Building a Legacy

Brinton B. Davis was the architect of the primary buildings for what was then Western Kentucky State Normal School. Davis’s talent and vision helped to make Western an architectural marvel. Van Meter Hall is an example of Davis’s skill. When it was built in 1910, it was one of the largest buildings between Louisville and Nashville, and still stands as an indelible symbol of WKU.

Fostering a Culture of Excellence
Dr. Brian Goff’s dedication to WKU and its students has earned him the title of University Distinguished Professor.

A Passion for Education
Dr. Vicki Stayton’s work to improve education for young children has brought acclaim to herself and to WKU.

Preparation is Key in Crisis Plan
Developing and implementing a working crisis management plan is a priority for many WKU employees.

Reflections on Success and a Focus on the Future
Dr. Ransdell’s words to WKU faculty and staff set a positive tone for the upcoming academic year.

Commentary
Encouraging Signs from Campus Safety Task Force Report
The task force’s findings indicate that safety issues at Western appear to differ little from those faced by other colleges and universities across the state and the nation.

People & Positions
Listing of recent retirees, hires and promotions.

Two Colleges Have New Leaders
Bonaguro, Evans, new deans at WKU

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

Email comments to the editor at: kimberly.parsley@wku.edu
Building a Legacy
by Rebecca A. Miles
Lynn Niedermeier, Jonathan Jeffrey and Donna Parker contributed to this article.

In 1909, the Regents chose Brinton B. Davis (1862-1952) to be the architect of the primary buildings for what was then Western Kentucky State Normal School. Davis was already known in Bowling Green for designing City Hall in 1907. He would go on to design all but two of the new campus structures, Potter Hall (1921) and Science and Technology Hall, formerly the Training School Building (1925). As Western’s primary architect, he would be dubbed the “Hill Builder.” Davis’s association with the school continued until 1939.

Click on a building for a larger image.

1910
Van Meter

Van Meter Hall was Davis’s first project at Western. The building is a classic revival brick and limestone structure. It was dedicated in 1911 and named for Captain Charles J. Vanmeter, the main contributor to the construction of the building and honorary chancellor of the Normal School. At the time, it was one of the largest buildings between Nashville and Louisville. Van Meter was originally an administrative building and auditorium. It also served as the site for daily chapel, commencement, lectures, performances, debates and an annual mock session of the House of Representatives. Van Meter currently houses the offices of University Relations, Special Events and Telecommunications. The auditorium continues to be used for community and campus events.

1921
The Cedar House

The Cedar House, although not designed by Davis, was completed in 1921. It was built from cedar trees that were cut by students and faculty and served as a meeting area and a place to hold social events. It is currently known as the Faculty House and serves as a meeting place for faculty and other campus groups.

1924
Snell Hall

Named for C. Perry Snell, a benefactor, Ogden College graduate, and...
prosperous Florida land developer, Snell Hall was designed for Ogden College and is an example of Italian Renaissance architecture. It is the only Italian Renaissance style public building in Bowling Green. The building contained five classrooms, a chemical laboratory and a sizable auditorium. In 1926, Perry Snell presented Western with the statuary, “Four Seasons,” located at the back of Snell Hall. Vandalism forced the statues to be removed. They are slated to have a future home at the Southern Kentucky Performing Arts Center. Snell Hall was selected from nominations received by Preservation Kentucky to be placed on the Kentucky Preservation, Inc., 2002 Endangered and Watch list. The building is currently empty and its future is uncertain because of ongoing construction.

1927

Heating Plant

Constructed to heat the new buildings under construction, Western’s heating plant is a simple utilitarian building. Its outstanding characteristic is the towering masonry smokestack. A spur track from the Louisville and Nashville Railroad’s main line provided easy access to coal cars. In 1963, the building was expanded. Another wing was added during the 1970s.

Home Economics Building

Salvaged materials from Cabell Hall, a demolished campus structure, were used to create the Home Economics Building. The Home Economics Building resided on the curve of the drive just south of the Faculty House and north of the Industrial Education Building. The Home Economics Building was destroyed in 1982. To date, it is the only building that Davis designed that has been demolished. Stone from the building was used to build the retaining wall for the parking lot that replaced it.

Library

With assistance from Western’s librarian, Margie Helm, Davis designed the school’s first library building, a Classic Revival. It was faced with limestone from Bowling Green. The building originally housed the college’s library collections and a small theater for student productions. In 1965, the library was relocated to the Margie Helm Library, which was previously the Health Building. Renovations were made and the original library building was renamed Gordon Wilson Hall in honor of Gordon Wilson Sr., head of Western’s Department of English for 32 years, and a noted teacher, linguist, folklorist, author, ornithologist, gifted public speaker and newspaper columnist. Gordon Wilson Hall currently houses offices in the School of Journalism and Broadcasting, several faculty from the Department of Theatre and Dance and is home to the Children’s Theatre Series.

Stadium

The Stadium was built on the site of a limestone quarry behind Potter Hall. The playing field of the Stadium was constructed first, using rock and dirt fill. When the playing field was finished, the Stadium was then built into the bluff that had been created by the periodic removal of rock from the old quarry for use in buildings like Van Meter and Potter halls. In 1970, the Stadium was replaced by the Ivan Wilson Fine Arts Center. The Colonnade and Stadium seats remain as
Work began in 1928 on the new Industrial Arts Building, replacing a former industrial arts building that burned. It is a Classic Revival style and is located behind the Helm-Cravens Library. The building was equipped for woodworking, sheet metal work, forging, architectural and graphic drawing, printing and farm mechanics. Renovations were made throughout the 1960s and it was closed in 1975 for remodeling. Now known as the Industrial Education Building, it is currently used by the Department of Architectural and Manufacturing Sciences and the Department of Geography & Geology.

Whitestone Hall
Whitestone Hall was originally a women’s residence hall. It was named for the brilliant white oolitic limestone quarried in Warren County. The residence hall contained 85 rooms, a dining room, the school’s infirmary, a study hall, a recreation hall and “a room furnished with a Victrola.” In 1969, Whitestone was renamed Florence Schneider Hall after the University’s secretary, bookkeeper, registrar and bursar. Schneider Hall was used as a co-ed residence hall until recently. It is currently closed.

The Health Building contained a gymnasium, 12 classrooms, a clinic, offices, and the school’s ROTC headquarters. Faced with Bowling Green limestone, the structure’s style is truly eclectic. Its greatest ornamental feature was the terra cotta frieze encircling the building. The building was renovated and converted into the Margie Helm Library in 1965. During the renovation the frieze was destroyed as they were removed. The building currently serves as part of the Helm-Cravens library complex.

The original design of the Health Building included a swimming pool in the basement, but it was dropped due to its expense. Cherry eventually gave in to public sentiment and had Davis design an outdoor pool, which was constructed in 1931. The pool was removed when the Cravens Library and Graduate Center was built in 1971.

The President’s home was completed in 1931 and is an example of a
Federal style building. Federal architecture is characterized by large window panes and almost always have a fanlight above the front door. Presidents Cherry, Garrett and Thompson lived in the house. With a need for a more modern home for the president, the house was converted into the Craig Alumni Center, which housed the school’s alumni center and development offices. President Thompson and his family moved into the Schell House, which had been converted into a temporary home for the president. The current home of the president on Chestnut Street was not purchased until 1979. The Craig Alumni Center currently houses Alumni Relations and Annual Giving, Advancement Services, Sponsored Programs, the College Heights Foundation and the WKU Foundation.

**1931-32**

**Kentucky Building**

The Kentucky Building was first envisioned by Gabrielle Robertson when she began teaching Kentucky history in 1914 and found only one book on Kentucky in the library. She made it her mission to build the library’s holdings on Kentucky such as books, materials and artifacts. Cherry envisioned a museum as well as a library. The building was started in 1931 but, because of depleted funds, wasn’t finished until 1939. The Kentucky Building currently houses the Kentucky Library, Kentucky Museum, Manuscripts & Folklife Archives, and University Archives.

**1935**

**Pioneer Cabin**

Built on the Kentucky Building grounds, the Pioneer Cabin was designed by Davis in 1935 and constructed by students using poplar logs cut in Warren County.

**1937**

**Cherry Hall**

Cherry Hall, named after Western’s first president, Henry Hardin Cherry, was built with funds from the Public Works Administration. Cherry died before the building was dedicated and the statue of him was unveiled. The building included 25 cathedral chimes in the cupola, 50 classrooms, 16 laboratories, 60 offices and the college’s bookstore and post office. Cherry Hall currently houses the English Department, History Department, Philosophy and Religion Department, Nontraditional Student Services and the English as a Second Language International program, as well as other offices.

The Hill is again experiencing a time of growth and change but as we walk by the buildings of the past they stand as a testament to Cherry’s desire to educate and Davis’ talent and vision.
Dr. Brian Goff's life at Western Kentucky University began as an undergraduate student. After receiving his B.A. in economics, he went on to complete his graduate work at George Mason University in Fairfax, Va. He then returned to WKU to become a member of the business faculty. Goff's dedication to WKU and its students has earned him the title of University Distinguished Professor, a post which recognizes faculty members who have served the University over a long period of time and have compiled an outstanding record of achievement in teaching, research and service.

"It's always nice to receive some acknowledgement or recognition from peers or administrators of what you've done," said Goff, professor of economics. "In some ways, academics - whether teaching, research or service - are often things that don't have an immediate reward. The benefits are more long term."

Goff said he was pleased to become a member of such an elite group as the University Distinguished Professors. Despite being a faculty member at WKU for 18 years, he said there were still professors on campus, even among the group of distinguished professors, whom he did not know. He said he is looking forward to getting to know those professors and learning more about their fields of research.

In a letter from Robert Jefferson, dean of the Gordon Ford College of Business, dated 2001, referencing student acknowledgments of Goff at the Annual Student and Faculty Recognition Dinner, Jefferson wrote, "Congratulations upon having one or more high achieving business students recognize you for 'making a difference' in their life at Western Kentucky University. ... Thank you for taking the time to inspire and encourage students to develop their skills, knowledge and leadership potential as they strive to achieve academic excellence. You should be justly proud of these student accomplishments which result from your professional contributions, personal encouragement or classroom contributions to students."

The University Distinguished Professorship is designed to enable recipients to pursue more professional opportunities and to play a broader role in University life. To assist them in this effort, they receive an annual stipend of $2,000 for the term of the appointment (five years), and an annual allowance of $1,000 for travel or other professional expenses.

Goff has focused on two main areas of research: political economy, which uses economics to analyze decisions made in government and the reasons for and effects of those decisions, and the economics of organizations, primarily sports organizations such as the NCAA and professional sports organizations. He incorporates aspects of both
areas of interest into his courses, especially M.B.A. level courses.

Goff is currently at work on a book that is largely an integration of his teaching and research interests.

“I think professors in general should be the academic leaders of a university. They should set the tone by example, mentoring others, and setting standards and goals. At times I think it also means being a protector of the academic integrity and mission of the University,” he said.

Goff said he plans to use his role as University Distinguished Professor to spur greater interaction among faculty on academic issues. One way he has proposed to nourish that interaction is by holding monthly workshops on various issues for his department and the greater Gordon Ford College of Business.

“I want to continue to foster the culture that has been here since I first got here,” Goff said. “We are a full-fledged University with an academic mission. That implies people who are interested in their discipline and interested in helping students gain a curiosity about that discipline. It’s very easy to get distracted by a multitude of committee assignments and other things that can steer you away from that, so it is important that you stay fresh and active in your discipline.”

Goff embodies the Western experience, and inspires others, both students and faculty, by his example.

In a letter recommending Goff for a University Distinguished Professorship, Dr. Thomas Noser wrote, “Dr. Goff takes very seriously the calling of University faculty to be a ‘community of scholars.’ Many of us do some research and creative writing; Dr. Goff is a researcher. Many of us teach and study in our field; Dr. Goff is a scholar who not only brings a great deal of recognition to Western with his work, but brings insight and vision to what Western Kentucky University should and can be.”

Email comments to the editor at: kimberly.parsley@wku.edu
A Passion for Education
by Kimberly Shain Parsley

Dr. Vicki Stayton, professor of interdisciplinary early childhood education, has been recognized by her fellow faculty members and administrators as a Western Kentucky University Distinguished Professor. The appointment will come as no shock to Stayton’s peers in the field of early childhood education, where she has been distinguishing herself for years.

“As I became more involved in the field of early childhood education, I learned that this person that I valued so much as an instructor at Western Kentucky University was widely recognized as an expert in this field across the nation,” said Beth Schaeffer, preschool consultant for Warren County Schools, in a letter of support for Stayton’s nomination. “I was taken back to hear her being quoted at national conferences and to find her as the author of many early childhood pieces and publications. Dr. Stayton, I quickly learned, was a pioneer in the field of early childhood education and I felt blessed to have the opportunity to learn from her.”

Stayton is highly regarded as an expert in the area of personnel preparation in early childhood education. “My recent interest has focused on what we refer to as blended programs,” Stayton said. “Those would be programs at universities and colleges that prepare individuals to work in early childhood programs, but they prepare them to work with children both with and without disabilities.”

According to Stayton, many early childhood education programs, such as preschool and Head Start, and childcare centers are “inclusive programs, which means they deal with children with disabilities in the same settings as those without disabilities. In recognition of this, about 20 states have made their early childhood education certification a blended certification. “The trend has been for universities and colleges to try to better prepare our students to work with the group of children they will be working with when they go out into community programs,” Stayton said.

Shortly after beginning her career at Western, Stayton became involved with a state committee charged with developing an early childhood education certification for Kentucky. The result was the creation of the blended (also called interdisciplinary) license that is now required by the state. At the same time, she was serving on committees for various national organizations to revise their standards for personnel preparation in early childhood education to include instruction for working with children with disabilities.

“Because of my interest in all the things going on within the state and nationally, at Western, we went on and developed a blended program. That was initially a master’s program, and now we have an undergraduate program,” Stayton said.
Western's was one of the first blended programs in the country, becoming a model for many other higher education institutions.

Stayton has helped Western's programs to receive over $2 million in U.S. Department of Education grants that have helped support specialized programs, primarily in the graduate area.

"I have a strong belief that we can make a difference for children and families if we serve in a leadership and advocacy role," Stayton said. "I see service, especially at the state level and the national level as very important."

Recently, a federal grant created a national center to conduct research in personnel preparation in early intervention and early childhood special education. Stayton and colleagues from the University of Toledo and the University of Connecticut direct the National Center on Research and Policy in Early Childhood Special Education Personnel Preparation.

"Dr. Stayton has demonstrated excellent leadership within her discipline in order to create quality services for young children and their families," wrote Sherry Powers, interim department head of special instructional programs. "In addition, she has worked to provide exemplary instruction and field experiences for her students, while continuing to meet her personal and professional goals in the areas of teaching, research and public service."

"For me being in higher education, it is one of the highest compliments your peers can give you," said Stayton of being appointed a University Distinguished Professor, "it shows that your work and effort is recognized. I think it is also humbling, because it suggests that you continue to be a role model and mentor for new faculty coming in. It definitely doesn't allow you to rest on your laurels."

Resting on laurels is certainly not in Stayton's future. She has a passion for helping children and families, a passion that took her first to the classroom as a teacher, and now to a position where she is training teachers and making policies for the betterment of children and families across the state and the nation.

Email comments to the editor at: kimberly.parsley@wku.edu
Preparation is Key in Crisis Plan
by Bob Skipper

When something bad happens on campus, it is likely to involve many people from different departments. That’s why Gene Tice thinks it’s important to bring those people together before things go wrong.

When Dr. Tice came to Western as vice president for Student Affairs and Campus Services, he found the University had a crisis management plan. And while the plan was a good start, it hadn’t been tested. Also, many of the key players in the original plan were no longer in those same roles.

“What we had was a good document on paper,” Tice said. “What you really need for a good crisis management plan is a working document. You’ve got to have a system that’s tested and that’s why you have simulations, that’s why you bring the fire department out and use your own staff to simulate crisis situations so you have some idea how you might handle it.”

In the summer of 2002, the University staged a mock disaster that involved several areas of the campus, Bowling Green fire and police departments, emergency medical services and Warren County Emergency Management. There were several lessons learned from that exercise.

“One of the things we learned very quickly was that we did not have good communication with the fire department and the city of Bowling Green,” Tice said. “Now we’ve corrected that. Through some grants and through our own resources, our police officers now have the capability to coordinate with the city and with the fire department. It was really valuable for us to learn about that deficiency through our simulation activities rather than to wait until we had a real crisis situation and realize we couldn’t effectively communicate.”

Tice has also created a crisis management team that meets on a regular basis. The committee has identified many of the people who would typically respond to a crisis and pulled them together and tried to get them and their areas prepared. The key areas include Police, Facilities (maintenance), Media Relations, Food Service, Housing, Environmental Health and Safety, Academic Affairs and many from the Student Affairs staff. “Then we will typically pick and choose people depending on the nature of the situation,” Tice said. “We would try to draw on the various expertise across the campus.”

In summer 2002, the WKU Crisis Management Committee staged a simulation of various crisis in order to gauge the effectiveness of the existing crisis management plan and to reveal areas for improvement. Photo by Sheryl Hagan-Booth
Tice said that communication is one of the major challenges. “Everyone immediately wants to know what’s going on,” he said. “How well we can respond to some of those questions depends on our level of proficiency. It’s imperative that we only relay accurate information and we have to have good communication so that we have a good idea of the depth and breadth of what we’re dealing with in terms of some type of crisis.”

The terrorist attacks of Sept. 11, 2001, served as a wake-up call to college campuses across the country, he said. Terrorism was added to the list of potential disasters campuses could face, a list that includes a variety of natural and man-made maladies. Universities, including Western, began taking harder looks at just how prepared they were to deal with a crisis.

That review is “going to be an ongoing, developing process,” he said. “This is going to continue to evolve. We know we have a lot more to do. We’re a long way from being where I think we should be and a long way from where the team thinks we should be.”

More on crisis communication at Western can be found on the Web at http://www.wku.edu/ur/crisis.html.

*Bob Skipper is the director of Media Relations.*
Reflections on Success and a Focus on the Future

Faculty/Staff Convocation
August 12, 2003

Welcome, colleagues, especially new faculty and staff. Let’s all welcome our new colleagues.

To put things in perspective at the outset this morning, let me share with you the story of three boys talking in a school yard about their fathers, one of which is a poet, one a singer, and one a preacher. The first boy says, “my dad scribbles a few words on a piece of paper, he calls it a poem, and they give him $50.” The second boy says “big deal. My dad scribbles a few words on a piece of paper, he calls it a song, and they give him $100.” The third boy says, “I got you both beat. My dad scribbles a few words on a piece of paper, he calls it a sermon, and it takes eight people to collect all the money.”

While this annual opportunity to share a few moments with you this morning is not intended to be a sermon. It is certainly not a poem or a song and, contrary to my reputation, we won’t be taking up a collection! But there is much to share with you.

I lead with the old “What did you do over the summer?” Theme. To those of you who spent some time away this summer, I hope you came back well rested, up to speed in your discipline, and ready to tackle a new academic year. To those of you who were here, I know what many of you have been doing because the campus has been a busy place this summer. As for me, between enjoying some fiction by Pat Conroy and Nelson Demille, I read the book which Dr. Burch is circulating to many of us called “Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility.” That book contains the essence of the remarks I shall make in a few minutes.

I spent some time this summer reflecting on our progress as a university, with particular reflection on what was a remarkable 2002-2003 year at Western. I thought about the Supreme Court decision on the University of Michigan affirmative action cases and talked with a number of colleagues about those cases. I also took some time to get up to speed with the significant efforts under way across our campus to prepare for our Southern Association of Colleges and Schools (SACS) accreditation and reaffirmation process, a three-year journey which is well under way.

Strategic plan

I want to begin with some thoughts about our campus strategic plan. The Challenging the Spirit WKU strategic plan continues to be a dynamic and evolving road map to measure our progress, guide us through our transformation as a university, and chart our collective futures in the life of Western Kentucky University. I know that many of you, when you get that e-mail from Jim Flynn about
strategic plan updates, moan and wonder how could the time possibly have passed since I just did one of those? But the method we have created for ourselves is valid; it is easy for us to track internally and for our external stakeholders to follow. I won’t take the time this morning to go through the various performance indicators and elements of the planning process; rather, let me talk philosophically for a moment about some perspectives, as I see them, which relate to our institutional plan. As you well know, the many initiatives included in our planning process affect the complex, yet delicate, balances in the life of a university.

I am often asked with all that we have going on at Western, “What are the university’s priorities?” Those priorities, from my perspective, can be summed up in two overarching themes. The first is the urge I feel to ensure and enhance increasingly relevant academic programs. By enhance, I mean that I am consumed with finding ways to enhance your capacity as faculty and staff in your respective disciplines or job descriptions—enhanced compensation, enhanced money from public and private sources, enhanced capacity from state and federal governments, enhanced student support and scholarships, and enhanced physical surroundings. I cannot do much to enhance your specific academic or administrative activity, so what can I do to enhance your opportunities for success?

Relevancy to me means to focus on what we’re doing to provide economic prosperity for our region, to help ensure a higher quality of life for those who live in this part of Kentucky, and to support the state’s agenda for improved lives for Kentuckians. This, of course, causes me to focus more on some disciplines than others, and it causes me to elaborate a bit more on my philosophy of a comprehensive university, a philosophy which has shaped several of my comments this morning.

In my opinion, comprehensive universities are a new generation of land grant institutions, although my thinking is not shaped by some new piece of legislation out of Washington. There is an evolving responsibility for applied research at the undergraduate and master’s level at comprehensive universities. More and more, we are becoming technology driven and new economy focused. We have a growing responsibility to identify and solve problems in our region, to help business and industry in our region address the challenges which affect all of our lives. I’ll be working with Tom Layzell at CPE and the other presidents this year to help redefine the definition of the comprehensive university in Kentucky. Our language at Western will be distinctive, and it will be relevant. Many of you are driven by this yet unwritten but growing responsibility, particularly those of you in Ogden College of Science and Engineering, the College of Education and Behavioral Sciences, the new College of Health and Human Services, and our Gordon Ford College of Business. At the same time, however, some of the deepest impressions which our faculty leave with me on a daily basis come from our faculty in the liberal arts.

I read a great article in The New York Times this summer called Reconciling the Liberal Arts and the Bottom Line by Sara Rimer. In it she quoted James O. Freedman, the retired president of Dartmouth College, who has published a book which defends the relevance of the liberal arts in education. It made me think that the more I and other educators talk about applied research, the new economy, technology, and the practical elements of education—which, I believe, is fundamental to a comprehensive university—the more I find what we do in the liberal arts to be so important. Dr. Freedman reminded me, and I’m sure many other readers, that a “liberal education is what teaches people how to write and how to think and makes them much more valuable in the job market over a 40-year career, than graduates of a professional specific program. Employers will tell you they are seeking the flexibility of mind that a liberal education endues. Life is unpredictable and full of disappointment,” Dr. Freedman writes, “the breakup of marriages, theft, death of loved ones, enduring illness. In such a world, how could one lead a real life? That is a question that a liberal education addresses,” he says. That’s why I sent a note to Dean Lee this summer wanting to learn more about how much we are requiring reading and writing skills across our curriculum and why I continue to
create opportunities to learn more about what our faculty and students in English, history, theatre and dance, music, art, and communication are doing with their professional lives. I am impressed with the specific skills our students learn in English 100, 200, and 300. The more I know what you are doing, the more I can seek ways to enhance what you’re doing and seek relevancy in what we as a university community are about.

The second theme which I describe for people when they ask about our priorities is the physical transformation of our campus. I know many of you think we’re spending an awful lot of money on our buildings and grounds, and we are. Some of you perhaps think we’re spending too much money. Frankly, however, I take some satisfaction when I can help change the cries among you related to facilities deterioration and unpleasant surroundings. Our physical environment is important, and it is changing for the better.

With all that we have done over the last few years and are doing at the present time, we still have, however, a very long way to go. I don’t need to tell some of you that we still have at least three “sick” buildings. We still have deteriorated infrastructure in many of our buildings and classrooms. We still have outdated electrical systems, air handling units, roofs, and other key physical elements throughout this campus.

As I suggested a moment ago, there is not much I can do to help you teach and conduct research and public service in your discipline except strengthen your capacity to do so by improving your working environment. For as long as I am in this job (which, by the way, I hope is a very long time), I am going to do all I can to strengthen and improve this campus so that you have an enjoyable, pleasant, comfortable, and relevant place in which to work. I’m going to do all I can to help restore the architectural and structural integrity of this campus, to create new and renovated space, to address our deferred maintenance inventory, to address parking and transportation needs, to improve our classrooms, and create smart classrooms and to address our equipment needs—from our residence halls to our laboratories. And if the time ever comes when we have more money than we need and our buildings and grounds need no more attention, then maybe I can redefine this job. Frankly, however, I see that taking at least the rest of my professional career, and even then I expect my successor will wonder what we were doing for the last 15 or 20 years.

Enhanced and increasingly relevant academic programs and physical transformation of the campus—everything else we are doing is a means to these two ends.

One last thought about our strategic plan. Think of it as a moving train and our vision is the engine of that train. Our strategic plan is both an idea and a tool for measurement. It conveys a forceful momentum that is sensible, unstoppable, and implacable in its unambiguous direction. This plan is not an exercise in journalism. It is an exercise in careful, clear, creative, disciplined thought. It provides a critical premise for success that our faculty, staff, students, and constituents understand, can commit to, and can dramatize to others. I want our vision statement, our mission statement, and our entire strategic plan to be important, believable, distinctive, and measurable. I want them to be an integral part of one’s performance evaluation. All campus units need to be linked and moving earnestly down the track in the same direction. Academic affairs, facilities, finance, information technology, admissions, marketing, development, student services, and athletes all need to be linked together as cars on this train. I also know that institutions and departments don’t do anything. People do. Therefore, I want our plan to be a plan that is built on a clear sense of who is doing what and when. Our resources must be consumed in ways which can be evaluated. Otherwise, the plan is meaningless and little will likely be accomplished. Suffice it to say that I want all of us to think daringly and execute steadily and consistently. We will progress while institutions around us...
struggle. We may not solve every problem as timely as those directly involved might like, but, with the right combination of patience and persistence, we will solve most of them and this university will be among the best comprehensive universities in America.

Before leaving our strategic plan, let me mention one thing we are going to be addressing more this year. As we complete a five-year capital campaign and complete some construction projects, and perhaps reach a peak on our rate of enrollment growth, it will be important that we focus on an effective marketing plan over the next few years. For the past five years, much of our public communication has been the result of accomplishments and actions on our part. While that will certainly continue to be the case, we cannot assume that the dynamics that have been at work in recent years will continue without concentrated effort on our part to sustain this university as a priority in the public mind. The Tennessee lottery, which will offer a financial incentive for Tennessee students to remain in state rather than attend Western, comes on line in the coming year. For-profit colleges and universities are aggressively offering courses over the Internet and on-site, and they are aimed at the same students we recruit. The focus of the just completed capital campaign has passed. If we are not careful and thoughtful, we could begin to see a reversal of the trends on which we have become dependent in recent years. We will do our best to keep that from happening.

A remarkable year

At this point last August, I focused on our achievements over the last five years, and I talked about what we might expect to achieve in the coming academic year—the year that just ended six weeks ago. I can’t resist taking a moment to recap with you what, in my opinion, was a remarkable year—most of it good, some of it sad, but nevertheless remarkable in the life of this or any institution. Reflect with me a minute on some of the things that will warrant a bit more than a footnote as the history of this university is written.

First, on June 30, we completed the university’s first comprehensive capital campaign and, right off the bat, I’m going to be vague with you and refrain from announcing the final tallies of that campaign. Suffice it to say that Tom Hiles and his staff and cadre of volunteers handsomely passed the $90 million goal which was raised when the original $78 million goal was reached a year ago. We will celebrate the dollar totals on September 19 at our annual President’s Circle gala. Let me focus with you here on some of the campaign outcomes and how they enhanced what we’re about as a university: 27 new endowed professorships or chairs when we had none before the campaign began in 1998; $29 million in new endowed scholarships; a total endowment that now stands at some $56 million (it was $16 million when we started); and numerous operating accounts in our foundations which support what you do as faculty and staff. The people, places, and programs of this university have been and will forever be affected by the results of this capital campaign. Our future is more financially secure and our level of confidence in the private sector is stronger. Prior to 1998 we had little reason to salute private resources that will be so necessary in our future.

Secondly, our enrollment growth—Western continues to be the fastest growing university in Kentucky. I suspect that trend will apply again this fall. Dr. Hughes, Dr. Kahler, and our admissions staff tell me we’ll end up somewhere in the low to mid 18,000 range this fall. Our enrollment growth is largely the reason why we ended up with a net $1.6 million gain in state appropriations for the current biennium, the best budget outcome among the eight universities, including those larger than Western. Our enrollment growth, however, remains largely unfunded with state appropriations. We are assessing our options as we approach the 2004 legislative session. If we get sufficient funding to encourage future growth, we may continue to grow but at a less aggressive rate. If we do not get state funding to support our growth, we will have identified those criteria on which we will become more definitive in our selection of incoming students and focus our limited resources on a more stable
enrollment. We must identify our range of tolerance for growth and limited funding. We have decided to set a minimum ACT score of 18 and a high school GPA of 2.5 to be admitted as a baccalaureate degree-seeking student. We will further utilize our community college for those who do not meet these standards. We must remain accessible.

What a year it has been for campus construction. As we speak we are wrapping up six construction projects. Mass Media and Technology Hall will be almost finished this month—at least we’re moving in. This one has been frustrating, but we’re almost there. The parking lot along Creason Drive is almost finished. Bates-Runner and Barnes-Campbell halls are finished and, in fact, occupied. Diddle Arena will be finished next month. Phase I of the Downing University Center is nearly complete—a fast-track project which was initiated just a few months ago. When you get a moment in the next few weeks, check out the new Fresh Food Company in Downing University Center. It may give you a whole new take on campus dining options for faculty and staff. Minton Hall will be finished in December. The renovation of Poland Hall gets under way in January.

Another postscript on the recent past, Dick Kirchmeyer and his staff in Information Technology led a marvelous effort to replace our 12-year-old telephone system with a new state-of-the-art system which increases our capacity as a university community and enhances the increasingly important dependability of our phone system. We’re getting a little fancy here. The old digital telephones are replaced. Now students in our residence halls can even receive wake up calls. Your office phones have some new capabilities which may require you to call our telecommunications office for consultations. Please do so. The new systems allow us to enhance cellular telephone access, receive fax messages directly to your voice mailbox, and receive faxes and voice mails directly from your computer. There will be several faculty and staff communications in the weeks ahead which will help you get up to speed on our new system.

This past year, when you consider our 3.7 percent salary increase, along with our increase to the university contribution to health insurance, and our market adjustment pools for faculty and staff, once again we had the highest rate of compensation increases among all the universities in our state—a trend in recent years in which I personally take great pride.

How about the national successes among several of our academic programs and numerous individual faculty and staff! Joe Survant was named poet laureate of Kentucky. Erika Brady was named as the outstanding faculty member in all of higher education in Kentucky. Terry Wilcutt was named the outstanding alumnus among our Kentucky colleges and universities. Once again, journalism and broadcasting, the College Heights Herald, and civil engineering earned national honors proving that we are capable of achieving national prominence across this campus. But how about our forensics team! It bears repeating. For the first time in the history of intercollegiate debate, one university won all three national championships and the international forensics association championship in the same year. Western Kentucky University swept all national and international honors and, of the 36 students in our forensics program, only two were seniors. Of all the successes this university has enjoyed, academically and athletically, over the years, this, in my opinion, tops them all. It sets a standard for all of us for many years to come. Our athletics program had a pretty good year as well with six conference championships, a conference all-sports trophy, a national I-AA football championship, and nearly half of our student athletes earned a 3.0 grade point average or better.

And what can I say about your work in sponsored research except congratulations and keep it going. With Phil Myers and his staff orchestrating your efforts, you, the faculty and staff submitted 328 proposals totaling nearly $70 million in proposed sponsored support. Of those, 284 awards were successful. You brought in $29,786,235 in new grants and contracts this past year. Folks, I’m impressed. This is a statistical measure in which we are leading our benchmarks and creating
considerable distance from most comprehensive universities. That’s what I’m talking about when I say it’s time we started expressing our resolve to sustain our position as the best comprehensive university in Kentucky and among the best in the nation.

As comprehensive universities go, we have built a remarkable track record in private fund raising, in sponsored support, in national academic achievement, in national success for our students, and in athletics. Let’s all give each other and this university a round of applause for one heck of a year. I say thank you and congratulations!

As we applaud our success, let me encourage all of us to focus on the real significance of success—the value it brings to people. Growing research support, growing enrollment, growing private support, physical plant improvements, championships, new academic programs, national awards are important measures of progress, but these are not of optimum impact unless they significantly affect people. It is not the trappings of success that motivate us, rather the difference it makes in the lives of people in and near this university family: professorships and scholarships for people; diversity in growth; economic development, jobs, and solved problems; leadership and character building. These are the outcomes that our success should ensure.

The significance of this past year, however, is not only defined by achievements and celebration. We lost 15 faculty, staff, and students this past year. There were automobile accidents, there was illness, there were suicides—one among our students, one among our faculty, and one among our staff—and there was a homicide in one of our residence halls. Perhaps like never before, this university family needed the compassion, the sympathy, and the embracement that only a family can provide. As we pass 20,000 students and employees in this university community, it is inevitable that we will experience the range of emotions—exhilaration of achievement that the talent among us is sure to bring, and the pain of loss that the realities of life and death are sure to bring. As busy and complex as our lives have become, let us never fail to take the time to be a family and to embrace those in need among us.

As we ended the fiscal year, you may have read about a campus safety task force which I appointed in the aftermath of the homicide that occurred in Poland Hall. The tragic murder of one of our students last spring sent shock waves through this campus. Within nine days, however, a multi-agency investigative team headed by Chief Robert Deane and the WKU Police Department, identified and apprehended two suspects. The commonwealth attorney’s office is pursuing their prosecution. Let us not let that tragic death fail to affect our behavior. I’m going to make a special point to prevail upon all of our students, particularly our new freshmen, that they must make good decisions, that they look after each other, and be cognizant of the dangers that exist in our society when you get away from our campus and the dangers of bringing undesirable elements in our society on to our campus. The campus safety task force, made up mostly of parents, students, the bowling green police chief and assistant fire department chief, members of our housing and residence life staff, and other members of our campus community, made important recommendations. We will heed these recommendations while we await the outcome of the judicial process.

I want to personally thank members of this task force, directed by Mike Littell, chair of our WKU Parents Council, for their work in both affirming things we are doing well and suggesting ways that we might be even more diligent in ensuring that we have the safest possible environment for faculty, staff, and students. Their findings can be found on our website or copies are available through the University Relations office.

Let us use the events of this past year, the pleasant and the difficult, to dedicate ourselves to the new academic year which begins this week.
Diversity, affirmative action, and accessibility

We must continue to enhance our workforce diversity. I am going to track with a new employment diversity report, at least a new report for my attention, which I have asked Huda Melky to provide on a quarterly basis. We will track every appointment across our administrative and academic units, and track the total jobs filled by males, females, and minorities. While we have made diversity progress in recent years, I want to ensure that we are creating a diverse and talented workforce, that, at every opportunity, we seek to upgrade our talent and diversify to the extent possible. For those of you who may not be aware, I made the subtle move this past year of having the office of equal opportunity and compliance report directly to me. I meet with Huda Melky now on a regular basis to track our progress in these important matters.

We all read much over the summer about the Supreme Court decision on affirmative action in response to the University of Michigan cases. In all of my reading in this regard, I tried to focus on the degree to which this decision affected Western and what we are about in this university community. Clearly, diversity is a priority on this campus. I’ve made my position quite clear for the past six years. We must grow our African American and international student populations in a progressive and consistent manner. We must do so to ensure a rich experience for our students and for ourselves, and we must do so in order to be responsible producers of talent for business, industry, and public sector jobs. Rod Gillum, vice president for corporate relations with General Motors, succinctly clarifies the automakers position that “diversity of background, thought, and experience is essential to the educational process. Efforts by universities to create a diverse student body from which corporations can recruit should be supported.” Clearly, the university is the key to providing a diverse workforce, particularly at the mid-management and senior levels. And now the courts have affirmed that recruitment at colleges and universities cannot be about quotas and must be about the intent to diversify.

This is of interest to us all, but it really has little impact on Western. The court’s decision has a far greater impact on the 10 percent or so of American colleges and universities which engage in highly-selected admissions practice. The reality is affirmative action, as defined as access and opportunity, is practiced throughout most of American higher education with little or no regard to either historic or recent court actions because they simply were not relevant at most colleges. The contention that the outcome of the Michigan case would dramatically affect the face of higher education overlooks the historic route to opportunity that most colleges, colleges like Western, have long provided. Western’s African American student population has increased from approximately 5% to approximately 10% of our student body since our strategic plan was initiated in 1998, and our international student population has grown from approximately 200 to 500 over the same period of time. We’re doing a good job of diversifying our student body, and we must continue. We are doing so with solid recruiting practices aimed at inner-city schools in Louisville, Nashville, Memphis, St. Louis, Indianapolis, and Cincinnati. Word-of-mouth recruitment in the international community is paying off as well.

Clarity for me was achieved in a conversation I had with Dr. Kermit L. Hall, president of Utah State University. Utah State is one of the new member institutions in our Sun Belt athletic conference. One of the values of an athletic conference is the opportunity to interact with peer institutions on matters which go way beyond athletic competition. Such was the case when I spent some time with Kermit at the Sun Belt conference spring meetings last may. Kermit further clarified the perspective we shared in a point-of-view article he wrote in June 20 Chronicle of Higher Education. Some points Kermit made that are pertinent to our work at Western include his acknowledgement that “we do not now and never will have to depend alone on a hand full of highly selective institutions to produce our future
Western Kentucky has historically operated with an open admissions policy. We may be in the process of becoming more modestly selective over the next few years but that will be driven by financial variables and will not affect our recruitment of a diverse student population. Gene Matthews of the Washington Post wrote that “less selective colleges often do a better job than highly selective institutions in preparing less confident students for life. The academic competition tends to be friendlier and the teaching is better.” Mr. Matthews’ assertion describes our environment at Western well.

It is ironic to me that at the same time that the Supreme Court has pondered the fate of race-based admissions policies, budget shortfalls have prompted many states to slash spending on financial aid forcing institutions to raise tuition and fees to make ends meet and have any hope of sustaining academic quality. The single greatest barrier to access to higher education for most students, but particularly for minority students, is not admissions policy, rather it is the financial constraints which are forcing many public institutions—selective or not—to limit unfunded enrollment growth. For those of us in public higher education, most of the resources needed to educate a student are going to have to continue to come principally from the state. Most states, however, are now, in growing numbers, abandoning the social contract they forged with higher education—a contract which suggests that colleges keep tuition at a level that encourages access, and in return the state provides subsidies to the campus and financial aid to students. But tough economic times are forcing policy choices that invariably work against our colleges and universities. The single most important action that federal and state governments can take is to provide funding to ensure both access and quality and to ensure sufficient financial aid for students from low and moderate-income families. Better financial support for students in need and for our faculty, who are working each day to provide the educational opportunities for our students, is what will make the difference on this and most other public campuses.

**Budget reality**

Economic reality in Kentucky is not encouraging for this year and perhaps the next two years. I was in budget hearings in Frankfort last week. We must plan on a budget cut before this fiscal year is over. We are to fight like never before to hold onto what we have for next year. The political dynamics in Kentucky do not bode well for new revenues. The cost—and value—of a Western education is going to increase this year. We will have no other choice. I have told Ann Mead, chief financial officer, to once again freeze new unbudgeted revenue from enrollment growth this fall and hold in reserve for an anticipated state budget cut. I also alerted the Board of Regents last Friday that we are at a crossroad with academic quality. Unfunded enrollment growth has cost us dearly. We have not been able to fill the faculty positions needed to keep pace with our growth. Our faculty-student ratio has grown too high. Departmental operating budgets have not grown in years.

We have been creative in finding ways to build new buildings and renovate residence halls and other deteriorated buildings. I believe everyone here knows that we cannot use money restricted by the state or a donor for these purposes to invest in academic quality. But it is academics’ turn. I will be aggressive this year with the board to find a way to invest in academic quality and student success. I promised the board I would present a plan by mid-fall.

**Accreditation**

As most of you know, Western is moving toward a Southern Association of Colleges and Schools accreditation and reaffirmation process that will culminate in 2005. This is a significant and
consuming process in the life of any university. It is a process we will take seriously and utilize to improve the quality of academic and student life experience throughout the campus. The Western experience in many ways has subtle and not so subtle differences when compared with the experience to be gained on many other campuses. The goal of the SACS team led by Retta Poe and Dennis George has thus far been to zero in on the theme that we will follow in our accreditation process and use that theme as a way to ensure that the Western experience is indeed as rich and as meaningful for our students as we can make it. Our campus accreditation team has selected the theme of “engaging students for success in a global society.” In short, it will be our intent over the next few years to incorporate into our curriculum formal and informal ways in which our students understand the significance of community engagement and social responsibility. I applaud this initiative. It is not the intent of those leading the effort to add to anyone’s workload; rather it is to try to raise consciousness of broader educational responsibilities.

Albert Switzer, the German philosopher and physician, once said “you must give some time to your fellow man even if it is a little thing. Do something for others, something for which you will get no pay but the privilege of doing it.” There has been a ground swell of interest in returning higher education to its broader public mission, which includes preparation of students for responsible citizenship. Most campuses, however, have focused their efforts on particular programs or activities that may not affect the majority of undergraduates. Institutions, heretofore, have typically not centrally coordinated efforts in this regard.

We should all be concerned with the development of the person as an accountable individual and an engaged participant in our society at the local, state, national, and global levels. Responsibility includes viewing oneself as a member of a shared, social structure. Virtues such as honesty, trustworthiness, fairness, and respect contribute to the development of personal integrity. Some institutions seek to enhance a sense of social concern among the students through course work that focuses on important social or moral issues while others use programs of community service and service learning.

Our students need to understand how a community operates, the problems it faces, the richness of diversity, and be willing to commit time and energy to enhance community life and work collectively to resolve community concerns. Colleges and universities should be trying to promote civic responsibility through both curricular and co-curricular programs. Because civic responsibility is inescapably threaded with moral values, higher education must aspire to foster both moral and civic maturity and must create educational links between them.

Tom Ehrlich, former president of Indiana University and a senior scholar at the Carnegie Foundation for the Advancement of Teaching, suggests the core of this issue: “Civic engagement means working to make a difference in the civic life of our community and developing a combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in the community in both political and non-political themes.” Dr. Ehrlich’s contention is that “universities should incorporate civic virtues into its teaching and seek to become good models of an engaged campus.” But it is a difficult challenge.

The development of students’ moral and civic responsibilities will be more difficult today than ever before. A high percentage of our students are commuter students. Many do not come to this campus directly from high school. Many do not view themselves as members of a community of learners, rather, as consumers who seek to get what they want as rapidly, as easily, and as cheaply as possible. At the same time, many of our undergraduate courses are taught by adjunct faculty who often find it difficult to develop relationships with their students or influence them outside the classroom. This is why it is so important that you as faculty and staff view yourselves as members of this academic
community, and that your loyalties to the mission and goals of this university become as important as the strong loyalties you feel to your discipline.

It is not my intention here today to simplify or sound philosophical or esoteric. I do, however, seek these virtues in our students and graduates. I am asking Provost Burch and vice president Tice and our deans to work closely with our accreditation committee to use the SACS affirmation process as a means to incorporate these values into the Western experience. It is my hope that our extracurricular programs and our residence hall life include a rich blend of moral and civic responsibility in each student’s life. These concepts are in the process of becoming explicit campus goals.

Two specific projects that you will be hearing more about include the American Democracy Project which is being advanced by the American Association of State Colleges and Universities, of which Western is an active member, and the American Humanics Program which we are initiating on our campus.

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement in the United States in the 21st century. It is aimed at undergraduates, enrolled in more than 430 AASCU institutions which represent more than 1.3 million students. The project, which includes 146 participating institutions, is in response to decreasing rates of participation in civic life in America, in voting, in advocacy, in volunteerism in local associations, and in other forms of civic engagement that are necessary for the vitality of our democracy.

The goals, therefore, of the American Democracy Project are to increase the number of undergraduate students who understand and are committed to engaging in meaningful civic actions and to focus on the civic value of the college experience. This will require us to examine our academic programs, our extracurricular programs, and our institutional culture. It will cause us to further define the Western experience. Specifically, the American Democracy Project seeks to create a national conversation among campuses about the theory and practice of civic engagement; to develop institutional commitment in addressing our core institutional mission and purpose and focusing on civic engagement as a learning outcome for undergraduates; to initiate new projects, courses, teaching strategies, extracurricular programs, and other programs; and to measure the civic engagement outcomes of undergraduates on participating campuses.

This project is being supported by a partnership with The New York Times. We will use its resources to link geographically distant campuses together in a national conversation. I am pleased to say that Barbara Burch is among 18 academic officers across the nation who have been involved in developing the American Democracy Project.

The second step we are in the process of taking involves a decision to become part of the American Humanics Program. Before John Bonaguro began his duties as the dean of our new College of Health and Human Services, I asked him to attend a meeting this summer with universities currently engaged in the American Humanics Program. American humanics is a certification program which provides credentialing for students who seek to work in the not-for-profit sector. Western students from numerous disciplines will be able to take a series of courses leading to American humanics certification during their undergraduate careers. The program will prepare them for leadership responsibilities with such agencies as the united Way, The Peace Corps, American Heart Association, American Cancer Society, Boy Scouts, Girl Scouts, and any number of other not-for-profit organizations. We will be one of only two universities in Kentucky to offer such certification. Dr. Bonaguro will lead the initiation of this program on our campus over the coming year and its initiation here will be simultaneous with our participation in the American Democracy Project and our SACS reaffirmation process.
Encouraging Signs from Campus Safety Task Force Report

by Bob Edwards

Traditionally, Western Kentucky University's campus has been known to be among the friendliest and most beautiful in the nation; however, the tragic murder of one of our students, Katie Autry, last spring sent shock waves through our community. What previously had been inconceivable had become a reality. Naturally, questions about how this could happen arose immediately. Few answers arose as quickly.

As a result of the tireless and diligent effort of a multi-agency investigative team, headed by WKU Chief of Police Robert Deane and the WKU Police Department, two suspects were identified and arrested within nine days of this crime. Members of the WKU family and the community now anxiously await the judicial process to provide some additional answers and some sense of closure to this tragic event.

In the wake of this crime, an independent advisory group was commissioned to evaluate everything related to our campus-living environment, review the effectiveness of existing policies and procedures, and make appropriate recommendations for possible improvement.

The Campus Safety Task Force, directed by Mike Littell, chair of the WKU Parents Association Council, recently completed a thorough initial study. Their report is posted on the University website at http://www.wku.edu/safety.html and copies are available through the University Relations office, located in WAB 150.

The Task Force's findings indicate that safety issues at Western appear to be not much different from what other colleges and universities across the state and the nation deal with. The initial review affirms that Western has developed and instituted reasonable safety policies and practices. While no college campus - or any other location for that matter - can be guaranteed 100 percent safe, it is encouraging to see that the University is proactive on this issue and receptive to possible ways of improving any and all aspects of the quality of life on campus. Evidence of this can be found in the fact that many of the Task Force's recommendations were implemented over the summer or are currently under way.

Mr. Littell and the other members of the Task Force are to be thanked and commended for their contributions to help us provide the best possible atmosphere for our students, faculty, staff and visitors.

Bob Edwards is the assistant vice president of University Relations.
Two Colleges Have New Leaders

Dr. John Bonaguro
Dr. John Bonaguro is dean of the new College of Health and Human Services, which combines several health-related programs. more...

Dr. Sam Evans
Dr. Charles S. "Sam" Evans, a teacher education professor, has been at Western since 1990 and has held numerous departmental and University roles, including assistant and associate dean of the college. more...

Dr. John Bonaguro
Dr. John Bonaguro is dean of the new College of Health and Human Services, which combines several health-related programs.

"This position appealed to me because of the excitement of a new college and being its founding dean," said Bonaguro, who replaces interim dean Dr. David Dunn. "There's so much potential for the college to grow, to develop new programs and to give back to the community."

Health-care jobs are always in demand and employment opportunities should remain strong especially in areas such as nursing, dietetics and nutrition, social work and hazardous waste control, he said.

"The potential here is unlimited," Bonaguro said.

Bonaguro had been at Ithaca (N.Y.) College since 1993 where he served as associate dean, acting dean, assistant dean and professor in the School of Health Sciences and Human Performance. His wife, Ellen, also taught at Ithaca and has taken a position in WKU’s Department of Communication.

Bonaguro received his bachelor’s and master’s degrees at Southern Illinois University and his doctorate at University of Oregon. He’s also worked as project director for Drug-Free Rockford Community Partnership in Rockford, Ill.; as a financial investor on the Chicago Mercantile Exchange; associate professor at Ohio University; and teacher for Chicago Board of Education.
**Dr. Sam Evans**

Dr. Charles S. "Sam" Evans, a teacher education professor, has been at Western since 1990 and has held numerous departmental and University roles, including assistant and associate dean of the college.

The state's emphasis on education and Western's tradition of teacher education made the dean's job attractive and the next logical career step for him. "Western is growing in so many ways and has numerous ongoing initiatives in place and under discussion which makes it an attractive place to work," said Evans, who replaces Dr. Karen Adams.

As dean, Evans' goal is simple: "I want our students to be the employees of choice for any variety of agencies, businesses, industry or public schools."

Besides teacher education, the College of Education has numerous initiatives under way. "Not many colleges our size have the breadth and depth as exists in CEBS," he said, adding that the college received $17 million in external funding last year for its projects.

Evans received his bachelor's and master's degrees at Central Missouri State University and his doctorate at the University of Missouri. Before coming to Western, he was a faculty member at William Woods College in Fulton, Mo., and taught at the University of Missouri and in Caruthersville (Mo.) Public Schools.

"We came here in 1990 along with education reform in Kentucky," he said. "In terms of teacher preparation and P-12 student learning, Kentucky's reform efforts serve as a model for others."

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Email comments to the editor at: kimberly.parsley@wku.edu
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.

Journalism and Broadcasting

Jo-Ann Huff Albers was a member of an accreditation team invited by the United Arab Emirates Ministry of Higher Education & Scientific Research to review the application of Ajman University of Science & Technology for accreditation of the Faculty of Information, Mass Communication and Public Relations. The team visited the four AUST campuses in Dubai, Fujairah, Al-Ain and Abu Dhabi during its 10-day trip.

Wilma King-Jones spent the summer teaching in Florence and Rome, Italy.

Dr. Linda Lumsden spent the summer teaching in Costa Rica.

Marketing

Lukas Forbes was named the Teaching Assistant of the Year by the Gatton College of Business at the University of Kentucky. Forbes also coauthored an article that was accepted by the Journal of the Academy of Marketing Science.

Dr. Ron Milliman was appointed by the Governor to the State Rehab Council, a committee that oversees the Department of the Blind and other vocational rehabilitation departments and agencies. Dr. Milliman will hold the Business and Industry seat on the council and will have the opportunity to impact policies, programs and expenditures directed at people with disabilities.

Modern Languages and Intercultural Studies

Dr. Darlene Applegate and Careese Cannon, a WKU anthropology major, presented a co-authored paper titled “SEM Analysis of Skeletal Pathology and Cultural Modification from Grave 17 at Site 15A1329A, Allen County, Kentucky,” at the 20th Annual Kentucky Heritage Council Archaeology Conference in Louisville, Ky., held Feb. 28-March 2. Applegate also spoke on “Recent Archaeological Investigations at Hidden River Cave (15Ht69), Hart County, Kentucky,” and was elected to a two-year term as president of the Kentucky Organization of Professional Archaeologists. Applegate organized, chaired and participated in a symposium entitled “Woodland Taxonomy and Systematics in the Middle Ohio Valley: A Historical Overview,” at the 68th Annual Meeting of the Society for American Archaeology in Milwaukee in April.

Dr. Erika Brady was the keynote speaker at the South Carolina Traditional Arts Network annual conference in Columbia, S.C., in March.

Erik Gooding served as 2002-2003 president, as webmaster, and chair of the JaFran Jones Award Committee of the Midwest Chapter of the Society for Ethnomusicology. He was also appointed


Dr. Johnston Njoku read a paper at the First International Conference on Igbo Studies at Cornell University in April. The paper, “Oral Traditions of Slave Routes from Igbo Hinterland of Nigeria,” is based on Njoku’s current research on how enslaved Africans were forced to travel from their villages to the coast before the journey to the Americas.

Drs. Deborah Paprocki and Linda Pickle made a presentation on “Providing Learning Communities for Foreign Language Teachers,” at the May 2003 CPE/KYVU faculty conference on the Scholarship of Teaching and Learning: Engaging the Learner.

Dr. Linda Pickle presented a paper titled “Challenges and Opportunities for a Modern Languages Program at a Regional University,” at the Central States Conference of the American Council on the Teaching of Foreign Languages, March 6-8.

Dr. Melissa Stewart collaborated with Dr. Inma Pertusa from the University of Kentucky in a presentation on “Development and Implementation of Web Class: An On-line Homework System,” at the May 2003 CPE/KYVU faculty conference on the Scholarship of Teaching and Learning: Engaging the Learner.

Music

Dr. Michael Kallstrom's composition for violin, bassoon and piano, “Singing My Song,” was performed at a faculty recital at Dickinson State University on April 27. His composition, “Three Wishes,” was performed for a Kentucky Music Teachers Association composer's concert at WKU on April 25 by WKU faculty members, Dr. John Cipolla and Dr. Donald Speer.

Dr. Heidi Pintner and Dr. Donald Speer gave a faculty chamber recital on April 8, which featured 20th century works for flute and piano. Pintner substituted as piccoloist with the Evansville Philharmonic on April 12. On April 16, she brought in guest artist Kathryn Canan, who gave a lecture recital on the recorder with Dr. Janet Bass Smith accompanying her on piano. At the KMTA Composers Concert on April 25, Pintner performed Dr. Charles Smith’s “Sonata for Flute and Piano” with Dr. Janet Bass Smith. On April 27, she performed in California with the Chico Early Music Ensemble and on May 3, she performed the “Gates Concertino for Flute and Wind Ensemble” as a guest soloist with the California State University Wind Ensemble.

Psychology

Dr. Joe Bilotta and Western students Alexis McCoy, Jennifer Houchins and Lisa Garner presented, “Suppression of the ERG d-wave component alters the photopic spectral sensitivity of the b-wave response in adult zebrafish,” at the Association for Research in Vision & Ophthalmology meeting, May 2003, in Ft. Lauderdale, Fla. Bilotta, along with Dr. Doug McElroy, a member of WKU’s Biology department, and Western students Lisa Garner and Christen Anderson presented, “Differences in Spectral Sensitivity of ERG b- and d-waves in three African cichlid fish species,” at

http://www.wku.edu/echo/archive/2003aug/profact/
the meeting. Bilotta and Western students Jennifer Houchins, Codye Hill and Lee Dixon presented, “Both ON- and OFF-pathways are necessary for normal visual acuity in larvae zebrafish,” at the meeting.


Dr. Pitt Derryberry presented, “Inciting honesty: Moral judgment developmental phase and type versus self-concept as semantic space,” at the April 2003 meeting of the American Educational Research Association in Chicago.

Dr. Rick Grieve presented “Causal errors in the diagnosis and treatment of eating disorders,” at the May 2003 meeting of the Midwestern Psychological Association. His presentation was part of a symposium on clinical judgment errors. He also co-authored the 2003 article, “Desire to eat high- and low-fat foods following a low-fat dietary intervention,” in the *Journal of Nutrition Education and Behavior, 35*, (2), 98-104.

Drs. Sally Kuhlenschmidt, John Bruni and Barbara Burch presented a symposium at the Kentucky Conference on the Scholarship of Teaching and Learning: Engaging the Learner, in Lexington, Ky., May 2003. Their symposium was entitled “Dirty little secrets of educational assessment.”


Dr. Sharon Mutter presented, “The Mind in Music,” on April 8, to the local chapter of the Kentucky Music Teacher's Association. She also presented “Maintaining Cognitive Ability in Old Age,” to the Annual Kentucky Association of Gerontology Conference on April 28.

Dr. Carl Myers presented “Is the UNIT appropriate for students with ADHD?” and “The predictive validity of four phonological awareness measures,” in April 2003, at the annual meeting of the National Association of School Psychologists in Toronto, Canada.

Drs. Hideko Norman, J. Farley Norman, Anna Marie Clayton, and Western undergraduate students Joann Lianekhammy and Gina Zielke presented a paper at the 2003 Vision Sciences Society meeting in Sarasota, Fla. Their presentation was entitled “The visual and haptic perception of natural object shape.”

Drs. J. Farley Norman, Hideko Norman, James Todd (Ohio State University), and Western students Anna Marie Clayton and Ryan McBride presented a paper at the 2003 Vision Sciences Society meeting in Sarasota, Fla. Their presentation was entitled “The perception and discrimination of local

Dr. Jackie Pope-Tarrence and two former Western students, Gus Seeger and Heather Auton, presented a paper at the May 2003 meeting of the Midwestern Psychological Association in Chicago. Their paper was entitled “Parapsychological beliefs and the effects of skeptical inquiry.” Pope-Tarrence also presented “Persuasive attempts at discrediting paranormal beliefs,” at the meeting.

Patty Randolph co-authored the following presentations at the May 2003 Wakanse Conference on College Teaching in Shelby, Mich.: “Problem students;” “Faculty in residential learning communities;” “Taking programs home: What to expect and how to proceed;” and with Dr. John Bruni, “Dual faculty careers.”

Dr. Betsy Shoenfelt participated in a panel discussion and presented the papers, “Juror sexual harassment judgments: Effects of victim and perpetrator intoxication,” and “Procedural and Distributive Justice in Disciplinary Decisions,” at the April 2003 meeting of the Society for Industrial and Organizational Psychology in Orlando, Fla. She also published an article, “Mental skills for golf: Self Talk The Power of Positive Thinking,” in Golfer's Tee Times, pg. 8, and “Utilizing applied projects in industrial/organizational psychology graduate training: A checklist to help ensure successful experiences,” in Resources in Education, Document No. CG032038, Educational Resources Information Center (ERIC).

Dr. Adrian Thomas and Andria Doyle, a graduate student in industrial and organizational psychology, presented the paper, “Measuring Attitudes Toward Individuals with Disabilities: The Implicit Association Test,” at the April 2003 meeting of the Society for Industrial and Organizational Psychology in Orlando, Fla.

Dr. Steve Wininger, with a colleague at Florida State University, published an article entitled “Assessment of Factors Associated with Exercise Enjoyment,” in the Journal of Music Therapy, 40 (1), 57-73.

Social Work
Dr. Saundra H. Starks and Dr. Aaron W. Hughey, Counseling and Student Affairs, had “African American women at midlife: The relationship between spirituality and life satisfaction,” published in the summer 2003 issue of Affilia, the Journal of Women and Social Work; Vol. 18, No. 2, pages 133-147.

Sociology
Dr. James W. Grimm, with co-authors from the Universities of Florida and Arkansas, had “Kinship, Sense of Coherence, and Caregiver Burden: The Care of Community-Dwelling Memory Impaired Seniors,” accepted for publication in The International Journal of Geriatric Psychiatry.
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