The Accidental Professor
Dr. James Baker
Editor's Note

Since its inception, On Campus has undergone many changes. What you have before you is the latest change in the life cycle of the publication. Let me assure our loyal readers that the informative, thorough and entertaining stories you have come to expect will continue to fill the pages of this publication.

When Sheila Conway Elson began On Campus as a way to promote the people and programs at Western, it was distributed to on campus readers only. Over the years and due to her diligence and hard work, the publication's off campus readership grew, rivaling and eventually surpassing the number of on campus readers. The change of the publication name from On Campus to Echo reflects this shift.

Since becoming assistant editor of On Campus two years ago, one thing I learned was that the people connected with Western never lose that connection. They may graduate, retire, or move on but they cherish their association with Western. They may travel far away, may be gone for a while, and even lose touch entirely for a time, but they always return to the hill — as alumni, supporters, fans, employees or even parents of a new generation of WKU students.

Just as a sound sent down from a hill will ripple out in all directions, so do the members of the Western family. Eventually, the sound will return to its source as an echo. All the people who make up the readership of this magazine: faculty, staff, retirees, business leaders and alumni are the echo of Western Kentucky University.

I look forward to hearing from and working with you in the future. I urge everyone to send me story ideas, event announcements and professional activities. Echo Magazine is a publication that is unique to Western. Its content is driven by its readers and covers a range of topics that include every aspect of the Western experience. I want to continue Sheila's tradition of making this publication one for the entire campus community.

Thank you,

Kimberly Shain Parsley

Editor Kimberly Shain Parsley and Guide Dog Garnet.
Echo is a publication for the Western Kentucky University community, produced by the offices of Communication and Publications in the Division of Public Affairs.

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Educating Communities
One Student at a Time

By Kimberly Shain Parsley

The mission of community colleges is simple: To provide quality educational opportunities that will enhance communities and enrich the lives of their citizens. Open admissions policies and low tuition rates allow for greater access than traditional colleges and universities.

Though all community colleges share commonalities, they differ even within the same state because they spring from and strive to meet the individual needs of their communities. In response to the widespread unemployment rate during the Great Depression, community colleges across the country began providing job training programs. Community colleges were popular options for soldiers returning from World War II armed with the G.I. Bill. In 1948, the Truman Commission proposed the formation of a national network of community based educational institutions. In the 1960s, 457 public community colleges were formed, more than doubling their numbers.

According to the American Association of Community Colleges, there are 1,132 community colleges in the United States today, and those community colleges educate more than half the nation’s undergraduates. Since 1901 when the first community college, Joliet Junior College in Illinois, was founded, 100 million people have attended community colleges. Such institutions have become a familiar feature of the postsecondary educational landscape. As community colleges celebrate their centennial, their benefits and contributions to individuals and communities are widely recognized and appreciated. This is true of the Bowling Green Community College as well. Or is it?

Dr. Frank Conley, dean of the Bowling Green Community College, said he is proud of the success he and his staff have had in meeting their mission of “improving the quality of life of citizens through enhanced liberal education and increased technical skills and knowledge,” but said such successes are often undervalued or overlooked by the academy. He said the positive impact the Bowling Green Community College has had on Bowling Green / Warren County and the surrounding areas is undeniable. Despite its reputation in the community, Conley said the community college could be described as the “best kept secret at WKU.”

Sherry Reid, academic support division chair for the community college, said, “A lot of people don’t really understand who we are, where we are, or what we do. I’m not sure everyone holds us in high esteem. We’re kind of like a step-child.”

She said she believes this attitude exists strictly within the university, and stems from long held misconceptions about the role of the community college and its place in higher education. She cited mistaken ideas about the quality of community college faculty and students as examples.

“I think in some cases because we do not require a Ph.D. and do not require a terminal degree to teach at the community college, the Academy might look down on the quality of education here.”

Reid said that at a university, faculty members are required to do three things: research, publish and teach. At a community college, the emphasis is on teaching. She stressed that the qualification process is the same regardless of whether an instructor teaches at a university or at a
community college. She said members of community college faculty teach 15 hours a week instead of 12.

"Psychology 100 at the community college is the very same level of rigor, the same course content as Psychology 100 in Tate Page Hall," she said.

The motto of the Bowling Green Community College is "Higher Education — one student at a time." Reid said each student deserves individual attention. She said a student's deficiencies in an area could sometimes be attributed to differences in high school instruction. Once students develop skills and confidence in their abilities, they do well in university classes. Reid said that by the time students are juniors in college, it is impossible to tell which ones began their college careers at the community college.

"I think that because of the fact that our admission requirements are more liberal and we therefore get a higher proportion of students who are underprepared, it's easy to generalize and stereotype all community college students as being underprepared," she said. "That's not the case. They may be underprepared in one area through their own fault or through no fault of their own, but they get here, they work and they catch up."

Barbara Johnston, coordinator of enrollment services, said that nontraditional students make up about 37 percent of the community college's enrollment. Many of these students are displaced workers or people who didn't realize the need for a college education until they had already been in the work force for a while. The community college accommodates such students by accepting GEDs and not requiring an ACT score.

In addition to the population of nontraditional students attending the community college, Johnston said about a third of the students are enrolled to get remediation and another third choose the community college because they like its comfort and convenience or because the two year degree programs better suit them. Johnston said that nearly 100 percent are first generation college students.

"The community college is particularly important in a community with a low college attendance rate and that definitely is this area," she said.

Aside from providing postsecondary educational opportunities to an ever-broadening spectrum of people, Johnston said the community college is providing another invaluable service to the region by producing qualified nurses during the current nationwide shortage.

'A lot of people don't really understand who we are, where we are, or what we do. I'm not sure everyone holds us in high esteem. We're kind of like a stepchild.'
“We have one of the finest nursing programs in the state,” she said. “We have a 100 percent pass rate for the state and national licensing exams.”

Martha Houchin, chair of the health sciences division at the community college, said the admission requirements for the two-year nursing program at the community college are higher than for the university’s Bachelor’s degree program in nursing because the community college program is more competitive. Out of 100 to 150 applicants per semester, only 30 in Bowling Green and 20 at the Glasgow campus are accepted.

“Our role most definitely helps the health care facilities in this area because we are producing locally several nurses every year,” Houchin said. “We had a really difficult time at the end of this past year accommodating everyone who wanted to come in and recruit from our graduating class.”

Barbara Johnston said that due to a mandate from the Council on Postsecondary Education, any student with an ACT score below 18 in reading, writing or math entering a postsecondary educational institution in Kentucky must be further assessed by the host institution and placed in developmental courses when appropriate. She said the community college has already been following this protocol, and will be bringing its developmental courses to the main campus so students will not have to travel to the community college location at south campus to receive developmental instruction.

“Our role most definitely helps the health care facilities in this area because we are producing locally several nurses every year.”

“Nationwide, 50 percent of all students attending college need remedial work,” Johnston said. “Reading and math scores indicate that students need help before they are ready for college level work. That is a tremendous role the community college can play.”

Reid said the community college strives to make the college experience as comfortable and accessible as possible for all students. The barriers that might once have prevented students from seeking a college education have been lifted. She emphasized that the focus is on the students, and helping them achieve academic success.

“We are not an elite institution,” Reid said. “We do not bring fame and acclaim, but I think we change lives, and I think we have an opportunity to do things that the other parts of Western don’t.”
Accounting
Dr. Jan Colbert was re-elected secretary/treasurer of the National Association of State Boards of Accountancy at the organization’s national meeting in Portland, Maine, June 4-9, 2001.
Dr. Jan Colbert, Dr. Rick Aldridge and Dr. Mark Ross have published “Accounting Journals related to International Topics: print and electronic versions,” in the Journal of International Accounting, Auditing, & Taxation, 2001.


Allied Health
Becky Tabor, Department of Allied Health and Human Services, associate professor was elected to a second two-year term as speaker of the House of Delegates for the Kentucky Dental Hygienists’ Association at the Annual Session in April.

Community College
Paul Bush coordinated and emceed the Community College’s Annual Spring Essay and Poetry Writing Contest. A member of the Bowling Green Poetry Salon, he was the featured poet at Barnes and Noble’s monthly poetry reading in January 2001.

Consumer and Family Sciences
Dr. Martha Jenkins, professor, presented “Reminiscence: A Technique for Determining Clothing Needs of Elderly Consumers” at the Annual Meeting of the Kentucky Association of Family and Consumer Sciences, March 29-30, 2001 in Lexington, Ky. She presided, at the keynote address, on the status of women in Kentucky by Judi Patton. Dr. Jenkins’ presentation of “Sexually Explicit Images in Fashion Advertising” was coauthored with Lori Noble, a Textiles and Apparel major.

Dr. Joyce Rasdall, professor, presented “Web Site Development for Family and Consumer Sciences” at the Juried Research and Creativity Session of the annual meeting of the Kentucky Association of Family and Consumer Sciences. Dr. Rasdall presented “Environmentally Responsible Design Issues” at the GROW Conference in Louisville on March 1 and 2, 2001. She was elected Secretary of the National Electrical Safety Foundation, representing consumers, designers and architects with the mission of reducing injuries, deaths and losses of property in the home, school and workplace.

Counseling Programs
Dr. Aaron W. Hughey, professor, had “Corporate training programs: Lessons for colleges and universities,” published in the June 2001 Issue of Industry and Higher Education (Vol. 15, No. 3), pgs. 183-187. Also, Dr. Hughey and Dr. Rose Mary Newton, University of Alabama, had their article, “Do the benefits associated with school council membership function as incentives for teachers to seek the position?” accepted for publication by the Educational Resources Information Center (ERIC) Document Reproduction Service (No. ED 448 124).

Dr. Aaron W. Hughey, professor, and Glenn Gittings, graduate student, presented “Higher Education and the Business Model: Implications for Student Affairs Practice” at the 25th Annual Conference of the College Personnel Association of Kentucky (CPAK), April 6, 2001, in Louisville, Ky.

Economics

English
Lou-Ann Crouther presented a paper at the Women and Power Conference in Murfreesboro, Tenn., on March 8.

Lesa Dill gave an invited lecture titled “Unnatural Selection: Biological Models and Linguistic Change” at the University of Chicago to the Department of Linguistics on May 4.


Elizabeth Oakes’s poem, “A Funny Way to Look at Death” was a semifinalist in the Emily Dickinson Award in Poetry competition and will be published in the Emily Dickinson Award Anthology in September.


Extended Campus
Dr. Elmer Gray, Jackie Ellis, Dr. Marilyn Brookman, Charlotte Dixon and Judy Rouse hosted the spring conference for the Kentucky Post-secondary Continuing Education Council in Owensboro on May 14-16.

Nursing
Dr. Patricia Bailey and Susan Jones, Associate Professors, presented a paper, “Extending BSN Education Beyond University Walls” at the Chicago Institute for Nursing Education, June 21.

University Libraries
Connie Foster was appointed editor of the journal SERIALS REVIEW.

Jack Montgomery, assistant professor and coordinator for collection Services, presented a seminar on conflict management to the annual meeting of the Maryland Library Association on May 18 on Solomon’s Island, Md. On June 18, he presented a program on the managerial applications of Emotional Intelligence at the annual meeting of the American Library Association in San Francisco, Calif.

Submissions for entry in the Professional Activities page should be sent to Kimberly Parsley, Kimberly.Parsley@WKU.edu. All submissions must be sent electronically. Please include name, department, title, current position, name of presented or published work, and name of publication or conference. No acronyms or abbreviations please.
The Accidental Professor

By Kimberly Shain Parsley

"Somebody told me once that you knew you were in the right profession if you would do it even if you didn't get paid," said Dr. James T. Baker, professor of history at Western Kentucky University.

"Don't tell anybody I said that," he added quickly, "because I do like to get paid, but that's how I feel about it. I've done what I've done because I wanted to and I enjoyed it."

Dr. Baker attributes many of his successes as an educator, author and historian to "Happenstance," "being in the right place at the right time" or "just one of life's accidents." It's hard to believe that's all there is to it when you see the passion he brings to every endeavor. A former student described his enthusiasm as "contagious and palpable." Despite his modesty, Baker's colleagues know that such contagious and palpable enthusiasm doesn't come from just being in the right place at the right time.

"One needs only to survey James's curriculum vitae to get a sense of the scope and high quality of his achievements as scholar and teacher," said David Lee, dean of the Potter College of Arts, Humanities and Social Sciences, in a letter of recommendation to the committee appointed to select the University Distinguished Professor.

Dr. Baker began his career at Western Kentucky University in 1968. Since then, he has become a renowned historian, prolific writer.
Merton was controversial because of his writings protesting the war in Vietnam and his promotion of a dialogue between Buddhists and Christians

and beloved teacher. As a Fulbright scholar, he traveled to Taiwan and South Korea. He is the author of innumerable books and articles. He received the university award for research in 1980 and the Potter College award for research in 1994. His love of teaching led him to direct Western’s Honors, Junior Scholars and Studies Abroad programs that allow students from Kentucky to travel to Canada and Europe. Among the many honors and awards earned by Dr. Baker can now be added that of University Distinguished Professor, a recognition given to faculty members who have given long and distinguished service to the university and who have been productive in teaching, research and scholarship, and public service. The university’s Board of Regents makes the five-year appointment, based on the recommendation of the selection committee and Provost Barbara Burch.

“This has made a big difference in my attitude,” Baker said. “I realized I was getting really kind of bitter about a lot of things. It’s funny how it takes your stinger out to be honored and recognized. It’s nice.”

Baker said that if his enthusiasm comes across to his students, it’s because he enjoys his work. He said he doesn’t worry about conveying his interest in a subject to his students. It comes naturally.

“If you enjoy it, it comes through. I don’t think you have to psyche yourself up,” he said.

Baker said he enjoys both parts of his career, teaching and research, and said he couldn’t imagine doing one without the other. Researching various topics helps him to learn new things and keep his mind busy. On the other hand, he said, researching and writing without teaching wouldn’t be as much fun.

“I need to be sharing it face to face with people. If I was just writing it in books, I think I’d be missing a lot,” he said. “I started out as a theater major in college, and so I guess that’s part of it. I’m sort of a ham and I like to be in front of people.”

Baker may have started out as a theater major and ended up a distinguished professor, but he took an interesting detour in the middle. He attended the Southern Baptist Theological Seminary in Louisville, which at that time was considered more of a moderate to liberal institution than the ultra-conservative institution of today, and was a pastor for a short time. He describes that time as “a different life,” but says the insight he gained into the role that religion plays in American life has proved invaluable.

“Religion has a great impact on American life and culture, even though we may not recognize it for what it is,” he said.

He combined all three interests — theater, religion and history — into one when he wrote a play in the late 1970s about Thomas Merton, who like Baker made a major shift in his choice of a vocation. Except in Merton’s case, the shift was from Columbia University in preparation to become a professor in favor of becoming a Trappist monk.

“It’s just got all the stuff,” Baker said of the play called Under the Sign of the Waterbearer, “a young person making this major switch, that’s part of the mystery of Merton. It worked out real well on the stage. The students who saw it really identified well with it because I think a lot of them were at that stage where they thought ‘this could happen to me.’”

Certainly Baker could identify with the young Merton. Baker said he has been fascinated by Merton since meeting him on a field trip to the Trappist monastery when Baker was a 24-year-old seminary student.

“He’s been a real formative figure in my life,” Baker said.

Merton was born in France to wealthy parents who were artists living a Bohemian lifestyle. He not only became a Christian, but a radical Catholic and a monk. He resided at the Abby of Gethsemane in Trappist, Ky., which is about 20 miles south of Bardstown. Loretto is the nearest town. Merton was controversial because of his writings protesting the war in Vietnam and his promotion of a dialogue between Buddhists and Christians. He was among the first to champion a Buddhist/Christian dialogue, an idea that took several decades to take hold. Baker said that during that time period, it was dangerous, even forbidden, to promote such ideas.
“It’s more acceptable now,” Baker said. “I think that is a realization that you can learn from other groups and that your group doesn’t have all the answers.”

Merton met with the Dalai Lama, the spiritual and political leader of Tibet, who had planned to visit Merton at the Abby of Gethsemane, but Merton died before the meeting could occur. He was on his way to Thailand to meet with Buddhist leaders when he died from electrocution as a result of a fan falling into his bathtub. Since then, followers of the Dalai Lama have met with the Trappist monks at Gethsemane, and even made a recording of both groups chanting together in the Star Chamber of Mammoth Cave.

“When it came time to do my doctoral dissertation, I chose to do it on Thomas Merton,” Baker said. “He was killed shortly after I finished.”

Baker immediately began getting calls from publishers due to the timeliness of his dissertation in light of Merton’s sudden death. No one else had been writing on Merton. Baker’s dissertation was published in only three years, which is nearly unprecedented.

“I just happened to be there at the right moment,” Baker said.

Merton’s was the first of many biographies that James Baker would write. He said he doesn’t know exactly how many books he’s written.

“It depends on how you count them,” he said. “Some are more academic and some are more popular.”

He is currently the general editor of a series published by Harcourt Brace called Contributors of the American Mind. He originally wanted to write a two-volume textbook with 10 20-page biographies of important people throughout American history.

“I think I don’t teach history so much as I teach biography,” he said. “That may be my philosophy — that people really can enjoy and understand history if they can watch human beings doing it. I’m really teaching about human beings in history.”

So far in the series, he has written about Abraham Lincoln, Eleanor Roosevelt and Nat Turner, leader of the slave uprising of 1831.

Baker said that he presented the idea of the textbook to Harcourt Brace publishers, but they asked him to do individual volumes instead.

“I said, that’s going to be 40 years. I don’t have that long to go. They said get started and see what comes of it,” he recounted.

Two other writers have offered to contribute to the series. Baker is currently at work on a biography of Andrew Carnegie.

“When you like what you do, you don’t get tired of it,” Baker said. “I think retirement is something I fear more than anything else because I don’t want to stop doing what I’m doing.”
Ronald Adams  
*Educational Leadership*

Linda Baali  
*Public Health*

John Bailey  
*Bookstore*

Joe Cangemi  
*Psychology*

James Craig  
*Psychology*

Larry Danielson  
*Modern Languages & Intercultural Studies*

Oscar Davis  
*Training & Technical Assistance Services*

Gary Dillard  
*Biology*

Sue Dillard  
*Potter College of Arts, Humanities & Social Sciences*

Sheila Eison  
*Public Affairs*

Marie Embry  
*Facilities Management*

Betty Flora  
*Facilities Management*

Rex Galloway  
*Management & Information Systems*

David Goad  
*Facilities Management*

David Gordon  
*W.K.U. Police*

Carol Graham  
*Management & Information Systems*

Delbert Hayden  
*Educational Leadership*

William Houston  
*Ogden College, Science Technology & Health*

Robert Hoyt  
*Biology*

Carol Humphrey  
*Facilities Management*

Douglas Humphrey  
*Physics*

Carlton Jackson  
*History*

Barbara Johnson  
*Bookstore*

Mary Johnson  
*Facilities Management*

Clinton Layne  
*Psychology*

Lois Layne  
*Psychology*

William Leonard  
*Theatre & Dance*

Glenn Lohr  
*Public Health*

Anita Madison  
*Athletics*

Brenda Martin  
*English*

James Martin  
*Agriculture*

Henry McIntyre  
*Facilities Management*

Ronnie Miller  
*Facilities Management*

Nancy Minix  
*Integrative Studies in Teacher Education*

2000–2001 Retirees
Conrad Moore
Geography & Geology

Michael Morse
Journalism & Broadcasting

John O'Connor
Psychology

Rebecca Pleasant
Office of the Registrar

James Porter
Mathematics

Luther Price
Facilities Management

Patricia Purcell
Athletics

Mike Renfro
Facilities Management

Billy Renfrow
Facilities Management

Diane Roberts
Facilities Management

Max Robinson
Ogden College, Science Technology & Health

Stephen Schnacke
Educational Leadership

Adolfina Simpson
Library

Deborah Smith
Library

Joyce Smith
Facilities Management

Mary Stahl
Library

John Stallard
Management & Information Systems

Barry Steen
Student Health Service

Barbara Strande
Community College

Betty Thurman
Integrative Studies in Teacher Education

Ruby Vandiver
Athletics (Men's Basketball)

John Vokurka
Integrative Studies in Teacher Education

Glenda Wahl
Purchasing

David Wilkinson
Educational Telecommunications

Edward Wilson
W.K.U. Police

TLC - The Learning Center

The Learning Center is a friendly, welcoming environment in which students can receive academic assistance. We encourage faculty and staff to make student referrals to TLC and we look to them to assist us with recommendations for tutors. TLC will work with students to get them the assistance they need whether through our office or referrals to another campus service. TLC's mission is to improve the performance and retention of Western Kentucky University students.

Our services are free and include:

- A drop-in Open Learning Lab where students can get assistance with specific subject areas, basic study skills, test taking strategies, tips on note taking, etc.
- No appointment is required.
- Tutoring services by appointment
- Monthly academic workshops

Fall and Spring Semester hours:

- Monday through Thursday — 10 a.m. to 8 p.m.
- Friday — 10 a.m. to 4 p.m.

Academic workshops will be held on the last Tuesday of every month:

- August 28
- September 25
- October 30
- November 27

The topics, though tentative, include Motivation, Study Skills, Test Anxiety and Preparing for Finals.
The Western Kentucky University Staff Council serves to solicit and express the opinions, suggestions and recommendations of the staff on all matters of concern to the staff and its various constituencies. Council members strive to enhance the productivity and employment experience of every Western Kentucky University staff member and to exert efforts to help the University achieve its educational goals.

The staff council held its annual retreat at the L.D. Brown Agricultural Exposition Center on June 21, 2001. The retreat focused primarily on setting goals for the upcoming year. Staff salaries, benefits and raises for part-time staff members, and health insurance were all placed on the council’s early agenda. Assisting with the establishment of the WKU Staff Leadership Development Program, an annual, ongoing staff development program to encourage personal growth and enhance leadership skills was also chosen as an early focus.

The staff council worked laboriously to accomplish the goals and objectives set forth at last year’s retreat. Highlights of last year’s Staff Council accomplishments are as follows:
- Developed Staff Excellence Awards
- Worked with Budget Council to acquire $75,000 market adjustment pool for staff
- Coordinated annual Fall Brunch
- Assisted, with University Senate, in obtaining an increase in the University’s contribution to health insurance of $100 per month, per employee
- Developed shared sick leave program with Human Resources
- Helped get extra salary pool for part-time staff in 2000-2001 budget
- Fought to keep current payroll system

The WKU Staff Council Web site allows visitors to access information such as meeting agendas and minutes, organizational chart, membership eligibility, accomplishments and announcements. The link to the WKU Staff Council Web site is <www.wku.edu/Dept/Org/Faculty/SAC/>

The Staff Council is looking forward to another productive year. We welcome input from university staff members on various campus issues and topics. A direct e-mail link to each council member is provided on the Web site to give staff members an easy opportunity to bring an issue to the Staff council. If you have an issue that you would like to bring to the Staff Council, don’t hesitate to contact a Staff Council member.

**Brad Stinnett is Facility Coordinator for the Raymond B. Preston Health & Activities Center.** He received his M.A. in Student Affairs in Higher Education from WKU.
The Unsung Heroes of Higher Education

Student Affairs Professionals

By Aaron W. Hughey

When most people think about a college or university, faculty and students immediately come to mind. And to be honest, there would not be much need for a campus (either real or virtual) if it were not for these two groups. But other groups are equally essential to keeping an institution running smoothly. One such critical group is comprised of student affairs professionals.

These are the individuals who recruit students, provide them with a place to live, process their financial aid, get them registered, remind them of the rules occasionally, help them learn how to get along with others, and provide a myriad of other services that make college a truly transformative experience.

Many student affairs professionals are in their offices before 7 a.m. each day and stay there until well after 5 or 6 p.m. They are also the ones who are occasionally up with a student who is facing a personal crisis at 2:30 a.m.

When students talk about their college experience to those "back home," it is usually what has happened to them on campus that tends to dominate the conversation. In fact, the impression a lot of people have of higher education is derived almost exclusively through the observations of college students they know and/or support.

The contemporary college campus consists of much more than a place to eat, sleep, study and watch TV. It is a place where students discover who they really are as well as how to relate to other human beings in a meaningful way — a sort of laboratory for personal and social experimentation.

The university residence halls, fraternity/sorority halls, student centers, dining facilities and other common areas are some of the most dynamic entities on any college campus. These are the places where a tremendous amount of personal growth and development occur. Obviously, classrooms and laboratories contribute substantially to a student's overall educational experience. In many instances, however, knowledge is simply "dispensed" there. It is at these other locations that this knowledge is discussed, analyzed, questioned and yes, sometimes discarded.

Being a faculty member who knows a few other faculty members, I can state rather emphatically that it would not be a prudent move to leave the day-to-day operation of the
Echo Magazine (formerly On Campus) Reader Survey

May we have a moment of your time?
**Echo Magazine (formerly On Campus) Reader Survey**

Western Kentucky University and the staff of *Echo Magazine* value your opinions and ask for your suggestions on making this an even better publication. Please take a moment to complete our survey. It will only take a few minutes of your time and will provide us with valuable information about how to make the magazine more appealing to you. We have paid for the postage. All you have to do is fold the survey, tape it closed and put it in the mail. Thank you for your time and participation.

1. Overall, what is your opinion about *Echo Magazine* (formerly *On Campus*)? (Put a check mark by your answer)
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

2. When *Echo* (formerly *On Campus*) arrives in the mail, when do you read it? (Mark as many as apply)
   - Read it all right away
   - Read some immediately
   - Read off and on
   - Very seldom read it
   - Never read it

3. Please mark the types of stories and articles you like to read most. (Mark as many as apply)
   - Features about Faculty
   - Features about Academic Departments
   - News about WKU
   - University Issues
   - News about WKU Athletics
   - Information about Faculty Activities
   - Commentaries
   - Guest Columns
   - WKU Involvement in Bowling Green
   - General News about the Field of Education
   - WKU Personnel Changes (Hiring/Promotions)
   - News about *INVESTING IN THE SPIRIT* Campaign
   - Features About The History of WKU
   - Updates on Legislative Sessions
   - Other (please specify)

4. In your opinion, what are the STRENGTHS of *Echo Magazine*?

5. In your opinion, what are the WEAKNESSES of *Echo Magazine*?

6. Now we would like you to rate various aspects of *Echo Magazine*. Use a rating scale of EXCELLENT, VERY GOOD, GOOD, FAIR or POOR. Please circle how you would rate the magazine for the following characteristics.

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7. In general, are the articles in *Echo Magazine* of interest to you?
   - All Articles Are Interesting To Me ______
   - Some Articles Are Interesting To Me ______
   - Few Articles Are Interesting To Me ______
   - No Articles Are Interesting To Me ______

8. Please tell us if there is something you would like to see added to the content of *Echo Magazine*.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

9. Other than yourself, how many other people read your issue of *Echo Magazine*?
   Number of People: ______

10. On average, about how many times do you, yourself, pick up and read an issue?
    Number of Times: ______

11. For how many years have you been reading *Echo Magazine (On Campus)*?
    Number of Years: ______

12. If Western Kentucky University published an electronic version of *Echo Magazine*, in which format listed below would you prefer to receive your copy?
    - Hard Copy (like the current issue) ______
    - Electronic Copy Available at WKU Web Site ______
    - Electronic Copy Sent Via Email ______

13. What is your age?
    - Under 30 ______
    - 30 to 39 ______
    - 40 to 49 ______
    - 50 to 59 ______
    - 60 or Over ______

14. What is your gender?
    - Male ______
    - Female ______

15. What is your relationship to WKU? (Mark as many as apply)
    - WKU Faculty ______
    - WKU Staff ______
    - WKU Administrators ______
    - WKU Retirees ______
    - Donors ______
    - Government Official ______
    - Business Leader ______
    - Staff Member of Another University ______
    - Member of an Educational Organization ______
    - Other ______
    (please specify)
academy solely in the hands of the faculty. For all the rhetoric about there being "too many administrators" in higher education, the simple fact is that colleges and universities rely more on student affairs professionals with each passing day.

Let me be very clear on this point. Most institutions would immediately disintegrate if it were not for the ongoing and often above-and-beyond-the-call efforts of student affairs professionals.

One of the advantages student affairs professionals have over most of their counterparts is expertise in a broad range of areas; i.e., their knowledge and skills are not limited to one particular discipline. They must be knowledgeable about all aspects of the student experience, including an in depth understanding of the developmental processes characteristic of students of all ages and backgrounds. Moreover, they must be proficient in legal issues, budgeting and financial concerns, human resources management, etc. Finally, they must be exceptionally good administrators, able to successfully negotiate the technical as well as human relations landscape that is unique to the academy.

Student affairs professionals possess the insights and abilities necessary to facilitate and enhance total student development. They recognize that in addition to the administrative aspects of their work, they also play a key role in facilitating the educational process. Student affairs professionals contribute substantially to the overall quality of higher education through the vital programs and services that they provide.

More than any other segment of the campus population, student affairs professionals have a deep appreciation for, and celebration of, the immense diversity present on most of our campuses today. An ultimate challenge and obligation is to foster within students a genuine sense of appreciation for the tremendous advantages of a pluralistic society. Education must extend beyond the mere acquisition of technical information; to be truly successful, it must encompass every aspect of a student's total being. An important aspect of educating the whole person entails nurturing an appreciation for individual and collective differences.

In short, student affairs professionals must be as responsive as possible to the individual career and occupational goals of students while still maintaining the integrity of the system of which they are an integral part — an objective that is seldom realized without considerable effort. They understand that in order to make a significant and enduring difference in the lives of others, you must first truly care about them.

Finally, student affairs professionals believe that achieving and maintaining the highest quality possible is of paramount importance. They understand that what they do is inherently linked to the future of higher education. Therefore, rather than assuming a secondary, supportive position with respect to academics, student affairs professionals are assuming greater leadership in colleges and universities.

In the not too distant future, college and university presidents will be as likely to come from the student affairs ranks as from faculty and administration.

So the next time you think of a college or a university, remember that the academic community is more than just faculty and students. Through their novel and necessary contributions, student affairs professionals are also helping to create better individuals, better institutions, a better world and, ultimately, a better tomorrow.

Aaron W. Hughey is a professor in the Department of Counseling Programs at Western Kentucky University.
Promoting Diversity

The Common Goal

By Tommy Newton

A faculty member who epitomizes the basic principle of equality among all peoples, a student who works to increase minority participation in campus activities and a community volunteer who feeds students of all ethnic backgrounds are the first recipients of the President's Award for Diversity.

WKU President Gary A. Ransdell presented the awards to Dr. John O'Connor, Thomas Grinter and Nathan Jordon during the Opening Convocation on Aug. 14.

The award reflects the president's "deep commitment to the spirit of diversity," according to Dr. John Hardin and Dr. Monica Burke, co-chairs of the University Diversity Committee. Twenty individuals and groups were nominated for the awards.

"The awards are our way of involving the institution in a concerted effort to make diversity a part of the Western experience," said Dr. Hardin, assistant dean of Potter College of Arts, Humanities and Social Sciences.

The President's Award for Diversity is an initiative set forth by the University Diversity Committee. The purpose of the award is to recognize and reward a Western Kentucky University student or organization, employee and a member of the community for contributing exemplary leadership and achievement in advancing diversity at Western Kentucky University or communities served by WKU. This award is intended to encourage creativity, dialogue and action through advocacy, role modeling, scholarship or service.

The award reflects the president’s "deep commitment to the spirit of diversity"

The $1,000 award cannot repay the individuals for the work they do, but the award recognizes the work they do and acknowledges "how diversity is good for the student body, good for faculty and staff and good for the communities Western serves," Hardin said.

"This is something the University can take some pride in and promote the positive value of diversity," he said, noting that efforts to enhance diversity fit Western's Challenging the Spirit strategic plan and the Council on Postsecondary Education's 2020 Vision, a plan to improve Kentucky's postsecondary education system and its economy.

Dr. John O'Connor

Dr. O'Connor, who retired this year as head of the Psychology Department, "has been dealing with these kinds of issues for a long time," Hardin said.

"John O'Connor has been involved with diversity issues before they were known as diversity issues," he said.

His background includes serving as co-chair of the first Race Relations Task Force in 1974; chair of the Concerns of Black Students Committee from 1978 to 1984 and co-chair of the Ethnic Relations Task Force in 1996; setting the standard for minority hiring in the 1970s and '80s by hiring two African American faculty in his department; and assisting the division of Student Affairs to recruit and retain minority students.

"I've always had a sense of fairness and justice about working to help people of other cultures and races," O'Connor said.

Western has made "fantastic progress in the quarter-century I've been here" in hiring minority and female faculty members, he said. For example, he said, 25 years ago the psychology department had four female faculty members; now the department has 14.

"A consistent theme on all nomination forms was that Dr. O'Connor always backed up his beliefs through his actions," said Dr. Burke, assistant director of Minority Student Support Services.

"I'm extremely pleased to get the award," O'Connor said. "This one's a real keeper for me."
Thomas Grinter

Thomas Grinter, who graduated in May with a degree in business management, hopes to exemplify Western's spirit of diversity as he begins his studies this fall at a theological seminary in Salisbury, N.C.

"I hope to transfer the same energy and enthusiasm I've had here and share what I've learned and experienced here at Western," Grinter said.

Burke said Grinter's energy and enthusiasm were important as he took leadership roles in campus groups. Grinter organized the Minority Student Interest Committee of the Campus Activities Board and helped increase the number of programs offered for minority students and increased their participation in the organization. As a member of Student Government Association, NAACP, Amazing Tones of Joy, Omega Psi Phi fraternity and other groups, Grinter worked to bring students and the community together, Burke said.

"Through everything, he always talked about and encouraged diversity," she said.

"I've tried in campus activities and groups to exemplify the best that Western has to offer and try to show that to everybody I've met," Grinter said. "I'm happy that Western chose me for the award. The three people chosen are just a small example of the overall effort of Western on diversity issues."

Nathan Jordon

Nathan Jordon, who is center manager of WKU Campus Child Care, has made significant contributions to WKU and the community over the past 19 years, but he may be best known for his Sunday dinners for students. "He's a great cook," Burke said.

But he's also a person who takes care of others. "When I was in college, some people took care of me," Jordon said. "I guess I'm just passing it on. And I hope the people I'm helping now will pass it on. I know a lot of times, I wouldn't have made it without people helping me out. A good meal goes a long way."

At the child care center, Jordon comes in contact with people from a variety of ethnic, social and economic backgrounds and strives to help out all people in need. "We have a lot of resources here in town if you know who to call," he said.

As a community volunteer, Jordon assists agencies like the Special Olympics, Bowl for Kids Sake and Habitat for Humanity. He has delivered food to senior citizens during holidays and has collected food and clothing for food banks.

For more than 10 years, he's volunteered with Project AIMS, Activating Interest in Minority Students, and served as a role model and mentor for participants. "Hopefully I can help people not make mistakes and do things easier than I did," Jordon said.

Like O'Connor and Grinter, Jordon was pleased to receive the diversity award and is encouraged by Western's commitment to diversity issues. "Hopefully, through these awards more people will get involved in helping other folks," Jordon said.
Students in the Department of Architectural and Manufacturing Sciences, known formerly as Industrial Technology, are becoming the architects of their own futures by applying their classroom knowledge to actual projects and at the same time impacting the community.

Laura Leach’s architectural drafting class of 21 students designed homes according to the specifications of Habitat for Humanity. Those designs were submitted and of those, five will be chosen for construction in Bowling Green next year.

“Juniors and seniors in college will have constructed homes that they designed before they graduated from college,” Leach, assistant professor, said.

Leach said the Habitat project will also give the students an opportunity to help construct the houses they designed. Having 21 new sets of house designs will allow Habitat for Humanity to give the families for whom the houses are being built more choice in the design of their new homes.

Leach said the interpersonal skills the students developed during this project by interacting with clients will be as important to their futures as the work experience.

“The students have to have presentation skills,” Leach said. “If you can’t present yourself and your project in architecture, you’re not going to be successful. You have to prove that you’re good before you will be hired.”

In addition to the Habitat for Humanity project, several students in the Architectural and Manufacturing Sciences Department submitted designs for an addition to the Rockfield United Methodist Church. Neal Downing, part-time instructor, oversaw the project, which included designs for enlarging the sanctuary and adding classrooms and a fellowship hall.

Dr. Terry Leeper, head of the Architectural and Manufacturing Sciences Department, said the students gave presentations to the church’s building committee to display models of their designs, outline projected cost, point out existing code violations and offer suggestions for improvements.

“Projects like this offer extremely valuable experience,” Leeper said. “Everything the students learned in the classroom finally comes together.”

As a result of the students’ work on the designs for the Rockfield United Methodist Church, other churches in Bowling Green have contacted the department about similar projects.

Leeper said that in the last few years the demand for students from his department has exceeded the number of graduates. In response, the Department of Architectural and Manufacturing Sciences developed a new baccalaureate degree in applied technology for graduates of the Kentucky Community and Technical College System schools. The program is being offered both at Western and at the extended campus locations.

Leeper said that in the past, students have not been able to transfer to Western from some of the technical schools in Kentucky because the majority of their technical credits would not transfer. He said what Western does for those students now is called a “block transfer, which gives technical school graduates up to 54 hours of credit for the technical course work they had at a technical school.

“The significance of the block credit is that we no longer have to match a student’s course work course for course,” Leeper said. “It gives them a four-year degree without loss of credit.”

Leeper said the program began last fall and was the first of its kind in Kentucky. He estimates that 15 students took advantage of the program.
Western Kentucky University's unique and enduring "Red Towel" symbol originated with the late E.A. Diddle, one of the most successful coaches in history, winning 759 of 1,062 games. His extraordinary accomplishments as WKU Hilltopper basketball coach earned him membership in the Naismith, Helms Athletic Foundation, Kentucky Athletic and WKU Athletic Halls of Fame, as well as the WKU Hall of Distinguished Alumni. At the time of his retirement, Diddle had the highest win total ever for a college coach.

Diddle clutched a red towel as he guided his teams to 32 championships in three different conferences and lead them to 11 national postseason tournaments, eight times to the National Invitational Tournament and three times to the NCAA tournament. He developed 13 All-Americans and 16 professional players and led Western to 18 seasons in which the Toppers won 20-or-more games. All the while, he chewed on his Red Towel. He threw it in exultation. He cried on it during those rare moments when things didn't go right. He waved it at fans and used it to signal his players.

The Red Towel became synonymous with Ed Diddle and he became synonymous with Western's outstanding athletic heritage. Now, fans at Hilltopper events wave red towels as they cheer for the Big Red.

Coach Diddle passed away in 1970 at the age of 74, but his memory will live as long as a red towel waves on the Western Kentucky University campus — and Red Towels will wave at Western as long as the Hilltoppers compete in intercollegiate athletics.

The concept of the Red Towel logo was developed by former Hilltopper All-American athlete, head coach and athletics director John Oldham in 1971.

Dr. Chuck Crume, a longtime faculty member in the department of physical education and recreation and well-known wildlife artist, rendered the original artwork for the Red Towel logo.

The Towel logo underwent a revision in the 1980s and assumed its current look when it was unveiled on Aug. 7, 2001, as a part of an overall revamping of WKU's athletic marks.
Women outnumber men on college campuses

Men have emerged as the new minority group on four-year college campuses across the nation, and the trend has left some college admissions officers scrambling to figure out why. Some admissions officials are concerned that schools with an extreme gender imbalance will not be able to attract top-notch male and female applicants.

Various theories about the cause of the declining male enrollment have surfaced, from an educational system designed for the way females learn, to the lure of well-paying tech jobs for men straight out of high school. According to the U.S. Department of Education, the national proportion of male undergraduates (at more than 4,000 institutions) is 44 percent, with 7 million women and 5.5 million men on campus. By the end of the decade, that figure may drop to 42 percent. Bachelor’s degrees awarded to men have fallen to about 44 percent from 51 percent in 1980. 


Internet use can disrupt college student performance

Research conducted at Rutgers, the State University of New Jersey, shows that some college students are performing poorly because of too much time, especially late night hours, spent on the Internet. The study’s findings, reported in the Journal of Communication, conclude that a small but significant group of about 10 to 15 percent of a sample group of 570 students feel they are not in complete control of their Internet use, and that it has hurt their schoolwork.

Students who reported Internet-caused schoolwork problems were found to have spent five times more hours online than those who do not, and they were also significantly more likely to report that their Internet use caused them to stay up late at night, get less sleep, and miss class.

The authors conclude that it is not so much the Internet that causes these problems as the new social opportunities and other activities that the Internet makes possible. The students who reported academic problems were more likely to use the Internet for real-time social activities such as instant messaging and chat rooms. It appears that these real-time social uses are what hold students to the screen, especially late at night.

A number of universities, the same group noted earlier, have already begun to focus parts of their counseling or student health services on what they perceive to be an increase in Internet-related problems.


Law will deny financial aid to students with drug convictions

A new law that went into effect July 1 requires the federal government to deny or delay all financial aid to students with a drug conviction in the past year. The law is a product of a 1998 amendment to the Higher Education Act, and the ban on financial aid to students with drug convictions has galvanized campuses across the country, which are fueling a movement to repeal it. Congressman Barney Frank (D.-Mass.), has introduced a bill that has the backing of more than 80 student government associations, a host of national financial aid associations, and civil rights groups.

With about 10 million students applying for financial aid every year, and studies finding that over a quarter of 18 to 25-year-olds have used illegal drugs, the law could have a devastating impact upon thousands of students. And because the law targets only convicted drug offenders, opponents say it will disproportionately affect minorities. African Americans constitute 59 percent of those convicted of drug offenses, even though African Americans and whites have about the same rate of drug use, according to the Leadership Conference on Civil Rights.

Even the bill’s author, Congressman Mark Souder (R.-Ind.), is backtracking, insisting he never meant to punish previous drug offenders who have turned their lives around or were convicted of a minor offense. Last year, he even introduced a bill to clarify his earlier amendment, but it failed in committee.


Senate bill seeks to end legal betting on college games

From the office pool to the professional bookies in Vegas, betting on college sports is a huge industry. The FBI estimates that the NCAA basketball tournament garners $2.5 billion in bets alone. And that hurts athletes and their schools, say opponents. Bookies have helped convince college players to shave points, gamble on their own games, or use performance-enhancing drugs.

Gambling on amateur sports is illegal everywhere except Nevada. To close this loophole, Sen. John McCain (R.-Ariz.) introduced the Amateur Sports Integrity Act to make it unlawful to bet on Olympic, college and high school sports.

“The legislation will also help drive the message home to young people and to all Americans that gambling on amateur sports will no longer be condoned. It will help colleges and universities be more effective in their efforts to hold the line against illegal gambling on their campuses,” said American Council on Education President Stanley Ikenberry.

EDUCAUSE to administer "edu" domain

The Commerce Department announced that it will transfer the management of the "edu" domain name to EDUCAUSE. EDUCAUSE, the national association for information technology in higher education, will take over stewardship following a 30-day comment period.

One of the first actions the group intends to take is allowing community colleges to apply for "edu" domain names. Currently community colleges are not generally granted "edu" addresses, although several hundred colleges have obtained them.

Community colleges enroll almost 50 percent of all first-year college students and serve a vital role in the higher education community. This action is the culmination of several years of lobbying by community colleges and higher education associations.


M.I.T. to offer free online classes

Massachusetts Institute of Technology announced a 10-year initiative to make nearly all of its course materials — from lectures to problem sets — available for free on the Internet. The goal of the project, OpenCourseWare or OCW, is to widely share the university's knowledge. While the course materials would be free, there would be no credits or M.I.T. degrees granted to those who use them without matriculating at the school.

The $100 million project aims to make information from M.I.T.'s 2,000 courses accessible to everyone within 10 years. The Web site will include lecture notes, course outlines, reading lists and assignments. Visitors to the site will not earn college credit.

Other universities offer course materials on the Internet, but the information is often available only to students, and no institution has proposed offering all of its course materials online. The project is voluntary; professors may choose not to participate.


Tough times for philanthropy

Way back in 1999-2000 when the stock market was riding high, tech IPOs made overnight millionaires, and the country thought the good times would never end, the newly minted rich sought to do some good with their instant riches. Many pledged millions of dollars to colleges and universities across the U.S. But what the market giveth, the market taketh away.

Take Michael Saylor. The MicroStrategy founder pledged $100 million in March 2000 to endow a foundation to create a free online university. But the company's — and Saylor's — fortunes have plummeted since. Where the stock was once trading at $225 a share and its founder was worth $9.9 billion, it most recently hovered around $2.50 per share and Saylor's worth plunged to $126 million. The $100 million grant has yet to materialize, though Saylor says he plans to put some lectures online by year's end and hopes to have the rest of the university up and running within a decade.

Software maker Kana Communications pledged $1 million worth of stock to Stanford University last year but by the time the institution received and sold the stock, its value had plummeted to $100,000.


Tobacco industry finds new frontier in college

College students who live in smoke-free dorms are 40 percent less likely to take up smoking than their counterparts who live in unrestricted housing, according to a new study by the Harvard School of Public Health. A second study on college smoking found that although 81 percent of colleges prohibit smoking in all public areas, only 27 percent prohibit smoking in students' dormitories. That same study found that 40 percent of colleges do not offer smoking cessation programs to help students who want to quit.

College students are the youngest legal targets for tobacco marketing, making up some 5.3 million young adults. Smoke-free dorms may serve as a smoking prevention tool by limiting the opportunity and time for smoking and reducing the influence of smokers on their nonsmoking peers, according to the researchers.

Mary Nixon presents the first Mary R. Nixon Professorship awards to Dr. Charles Harris, left, and Dr. Jack Hall, right.

Former Student Comes Full Circle

By Carol Cummings

Mary Nixon’s Western experience has truly come full circle in the last few years. In the mid-1970s, she was an accounting major and a student worker in that department. In 1999, she made one of the first commitments at Western Kentucky University to establish an endowed professorship. This spring, the Department of Accounting named the recipients of the first Mary R. Nixon Professorships, and, fittingly enough both faculty members had the privilege of teaching Mary during her student years on the Hill.

Dr. Jack Hall and Dr. Charles Harris will share the role of the Nixon Professors. Hall has been a member of the WKU faculty since 1968, and Hayes has taught at WKU since 1966. Both remember Nixon as being a dedicated and talented student.

“She was an outstanding student,” Hayes said. “Anyone who was here at that time realized Mary was going to be successful. She really was a star in her class, and she was willing to work hard.”

Nixon, a 1977 alumna, is vice president of Tricon Global Restaurants and holds a certified public accounting license. She speaks fondly of her time as a student at Western.”

“My time on the Hill will always stand out as a milestone in my life,” she said. “I probably gained more confidence in myself in those four years than any time in my lifetime. I also accumulated memories and friendships that continue to add deep and lasting value in my life.”

“I could not be more pleased that the first Nixon Professors as two faculty members that had such a profound impact on my growth and education while at Western,” Nixon said.

Mary is an active volunteer at Western, serving as a member of the WKU Board of Advisors and co-chair of the Investing in the Spirit Campaign for Western Kentucky University.

Dr. Robert Jefferson, dean of the Gordon Ford College of Business, said, “Mary Nixon was a high achieving and
Western Kentucky University celebrated another successful year during the third annual President's Circle Gala on April 5, 2001. Donald Smith, WKU's director of Alumni Relations and Annual Giving, said the President's Circle was formed to honor alumni and friends who provide the necessary support for Western's continued commitment to excellence.

According to Smith, 1,018 Western alumni and friends have chosen to make a meaningful lead annual gift to the University and become a member of the President's Circle this year. The President's Circle was established in the 1980s to recognize Western donors who give $1,000 or more each year. Its membership has nearly tripled in the last three years, and the latest figures reflect a 22 percent growth from 1999-2000.

During the Gala festivities, new members of the Cherry Society were recognized. The Cherry Society honors the leadership and lifelong dedication of the University's most generous supporters. New inductees were:

**Spirit of Western Level**
($1 million or more in lifetime giving to WKU)
- Carroll and Evelyn Knicey
- Rita and Jim Scott

**Colonnade Level**
($500,000 or more in lifetime giving to WKU)
- Fruit of the Loom, Inc.
- Dr. Walter N. Scott

**Commencement Level**
($100,000 or more in lifetime giving to WKU)
- Kathy and Dr. Craig Beard
- Joyce and Bill Bell
- Cabletron Systems
- Margaret and Steve Eaton
- English Lucas Priest & Owsley
- Franklin Bank & Trust Company
- High Field Farm
- Insight Communications
- Jones Builders
- Kerr Greulich Engineers, Inc. — Donald J. and Jennifer W. Greulich
- Leco Corporation
- The Medical Center at Franklin
- Pepsi-Cola General Bottlers, Inc.
- Terry Scariot and John Kelley
- Robert and Virginia Schneider
- Charlie and Karen Shuffield
- Sumitomo Electric Wiring Systems, Inc.
- TA Instruments
- Wendy's of Bowling Green, Inc.

**Society of 1906**
(Recognizes donors who have included Western in their estate plans)
- Dr. Walter N. Scott
- Robert and Virginia Schneider

Carol Cummings is a senior development writer/researcher in Development and Alumni Relations.
**Teachers Score High**

**WKU teacher education grads fare well on report card**

If you were to grade Western Kentucky University’s Teacher Education program by its graduates, the program would get a high A, according to a nationally-mandated report card.

Western’s College of Education and Behavioral Sciences has submitted a report that shows that 96 percent of its teacher education graduates who took the Praxis II assessment test passed. The reporting period covers students graduating in December 1999, May 2000 and August 2000.

The report card is Western’s response to Title II of the Higher Education Act, passed by the U.S. Congress in 1998. The act established accountability measures and reporting requirements for institutions and states on teacher preparation and licensing.

Western’s report card, sent to Kentucky’s Standards Board, shows that it has a solid teacher education program, said Dr. Sam Evans, associate dean of the College of Education and Behavioral Sciences. In fact, Western is doing a little better than the report shows, he said.

Programs with fewer than 10 students taking assessment tests are not reported on the Title II form, Dr. Evans said. If those students are counted, Western’s pass rate would climb to 97.01 percent.

“The Praxis II is supposed to assess what we need to be teaching,” he said. “We want to make sure the students get what they need to be successful in the classroom.”

Western is using a Standards-based Teacher Education Program grant from the Council on Basic Education to look at the core content of its programs as they relate to assessment tests and as they focus on student learning within a program, Dr. Evans said. “We need to make sure our graduates are making a difference in (grades) P-12 student learning,” he said.

Western’s success is especially noteworthy given that its service area rates below the national and state average in several key demographic measures related to education, namely average income and percentage of high school and college graduates, said Karen Adams, dean of the College of Education.

“This makes it clear that WKU serves a student population whose families are challenged both in educational and socioeconomic attainment,” she said. “Students graduating from Western are often the first in their families to earn a college degree.”

Western has designed a program with this unique service area in mind.

“Western’s student-centered approach to education, along with a wide selection of student support services, has enabled education students to successfully participate in a college environment,” Dr. Adams said. “These students often return to their home communities as educators and become success symbols for the children they teach.”

The state has until Oct. 8, 2001, to compile and report the data from all Kentucky schools to the U.S. Department of Education. While the impact of the report cards has been debated, low performing institutions are at risk of losing federal funding, Dr. Evans said. “We’re in no danger of that,” he said.

In preparing the report card, Dr. Evans said they discovered that almost all of the students who did not pass the Praxis II were transfer students and that all students who did not pass had a composite ACT score of less than 21.

The passing rates of each of the College’s programs are available online at http://edtech.tph.wku.edu/9900praxis.html.

**WKU teacher education program receives funding for project on internationalism and diversity**

Western Kentucky University is opening the GATE on internationalism and diversity in teacher preparation.

Project GATE (Global Approaches to Teacher Education) will support teacher education faculty in revising the curriculum to ensure that teacher education majors obtain knowledge and skills to more effectively work with students from diverse cultures whose primary language is not English.

Project GATE is being funded by a $160,000 grant from the U.S. Department of Education. Western is collaborating with schools in Mexico City on the project.

“Schools in the Bowling Green area are experiencing a real need to have teachers better prepared to work with children of different backgrounds and languages,” said Dr. Vicki Stayton, assistant to the dean for Grant Development in the College of Education and Behavioral Sciences.

The Hispanic population is growing across the United States and in southcentral Kentucky. Recently released Census figures show Warren County with a Hispanic population of 2,500. As more Spanish-speaking children enter area school systems, teachers and schools must be prepared to meet the academic and social needs of children from Hispanic cultures.

“Our goal is to prepare teacher education students to work with students and families from diverse cultures,” Dr. Stayton said.

Curriculum revisions proposed through Project GATE include a student teaching experience in the Mexico City area, required Spanish language courses, required elec-
Glasgow Campus receives support from area business

R.R. Donnelley & Sons Company awarded a $50,000 corporate Grant to Western Kentucky University to create the R.R. Donnelley Glasgow Campus Periodical Endowment Fund.

The gift will provide permanent support for the periodical collection at the Glasgow Campus Library. It also includes a one-time commitment to purchase computer equipment, rotating magazine displays and a collection of academic and popular leisure magazines for the new facility.

The Glasgow campus of Western Kentucky University was established in 1988 and today enrolls an average of 1,200 students per semester. Students can complete a variety of associate and bachelor degree programs at the Glasgow campus, and a number of graduate courses are also offered. Construction on a new Regional Postsecondary Educational Center in Glasgow, which will house both the WKU Glasgow Campus and programs under the authority of the Kentucky Community and Technical College System, is projected to be completed this fall.

The Glasgow Campus Library was opened at the current Liberty Street campus in 1990 with the help of a large donation from the Business and Professional Women's Club of Glasgow and serves as a general reference library with primary emphasis on serving undergraduate needs. The current collection includes standard reference sources, current reading materials such as local, regional and national newspapers, and a collection of general interest magazines. The library is equipped with state of the art electronic reference sources as well.

Over the last 10 years the Glasgow Campus Library has enjoyed support from local business and industry, including R.R. Donnelley, which operates a printing facility in Glasgow.

"The generosity of R.R. Donnelley will permit our Glasgow Campus Library to greatly expand access to both academic and leisure periodicals," said Brian Couts, head of WKU Library Public Services. "The R.R. Donnelley gift will also allow us to offer a unique opportunity for students to have flexible connections to electronic databases through laptop computers, which is a service we are not yet able to provide to students on the main campus."

Dr. Mike Binder, dean of the WKU Libraries and Kentucky Museum, said, "We are grateful that R.R. Donnelley places such a high value on the WKU Glasgow Campus Library, and we look forward to providing students with a wide variety of resources in the R.R. Donnelley Periodical Collection when the new facility opens in August."

Marlin Harker, vice president and division director of R.R. Donnelley's Glasgow facility, said: "R.R. Donnelley is pleased to enhance our long partnership with Western Kentucky University by providing funds for the Glasgow Campus Library. The Regional Postsecondary Education Center will enhance the learning and development opportunities for our employees, their families and the entire Glasgow community. We are committed to giving back to the communities where our employees live and work."

R.R. Donnelley, headquartered in Chicago, is a leading printer, communications services and logistics company. Its Glasgow plant, established in 1970, has more than 1,200 employees engaged in the production of special-interest magazines.

Legacy estate commitments to WKU announced

Western Kentucky University announced two new deferred commitments to the University, which will be funded through the donors' estate plans.

First, WKU recently received a $500,000 commitment from Dr. Walter Scott to establish the "Scott Professorship in Biology." The gift will be funded through a bequest in Dr. Scott's estate plan.

Scott, a 1956 WKU graduate, is a physician and professor of biology at New York University in New York. "My gift to Western is simply a payback for what it gave me," he said. "I came there as an old country boy to get trained for medical school, and I was able to finish my training in three years. I owe a great deal to many people at Western."

According to Tom Hiles, vice president for Development and Alumni Relations, a gift through an estate plan is an excellent way to make a major commitment to the University. "A donor may stipulate that a certain percentage of his estate, a certain dollar amount, or particular securities or other assets be given to Western," he said.

Hiles said this gift marks the 17th endowed faculty position that has been established at Western since the beginning of the "Investing in the Spirit" Campaign. "Endowed faculty positions are one of the highest priorities outlined for the Campaign," he said.

"This gift will move us toward our five-year goal of 25 new positions."

"We are very grateful that Dr. Scott has made this generous leadership commitment," Hiles added. "It will be a lasting legacy to his life and his outstanding professional career."
Hiles also announced a more than $400,000 commitment from Dr. Robert M. Schneider, and his wife, Virginia Schneider. The Schneiders have designated Western as the secondary beneficiary of their 403B retirement plans. Dr. Schneider served as a faculty member in WKU's Agriculture Department for 19 years, and Mrs. Schneider received her Ed.S degree at WKU and taught for 19 years in the Bowling Green City Schools.

"The money we have designated to Western was accumulated while we were both employed by the state of Kentucky," Dr. Schneider said. "As we looked at various options in our estate planning, we were advised that this portion of our estate might best be used for charity." Dr. Schneider said designating the proceeds from these plans to WKU will greatly reduce the tax that would otherwise be charged to his estate.

In honor of their careers, the Schneiders have designated their funds to WKU's College of Education and Agriculture Department.

"I had a good experience at Western," Dr. Schneider said. "I very strongly feel that education is the upward mobility vehicle for many people. In this particular area, education has not received the priority it should.

According to Hiles, many people are unaware of the benefits of designating WKU as the beneficiary of their retirement plan assets. "As Dr. Schneider outlined, this can often greatly reduce or eliminate the tax that would be placed upon the donor's estate," he said. "We are very grateful that the Schneiders have chosen to make this leadership commitment to Western."

Dr. Blaine Ferrell, associate dean of the Ogden College of Science and Engineering, says his college is deeply grateful for the commitments made to the sciences. "The donors do not know how much it means to have someone believe in the unit enough to support it," he said. "Endowed professorships and general support funds help improve faculty morale, and they allow us to continue to recruit quality faculty and students to our programs."

Dr. Karen Adams, dean of the College of Education and Behavioral Sciences, agreed. "We are very appreciative of this generous gift," she said. "The donor has ensured that a portion of his life savings will continue to work for him in the years to come."

"The College of Education and Behavioral Sciences has a strong commitment to providing programs that are field-based and provide professional development for teachers already in the school system," she said. "Gifts like these allow us to continue to support innovative methods of teacher preparation."

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**New department heads named**

**Theatre and Dance:** Scott Stroot replaces Dr. William Leonard, who had been at WKU since 1969; Stroot had been at Bradford (Mass.) College since 1986 where he was a theatre professor, chair of the creative arts division, associate dean of academic affairs and theatre program director.

**Biology:** Dr. Richard Bowker takes over for interim department head Dr. Gary Dillard. Dr. Bowker had been a faculty member at Alma College in Michigan.

**Psychology:** Dr. Steven Haggbloom replaces Dr. John O'Connor, who had been at Western since 1975. Dr. Haggbloom had been at Arkansas State since 1976.

**Music:** Dr. Mitzi Groom, who had been at Tennessee Tech since 1989, takes over for interim department head Joe Stites.

**Geography and Geology:** Dr. David Keeling, who has been at Western since 1993, takes over for interim department head Dr. Conrad Moore.

**Special Instructional Programs:** Dr. Stanley Cooke, who has been at Western since 1975, is the new department head.

**Elementary and Interdisciplinary Early Childhood Education:** Dr. Stanley Cooke has been named interim department head.

**Physical Education and Recreation:** Dr. Thad Crews, who has been at WKU since 1974, is the new department head. Dr. Crews had been interim department head.

**Consumer and Family Sciences:**

Dr. Louella Fong, who has been at WKU since 1970, is the new department head. Dr. Fong had been interim department head.

**Educational Administration, Leadership and Research:** Dr. Gayle Ecton is the interim department head. Dr. Ecton is a former superintendent of Henderson County schools.

**Middle Grades/Secondary Education:**

Dr. John Moore, who has been at WKU since 1990, is the interim department head.

**Counseling Programs:** Dr. Donald Nims, who has been an associate professor of counseling since 1993, is the interim department head.
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