UA11/1 Echo, February

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Science Starting Early

At Western Kentucky University, students regularly engage in scientific studies and experiments. The students in the NAACP/NASA Saturday Scholars Academy are no different—except that they aren’t graduate students, or even undergrads: They are fourth, fifth and sixth graders. more...

echo Congratulates Dr. Joe Survant, Kentucky’s Newest Poet Laureate

echo congratulates Dr. Joe Survant, professor of English on being named Kentucky’s newest Poet Laureate. Survant is the author of the presence of snow in the tropics, Anne and Alpheus, 1842-1882, winner of the Arkansas Poetry Award, and Rafting Rise, a companion piece to Anne and Alpheus, and the second book of a Kentucky trilogy.

To read more about Dr. Survant and his work, visit, http://www.wku.edu/echo/archive/2002October/stories/adventure.htm.

A Musical Journey

Beginning on Feb. 16, Sylvia Kersenbaum will lead a musical journey of all 32 Beethoven sonatas, which she will perform in a series of nine recitals. more...

The State of Planning at Western

The state of planning at Western Kentucky University is alive and well. And a good thing too. Our planning process is a crucial component of our reaffirmation case, which we will be making in 2004 and 2005 to the Southern Association of Colleges and Schools as part of our efforts to be reaccredited for the next ten-year cycle. more...

Global Ignorance – Geographic Illiteracy

The Head of WKU’s Department of Geography and Geology says the growing level of global ignorance among Americans is a serious problem for our society. more...

Match Wits with Wall Street

Dr. William Trainor, CFA, has devised a historical stock simulation project entitled, “Here’s Your Chance to Make Millions in the Stock Market.” The web-based exercise allows students to choose between putting money in stocks or in the bank throughout various key points in American history, with sometimes surprising results. more...

Commentary Kentucky Library Activities

Show Your WKU Pride
Bob Edwards, assistant vice president of

E-mail items or comments for echo to the editor or call 745-7024.

http://www.wku.edu/echo/
University Relations, urges the WKU community to step up to the plate.

**Professional Activities**
Recent accomplishments, honors, published works and presentations of WKU faculty and staff members.

**Book Review**
*Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change*
Reviewed by Aaron W. Hughey

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**Investing in the Spirit**
*A message from Lee Robertson, WKU’s first Spirit Award Winner*
In my years of service to Western Kentucky University, I have heard my fellow workers ask, “Why should I make a financial gift to Western? Isn’t my service enough?”

**A Gift from the Heart**
Cathy and Alan Palmer were married on Sept. 21, 1985. Both alumni of Western Kentucky University, Cathy decided to surprise Alan, a Bowling Green city commissioner and WKU instructor, with a special gift in honor of their 18th wedding anniversary.
Science Starting Early
by Kimberly Shain Parsley

At Western Kentucky University, students regularly engage in scientific studies and experiments. The students in the NAACP/NASA Saturday Scholars Academy are no different—except that they aren’t graduate students, or even undergrads: They are fourth, fifth and sixth graders.

The NAACP/NASA Saturday Scholars Academy began as a three-year pilot program in Baltimore. Last year, it expanded to Bowling Green, which is serving as the Academy’s rural pilot program. The Academy is designed to nurture an existing interest or aptitude for science among minority and/or disadvantaged students.

Dr. Monica Burke, associate director in the Office of Diversity Programs, said, “The pilot program was designed to address concerns outlined in a 1998 science engineer indicators report by the National Science Board. From the results of that study, they decided to offer opportunities to minority students in grades four through six to increase their knowledge and appreciation in the areas of math, science and technology.”

Dr. Karen Powell, project director of The Regional Science Service Center, said she believes that there is now a recognition among educators that fostering an interest in science and encouraging students to consider careers in science must begin earlier than high school to be effective. She said that Western was chosen to host the rural pilot program because of the outstanding reputation Western’s Office of Diversity Programs [formerly called Minority Student Support Services] enjoys across the state.

Dr. Burke said, “We have a reputation for conducting programs for children, so they [NAACP] asked us if we...
would mind taking a test to do this program because they were pretty sure we could do it.”

Burke said that most of the 48 students currently enrolled in the program are minorities, but that the program focuses on targeting those groups that are underrepresented in the fields of math, science and technology. She explained that this included all people of color and women, but also people from certain geographic regions and socioeconomic backgrounds.

The students spend their Saturdays at WKU’s South Campus, attending classes in technology, science and math. Dr. Powell admitted that the challenge of getting fourth through sixth graders interested in math is a daunting one, but she said they “camouflage the math.”

The students will be taking a field trip to Kentucky Kingdom during the semester. In addition to having fun riding the roller coasters, they will be given accelerometers, the data from which will be used to make calculations about the various roller coasters.

“The goals are to help them build an interest in math, science and technology and try to motivate them to pursue careers in those fields,” Burke said.

While the students are in their classes, their parents are also given an opportunity to learn about science and technology, in addition to learning about how to prepare their children for college and how to begin saving for their children’s educations.

Powell said they will be doing some actual science lessons with the parents to accompany what their children are learning. “The students will be making telescopes and we’re going to have an astronomy lesson for the parents so hopefully the parents and students will go out and use the telescopes and be able to learn things together.”

In addition, the students will learn to isolate the DNA of a strawberry, enter a bridge-building contest and attend field trips and lectures by guest speakers.

“I’m very proud to represent Western in these types of outreach programs, showing that Western is interested in what is going on at the K-12 level and also representing Western in this joint collaboration with NASA and the NAACP,” said Powell.

“It’s a terrific program and a great opportunity,” Burke said, “and I’m really happy that Western has the opportunity to have it for the last two years and I hope it continues.”

Both Powell and Burke said that they hope the funding will continue to be available for the Academy because they know it is reaching its goals of encouraging and motivating students.

Below are the results of the assessment conducted after last year’s NAACP/NASA Saturday Scholars Academy.

http://www.wku.edu/echo/archive/2003feb/stories/early.htm
2002 Assessment:
Pre and post math exam – 75 percent of participants improved their math skills from pre to post test.

General attitude towards science assessment:

<table>
<thead>
<tr>
<th>Question</th>
<th>Pretest – agree/strongly agree</th>
<th>Post test – agree/strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science is fun.</td>
<td>69 percent</td>
<td>86 percent</td>
</tr>
<tr>
<td>I want to learn more science</td>
<td>69 percent</td>
<td>86 percent</td>
</tr>
</tbody>
</table>

Post-test questions only:
I want to go to college – 75 percent answered yes
I have learned something in this experience - 95.5 percent answered yes
I want to study science in college – 50 percent answered yes

Kentucky statistics:
1. Less than 0.24 percent of Kentucky’s work force are scientists and engineers placing Kentucky 47th in the Nation. (The State New Economy Index)

2. Approximately 40 percent of last years high school graduates chose not to further their education at a college/university either full time or part time or through the military. (Kentucky Department of Education report card)

3. Approximately 70 percent of our seventh graders scored below proficient in science on the state mandated assessment test. (Kentucky Department of Education report card)

4. Approximately 70 percent of our 11th graders scored below proficient in science on the state mandated assessment test. (Kentucky Department of Education report card)

Qualitative results:
1. Overcoming apprehension about postsecondary education is very important to the children in our area because many of them will be first time college students. Participants were engaged at a college campus 14 times over the course of this program. For many it was their first introduction to college. They interacted with college instructors and learned that they are “pretty cool.”

2. The parent technology course introduced parents to college and college instructors. They also gained valuable knowledge such as how to safeguard Internet accessibility for their children, how to help with technology based homework, finding information on the web, writing resumes, giving PowerPoint presentations, etc. It is our hope that what the parents and children learned in the technology classes will be complimentary and that they will use each other as a resource, creating a parent/child learning team. We all know this is a winning formula.

3. It gave the students the opportunity to be engaged with professionals, many of
whom were female. In the rural setting in which most of our participants live, this is a rare opportunity. Usually the only people they encounter with a postsecondary degree are their teachers and primary care professionals.
A Musical Journey
by Kimberly Shain Parsley

In April 2002, the Delta Omicron music fraternity created the Sylvia Kersenbaum scholarship in honor of the world-renowned pianist and 27-year member of Western Kentucky University’s music faculty.

In order to raise money for the scholarship, Kersenbaum will be performing all 32 Beethoven Sonatas in a series of nine recitals over the course of three semesters.

“It is a wonderful gift that made me want to contribute,” she said. “I could not just take it and keep asking for money from people.”

Kersenbaum said she appreciates the outstanding contributions that Delta Omicron makes to WKU students and faculty and wants to contribute more than just her name to this scholarship. The proceeds from the $5 admission fee to the recitals will help fund the scholarship. All performances will take place on Sundays at 3 p.m. in Van Meter Auditorium on the WKU campus in 2003 and 2004.

The first performance in the series is on Feb. 16.

Kersenbaum calls the series a journey of Beethoven’s life. She said she chose to undertake the challenge of performing all of Beethoven’s Sonatas because the writing of the Sonatas represents two-thirds of Beethoven’s life. “Unlike other pieces that were created in a shorter span of time, this allows us to see the evolution of his music, of his sensibility and also of the piano because the piano for which he wrote in the beginning was not the piano for which he wrote at the end — nor was it the instrument that he dreamed of, which is the modern piano,” she said.

“I have found through teaching and playing and being in the audience that the message of the music of Beethoven seems to be so actual,” Kersenbaum said. “Some composers may be out of fashion, and become less suited for today’s sensibilities. In the case of Beethoven, that sense of rebellion that he had all his life connects to students’ and to people’s sensibilities.”
Performing all 32 Beethoven Sonatas is a rare feat for a musician, especially performing them by memory, as Kersenbaum will do. This will be her third time performing this series. The first was at WKU in 1989-90, and later in her native Argentina in 1995. “It is too much of an enterprise to do it only once,” she said. “I thought this was a good pretext to repeat the cycle. It is a challenge to me, and it will bring joy to the people.”

Kersenbaum said she has been rehearsing for the entire series for many months.

“To play all the Sonatas nonstop from the beginning to the end would be like playing 24 hours nonstop of music by memory.”

She said she rehearses every day for four hours, usually from 8 p.m. to midnight — or until her cats tell her it is time to stop. “They let me know when it is time to go to bed,” she said. “They become impossible, jumping on the piano bench and scratching it. They have a clock of their own.”

Kersenbaum has appeared in recitals and as a soloist with orchestras throughout Europe, the Far East, and North and South America. Noted orchestras include the London Symphony, Royal Philharmonic, Munchen Philharmoniker, Bayerische Staatskapelle, Orchestre de la Suisse Romande, the San Francisco Symphony, and the Louisville Orchestra. Her recordings for the EMI-Angel label have received international press acclaim.

“I very much hope people will be able to attend this ‘journey’ of Beethoven’s life, share his sublime music and help us increase this scholarship,” Kersenbaum said.

Donations can be made to the Sylvia Kersenbaum Scholarship Fund, College Heights Foundation, Western Kentucky University, 1 Big Red Way, Bowling Green, Kentucky, 42101.

**Spring 2003 Recital Schedule:**

Feb. 16: Sonatas Op. 2 Nos. 1, 2 and 3


The State of Planning at Western
by Jim Flynn

The state of planning at Western Kentucky University is alive and well. And a good thing too. Our planning process is a crucial component of our reaffirmation case, which we will be making in 2004 and 2005 to the Southern Association of Colleges and Schools as part of our efforts to be reaccredited for the next ten-year cycle.

A moment’s reflection will help to establish the link between our upcoming SACS reaffirmation efforts and our planning process. SACS Core Requirement five reads as follows:

“The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.”

Our strategic plan, Challenging the Spirit, and the planning process we have now fairly well embedded in our institutional culture constitute key documentation points for our meeting the somewhat grandiose standard described in SACS Core Requirement five. The plan articulates our vision, mission, and goals, and it specifies some overall institutional strategies and benchmarks to gauge our progress toward accomplishing our mission and meeting our goals. In a nutshell, the plan is our public profession of what we are about and how we intend to move in the direction of what we want to become. That means that SACS reviewers are going to take a very active interest in examining our plan, in probing our process, and (very likely) in focusing on some specific plans, maybe action plans developed by individual units.

Of course, they can do that easily by accessing our planning pages and following links that lead from the macro-plan at the institutional level to the micro-plans of individual units and departments. Needless to say, we will make every effort to ensure that these links are “live”, not simply in the technical sense but also in the more important sense of substance. Do the online Action Plans for each department and unit reflect clear and thoughtful plans that are consistent with the institutional
mission? It will be important to all of us that reviewers be able to answer such a question affirmatively. In the Planning Office, we will attempt to assist departments and units to formulate and file such Action Plans.

One key word in the SACS Core Requirement five concerns the planning process as "integrated." At the institutional level, we have some work to do to make this characteristic part of our planning process. For example, our current effort to develop and document SACS-acceptable outcomes assessment will at some point need to be integrated into our regular planning process. Many faculty, staff, and administrators have been hard at work during the fall semester, 2002, to develop assessment plans that will document their program or unit's commitment to continuous improvement through outcomes assessment. Currently, this process, which is being overseen by Dr. Dennis George, coordinator of University assessment, is running on its own track with its own dynamic and time-line.

However, in the future, we intend to integrate this function into our annual cycle of planning and progress reports. We need to do this in order to streamline our assessment and planning processes and to more clearly show the linkage between them. For now, however, the assessment process needs to work through a cycle so that it is clearly understood and practiced in ways we know will do our institution some good and meet SACS requirements. But integrating this process with planning is definitely in the cards.

Finally, the fourth annual planning progress report, for 2001-2002, is now available for your review. Some hard copies are at departmental and deans' offices, and a PDF file version will be posted soon on the Planning Web page: http://www.wku.edu/Dept/Support/AcadAffairs/Planning/. If you would like to view the PDF file, visit: http://www.wku.edu/ProgressReport.pdf.

This progress report is the first report on the new or revised performance indicators that were approved a year ago. As you may recall, the planning process will now include a regular three-year updating of the performance indicators, the targets we set as an institution to gauge our progress toward meeting our five strategic goals:

1. Increase Student Learning
2. Develop the Student Population
3. Assure High-Quality Faculty and Staff
4. Enhance Responsiveness to Constituents
5. Improve Institutional Effectiveness

The progress report measures us as an institution on a total of 77 performance indicators (an increase of 19 over the earlier version of the plan). On the 77 indicators we have reached the following levels of progress:

- Achieved 16
- Exceptional 19
- Substantial 16
- Some 21
- Little 2
- No 3
As will surprise no one, the majority of the “Achieved” indicators fall in the category of increasing student enrollments in various categories (e.g., overall growth, applicant pool, international students, nontraditional students, distance learning enrollments). We also document our exceptional progress in enhancing the campus and quality of student life and in meeting or exceeding targets for the “Investing in the Spirit” Campaign.

Although we clearly have some areas to work on, overall the progress report indicates that Western continues to be a dynamic institution undergoing the type of transformation that President Ransdell has committed us to in our vision statement: “Western Kentucky University aspires to be the best comprehensive public institution in Kentucky and among the best in the nation.” With everyone continuing to make the types of contributions called for in our strategic plan, we can—even in economically lean times—keep our institutional direction clear and our progress a matter of record and pride.

*Dr. Jim Flynn is the assistant to the Provost for Planning and a professor of English.*
Global Ignorance – Geographic Illiteracy
by David J. Keeling

Jaded by reports that have highlighted the generally poor performance of U.S. students in science, math, and history compared to other industrialized societies, most Americans probably were not shocked by the recent news that they are also among the most geographically illiterate people in the Westernized world.

Although most Americans are more aware today of distant lands such as Afghanistan, Iraq, North Korea and Venezuela due to recent media reports on political and economic crises in these countries, few have the ability to find these places on a world map or to discuss critically their cultural characteristics. This lack of geographic awareness permeates all segments of our society, from students to presidents, and from ordinary citizens to senators and businesspeople.

We might laugh when a student pronounces erroneously that people speak Belgish in Belgium or snicker at the news that our president does not know the capital cities of some important countries. Many will ask whether it really matters that many Americans cannot locate their home state on a U.S. map, that few realize Iranians do not speak Arabic or that most Indonesians practice Islam, or that a significant number of Americans believe Australia has the same size population as the U.S. Is this growing level of global ignorance really a serious and undeniable problem for our society?

Indeed it is! As the undisputed global military superpower and a key player in the economic globalization of the planet, the U.S. exerts significant influence throughout the world and the world exerts tremendous influence on Americans. For example, in Bowling Green, more than 40 immigrant groups live in our community; we wear clothes produced in China, the Dominican Republic and Guatemala; many of our vehicles and electronic goods are assembled in Mexico and we have direct commercial links with dozens of countries. Many of our students are destined for careers that are significantly international in a variety of ways, and even those students whose careers are primarily local or regional will interact with the global
system in ways unimagined a decade or two ago.

U.S. Education Secretary Rod Paige has argued that geographic illiteracy is unacceptable because we live in "a world of 24-hour-news cycles, global markets, high-speed Internet and big challenges for all who inhabit it. And in order for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it."

Without a doubt, our need for a higher level of global literacy, for a broader and deeper understanding of the world around us, is critical and compelling. How can we possibly understand the impacts of globalization on our society if we have no basic knowledge of the world in which we live? Across the globe, the "ignorant American" routinely is derided, and the level of contempt for U.S. policy and, at times, American culture has risen dramatically since the 1980s. More than ever, especially after the events of Sept. 11, 2001, we can no longer afford to ignore the rest of the world, its people, politics and cultures.

Yet, how can we overcome the astonishing depth of global ignorance and geographic illiteracy that pervades our society? How do we connect the myriad geographic threads that bind the world together and develop a meaningful and rewarding understanding of global diversity and interrelatedness? One of the major complaints frequently heard about geographic literacy is that it involves the rote memorization of physical features, major cities and countries - the highest mountain, longest river, deepest ocean and state capital approach to understanding the world around us. This type of information is certainly important as the foundation of geographic knowledge, but it is not how today's geographers approach the study of our planet. Nevertheless, in defense of learning this basic geographic vocabulary, imagine speaking or writing English with no concept of syntax, grammar, spelling, or word structure. Or imagine trying to understand history with no concept of time, social development, or political relationships. Knowing the capital of North Korea or the major waterways of South America may seem tedious to some, but this information serves as the essential framework or skeleton around which we can construct more meaningful global knowledge.

Perhaps our greatest challenge as educators over the coming decades, therefore, is to overcome the public's perception of global knowledge as simply a collection of place names. Global literacy is more about understanding and explaining geographic or spatial interrelationships than it is about basic location or collections of isolated facts.

The power of geography, and its importance in eliminating global ignorance, lies in its ability to provide insights into complex human-environment relationships. Geography helps us to make sense of the ever-changing landscapes and spatial networks that make up our planet. Moreover, new spatial technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS) are providing better ways for us to gather, analyze, display, and interpret global
information.

In the early 21st century, we face a world where political and economic relationships are changing rapidly, where human alteration of the environment is accelerating and where human patterns of interaction (migration, trade flows, transport and communication, for example) constantly are shifting. Geographic literacy matters because having a good level of global knowledge is fundamental to the enlightenment of society, and democracy is absolutely dependent on the people's enlightenment. Democracy only works well when voters are educated enough to make a conscious decision about candidates and issues. In other words, if people know a lot about, say, Iraq, Afghanistan, or North Korea, they might make better decisions when asked to support an invasion, a new trade package or some other policy initiative. Thus, universities, governments, journalists, students and ordinary citizens cannot afford to ignore global relationships or their underlying geographies. As a society, we can no longer remain ignorant about the world around us, a world with which we increasingly interact, or about the rapid and dramatic environmental, political and economic changes that are reshaping our planet in profound and fundamental ways. If individuals and societies become more educated about global diversity and the intricacies of geographic relationships, they can better understand the limitations and potential of human action and transition from a narrow, parochial view of the world to one that is truly global.

*For more information on Geographic Information Systems (GIS), visit http://www.wku.edu/geoweb/GIS/home.htm.

Dr. David J. Keeling is the head of WKU’s Department of Geography and Geology.
Dr. William Trainor, CFA, professor of finance, recently devised a historical stock simulation project which has been posted on the website of the National Council on Economic Education.

The project is a three-part lesson entitled "Here's Your Chance to Make Millions in the Stock Market." The exercise takes an investor from 1920 through 2000 while giving one the option of either investing in stocks or putting one's money in the bank throughout various key points in history.

"I thought it would be interesting to put people back in time to see what they would do with their money if they didn't know the stock market was going to crash in 1929," Trainor said. "That's how I came up with the idea for the exercise."

One of the goals of the National Council on Economic Education is to promote the teaching of economics and finance to students at the secondary level and below.

"There is a push to get to students before it's too late in terms of teaching basic finance and how our economy operates," Trainor said, citing students' increasing use of credit cards during their college years as a reason for the push.

Though primarily geared toward high school students, persons of any age should find the information at www.econedlink.org helpful and the interactive exercises enjoyable and educational.

Parts two and three of "Here's Your Chance to Make Millions in the Stock Market" include an interactive activity where the student is able to "transphase" back in time to predict stock market fluctuations. The student is given a few clues about the time-period and statistics such as dividend yields.
and interest rates. With this information, the student either invests in stocks or places the money in a bank. After making a choice, the student finds out if he/she made a good or a bad call and how much money was made or lost. In the end, the student finds out if he/she is a “market guru.” To see how your stock-picking talents would have fared over the last 80 years, visit http://www.econedlink.org/lessons/index.cfm?lesson=NN333.

In an ironic twist, the Econedlink site, devoted to teaching finance principles and smart investing, was sponsored by WorldCom, which declared bankruptcy in the middle of the project. “I owned WorldCom stock as well,” Trainor said, “so it got me both ways.”

Subsequent funding was secured and Trainor said feedback about the site has been positive.

*Dr. William Trainor was awarded the right to use the Chartered Financial Analyst (CFA) designation, which is recognized around the world as the premier designation in the investment profession.
Show your WKU Pride
by Bob Edwards

Perhaps you have seen the new license plate design for Kentucky. For those who have not, it can best be described as a smiling-face sun rising over the hills of Kentucky with the slogan “Kentucky – It’s that Friendly” underneath.

The new design and slogan are the result of marketing research that showed Kentucky and its residents are perceived as friendly, especially to travelers. By the end of 2003, it is estimated that over 2 million motor vehicles will serve as ambassadors for Kentucky tourism.

Reaction to the design by Kentucky motorists has been consistently underwhelming to say the least. Some critics have compared it to something akin to Teletubbies or Wal-Mart. Even Governor Paul Patton’s defense of the design was less than a ringing endorsement, "They don't put Rembrandts on the back of cars."

A simple solution to those who don’t care for the design is to opt for a specialty plate. The Kentucky Transportation Cabinet currently offers over 40 choices. Options range from one that commemorates the Horse Council to one for Purple Heart recipients. But which one to choose? May I make a suggestion? How about showing your pride in Western Kentucky University and at the same time contributing to its general scholarship fund?

License plates featuring the WKU logo can be obtained through your local county clerk’s office now, or the next time your license plate is due to be renewed. The license plate costs just $10 per year in addition to the regular registration fees - $10 that will go into the Western’s general scholarship fund.

Show your pride for Western with a little creative license – a WKU license plate for your car in 2003.
Bob Edwards is the assistant vice president of University Relations.
Professional Activities

Submissions for entry in the Professional Activities section should be sent to Rebecca Miles, rebecca.miles@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.

Accounting
Dr. Jan Colbert has been named chair of the State Board Composition Committee of the National Association of State Boards of Accountancy (NASBA). The 54 State Boards of Accountancy in the U.S. regulate the licensing of CPAs and the practice of public accounting in each state, Puerto Rico, Guam, Washington, D.C., and the U.S. Virgin Islands. NASBA represents the interests of the 54 jurisdictions.

Alumni Relations
Donald Smith, assistant vice president, WKU Alumni Association, won a grand award for overall alumni relations at the annual meeting of the Council for the Advancement and Support of Education in Kentucky (CASE-K) in Louisville, Ky., Dec. 12-13.

Development
John Paul Blair, assistant vice president of major gifts, won a grand award for total educational fundraising and fundraising projects at the annual meeting of the Council for the Advancement and Support of Education in Kentucky (CASE-K) in Louisville, Ky., Dec. 12-13.

English
Dr. Patricia M. Taylor was the 2002 inductee into Georgetown College’s Maskrafters Hall of Fame. The Maskrafters is one of the oldest collegiate drama societies west of the Allegheny Mountains.

Financial Affairs
Ann Mead, chief financial officer and assistant to the president for Economic Development, is currently serving a three-year term on the Bowling Green Area Chamber of Commerce Board. It will end Dec. 31, 2006.

Geography and Geology

Music
Dr. Heidi Pintner premiered Souls and Sounds, by Dr. Michael Kallstrom, with Kallstrom and Dr. Donald Speer at the Kentucky Music Teacher’s Association Convention in October. In November, she participated in a professional flute quartet at the Mid-South Flute Festival at Middle Tennessee State University.

Jeff Steiner guest conducted his critical edition of Florent Schmitt’s “Dionysiaques” with the wind symphony of the University of Colorado at Boulder on Sept. 22. Steiner also presented a lecture on the edition.

**Postal Services**
Marshall Gray and Lisa Kirby successfully completed an extensive Mailpiece Quality Control training program, administered through the United States Postal Service. They were awarded certification as Mailpiece Quality Control Specialists through the year 2004.

**Social Work**
Dr. Saundra Starks was elected director-at-large of the Association of Social Work Boards (ASWB). The election was held at the national association’s annual business meeting in Savannah, Ga., in November.

**Special Events**
Rachel Manning, Special Events facilitator, received a merit award in institutional relations at the annual meeting of the Council for the Advancement and Support of Education in Kentucky (CASE-K) in Louisville, Ky., Dec. 12-13.

**University Libraries**

**University Relations**

Tommy Newton, communication specialist in Media Relations, won a grand award for excellence in feature writing and feature story or series and an award of excellence in general news story or series at the annual meeting of the Council for the Advancement and Support of Education in Kentucky (CASE-K) in Louisville, Ky., Dec. 12-13.

Bob Skipper, director of Media Relations, won a grand award for general news story or series and a merit award in feature writing at the annual meeting of the Council for the Advancement and Support of Education in Kentucky (CASE-K) in Louisville, Ky., Dec. 12-13.
Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change
Reviewed by Aaron W. Hughey

Anyone who has even a cursory interest in the future of higher education should read Managing Quality in Higher Education by John Brennan and Tarla Shah (Open University Press, December 2000). The book is based on 29 case studies drawn from 14 different countries. None of the case studies are from American institutions, which constitutes one of the book's key strengths. In their inclusive look at the current status of higher education from a global perspective, Brennan and Shah remind us that there is much more to higher education than what is currently going on in the United States.

The book has two stated purposes: First, the authors set out to describe the different purposes, methods and intended outcomes of various national systems of quality assessment. The 29 case studies they summarize certainly accomplish this to a significant extent. Second, the authors attempt to analyze the impact of quality assessment on institutional management and decision-making. Toward this end, they present a realistic and often painful picture of how higher education typically functions and how resistant it can be to any kind of evaluation process.

Brennan and Shah readily admit that "...the emergence of quality assessment does not appear to have been caused by evidence of serious quality problems in higher education" (pg. 30). Instead, they trace the origins of the movement, at least in part, to political problems involving the control of higher education during an era of expansion and rapid change.

The authors go on to make the relatively obvious point that “Quality assessment is sometimes controversial because it challenges existing academic values and conceptions about what constitutes high quality higher education” (pg. 14). But Brennan and Shah are not preoccupied with what would be, in the absence of substantial evidence, blind rhetoric. They back up their conclusions with very convincing and systematic discussions of why higher education is almost universally resistant to virtually any attempt to measure “quality.”
Managing Quality in Higher Education revolves around four methods of determining quality in higher education. First, the authors examine “academic” quality, which has a subject focus; i.e., knowledge and curricula. How rigorous are the academic programs that are offered at a particular institution? Second, they consider the notion of “managerial” quality, which has more of an institutional focus. What is the role that policies and procedures play in determining the presence or absence of quality? Third, they examine “pedagogic” quality, which has a people focus. What facilitation skills and competencies do those who work in the institution possess? The faculty may be recognized for their disciplinary expertise, but how good are they as teachers? Finally, Brennan and Shah consider what they call the “employment focus” of the institution. What are the graduate standards and learning outcomes that are valued by the academic culture at the institution? Is the institution producing graduates who can succeed in their subsequent careers?

Without a doubt, the global case studies constitute the most fascinating aspect of the book. For example, Brennan and Shah discuss, in considerable detail, an external assessment that was conducted at the University of Amsterdam. Evaluators found that the curriculum, support services, pedantic quality, and faculty educational policy were all below average. The report precipitated a subsequent internal investigation, which resulted in an even more critical assessment of the institution. Cultural and management factors were found to be the major causes of ineffective academic processes and structures and substandard research by the faculty. "A lack of social cohesion by the faculty was identified as a major determinant of the crisis situation" (pg. 44).

As a result of these assessments, several reforms were gradually implemented which served to successfully correct these deficiencies.

In another case study involving the Autonomous National University of Mexico, reviewers found a positive link between financial rewards and overall quality. In essence, the institution redefined its concept of quality as part of a more comprehensive process of the management of change. Greater compensation for staff seemed to precipitate significant increases in qualifications. Furthermore, more tangible recognition of research pursuits tended to positively impact the quality of those endeavors. And, somewhat unexpectedly, at the same time these improvements were noted, the graduation rate experienced a substantial increase.

Brennan and Shah caution, however, that any attempt to link quality assessment to financial rewards is inherently problematic. A desire to reward the successful often simply means paying more for a 'product' that is already viable, whereas punishing low quality can produce even lower quality -- problems of quality are unlikely to be
rectified by reductions in funding.

As the authors admit, those who have traditionally enjoyed the most power and recognition in the academic arena; i.e., the faculty, may ultimately be the greatest losers from the introduction of quality assessment. Whether this is seen as good or bad probably depends on where you are in the organization and your perception of the fundamental mission of higher education.

In conclusion, Managing Quality in Higher Education is definitely not an easy read. Brennan and Shah do tend to make you work for their insights. But the book should still be required for anyone who works in postsecondary education.

*Dr. Aaron W. Hughey is a professor in the Department of Counseling and Student Affairs.*
Kentucky Library and Museum Activities

_African American History Month Activities_

In observance of African American History Month, the Kentucky Library and Museum is sponsoring several activities.

**Saturday, Feb. 15**

Children's Art Workshops — 9:30 and 11 a.m. The featured artist will be Alice Gatewood Waddell who will share her artwork and participants will have “hands-on” opportunities to create a Black History Collage based on African-American events and people. The workshops, which are for children ages seven-15, are limited to 25 participants per workshop. Advance registration is required. Contact Lynne Ferguson, artist in residence, or Laura Harper Lee, museum education curator, (270) 745-6082 or e-mail lynne.ferguson@wku.edu or laura.harper.lee@wku.edu.

The workshops are sponsored in part by the Kentucky Arts Council, a state agency in the Education, Arts and Humanities Cabinet with support from the National Endowment for the Arts.

**Sunday, Feb. 16**

Book Discussion — 2 p.m. The publication to be discussed is _Subversive Southerner: Anne Braden and the Struggle for Racial Justice in the Cold War South_, a recently published biography about a white woman who played a vital role in desegregating housing in Louisville, Ky. The author, Catherine Fosl, a University of Louisville faculty member, will talk about Braden and sign copies of her book.

The Landmark Association is a co-sponsor of this program. For more information, contact Jonathan Jeffrey (270) 745-5265 or jonathan.jeffrey@wku.edu.

In addition to the programs, two photographic exhibits will be on view throughout the month of February. One exhibit features photographs by Bowling Green photographer James Walker, titled “African American Life in Bowling Green.” The other exhibit is “The Quonset: A Late 40s Early 50s Musical Auditorium.” Between 1946 and 1959, the Quonset showcased legendary country, R & B and bluegrass musicians and was known as the “Most happening place in town.”

For more information, call (270) 745-2592.

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_February Activities_

http://www.wku.edu/echo/archive/2003feb/library/
Feb. 5 — 10 and 11:30 a.m., Kentucky Building — Cartooning Workshops for middle and high school students. Workshops led by Sandy Campbell, professional cartoonist. Participants will also tour “U.S. Bank Bill ‘Whitey’ Sanders: Comic Opera,” on exhibit at the Kentucky Building through 2005. For more information, contact Laura Harper Lee or Lynne Ferguson (270) 745-6082 or laura.harper.lee@wku.edu or lynne.ferguson@wku.edu.

Feb. 13 — 7-8:30 p.m., Barnes & Noble, 1680 Campbell Lane — KENTUCKY LIVE! 2003 This series, focusing on “southern culture at its best!”, resumes with a presentation by WKU Library special collections librarian Jonathan Jeffrey titled, “Kentucky’s Not a Place: It’s a Chicken.” This series, which is underwritten by Trace Die Cast, is free and open to the public. For more information, contact Brian Coutts (270) 745-6121 or brian.coutts@wku.edu.

Feb. 20 — 7-8:30 p.m., Barnes & Noble, 1680 Campbell Lane — FAR AWAY PLACES series continues with a presentation on West Africa by Lawrence Alice, a member of WKU’s Biology Department. This series, which is underwritten by Coca-Cola, is free and open to the public. For more information, contact Brian Coutts (270) 745-6121 or brian.coutts@wku.edu.

Feb. 24 — 7 p.m., Kentucky Building — book discussion of Clear Springs, an autobiography by Kentucky writer Bobbie Ann Mason. This program is co-sponsored by the Landmark Association and the Kentucky Humanities Council and is free and open to the public. For more information, contact Jonathan Jeffrey (270) 745-5265 or jonathan.jeffrey@wku.edu.

Famous-Barr Used Book Sale
The third annual Famous-Barr Used Book Sale is scheduled for Feb. 14-16. Hours are: Fri., Feb. 14, 8 a.m.-6 p.m.; Sat., Feb. 15, 8 a.m.-6 p.m.; and Sun., Feb. 16, 1-4 p.m. The sale will be held at the WKU Center for Research and Development (formerly the Bowling Green Mall) on Nashville Road.

People throughout the region are invited to donate books (hardback, paperback and books on tape), CDs, cassettes and videos. Magazines, textbooks and comic books will not be accepted.

Donations may be dropped off at any cash register at Famous Barr, located in the Greenwood Mall, 2625 Scottsville Road, Bowling Green, or the Bowling Green Public Library, 1225 State Street. Donations are tax-deductible and forms to be used for income tax purposes may be picked up at the drop-off sites.

Proceeds from the Famous-Barr Used Book Sale will benefit the Southern Kentucky Festival of Books, which is organized by WKU Libraries/Kentucky Museum, the B.G. Public Library and Barnes & Noble.

For more information, call (270) 745-5263 or (270) 781-4882.
Investing in the Spirit

A message from Lee Robertson, WKU's first Spirit Award Winner

In my years of service to Western Kentucky University, I have heard my fellow workers ask, "Why should I make a financial gift to Western? Isn’t my service enough?"

A Gift from the Heart

Cathy and Alan Palmer were married on Sept. 21, 1985. Both alumni of Western Kentucky University, Cathy decided to surprise Alan, a Bowling Green city commissioner and WKU instructor, with a special gift in honor of their 18th wedding anniversary.

The answers to those questions are always the same. As members of the Western family, we know the needs first-hand. We see them each and every day as we faithfully come to work. Making a financial commitment gives one the feeling of ownership and increases our feeling of pride at Western’s successes. In addition, our support of the University encourages others to give.

As President Gary Ransdell has said many times, we want Western to “be the best comprehensive university in the state and among the best in the nation.” Our gifts can help that become a reality.
Western is four and a half years into the five-year, $90 million Investing in the Spirit Campaign. An integral part of this effort involves a $1.5 million fund-raising campaign among Western’s own faculty and staff. The goal is for 100 percent of WKU faculty and staff to support the Investing in the Spirit Campaign.

I take pride in knowing that I am doing my part to ensure that others can “expect the best” from Western.

In 2002 Lee Robertson received the first Spirit of Western Award, which recognizes an individual who represents enthusiasm for Western, loyalty to the institution and principles of the Western experience and its motto "The Spirit Makes the Master."

Robertson is a 1950 graduate who currently serves as special assistant to the vice president of Institutional Advancement. In his half-century of service to Western, Robertson was director of alumni relations for 25 years, golf coach for six years and director of the WKU Glasgow campus.

echo thanks Lee Robertson for taking the time to share his thoughts on the importance of faculty and staff giving.

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A Gift from the Heart

Cathy and Alan Palmer were married on Sept. 21, 1985. Both alumni of Western Kentucky University, Cathy decided to surprise Alan, a Bowling Green city commissioner and WKU instructor, with a special gift in honor of their 18th wedding anniversary.

Working with WKU development staff, she arranged to make a gift to Western’s School of Journalism and Broadcasting in honor of Alan. The staff helped her frame a special presentation to Alan for her to give to him on their anniversary trip.

“I work at General Motors, and I determined that they have a matching program that will match employee’s gifts, up to $5,000 a year, to colleges and universities,” Cathy said.

GM will match her $25,000 five-year gift for a total of $50,000. In turn, Western will match that $50,000 with an additional $50,000 from the Commonwealth of Kentucky’s Regional University Excellence Trust Fund, providing a total endowment of $100,000 for the School of Journalism and Broadcasting.

“I was extremely surprised and very proud of Cathy for having thought of this gift,” Alan said. “She made all the contacts and presented it to me on our anniversary. I was very moved.”

Cathy said she chose to make this gift to Western due to the feeling of excitement on campus. “Alan and I are both WKU alumni, and there are lots of wonderful things going on now that were not around when we were there,” she said. “Also, we have a 14-year-old son who is a freshman at Bowling Green High School. I want to see Western succeed in part because of my child. I want to see Western be successful so
that he will be able to benefit from it during his college experience.

“I don’t think Cathy could have said ‘I love you’ any better,” Alan said. “It is hard to describe how you feel when someone does something like that for you that will go on beyond your lifetime.”

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