework for Success
W. Edwards Deming's lessons for higher education
By Aaron W. Hughey

REGULARS

Inside front cover  •  Editor's Note

5  •  News Briefs

10  •  Professional Activities

11  •  Cultural Enhancement Committee Events

Inside back cover  •  Coming Up
When the Kentucky General Assembly reconvened in early January, more than a dozen former students at Western Kentucky University accepted roles to guide Kentucky’s lawmaking process. These individuals have been extremely helpful and supportive of Western. We are fortunate to have the counsel and encouragement of these, and the others in our local delegation, who see the success of the Commonwealth and the success of WKU as synonymous.
Six senators and six representatives, and two of the state’s constitutional officers attended Western at the graduate or under graduate level.

Western graduates in the Senate include David Boswell (D-Owensboro), Glenn Freeman (D-Cumberland), Alice Forgy Kerr (R-Lexington), Vernie McGaha (R-Russell Springs), Richie Sanders (R-Franklin) and Elizabeth Tori (R-Ratcliff).

House members from the Hill include Sheldon Baugh (R-Russellville), Jim Gooch (D-Providence), Eleanor Jordan (D-Louisville), Charles Miller (D-Louisville), Roger Thomas (D-Smiths Grove), and Jim Thompson (D-Battletown).

In addition, Speaker of the House of Representatives Jody Richards (D-Bowling Green) is a former member of the WKU journalism faculty and served as advisor to *The College Heights Herald*, and Rep. Mike Weaver (D-Elizabethtown) is a former faculty member in military science.

Lt. Gov. Steve Henry of Louisville and Agriculture Secretary Bill Ray Smith of Bowling Green, two of Kentucky’s six elected constitutional officers, also hold degrees from Western.

"Western has produced an impressive number of leaders for the Commonwealth," said WKU President Gary Ransdell. "We are so proud the citizens of the Commonwealth have shown confidence in these members of the Western family who are providing leadership for the state."

Western graduates hold prominent leadership positions in both chambers at the state capitol. Sen. Tori is Senate Republican Whip and Sen. Boswell is Democratic Caucus Chairman. In addition, Sen. Tori chairs the Enrolling Committee; Sen. Sanders heads the powerful Appropriations and Revenue Committee; Sen. Freeman serves as vice chair of the Banking and Insurance Committee; and Sen. Kerr leads the Licensing and Occupations Committee.

In the House, Rep. Thomas chairs the Agriculture and Small Business Committee; Rep. Gooch is chair of the Natural Resources and Environment Committee; Rep. Baugh is vice chair of the Banking and Insurance Committee; Rep. Miller is vice chair of the Education and Licensing and Occupations committees; and Rep. Thompson is vice chair of the Seniors, Military Affairs and Public Safety Committee.

Speaker Richards chairs the House’s Committee on Committees and Rules Committee and Rep. Weaver is chair of the Seniors, Military Affairs and Public Safety Committee.

WKU’s local delegation also includes Sen. Brett Guthrie (R-Bowling Green), Rep. Steve Nunn (R-Glagow), and Rep. Rob Wilkey (D-Franklin).

WKU’s priorities for the current bienniel session include funding for the renovation of the Science Complex, continuation and enhancement of the University Excellence Trust Fund and establishment of the Kentucky Academy for Mathematics and Science. WKU’s primary off-campus priority is the Owensboro Workforce Development Center to complement the Regional Postsecondary Education centers in Glasgow and Elizabethtown funded in 1998.

The current legislative session ends April 16.

Fred Hensley is WKU’s Chief Public Affairs Officer and Legislative Liaison in Frankfort.
HILLTOPPERS IN FRANKFORT  At-A-Glance

Constitutional Officers
Lt. Gov. Steve Henry
Agriculture Commissioner Billy Ray Smith

Senate  Counties Served
David Boswell, Owensboro Daviess, Hancock
Glenn Freeman, Cumberland Bell, Harlan, Perry
Brett Guthrie, Bowling Green Logan, Warren
Alice Forgy Kerr, Lexington Fayette
Vernie McGaha, Russell Springs Adair, Casey, Pulaski, Russell
Richie Sanders, Franklin Allen, Barren, Edmonson, Green, Metcalfe, Simpson
Elizabeth Tori, Radcliff Hardin, Jefferson

House of Representatives  Counties Served
Sheldon Baugh, Russellville Logan, Todd
Jim Gooch, Providence Daviess, Henderson, Hopkins, McLean, Webster
Eleanor Jordan, Louisville Jefferson
Charles Miller, Louisville Jefferson
Steve Nunn, Glasgow Barren, Warren
Roger Thomas, Smiths Grove Warren
Jim Thompson, Battletown Hardin, Meade
Rob Wilkey, Franklin Allen, Simpson, Warren

"Western has produced an impressive number of leaders for the Commonwealth," said WKU President Gary Ransdell. "We are so proud the citizens of the Commonwealth have shown confidence in these members of the Western family who are providing leadership for the state."

Sen. Alice Forgy Kerr (R-Lexington)
Rep. Charles Miller (D-Louisville)
Speaker Jody Richards (D-Bowling Green)
Beverly Harper Wathen, retired music teacher from Owensboro, has been named to Western Kentucky University’s Board of Regents.

The 1958 Western graduate was appointed by Gov. Paul Patton and took the oath of office at the board’s Jan. 28 meeting.

She replaces Sara L. Hulse of Owensboro, who resigned last May. “I know I’m going to be filling some mighty big shoes,” Wathen said.

Wathen plans to spend the next few weeks becoming more familiar with the issues facing Western and the Board.

Improving the quality of education is vital, she said. Wathen, who also taught music in her home for many years, remains interested in how the arts play a role in educating well-rounded students.

She’s also interested in Western’s educational influence and role statewide and in Owensboro, where the University maintains an extended campus center. “The cooperation of the local colleges is extremely important to Western,” Wathen said.

Wathen is a native of Columbia, Tenn. Her husband, Edward, is president of Whitehall Furniture in Owensboro.

Two Western Kentucky University students have won honors in the 40th annual William Randolph Hearst Foundation’s Journalism Awards Program.

In feature writing competition, Chris Hutchins, a Louisville senior, placed sixth and Shannon Back, a Mount Sterling senior, finished 11th. Hutchins and the University both will receive $500 grants.

Hutchins wrote “Attack of the Brain Freeze!” during his summer internship at the Lexington Herald-Leader. The story explored the chilly phenomenon of ice cream headache or “brain freeze.”

Back’s story about an elderly couple who live in fear of losing their apartment and independence appeared in The Oregonian in Portland, Ore., where she was a summer intern.

The sixth-place and 11th-place finishes place Western third overall in the Hearst Foundation’s intercollegiate writing competition. After the first round, New York University is first and the University of Iowa is second.

The news staff of Western’s Public Radio has been recognized for its contributions to the Kentucky Associated Press broadcast wire.

WKYU-FM was the state’s second-leading story contributor for the past six months behind WHAS in Louisville, News Director Dan Modlin said. “We’re proud of it,” he said, adding that the news staff at WHAS is more than double WKYU’s three-person staff.

“We’ve tried over the years to maintain the reputation of being a leading source of news stories in the state,” Modlin said. WKYU-FM also finished second behind WHAS for the first six months of 1999, he said.

The AP recognition is based on a points system for the number and quality of news stories submitted by member stations, Modlin said. For example, when Russian President Boris Yeltsin resigned recently, Modlin contacted a Western government professor for analysis and submitted that story to the Associated Press for statewide use.

“Certainly we try to make use of the resources at Western,” he said.

Western’s Public Radio is WKYU-FM, 88.9 in Bowling Green, WDCL-FM, 89.7 and 103.3 in Somerset, WKB-P-FM, 89.5 in Henderson/Owensboro, and WKUE-FM, 90.9 in Elizabethtown.
Celebrating Black History

BY KIMBERLY SHAIN PARSLEY

Most people do not remember, or even know about, the contributions that Americans, African Americans, have made to the past successes and continued progress of our country and our society. Black history month is a time to learn about and appreciate those contributions.

Dr. Saundra Ardrey, Associate Professor of government and Director of the African American studies program, said that many people joke about or ridicule the fact that Black history month is observed in February, the shortest month of the year. She said that most people don't realize that February holds great significance for the African American community. February is the birth month of Abraham Lincoln, Rosa Parks and Malcolm X, all of whom shaped Black history, and in turn American history.

With this in mind, many of you may be wondering why Black history month is being featured in the March issue of On Campus. This is a very valid question. A great deal of time and preparation was required to launch On Campus in its new magazine format; so much so, that it was not possible to produce a February issue. We instead focused our efforts on creating the improved publication that you have before you now. I think the question of why a story about Black history, which is February, appears in the March issue was best answered by Dr. Ardrey. “Black history is continuous. Black history has to be a part of the whole social fabric. Issues of race and prejudice are year-round, and not confined just to February.”

Ardrey said that Black history month is about sharing African American culture with the larger community. She said she believes that learning about Black history and the contributions of African Americans will help to promote appreciation and understanding among the races.

“I tell my students that it’s like a quilt. A quilt is the most beautiful when it has patches of different colors and different shapes. Each group, each patch, makes its own contribution to the larger quilt. If we can look at diversity that way, then there will be a greater appreciation, and no one will feel threatened by one group proclaiming its contribution.”

Carter G. Woodson, 1875 - 1950, is regarded as the Father of Black History and is credited with the idea of formal African American studies programs. He was born to former slaves, and worked as a farmhand and a coal miner. He received no formal education until age 19, but nonetheless recognized the importance of an education for all people. He graduated from a West Virginia high school, and went on to attend and receive a degree from Berea College in Kentucky. He founded the Association for the Study of Negro Life and History in 1915. In 1926, Woodson started Negro history week, which has evolved into Black history month.

“People ask me why African Americans have to have an entire month,” Dr. Ardrey said, “I tell them that if Black history were integrated into history, then you would learn about the history of African Americans and other minorities, but it’s not integrated. Most educators don’t integrate Black history or make it a part of their curriculum. In every subject matter, you can integrate not just African Americans, but all minorities and their contributions.”

Ardrey said that Black history month helps to provide African American children with a sense of self and a base of knowledge about their culture. Ardrey has two children, seven and 14, and she said that the Black history education they receive in school is during Black history month or in regard to Dr. Martin Luther King Jr. Ardrey feels that without Black history month, her children would only learn about a small part of Black history as part of their formal education.
Ardrey said that she teaches Black history to her students, both in the classroom and at home, throughout the entire year. “I want them to know that some of the inventions we use everyday come from the Black community,” she said. “With so much negativity, I think it’s really necessary for young kids to have a sense of pride and a sense of self.”

C.J. Woods, Director of WKU Minority Student Services, echoed Dr. Ardrey’s sentiment that Black history month has improved Black history education. “Because of Black history month and African American studies programs, we have more students who are aware and who are capable of understanding the significance of Black history month, whereas in the past, we did not have an educated body of students who actually knew the history, the foundation and the circumstances which led up to wanting to celebrate Black history.”

Woods said the programs held in celebration of Black history month are designed to enlighten and educate the WKU student body and the entire community. Many university groups and organizations took part in the celebration of Black history month: the African American studies program, minority student services, the Kentucky museum, the cultural enhancement committee, the women’s studies program, the WKU radio and television stations, as well as other departments and organizations.

Like Dr. Ardrey, Woods feels that the history and perspectives of African Americans should not be limited to February.

"Black history month is a time for the community as a whole to reflect on history, and while doing so focus on the future so we won't make the same mistakes"

"Black history month is a time for the community as a whole to reflect on history, and while doing so focus on the future so we won’t make the same mistakes," Woods said. "I believe we should have programs year-round about diversity, not only African American contributions, but our society’s contributions as a whole.”

“Kentucky’s approach to African American studies has mimicked that of the South,” Ardrey said. “We have generally lagged behind in our appreciation of the African American culture.”

Though Kentucky may not have a proud history of cultural appreciation and racial acceptance, many Black Kentuckians were pioneers within the African American community and leaders in all aspects of society.

“There are a number of African Americans who are not heralded and not well-known, but who have their own particular level of contribution,” said Dr. John Hardin, Assistant Dean of Potter College of Arts, Humanities and Social Sciences.

“The first three jockeys in the Kentucky Derby were Black. . . . Most jockeys today, I would say an overwhelming majority, are either White or Hispanic.

Few are Black, but initially all the jockeys were Black. It gradually changed as purses got larger and it became more of an interesting profession,” Hardin explained. “Blacks were eased out and others put in.”

African American women, like their white counterparts, were overcoming seemingly insurmountable odds to gain equality with both Whites and Black men.

Alice Allison Dunnigan, 1906 - 1983, was a Russellville native who changed the way African American women were viewed among their colleagues in the field of Washington, D.C., journalism. Dunnigan began her career as a teacher in 1924. She taught in Todd County until 1942 when she moved to Washington to
March, 2000

Garrett Morgan, 1877-1963, was born in Paris, Kentucky to former slaves. He dropped out of school at the age of 14 and moved to Cleveland, Ohio. His career was primarily as an inventor. One of his most widely used inventions is the traffic light – widely used, though perhaps not widely appreciated. On July 25, 1916 a series of explosions occurred in a tunnel being built in Cleveland. Smoke, dust and natural gas emissions kept rescuers from entering the tunnel.

Garrett Morgan was contacted after the explosion in the hope that a device he had invented, called an inhaler, might make it possible to rescue trapped survivors. Morgan and his brother, with the aid of the inhaler, went five miles into the tunnel and 282 feet beneath lake Erie. They returned with a badly injured, but still alive, man. The city of Cleveland awarded Garrett Morgan and his brother a gold medal for their heroism during the disaster. Morgan’s inhaler, more commonly known as the gas mask, saved the lives of many American soldiers during World War I.

Western Kentucky University is both honored and fortunate to have faculty members from whom we can draw information about Black Kentuckians who have changed all our lives in some way.

Marion B. Lucas, a WKU Distinguished Professor, is the author of A History of Blacks in Kentucky: Volume I, From Slavery to Segregation – 1760 to 1891. The book was published by the Kentucky Historical Society in 1992. The Kentucky Commission on Human Rights has published A Gallery of Great Black Kentuckians, detailing the contributions of 24 African Americans from Kentucky. The biographical sketches of the historic figures here are included in the Gallery. More information about the Kentucky Commission on Human Rights and on the contributions of African Americans in Kentucky can be found by contacting the Commission at 1-800-292-5566.
WKU Libraries debuted the millennium exhibit, *A Century of Excellence*, with a ribbon cutting ceremony Jan. 20. The exhibit is a celebration of the Libraries’ 94-year history and honors the six Chiefs of Library that have overseen the library collections during that history. President Gary Ransdell cut the ribbon for the exhibit.

The project was spearheaded by Peggy Wright, a professor and research librarian. Shutterbug Photography helped with the funding and design for the exhibit.

During the ceremony, Provost and Vice President Barbara Burch presented plaques to former library leaders Sara Tyler and Dr. Earl Wassom, as well as the current Dean of Libraries, Michael Binder. Also, speakers talked about each of the 6 Chiefs of Library.

*A Century of Excellence* is on display on the fourth floor of the Cravens Library.

*Dr. Carol Crowe-Carraco peruses the exhibit "WKU Libraries: A Century of Excellence" shortly before the ribbon cutting ceremony.*

*Dr. Earl Wassom, director of WKU Libraries from 1972 to 1985, speaks during the opening of the exhibit.*
Accounting

Dr. Jan Colbert, James R. Meaney Professor of Accounting, had “Auditors or Advisors?” published in the Dec. 1999 issue of Internal Auditor.

Allied Health and Human Services

Lynn Austin’s “Needles and Pins: A Case Study in the Management of Occupational Exposure to Percutaneous Injuries” was accepted for publication on the University of Buffalo Health Science Centers website.

Dr. Dale Smith has been selected as a participant discussing “Assorted Issues in Doctoral Education” at the Annual Social Work Baccalaureate Program Director’s (BPD) Conference in St. Louis, Nov. 3-7, 1999.

Susan Wesley submitted a manuscript, “Proficiency in Ethical Decision Making: Knowledge and Skills of BSW Faculty and Student,” to the social work journal Arete in September. Wesley has also become a member of the board of directors of Hospice of Southern Kentucky as of Sept. 28, 1999.

Art

Art Department faculty Kim Chalmers, David Jones and Jacqui Lubbers, along with Chalmers’ wife, Tallon, participated in the World’s Greatest Studio Tour held in Bowling Green and Alavton, Ky., Nov. 13-14.

Biology

Dr. Cheryl Davis and Dr. Doug McElroy were recently selected for honorary membership in the Golden Key National Honors Society. Honorary members are nominated and chosen by the student members of Golden Key’s WKU chapter; Drs. Davis and McElroy are the first biology faculty at Western ever to receive this recognition.

Faculty from Biology and Physics & Astronomy offered a workshop on Oct. 22, 23 and 29, 30 for High School Teachers and Students. The focus of the workshop was “Life In Far-out Environments.” Support from NASA (IDEA-grant) and WKU. PIs: Wieb van der Meer (P&A), coPI’s: from Biology: Larry Elliott, Kerrie McDaniel, Wayne Mason and Claire Rinehart, and from Physics & Astronomy: Mike Carini, Dudley Bryant, Richard Gelderman, Charles McGruder and Rico Tyler and from outside WKU: James Alletto (Stockton College) and Linda Walker (Warren Central High School).

Dr. Shivendra Sahi’s undergraduate research student, Natalie Bryant won the best student poster award at the annual meeting of the Kentucky Academy of Science, held Nov. 5-6 at EKU, Richmond Ky. The poster was entitled, “The Uptake and Translocation of Lead in Sesbania Drumмонdi.” authored by Natalie Bryant, Robert Barlow, John Andersland and Shivendra Sahi.

Economics

Dr. H.Y. Kim presented his paper (with Dr. Tong Hee Kang, Kunsan National University), “Consumption and Risk Sharing Among Korean National Households” at the 69th annual meetings of the Southern Economic Association, Nov. 21-23, 1999, New Orleans, La. Dr. Kim also organized and served as a paper discussant on papers dealing with, “Korean Economic Issues”.

Geography and Geology

Dr. Christopher Groves, along with graduate and undergraduate students and other collaborators, presented six papers at the 12th National Cave and Karst Management Symposium in Chattanooga, Tenn. Dr. Groves also presented “A New Graduate Program in Geoscience for Federal Cave and Karst Resource Specialists,” an invited presentation at the National Park Service Cave and Karst Integrated Management Workshop, Mammoth Cave, Ky.

David J. Keeling was the editor for Geography and Geology Proceedings of the Kentucky Academy of Science, Vol. 1998-1999, in which Keeling’s “A Graphic Representation of Economic Integration Trends in the Southern Cone of South America,” was published. Keeling also presented “Globalizing the Urban, Urbanizing the Global” at the Department of Geography Seminar Series in Lexington, Ky., Oct. 29.

History

Richard V. Salisbury gave two invited lectures at Trent University, Peterborough, Ontario, on Nov. 12, 1999. The lectures were “Anglo-American Competition in Central America, 1898-1914: The Role of Sir Lionel Carden,” and “The Mexican Revolution: An Interpretation in Art and Photography.”

Journalism & Broadcasting

Dr. Augustine Ihator’s research titled “When in Rome…,” which deals with the global communication styles, has been published in the “Communication World,” Vol. 17, Number 1, December 1999-January 2000.

Nursing

M. Susan Jones has been selected to participate as a National Council License Examination item reviewer in a NCLEX item development panel session held in Princeton, N.J. As an item reviewer, Dr. Jones reviewed the questions, or items, that are used as part of the NCLEX.

Philosophy

Michael J. Seidler gave an invited lecture at a conference on “The Theory and Practice of Toleration” which was held at Boston University on Dec. 3, 1999. The conference was sponsored by Boston University’s Political Science Department & The Boston Conference for the Study of Political Thought.

Public Health

Dr. Michael Ballard was elected to the Kentucky Association for Health, Physical Education, Recreation, & Dance Board of Directors at the annual meeting in Lexington, Ky.

Dudley Conner, Executive Director of the Kentucky Public Health Association in Frankfort, Ky., addressed interested students and faculty on the future of public health and career opportunities recently.

Dr. Lisa Lindley was a presenter at the Annual South Carolina HIV/STD Conference Oct. 20-22, in Columbia, S.C. The session was entitled “Incorporating Developmental Assets into HIV/STD Prevention Programs Targeting Youth.” Dr.
Lindley also received an award for Excellence in HIV/STD Prevention for OutSmart in the Midlands, an HIV prevention program targeting gay, lesbian, bisexual and questioning youth (ages 16-22) in the Midlands of South Carolina. She was the co-founder and Director of the program for two years.

Dr. Ning Lu and Dr. Leiyu Shi were co-authors of an article accepted for publication (in-press), in the Journal Of Health Care For The Poor and Underserved. The article is entitled “Individual Sociodemographic Characteristics Associated With Hospitalization For Pediatric Ambulatory Care Sensitive Conditions.”

Dr. Thomas Nicholson, Dr. Wayne Higgins, and Dr. John White are co-authors of an article accepted for publication (in-press) in the College Student Journal. The article is entitled “A Multinational Comparison of Health Knowledge: College Students in Canada, Nigeria, and the United States.”

Dr. John White attended the National Association for Public Health Policy membership meeting in Chicago. He was also appointed a Director at Large for the organization and was re-elected as Secretary for the Council on Illicit Drugs.

Dr. Richard Wilson presented a paper and moderated a research session at the annual convention of the American Public Health Association in Chicago. He also traveled to Washington, D.C., to consult with the National Campaign for Tobacco-Free Kids to assist in the development of an anti-smoking curriculum for middle and high school students.

Dr. Richard Wilson and Dr. Michael Ballard presented training workshops for professional employees of local and district health departments. The workshops were conducted in Louisville, Lexington, Jenny Wiley State Park, Lake Cumberland State Park, and Kentucky Dam Village State Park.

Sociology

Craig Taylor was one of three people given the 1999 District Award of Merit at the recent Lost River District recognition banquet for the Boy Scouts. He is currently serving as District Commissioner and have been active in Scouting in a variety of capacities for over 40 years.
THE HISTORY OF WOMEN'S HISTORY:
Looking to the Future

BY CARLA JO SLAVEY

There comes a time when we aren't allowed not to know.—Judith Voirst

In 1987, the U.S. Congress declared March as Women's History Month. It was a major milestone for women. For the most part, women had been left out of the junior high and high school history books. From our country's first women settlers to the Grimké sisters and the women's rights movement, to today's feminists and their words and works, women have played a major role in our history.

Women's history was as important to women in the early 1900's as it is today. In her book, Rampant Women, published by the University of Tennessee Press, WKU Journalism Professor Linda Lumsden talks about how those involved in the suffrage movement stressed the importance of history in their conventions. "Conventions helped instill this sense of female destiny by making space on every program for celebrations of suffrage history. Celebrating a common history created a group identity," Lumsden says.

Lumsden describes how older suffragettes were honored at conventions and how women such as Susan B. Anthony were honored by younger suffragettes for the work they did in their lives.

"Suffragists' reverence for their history satisfied more than nostalgia; it placed their current actions in the context of making history. Possessing a history helped them envision the possibility of a future," she says.

Even after winning the right to vote, women realized that there were still opportunities to create a better future. The National Women's History Project homepage (http://www.nwhp.org) explains how Women's History Month officially began. In 1970's, the Education Task Force of the Sonoma County (California) Commission on the Status of Women was concerned about the lack of women's history being taught. They began a "Women's History Week," centering on March 8, International Women's Day.

The 1987 National Women's History Project "petitioned Congress to expand the national celebration to the entire month of March," according to the website.
"Women before the Industrial Revolution were immensely talented, and in order to survive it required enormous amounts of knowledge. They were healers; they had to know what herbs and what natural plants could be used to help their families. They raised the food, they processed the food, they canned the food, they cooked the food, they wove their own wool and blankets..."

events to most people are the battles in war and the politics. "That's a very limited conception of what history is," she says. History is more than "presidents and kings." "It's also very much about the cultures themselves and how they developed, and women are incredibly important to how a culture is developed and defined."

Olmsted says she suspects most pre-university schools focus on a few "token" women, such as Harriet Tubman. "There's nothing wrong with that, but [students] won't have had the whole concept of what history means challenged."

In the book The Ladies of Seneca Falls, published by Macmillan Publishing Co., Inc., Miriam Gurko also notes that women are often overlooked in history books. "Here and there the name of a woman's rights leader might be mentioned," Gurko says.

Women were involved in more than just the suffrage movement, though. When America was first being settled, women played a very important part. Gurko explains in her book that the first women in America needed to be strong. "There could be no nonsense about female fragility and helplessness when women worked alongside men to clear the land, or handled guns to shoot game and enemies on the frontier."

Dr. Olmsted agrees. "Women before the Industrial Revolution were immensely talented, and in order to survive it required enormous amounts of knowledge. They were healers; they had to know what herbs and what natural plants could be used to help their families. They raised the food, they processed the food, they canned the food, they cooked the food, they wove their own wool and blankets and so forth."

When the Industrial Revolution began, however, American women's roles shifted. Gurko explains how many of the jobs the housewife had been performing at home could now be done in factories. "As the need for her declined, so did her value, and so did the respect accorded her," says Gurko.

Dr. Olmsted says that the Industrial Revolution began the separation of "public" and "private" spheres in our country. Men dominated the public sphere, whereas women dominated the private sphere.

Since men dominated the public sphere, as Gurko points out, "female accomplishments were usually not recorded by male historians," making that one reason women are generally left out of the history books.

But women's history is being discovered and uncovered by today's women, especially here in Kentucky and at Western. During the month of March, Western is hosting events and guest speakers, including those sponsored by Women's Studies.

Also, Dr. Olmsted and English Associate Professor Elizabeth Oakes have edited a book of poems by Kentucky feminists called Writing Who We Are: Poems by Kentucky Feminists. They are planning another book focusing on fiction by Kentucky feminists.

Dr. Oakes believes the book will be important for showing how Kentucky fits in with women's history. "I can envision somebody 200 years from now looking back and writing about what women in Kentucky were saying because of this book," she said.

Carla Sladey is a part-time writer/editor for OnCampus.
**THE VOICES OF KENTUCKY FEMINISTS**

**BY CARLA JO SLAVEY**

Writing Who We Are: Poems by Kentucky Feminists includes poems by women from all over Kentucky in all different voices. The book was edited by Dr. Elizabeth Oakes, Associate English Professor, and Dr. Jane Olmsted, Director of the Women's Studies Program and Assistant English Professor.

The editors say their aim for the book was to include "the diverse voices of Kentucky feminists."

Some of these diverse voices include: Joy Bale Boone, a Kentucky poet laureate; Elizabeth Demske, a MT Vernon woman who works in a transitional shelter for women and children; Dorian Gittleman, a sixteen-year-old Louisville prep-school student; Maggie Miles, trained in the Feldenkrais Method, a therapy to increase flexibility and coordination; and Mary Ellen Miller, English Professor and Faculty Representative on the Board of Regents here at Western.

Dr. Oakes said that when choosing which poems to include in the book, she and Dr. Olmsted were looking for an authentic voice.

"We wanted a range of women," Dr. Oakes said. "We wanted a range of ages and occupations and races and everything put together. We sent calls for poems to all the universities, to high schools, to women's shelters, to women's prisons, writers conferences, and all the literary journals in Kentucky."

Dr. Olmsted said the editors also invited the poets to explain about themselves. "We also asked in our call for poems, in addition to the usual brief biography, some kind of statement about what it means to be a feminist," Dr. Olmsted said. Excerpts from those statements are in the back of the book, showing "a wide range and feminist voices coming from the most unlikely places," she said.

It was easy for the two to decide to edit the book, but finding a publisher was more difficult. They contacted all the presses in Kentucky that they knew of. "They all said it was a great idea, but they couldn't publish poetry right now," Dr. Oakes said. "So then we started looking for grants."

They received grants from the Kentucky Foundation for Women and the Western Kentucky University Faculty Development Committee, and they published the book through Western.

"We couldn't have done it without having Western publish it," Dr. Olmsted said.

"And we couldn't have done it without the grants," Dr. Oakes added.

The book is available at the WKU Bookstore, Kentucky Museum gift shop, and Barnes & Noble, or by contacting Drs. Olmsted and Oakes.

The editors say that profits from the book will fund poetry readings in Kentucky and support visiting writers at Western. Profits will also go toward their next project: a volume of short stories by Kentucky feminists.

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**Women's History Month Activities**

**Thursday, March 2**

Dr. Lynn Weiner presents Race, Sex, and the PTA: How Women's History Re-Evaluates the Past

7:30 p.m. in the Garrett Auditorium

**Tuesday, March 7**

Women's Alliance Spring Workshop and Luncheon

Women in Power at WKU

11:45 a.m. - 3:30 p.m. in Downing University Center Room 226

Lunch reservations are available through Susan Morris, (270) 745-4041

Lunch will be about $10-11. If participants bring their own lunch, there is no fee.

**Monday, March 27**

Sena Jeter Naslund, author of Ahab's Wife or The Star Gazer, will read from her work and talk about the controversy brewing over her audacity in writing a novel about Moby Dick's arch nemesis's wife.

7 p.m. in the Garrett Auditorium

**Thursday, March 30**

Gender Images Film Series: When Night Is Falling

7 p.m. in the Garrett Auditorium

For up-to-date information, contact Jane Olmsted or Women's Studies, 270 (745-6477).
NEW ENERGY FOR TVA

BY JIM ANDREWS

The following, reprinted by permission from Inside TVA, publication for TVA employees and retirees, features Skila Harris, newly-appointed to the Tennessee Valley Authority Board of Directors.

Harris is a native of Bowling Green and has a bachelor’s degree from WKU in government and a master’s from George Washington University.

Skila Harris already knew a great deal about TVA after growing up in the Tennessee Valley region and working in energy-related jobs in Washington, D.C. But she has learned much more in her first weeks as a TVA Director.

“I’ve read a lot of the history of TVA,” says Harris, who was sworn in Nov. 16 by Vice President Al Gore. “But I’ve also tried to read about and talk with people about the issues now facing TVA and the electric-utility industry overall.

“I’ve gained so much confidence about the future from the ‘can do’ spirit of the employees I’ve met in the hallways, in the cafeteria, at the Live Well Centers and as receptions. They’ve said to me, ‘I love TVA. I’m ready. We can do this.’”

Harris says she gave a lot of serious consideration to her decision to accept the nomination to become the 25th Director in TVA’s 66 + years.

“This position represents a huge professional challenge, but there is so much about it that seems right for me,” she says. “Basically, it is a convergence of my heritage in this region and how I spent the majority of my professional life in the energy-policy business.

“And one of the things that makes it most attractive is the fact that TVA is on the verge of a major change in the industry. I find it simultaneously daunting and appealing. So it didn’t take me long to conclude that an appointment to the TVA Board was an honor and an opportunity I couldn’t pass up.”

Harris was born and reared in Bowling Green, Ky. “My mother still lives there. My parents named me ‘Skila,’ after my father, Skiles Browning Harris. ‘Skiles’ was his mother’s maiden name.”

Harris worked in the Department of Energy during the Carter Administration, was a vice president at Steiner-Liff Iron & Metal Co. in Nashville, and served as a Special Assistant to Vice President Gore and as Chief of Staff for Tipper Gore in Washington.

Most recently, she was Executive Director of the Advisory Board to the Secretary of Energy and Staff Director of DOE’s Tennessee Valley Electric System Advisory Committee, which gathered views from TVA constituencies about restructuring on the electric-utility industry.

“A lot of the issues TVA is facing aren’t unique to us,” she says. “Everybody in the industry is struggling with them, and a lot of us are exploring this new horizon together.”

She is enjoying her personal introduction to TVA and its employees.

“I’m having a wonderful time taking a long look at TVA and learning as much as I can about every facet of TVA,” she says. “As I continue to meet employees, I am inspired and energized and more confident than ever that we have the people to meet every challenge before us. I hope they will keep coming to us with ideas and suggestions about ways TVA can continue its success.”

Harris believes she, Director McCullough and Chairman Crowell will work well together.

“I think each of us is bringing something unique – and together our experiences and our skills have created a strong Board,” she says.

Jim Andrews is a native of Hopkinsville, Ky. and is a 1965 graduate of WKU who has been with TVA since 1980. His first job was with the Daily News in Bowling Green in 1963-64.
"All the world's a stage," said William Shakespeare, and those of us who pass our days on Western's campus participating in the daily adventure of teaching have no difficulty at all in agreeing with him. Many a time the so-called "normal" classroom situation is so filled with drama, both surreptitious and overt, one often wishes that a hidden camera could capture the moment and share it with the world.

Just as parenting young children provides magic moments which vanish with the passing years, so skillful teaching creates special classroom moments that for a while seem to be forgotten. But it often happens that years later someone is heard reminiscing about student days at WKU, laughing at the fun and exhilaration of a moment forever impressed on the memory.

Do these moments arise naturally? Sometimes they do. A happy combination of subject matter and personalities often conjures up magic moments to the delight of all involved. My Religions of the Middle East class attended a Jewish Sabbath service in the Downing University Center last semester, and afterwards I borrowed a prayer book from the Jewish congregation and decided to have one of my students read aloud a special Jewish prayer the next time the class met. "Re-enforcement of ideas," I thought to myself. To add some realism to the situation, I threw a tallith across the student's shoulders and placed a kippa on his head. He immediately fell into the role — standing up with dignity and inviting the class to do the same as he read. To my surprise, they all quickly rose to their feet and stood beside their desks, grinning from ear to ear as he intoned the prayers. They loved being a part of the event and heartily joined in with the responses, as they had seen the Jewish congregation do a few days earlier.

Sometimes one has to work a little harder to achieve the goal. A Moslem medical doctor in town, Dr. Nagy Morsi, graciously agrees to speak with my students each semester about his understanding and practice of Islam. Because he performs surgery each weekday morning, this event has to take place on a Saturday.

In the spring semester we decided to do this in my home. A few obliging students stopped by on Friday evening and moved the den furniture into the garage. We laid down Middle Eastern carpets and on top of them we rolled out a line of prayer mats. The den became a dilvan, a Middle Eastern study hall. Everyone was eager to learn the Moslem prayer ritual, kneeling with foreheads to the ground. Later that semester, one of the students accompanied me to Natcher Elementary school and repeated the same ritual for the sixth grade social studies classes there. The Natcher children dressed up in Middle Eastern attire and stood on tiptoe as they crowded around to watch.

Is this entertainment or education? Dr. David Young, an Instructor in the Department of Theatre and Dance, maintains that activities like this are education at its best. In a faculty workshop presented recently by the Center for Teaching and Learning, Young reminded us that the primary way in which we "learned to learn" as small children was through play and role-playing. Role playing, Young said, can be used to develop new perspectives, deepen understanding, reinforce concepts and make the abstract real. Involving students in such ways pulls them from the audience to the stage — they become participants in a drama.
The task of a teacher does not differ from the task of an actor, in Young's opinion. The goal of both is to engage the receiver and challenge his or her thinking. "Teaching is performance," Young maintains, even though this idea may make some professors wince. Both the actor and the teacher are charged with carefully choosing their objectives in the given situation and using every possible tactic to achieve those objectives. In the classroom the students are both audience and partner in the scene. "For me," Young said, "both teaching and acting are about strong, clear goals and effective tactics."

If theatre in the classroom is such a powerful educational tool, why the reluctance of some professors to embrace this teaching style? In the workshop I mentioned, Dr. James Lobdell, Assistant Professor in the School of Integrative Studies-Teacher Education, suggested that some educators are reluctant because they do not feel qualified in terms of background and training. Lobdell did not see this as an insuperable barrier. He recommended skeptics visit a children's theatre program to observe what is happening. Initial forays in the classroom might include short warm up activities, brief lead-ins to lessons or interpretive responses to literature. Perhaps some educators fear they may lose personal control of the learning situation? It is more likely, in Lobdell's opinion, that such activities will build cohesiveness and trust. Or there may be a darker side emerging here — a reluctance to cede center stage to the students. Lobdell advocated moving beyond these fears because theatre in the classroom encourages students to become involved and highly motivated. Non-traditional responses to assignments enhance creativity, Lobdell said; they transform learning into play which is a natural educational tool. "I want to put the play back in for people of all ages."

Dr. Carol Crowe-Carraco, a Professor in the Department of History, was the third participant in the Center for Teaching and Learning workshop. She emphasized the importance of being willing to learn and change. Well known for her role playing of historical characters as a member of the Kentucky Humanities Council Speakers Bureau, Carraco described how when she initially rehearsed one of her presentations she was told that it came across like a speech that had been memorized. Her intent was to mimic the natural words of the character that she was aiming to portray. So Carraco worked hard to develop a more realistic style. She found that instruction in how to do this was readily available — another great thing about teaching at Western Kentucky University — the availability of a rich resource pool of skilled and enthusiastic people who are ea-
Left to right: Dr. Carol Crowe-Carraco, Dr. James Lobdell, and Dr. David Young share ideas about theatre in the classroom.

enger to engage in team effort. "I find that role-playing, especially in costume, makes history come alive to an audience," Carraco said. "But you must learn the character and the period as well as possible so that you can go on with the show no matter what."

The expression "theatre in the classroom" evokes a number of images and connotations, not all of them positive. Some educators suspect that this concept implies that they must act in a wild and exaggerated manner in front of the class and perhaps lose face in the attempt. Others fear putting on a "false" persona and perhaps being ridiculed by the students. Some balk at the concept that the professor is there to entertain the student, in futile competition with electronic media, wave pools and Disney World. The Center for Teaching and Learning workshop opened up another dimension of the concept, a dimension in which the students become the focus of the action and even, from time to time, the initiators of the action. Good acting, Young maintains, is not obligated to be entertaining. Its first and strongest obligation is clear and truthful communication. And this, after all, is what education is about.

Dr. Margaret Curtis-Howe is Professor of Middle Eastern Studies in the Department of Philosophy and Religion and served as Faculty Associate in the Center for Teaching and Learning, Fall Semester, 1999. She is currently enjoying optional retirement.
KNOWLEDGE IN THE NEW CENTURY

More than 1,000 Western Kentucky University students became the last class of the 20th Century at fall graduation exercises in December.

"That is reason to pause to consider the past and contemplate the future," WKU President Gary Ransdell told the graduates gathered in E.A. Diddle Arena. "You and Western have both invested much in your capacity to think and reason. As you enter this promising new millennium, I encourage you to trust the instincts which the faculty and staff assembled here today have helped you develop."

Dr. Ransdell urged the new graduates to continue with their education.

"We live in a world in which new knowledge is being created every day," he said. "As you leave the structured environment of the university, commit yourself to learning, and commit yourself to constructive use of your knowledge—the knowledge you gained on this campus—and the knowledge you shall gain by doors opened to you because of your Western education."

In addition to each graduate in attendance, Western presented honorary doctorates of humanities to Sallie Bingham and Don S. Vitale.

Bingham was honored for her work as an artist and humanitarian. Her short stories, poetry and novels, including her memoir "Passion and Prejudice," have received both national and international acclaim. She also is the founder of Hopscotch House in Louisville, which serves as a retreat for women, and began and funded the Kentucky Foundation for Women. Bingham was unable to attend due to illness.

Vitale is chairman and president of Manchester Capital and a member of the WKU Foundation Board of Trustees. He was honored for his community involvement and the support he gives to a number of organizations, including St. Thomas Hospital in Nashville, Bowling Green Bank and Trust and the St. Louis University Bubourg Society. He is also a founding principal partner of DESA International.

Western also recognized five honor graduates. The winners of the Ogden Trustees Award had a 4.0 grade-point average with all coursework completed at Western. Scholars of the College had the highest GPAs in their colleges while completing at least 64 credit hours at Western.

Leslie Ford, a chemistry major from Tompkinsville, was named scholar of the Ogden College of Science, Technology and Health and received the Ogden Trustees Award. She is the daughter of Larry and Rachel Ford.

Tasha Koontz Stamper, an early elementary grades major from Scottsville, was named scholar of the College of Education and Behavioral Sciences. She is married to Scott Stamper and is the daughter of Rick and Deborah Morris of Monticello.

Ksenia Vaskova, an economics major from Ekaterinburg, Russia, and a graduate of Lakewood High School in Denver, was named scholar of the Gordon Ford College of Business. She is the daughter of Svetlana and Vladimir Vaskova.

Angela Fairbanks, a religious studies major from Murray, was named scholar of the Potter College of Arts, Humanities and Social Sciences. She is the daughter of Kenneth and Rebecca Fairbanks.

J. Gail Gulling, a history and government major from Bowling Green, was also named scholar of the Potter College and received the Ogden Trustees Award. She is married to James Gulling and is the daughter of Joyce Cropper and the late Randall Cropper.
W. Edwards Deming. If the name is not familiar, it should be. Deming, one of the originators of Total Quality Management (TQM), pioneered some of the world's most useful and innovative strategies for enhancing quality and productivity. Initially ignored by American management, Deming's ideas are currently synonymous with sustained profitability and long-term success in the private sector. Furthermore, his uncompromising stance on the key issue of accountability serves as the cornerstone of organizational efficacy.

Higher education has not been immune to the management revolution taking place in the private sector. Evidence of how Deming has influenced the academic world can be found in the push toward greater accountability at all levels of the pedagogical hierarchy. More than just an attempt to insure consistency within and between similar programs, many of the changes that have occurred within our educational systems over the last couple of decades have been motivated by the desire to maximize the quality potential for both the institution and, ultimately, its graduates.

The challenges that lie ahead for higher education are enormous. It is absolutely essential that educational leaders be adequately prepared to confront those challenges. One of the key ways they can better prepare themselves to survive the coming social, political and economic turbulence is to study Deming's "14 points" and understand how they apply to the collegiate environment. What follows is a summary of his "14 points," together with an explanation of how each can be used to achieve greater accountability, quality and customer satisfaction.

1) Create constancy of purpose.

Everyone involved in the delivery of programs and services to the campus population must understand and accept the fundamental importance of providing exceptional customer service at every available opportunity. If acquiring a college education truly precipitates a significant advantage to the recipient, then those benefits should be obvious and desirable. Students should attend college be-
cause it provides something that will help them succeed personally, socially, and vocationally. Yet this potential can only be fully realized if everyone in higher education shares the same vision and is pulling in the same direction. In other words, everyone involved in the educational process must be in total agreement regarding institutional mission, allocation of resources, how priorities will be established, and how goals and objectives will be accomplished.

(2) Adopt a new philosophy.

In short, what was acceptable as "standard procedure" in the not-too-distant past is no longer appropriate. When college was seen as the only viable route for getting ahead, the need to be sensitive and responsive to individual desires, concerns, complaints, and recommendations was not very acute. At most institutions, the decision-making process was driven solely by enrollments. If students wanted to acquire the knowledge and skills deemed essential for success, attending college was really the only option. Students were taken seriously only when it was convenient and/or unavoidable. But now times have changed. In a very real sense, colleges and universities are now much more dependent on students than is the reverse case. Customer satisfaction is no longer an abstract philosophical construct; it is potentially the most important consideration in virtually every decision.

(3) Cease dependence on inspection.

Stated another way, colleges and universities must become much more proactive in their approach to the provision of programs and services. Higher education professionals have a well-deserved reputation for being primarily reactive in how they respond to issues that affect the on-campus population. Instead of taking the lead when problematic situations arise, they have often had to be coerced into taking some form of corrective action. When something "bad" happened, the typical response by many collegiate leaders has been to try and minimize the damage that might result as a consequence. In the business world, by contrast, the current emphasis is on taking steps to prevent "bad" things from happening in the first place. Instead of simply responding to changing realities, higher education professionals must assume a more dynamic role in determining what those realities will be at some future point and then developing programs and services designed to meet the challenges they represent.

(4) Minimize total cost.

While money is certainly a key ingredient for the development and maintenance of a quality educational system, it is naive to assume that quality is directly proportional to the number of dollars spent. A tell-tale characteristic of the reactionary mode of thinking involves the "band-aid" approach to dealing with problems and other difficult situations. In an attempt to deal with the perceived short-term consequences of a given situation, institutions typically spend three times the time, money, and effort needed to actually solve the problem; i.e., take the steps necessary to completely resolve the problem and thus prevent it from occurring again. Higher education professionals need to concentrate more on the long-term future of their programs as opposed to expending inordinate amounts of time and resources dealing with relatively trivial matters.

In today's market, it is never advisable to reach the conclusion that a particular institution is "good enough." Continuous improvement must be a top priority on all fronts -- from the blackboard to the balance sheet.

(5) Improve constantly and forever.

In today's market, it is never advisable to reach the conclusion that a particular institution is "good enough." Continuous improvement must be a top priority on all fronts -- from the blackboard to the balance sheet. The only way to remain responsive to the needs of a diverse and dynamic student population is to constantly strive to provide better services without comparable increases in cost. Higher education professionals must stay in touch with the students they serve. They must continually monitor student needs and offer programs and services that meet those needs both currently as well as in the future. The overriding goal of continual improvement must dominate every discussion and permeate every agenda. Nothing should be undertaken in the academic arena that does not add value to the overall enterprise.

(6) Institute training.

Training is the key to successfully implementing TQM within the academic environment. Training faculty and staff can be a very complicated, involved and even frustrating process. But if done correctly, it can also be one of the most rewarding dimensions of work in higher education. Sound training forms the basis for a successful college or university. Whereas many institutions do an exceptional job when it comes to the provision of training experiences, others simply do not devote the time and effort needed to insure that the concepts presented within this article are given the attention they deserve. Far too often, train-
ing consists of 1) dispensing technical information, and 2) reacting to situations as they develop. To be truly effective, training must transcend these somewhat narrow parameters to include the decision-making and problem-solving skills necessary to facilitate customer satisfaction.

(7) Institute supervision.

Once faculty and staff have received training in the basics of TQM, it is imperative that upper-tier administrators constantly reinforce their commitment to enhanced quality through every aspect of their management style. Most experts agree that, in the future, organizational hierarchies will be much more horizontal than is currently the case at many colleges and universities. In short, there will be far fewer levels between upper administration and students. One logical result of this collapsing of the structure will be the empowerment of those at the lowest levels; i.e., those closest to the students. Such an arrangement necessarily mandates a management strategy foreign to many higher education professionals. Supervising empowered employees is substantially different from dictating what is to be done centrally. Supervision of person-

nel within the context of TQM is quite distinct from supervision of task facilitation within a more traditional context.

(8) Drive out fear.

No one can focus on doing the best job possible if he or she lives in constant fear of the consequences of perceived failure (such as being reprimanded or fired). Many higher education professionals, in the guise of enhancing accountability, have instituted a comprehensive and endless array of evaluations: self-evaluations, student evaluations, peer evaluations, supervisor evaluations, etc. This is further evidenced by the recent interest in implementing post-tenure reviews at many institutions. The intended outcome of these assessments may indeed be to foster and maintain higher standards of commitment and quality. Yet the message that is often received by faculty and staff is one of implicit mistrust and intimidation. Good supervisors must learn to rely minimally on formalized evaluation schemes as a means of motivating staff and thus insuring that departmental goals and objectives are appropriately met.

(9) Break down barriers between departments.

TQM requires a systemwide effort on the part of all departments. Higher education professionals who are obsessively preoccupied with who reports to who, following the appropriate channels, and other issues related to turf protection often do considerable harm to the institution by keeping the focus from where it should be — on the delivery of quality programs and services. Being as responsive as possible to the needs of students should be the only real concern. Ideas for improvement should always be welcome; where they originate should be relatively inconsequential. Getting the job done efficiently in a humanistic manner, regardless of how the departmental lines appear on an organizational chart, is all that really matters.

(10) Eliminate unrealistic targets.

Although it sounds good to proclaim that “100% student satisfaction is our goal,” in reality, this is impossible to achieve. For instance, holding faculty responsible for the fact that not all of their students feel they are doing an acceptable job is unfair and unrealistic. Recognition should be given for effort, not just results. If
higher education professionals establish goals and objectives that are inherently unattainable, they are not, as they might think, motivating their staff members to be “all they can be.” Moreover, establishing recruitment or development goals that are unrealistic only serves to dampen morale and thus needlessly impede performance. In the long run, this leads to high frustration and accelerates burnout. TQM requires an unwavering dedication to the central concept of complete and consistent customer satisfaction which can only be achieved through empowerment of all organizational members. Such commitment implicitly denotes a fundamental shift in the way many higher education professionals view their role as proponents of student learning and development.

**Instituting the Deming philosophy is not just the responsibility of the upper administration at a college or university, nor is it the primary concern of any one group within the organization. It must be seen as everyone’s responsibility.**

(11) **Eliminate numerical quotas.**

An academic program can be highly successful even though it enrolls only a relatively few students. The mere fact that the program is available, and that a great deal of effort went into its design and construction, account for a lot more than is often realized. Similarly, if recognition is only given to those who are successful at recruiting high numbers of students (or processing high numbers of forms), then an adversarial atmosphere in the workplace is often created. Holding individuals with different abilities to the same performance standards is inherently counterproductive. Faculty and staff should be rewarded for performing at their maximum potential.

(12) **Abolish management by objectives.**

On the surface, management by objectives (MBOs) seems like a good approach. MBOs can be helpful in establishing priorities and clarifying the various job functions that must be performed. But in the era of TQM and its emphasis on continual improvement, MBOs are innately self-defeating in that they severely limit creativity by inhibiting employees from proceeding beyond the relatively narrow parameters they prescribe. Higher education professionals must be extremely flexible in order to respond effectively to each student’s individual needs. MBOs, by their very nature, limit this flexibility and tend to precipitate meaningless, repetitious conformity.

(13) **Institute a vigorous program of re-education.**

Achieving the goals and objectives of TQM will require extensive re-orientation of the culture in higher education. Many of Deming’s ideas are rather easy to comprehend yet moderately difficult to actually put into practice. Changing the way people think can be an extremely daunting task, as the proponents of multiculturalism are currently finding out. TQM requires the full support of everyone within the organization; it will be a disappointing failure if it is only the dream of one or two people who have read a little about it and decided to “give TQM a try.”

As the twentieth century has closed, the challenges that lie ahead for society have never been more daunting or complex. Colleges and universities will no doubt play an increasingly significant role within the economic and cultural arena during the next millennium. TQM offers tremendous advantages for higher education through its provision of new and innovative solutions to both existing and anticipated problems, yet it remains a hazy concept to most collegiate faculty and staff. Just like business and industry, higher education stands to benefit substantially through the adoption of Deming’s ideas. In a time best characterized by cynicism on virtually all fronts, Deming offers a framework in which the colleges and universities of tomorrow can not just survive, but prevail.

Note: For a more thorough explanation of Deming’s “14 points,” please see W. Edward Deming’s Out of the Crisis (2nd ed.) (Massachusetts Institute of Technology, 1986), or Mary Walton’s The Deming Management Method (The Putnam Publishing Group, 1986). This article is excerpted/adapted from Application of the Deming Philosophy to Higher Education by Aaron W. Hughey, which appears in the February 2000 issue of Industry and Higher Education. Used with permission.

Dr. Hughey is Associate Professor of Education Leadership and a regular contributor to On Campus.
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COMING UP

March

2
Foreign Language Festival
7 a.m. - 2 p.m.
Garrett Conference Center
Dr. Brisco, (270) 745-5842

Race, Sex, and the PTA: How Women's History Re-Evaluates the Past
Women's History Month
7:30 p.m.
Garrett Auditorium
Women's Studies,
(270) 745-6477

Bowling Green Western Symphony Orchestra
7:30 p.m.
Capitol Arts Theatre
Music Department,
(270) 745-3751

3
WKU Women's Softball vs. Ball State
2 p.m.
Bowling Green, Ky.
Sports Information,
(270) 745-4298

Christian/Faculty Fellowship luncheon
Larry Caillouet,
(270) 745-5202

6
Registration Begins for May Term and Summer Term
Sharon Drysen,
(270) 745-4242

7
Capitol Arts Showcase
Location: Downing University Center
Carrie Barnett, (270) 782-2787

Indirect Costs for the Lay Audience
10 a.m. - 2 p.m.
Cravens Room 216 (Career Services Center)
Sponsored Programs,
(270) 745-4652

Women's Alliance Spring Workshop and Luncheon
11:45 a.m. - 3:30 p.m.
Downing University Center Room 226
Jack Montgomery,
(270) 745-6156

8
WKU Women's Softball vs. Tennessee-Martin
2 p.m.
Bowling Green, Ky.
Sports Information,
(270) 745-4298

9
American Theatre Tom Sawyer
Van Meter Hall
Trina Harris, (215) 563-3501

10 - 11
Jr. High State Speech Tournament
Van Meter Auditorium/Garrett Conference Center
Ky. Speech League,
(270) 745-6340

Larry Caillouet,
(270) 745-5202

Transition Fair
10 a.m. - 2 p.m.
Downing University Center Mezzanine
Linda Sparks,
(270) 745-3108

11 - 12
Bluegrass Reining Horse Show
L. D. Brown Agricultural Exposition Center,
(270) 843-3542

13 - 17
Spring Break
Sharon Drysen,
(270) 745-4242

16 - 18
Sr. High State Speech Tournament
Van Meter Auditorium/Garrett Conference Center
Ky. Speech League,
(270) 745-6340

18 - 19
West KY Horse Sale
L. D. Brown Agricultural Exposition Center,
(270) 843-3542

23
National Theatre Don Quinta
10 a.m.
Van Meter Auditorium
Ginny Steenbergen,
(270) 745-2497

David Halberstam Lecture Cultural Enhancement Lecture Series
8 p.m.
Van Meter Auditorium
Sponsored Programs,
(270) 745-6477

25
Scholars, OAR (orientation-advisement-registration)
Greg Purpus, (270) 745-4242

Ky. Derby Beefmaster Sale
L. D. Brown Agricultural Exposition Center,
(270) 843-3542

Nutrition and Weight Control on the Web
7 p.m.
South Campus
University Libraries Reference Office, (270)745-6115

27
Sena Jeter Naslund, author of Ahab's Wife or The Star Gazer
7 p.m.
Garrett Auditorium
Women's Studies,
(270) 745-6477

28
OAR, Beginning Freshmen
Greg Purpus, (270) 745-4242

30
OAR Beginning Freshmen
Greg Purpus,
(270) 745-4242

When Night is Falling
Gender Images Film Series
7 p.m.
Garrett Auditorium
Women's Studies,
(270) 745-6477

31
Christian/Faculty Fellowship luncheon
Larry Caillouet,
(270) 745-5202

After the Award Letter (Administering Your Project)
1:30 - 4:30 p.m.
Cravens Room 111
Sponsored Programs,
(270) 745-4652