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Parking Woes as Campus Grows
by Lynn Niedermeier

"Parking space on College Heights for cars has become a problem."

With this brief item, the October 1925 issue of Teachers College Heights introduced the Western Kentucky University community to one of the great traditions of the modern academy: complaining about parking.

The problem - also known as the headache, pressure, crunch, squeeze or crisis - can be blamed partly on Western's venerable age. Dr. Henry Hardin Cherry acquired the Hill in 1909, only nine years after the first automobile, more a curiosity than a necessity, had appeared in Bowling Green.

Over the next 20 years, landscape architect Henry Wright worked with Cherry to develop the Hill, but cars were hardly compatible with Wright's aesthetic vision. In 1925, he opposed parking in front of Van Meter Hall, the crown jewel of the campus, as both "unsightly and injurious." His 1927 plan allowed for a single parking area between Van Meter Hall and Potter Hall (what is now the Potter Lot), and suggested curbside parking for 150 cars on State Street. These and a few other scattered spaces, Wright believed, could accommodate faculty, staff and visitors.

What about the 1,800 students then attending Western? "Student parking," decreed Wright, "should be eliminated within the campus." He called for improved perimeter roads but only a single road or trail through the central campus for emergencies. Students would make their way to class from State Street or Russellville Road on foot, over a few "meandering gravel paths" and "convenient walks."

Predictably, the onset of the automobile age thwarted Wright's utopian plan. More and more students drove to school, until the post-World War II enrollment boom put Western under siege. In 1949, the College Heights Herald diagnosed vehicle congestion on the Hill as "critical."

Continued growth in the 1950s forced the appropriation of every available square foot of space for parking, but only created more congestion.
In fall 1962, with 640 spaces on campus and an enrollment of 5,127, administrators focused on decreasing demand for parking rather than increasing supply. Western prohibited freshmen from bringing cars to campus and, in 1963, extended the ban to sophomores with less than a "B" average. Faculty and eligible students were required to obtain parking decals and pay fines ranging from $1 to $5 for violations.

The fall semester of 1965 saw the beginning of the system in use today: zoned lots and different decals for faculty and staff, on-campus residents and commuting students. In 1972, the same year it lifted the parking prohibition on freshmen and sophomores, Western began charging a $5 fee for decals, but the issue of two decals to faculty and staff soon created unrest. Some were suspected of allowing their children attending Western to use the second one to park in a faculty space. This transgression contributed to the replacement of decals in 1989 with a single, transferable tag.

While always spirited, complaints about parking have changed in accordance with prevailing social attitudes. In the conformist 1950s, the Herald urged drivers to respond to the problem with patience and cooperation, and in particular to park correctly so as not to take up more than one space. Greater resentment of authority in the 1960s gave the debate its now-familiar sarcastic edge. After being ticketed in 1968, a student congratulated the WKU police for a "brilliant victory in their never-ending attempt to curtail criminal activity," while another student countered with mock sympathy for his plight. "This sort of thing leads to Fascism and the Police State thus ending democracy as we know it," he wrote, agreeing that the prospect of walking a few blocks to class was "too terrifying to contemplate."

As new residence halls brought more students to campus, their cries for parking clashed with a growing environmental consciousness. Observing the widespread construction, a dismayed junior advocated putting all the bulldozers to work "scraping off that green blight of turf and trees from our campus" to make one huge parking lot. Another junior mourned the tendency to turn every flat section of the Hill into an "asphalt disaster." Members of the 1970s me generation however, still demanded the best of both worlds: an open, green campus and a space in the Diddle Lot to welcome them 10 minutes before morning class. Banishment to the highest level of the parking structure, indicated one student, was an insult as well as an inconvenience.

More recently, the principles of the market, in which the consumer is king, have been applied to the parking debate. Tuition-paying students, argued a Potter Hall resident in 1982, had a higher claim to convenient parking than wage-earning staff. Students were the "customers," sniffed a commuter denied a spot near Cherry Hall, while faculty and staff, "and especially the administration—are employees."

Whoever is to blame for the parking problem—multitudinous freshmen, lazy hall residents, parasitical staff or heartless enforcement officers—its solution will always be a work in progress. With new lots, revised fees, redrawn zones and the introduction in 1987 of the Big Red...
Shuttle, Western continues its battle against the only real villains in this story—the four-wheeled ones that, each morning, gobble up so much space around our hundred-year-old Hill.

As campus has expanded, so have complaints about parking. South Campus is not immune to the problems faced by drivers to the Hill, but relief is on the way. A gift of approximately six acres adjacent to South Campus was recently made by Mr. And Mrs. Henry Carlisle. The gift, valued at $200,000, is slated to be used to increase parking at South Campus.

Lynn Niedermeier is an archival assistant at the Kentucky Library & Museum.
Unquestionably Distinguished
by Kimberly Shain Parsley

Few people delight in uncertainty, or revel in ambiguity. Rare is the person who enjoys asking the questions to getting the answers, but Dr. Michael J. Seidler, professor of philosophy, is just such a person.

"There's no way you're ever going to have a perfectly clean answer that's going to remain the same. There's always the possibility of seeing it another way," Seidler said.

Seidler's passion for questioning everything—including his own questions—and his dedication to teaching his students to do the same has earned him a Distinguished University Professorship, a five year appointment 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.

"I'm very pleased because it is a really competitive award that highlights people who have done a lot in their professions for the University," Seidler said.

He said that most people are used to thinking in what he called a "binary fashion" where a situation is "either or, plus or minus, black or white."

He said this way of thinking helps children to classify all the new information that they are so rapidly receiving.

"As you grow up, you find that life isn't so simple. Life isn't so easy to put into different baskets," he said.

Yet people still cling to the simple divisions well into adulthood.

For Seidler, life is far more interesting and exhilarating living in the areas between those established divisions.

"The world isn't divided into clear this and clear that. We divide the world the way we want. We impose categories on the world."

Seidler said that even the term "gray area" suggests black or white, one or another. "Gray is a boring word. Why not use some other color that's in between. Instead of gray, let's call it chartreuse, which is more exciting."
Seidler said philosophy is "the persistent questioning of anything and everything. In other words, there is no hallowed ground on which philosophy fears to tread."

The perfect field of study for Seidler.

Being more comfortable asking questions than giving answers, he hesitated on giving a definition of philosophy, saying, "That usually leads to a book." Finally though, he decided on this: "Philosophy is the exploration and investigation of the root questions of human existence. The root questions are those that pertain to our place in the world, our origins, our purpose, ..."

Such answers, though universally sought, are moving targets, differing from era to era and person to person.

"Everyone philosophizes," Seidler said, "but they do it in an unacknowledged way. Everybody does it because we all question things at some point in some way."

Seidler said that when he tells people that he is in the field of philosophy, they usually give him blank stares and suddenly change the subject. "But if we get further into discussion, they begin to see how valuable philosophy really is," he said.

That has certainly been the case among his fellow members on the three biomedical ethics committees on which he serves for The Medical Center, Greenview Regional Hospital and Mediplex Rehabilitation Hospital.

He said that much of the work done by biomedical ethics committees involves "end of life" issues, such as establishing Do Not Resuscitate policies and issuing recommendations on actual cases in which conflict may have arisen among members of a patient's family, physicians and the hospital administration.

Seidler said he brings to these meetings the ability to make distinctions and knowledge of the larger ethical discussion. "My job is not only to push my position, but to show all the possible views and positions there are and help people think through them and come to some sort of collective recommendation."

In addition to his biomedical ethics work, Seidler was recently appointed to the Joint Institutional Review Boards of Bowling Green, a committee that evaluates human subjects research protocols at both local hospitals.

Seidler, who was born in Germany, is proficient in several languages and has an international reputation as an author, a scholar, a philosopher, and a historian.

In a letter of support, Professor Ian Hunter, associate director of The history of Europe discourses at the University of Queensland in Australia, wrote, "I know that I speak for the international network of academics working on early modern philosophical political thought when I say that Michael Seidler is one of the great modern scholars in this field. His contributions set standards to which the rest of us aspire."
Seidler said he enjoys the challenge of teaching philosophy to college students. He said that students at the college level are generally more open and willing to listen to new ideas than the general public. The challenge is getting students to raise questions about the very things that they think are unquestionable. He said he tries to show them how the ability to question and analyze gives them power over their own convictions. He said he doesn't help them find answers; rather he helps them ask the right questions and recognize what questions they want answers to.

"Philosophy is danger," Seidler said. "It exposes you to the possibility that you may be wrong, that you may need to change your view, but nothing ventured, nothing gained. There's no guarantee that the truth you have is really true, and until you examine it and honestly explore it, you may never know whether it's true or not. That re-examination is something that continues through your whole life. It never ends."

Email comments to the editor at: kimberly.parsley@wku.edu
"When I started college, there was no question I was going to have a career somewhere in math and science," said Dr. Joseph L. Trafton, so his undergraduate studies focused on math and meteorology. The Miami native said that the meteorology minor was a step toward a career in oceanography, where his heart lay.

But like Saul on the road to Damascus, Trafton, who was recently named a Distinguished University Professor, would soon receive a very different calling.

Trafton, professor of religious studies, said that he, like so many students, began to think about matters of religion and faith while in college.

"I had been raised in the church," he said, "and I had a Bible—I never read it, but I had it. I knew some Bible stories and that was the extent of it."

"In college, I was introduced by a professor to looking at the New Testament in its first century historical context as opposed to just some ancient book that sets on my shelf and is supposed to be important. I began to read New Testament books and first century books, and it just came alive for me."

Trafton said he began reading the New Testament as a study, but also as a personal endeavor to work through his own faith. The fork in his career path came during the summer before his senior year in college, when he had two opportunities: One was to work at the weather station on Barbados, and the other was a chance to be involved in a mission project along the east coast of the U.S.

"I chose the mission project, and when I came back I was convinced that studying and teaching the Bible was what I was going to do," he said. "I still love the oceans and science, but I realized that I loved studying the New Testament in its historical context more."

With his course charted, he pursued postgraduate degrees in the field of religious studies, culminating in a doctorate from Duke University in Durham, N.C. While at Duke, he applied for a position in the Religious Studies Department at Western Kentucky University. The position for which he applied a one-semester position. That was in 1977.

Since then, Trafton has established an international reputation for his research in the area of Second Temple Judaism, which refers to the historical period that occurred between the times of the two Biblical testaments. He said
this period used to be referred to as Intertestamental Judaism, but that label was dropped because it is an inherently Christian label. The "Second Temple" is the second temple that was built by the Jews. It was destroyed by the Romans in 70 A.D. The first temple was destroyed by the Babylonians in 587 B.C.

Though Trafton's broader reputation is as a scholar of Second Temple Judaism, he has also received acclaim, especially locally, for his work translating portions of the Dead Sea Scrolls as part of the Princeton Theological Seminary Dead Sea Scrolls Project.

"There's something sexy about the expression Dead Sea Scrolls," Trafton said.

He was invited to work on the Princeton Project in 1988 by Dr. James Charlesworth, who heads the project and was one of Trafton's professors at Duke. Trafton was assigned five Scroll documents to translate and analyze. To date, one of his five writings has been published as part of the Princeton Project. The entire publication of the project is about half completed, with Trafton's other four writings yet to come.

Click here: http://www.wku.edu/echo/archive/2003may/stories/scribes.htm to read an echo article about Dr. Trafton's work on the Princeton Theological Seminary Dead Sea Scrolls Project.

In addition to his research on the Dead Sea Scrolls, Trafton is also regarded for his dissertation and several articles on the Psalms of Solomon. He has a contract for a book about the first century writing.

Trafton hopes that his reputation for scholarship will be modified to include his work on the Book of Revelation. His soon-to-be-published book, Reading Revelation, is part of a series called Reading the New Testament, which seeks to aid readers in their understanding of the books of the Bible.

Trafton said that being named a Distinguished University Professor is "exceedingly humbling,"

"You don't go into teaching expecting something like this to happen. You go into teaching because it's something that you want to do, you want to touch students' lives."

He said this is an exciting time to be a teacher of religious studies—especially at Western. He said that in the last few years, the Department has seen a huge upsurge in the number of religious studies majors. According to Trafton, 30 or 40 majors is the norm for a major state university. Western's program currently has 116 majors.

"We probably have more majors in religious studies than any other program in the country," he said. "I think that's beginning to put us as a Department on the map nationally because something is going on at Western, and it's not going on at other schools."

He attributes the upsurge to excellence in teaching within the Department, which is something that the Department looks for in candidates for faculty positions. Additionally, he named the events on and since Sept. 11, 2001 as factors. "Those events have impressed upon people something that we have argued for years—that you can't understand the world today without..."
Toward that end, Trafton is committed to helping his students view themselves as citizens of the world. He feels that the best way to accomplish this is by exposing students to other cultures. In 1999, he and his wife led a group of WKU students, alumni and students from other institutions to Israel. He had planned to return since then, but the instability in the region has prevented it. Instead, he will be leading a group of students to Northern Ireland next year to study Celtic Christianity.

"There is certainly a greater recognition of the importance of religion, and I think that's good, and it's important, and it certainly brings more people to our classes."

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**A Stellar Conjunction**

by Tommy Newton

The stars may be aligning for a telescope project between Western Kentucky University and the African nation of Rwanda. Romain Murenzi, the Rwandan Minister of Science, Technology, Research and Education, has asked Dr. Charles McGruder, the William McCormack Professor in Physics at WKU, to develop a plan to install a research grade telescope in Rwanda.

Dr. McGruder visited Rwanda last fall, met with the prime minister and other government officials and toured possible telescope sites. Now he's working on a budget for the project, which will require approval and funding by the Rwandan government.

If funded and built, the telescope would have a major impact on the African nation and on WKU, Dr. McGruder said.

"The telescope project would be a source of national pride for Rwanda," he said of the war-torn country. "Discoveries made using this telescope would make Rwandans proud."

McGruder's interest in the Rwandan project extends beyond astronomy to his love of Africa, the home of his wife. "This would be my contribution to Africa's development."

The project could become a model for the rest of Africa. "If this becomes successful, it will encourage other countries to follow suit. It will have a tremendous impact," McGruder said.

And it could open the door to other collaborations between WKU and Rwanda.

"I would like to develop a relationship and a real partnership between Western Kentucky University and the National University of Rwanda," McGruder said.

The telescope would expand Western's proposed worldwide network of telescopes and its STARBASE program, which emphasizes hands-on scientific research by undergraduate and high school students, and provide additional research opportunities for faculty and students.

During his visit to the National University of Rwanda, "I gave a talk about
what we do at Western Kentucky University and it was obvious this was the perfect marriage," he said.

"I think it's going to benefit everybody. That's how joint projects should be."

Email comments to the editor at: kimberly.parsley@wku.edu
Good morning. Welcome back to all whose duties or personal agenda took you away for the summer. To those who were here, my compliments on a productive summer.

To those who are new, welcome to Western. We are glad you are now part of this University family. Will all new faculty, staff or administrators please stand? I look forward to getting to know each of you.

I want to share with you this morning where we have come since our meeting last August and where I think we can go before we gather again next August and a few Augusts after that. A reflection on the recent past is pertinent because I believe much of what we did in recent months has set the stage for what we will be doing in the coming months and years.

Some highlights of the '03-'04 academic year include: a record enrollment of 18,391 followed by record graduating classes in December and May. We are now graduating annually the second largest number of baccalaureate-degree earners among Kentucky's colleges and universities. This means about 3,000 handshakes each year in December and May - a tradition I want to continue as we debate the options for our lengthy commencement ceremonies in the future. I'm not sure who enjoys that moment more - the students who like the tradition and symbolism or me because of the reaffirmation I get that we are indeed graduating bright, happy, confident and optimistic adults. I'll come back to enrollment in a few minutes when I look ahead.

Since last August, our SACS reaffirmation team has been hard at work preparing for our self-study, which begins this year. What a massive undertaking in the life of a university, but what a great opportunity to engage the campus in a thorough self-assessment. I am proud that we are using this process not as a required and dreaded exercise, but rather as an opportunity to take stock, to plan, to improve, and to ensure relevancy in the entire Western experience. My compliments to Dennis George and Retta Poe for their leadership; my appreciation to Jim Flynn for his dedication to our strategic planning process over the last six years, which has put us in such a strong position going into our self study and peer review; and my praise to Barbara Burch, her staff in Academic Affairs, our deans, and you, our faculty and staff, who are playing such an important role in this improvement process.

As you recall, last winter we cut $5.6 million from our budget. I must tell you again how proud I was of the manner in which we handled this situation. As soon as we learned the final number, we went
straight to work. We identified our priorities - what we pledged not to cut - and we identified programs and services - mostly administrative - that we could reduce or do without. No one lost their job. No academic program was harmed. Not one penny of tuition revenue was used to meet our cut. And, for the most part, no one whined about our plight or complained too much about the decisions. We dealt with it forthrightly and expeditiously. The Board took action, and we moved on. It was painful - especially since it was our third cut in four years. I was determined, however, to avoid the prolonged debate and controversies which surrounded similar cuts in the 70s, 80s, and 90s - all of which were followed by massive enrollment declines. Declines, I am convinced, because students read too much about our issues and too little about our progress and just didn't want to come here. This spring, however, we stayed positive and we focused on finding other ways to get things done. Consequently, our applicant pool stayed strong and our enrollment is stable. Most importantly, we remained a pleasant, collegial place for all of us to be. Well done my friends!

After cutting our budget, we quickly turned our attention to building a new budget for this year. In June, the Board passed a $242 million budget, which allows our major themes of progress to continue. This budget is 14 percent greater than last year's and nearly double the budget this campus struggled under when we began our strategic planning process in 1998. It does indeed, however, include less state money than recent years. Less than 25 percent of our budget comes from state appropriations. Our new budgetary growth margins are private support, sponsored research and public service, federal support, and auxiliary revenue.

Perhaps the most progressive move our Board made this spring was that of setting a tuition schedule for the next four years. Yes, it is aggressive this year and next year since we do not expect appreciable growth in state funding when a state budget is approved. Tuition increases in '04-'05 and '05-'06 will, however, generate sufficient revenue to allow us to make significant progress in strengthening the value of a Western degree. Yet, we will stay priced well within our statewide market and well below the median of our benchmarks.

Setting a four-year tuition schedule allows three things to be achieved. First, it allows us, and the parents of our students, to plan. We can be confident of our revenue streams and parents can be confident of cost expectations. In fact, for the first time in the state's history, a parent or a student can pay one price, $21,141 for an in-state student, up front and lock in four years of pricing at Western. Second, it allows us to chart significant progressive strategies without further delay - most notably, a second round of academic quality funding and at least four heretofore-unfunded capital projects in a campus-rebuilding plan. Third, it allows us to take charge of our own destiny. We will be innovative with our business practices and aggressive in philanthropic, sponsored and federal support. Tuition revenue has now become our primary and largest revenue variable. A fair, yet competitive, long-term tuition schedule affords us a degree of independence. It allows us, not others, to determine our significance as an institution. We will control our own destiny. We will rely on our own judgment. We will set our own goals. With the help of Governor Fletcher's administration and the General Assembly, when incremental state funding is resumed - and it will be - we will further fund, measure and proclaim our progress.

With regard to state funding, we have issued a commitment and a challenge to the state. We set our tuition increases in '06-'07 and '07-'08 at five percent - a tuition increase level of modesty last achieved in 1994. If the state resumes incremental funding in the '06-'08 biennium, we will keep our increase at five percent. If not, the Board may be forced to revisit the matter in 2006.

The last academic year also saw us sustain a level of private gift deposits exceeding the $12.5 million we achieved a year ago as we completed a successful capital campaign. We generated $28,187,489 in sponsored research and public service. We exceeded $10 million in support from direct federal
appropriations. We achieved a second straight sweep of all of the national forensic championships and extended our streak of international championships. We achieved our sixth straight top-five finish in the national ranking of schools of journalism and broadcasting. And, we won Sun Belt Conference titles in men and women's cross country, volleyball, women's swimming, track and field, and baseball.

One thing which did not happen last spring was the passing of a state budget. But, as I suggested earlier, we will welcome it when it comes. I'm such an optimist that I expect the economy to be better when that happens and, because of that, higher education may get more in the second year of this biennium than we would have received had they passed a budget last spring in the normal sequence. This is a half-full cup if there ever was one! In the meantime, we shall march on with vigor toward our goals and ambitions, and we intend to achieve some of our goals and ambitions in this academic year.

When a state budget passes, we expect $27 million in renovation funds for Science and Technology Hall and Thompson Complex. We expect money to get started on a renovation of Schneider Hall, which is to become the Kentucky Academy of Math and Science. And, we expect the authority to issue bonds of our own to improve the South Campus, further improve the Downing University Center, and build a new Health Center. We'll get started on all of these projects as soon as a state budget is final.

I am pleased that our '04-'05 campus budget includes for the second year in a row the largest faculty and staff raise of all of the campuses in Kentucky, and it included handsome boosts to several benefits programs. It also addressed a number of academic priorities, and it boosted funding for utilities, deferred maintenance, construction oversight, and salaries for our police officers. It is a good budget.

A growing enrollment, particularly in a climate of reduced state funding, has been critical in giving us self-generated revenue capacity. Our dramatic growth of nearly 4,000 students in seven years has both served us well and compromised us. It has given us the tuition revenue to do some things other campuses have been unable to do, but it has created immense pressure on existing faculty and staff to accommodate that growth without reinforcement of added human and operating enhancements.

Two enrollment-related outcomes can be expected, however. First, our dramatic enrollment growth curve has run its course. The Tennessee Lottery, regional demographics, retention limits, and higher admission standards at Western will all cause a more consistent applicant pool and a conscious effort on all of our parts to achieve stability in the size of our freshmen class.

Stability, however, is now critical, given the importance of tuition revenue in our budget profile. Which leads me to reinforce the importance of a conscious effort on the part of all faculty, staff and administrators to support the gracious attention we devote to campus visitors, especially the prospective students who are making critical enrollment decisions. They pick us. We achieve our goals. They don't. We don't. It really is that simple.

I also want to remind everyone that students and parents who attend the numerous OAR sessions in the spring and early summer have not yet matriculated. They can and some do change their minds based on the impression they glean when they come to register. Be helpful. Be gracious. Extend a welcome, and then carry that over when they begin arriving in a few days. Let's don't let the perception among many high schools that college is different because in college they don't care. Disinterest may characterize other campuses, but not this one.

The second enrollment-related prediction I will make is that the state budget for the '06-'08 biennium will be better and our enrollment growth will finally cause a payoff in improved state funding. I just
testified before the House and Senate subcommittee on postsecondary education about an effort under way right now to modify the higher education funding formula. My relentless drive is to ensure that the principle funding criteria be that of addressing the inequities which have formed in recent years because of unfunded enrollment growth. We have watched our state funding per full-time student drop since 2000, while campuses which have not experienced such growth have sustained stable funding per FTE. This matter has my full attention until a revised model is final. Again, I am the eternal optimist, but I anticipate better state funding going into the fall '06 semester.

Much will happen, however, between now and the passage of a state budget for the fall of 2006. It is our duty to ensure that what happens here is good for Western, good for our students, good for our faculty and staff, good for our alumni, and good for our community and region. After the second of what eventually became a series of state budget cuts, I made the decision that we must determine our own destiny, that we must ensure a standard of quality in our classrooms and laboratories, in our residence halls and campus restaurants, and elsewhere across our campus.

I promised you seven years ago that I would work hard to change Western for the better yet nurture those things that make it distinctive. Well, the main thing that makes us distinctive is our spirit. That's an attitude of hope we all feel and exhibit. The other two things that make us distinctive are the quality of what we do here and the character of this campus.

We have taken steps since we met last August to ensure high academic quality and a physical rebuilding of our campus. A mid-year tuition variable last January put the first phase of academic quality in motion. The four-year tuition schedule puts a second phase in motion beginning next January. I won't go into detail of what these investments entail. You're familiar with them and if you're not, they are outlined on your **handout. What is most important here this morning is a reaffirmation of our commitment to quality. I can make sure we invest money into our academic experience, that we have a fair and competitive pricing structure to sustain it, and that it is being spent in ways that raise our academic stature. I cannot, however, deliver the quality to our students. That's up to you.

Our students choose Western for more - I hope - than geographic proximity or price. I hope they choose Western because they choose a campus with character and personality that complements their own - kind of like choosing a friend or a spouse. We have to provide the environment where our students actually want to learn, where they feel fortunate enough to meet professors who electrify their interest in a subject, and where they meet staff who enjoy their presence and create bonds that matter.

I want it all at Western. I want rigor and high expectations. I want concern and compassion and the personal interest we brag about. I want a campus that wows one who visits for the first time and inspires those of us who live here all the time. These are what these consecutive mid-year tuition investments are intended to do. Anyone who wants less will likely be unhappy here.

My point is best articulated by Howard D. Schultz, the founder and CEO of Starbucks. He had to convince 80,000 employees that they "are not just selling a commodity, they are selling an experience." And he had to convince investors that people would "pay a fair price for a good hot drink in nice surroundings." Comparing a cup of coffee to a college education may be a stretch, but the philosophical commitments are congruous. The depth of our commitment to a rich full experience here is equal to the depth of our continuing effort to make it so. The quality of our work will determine the quality of our life at Western.

The information on the handout you have has been well circulated in recent months, and I welcome
your thoughts about any of these initiatives. Considerable thought from academic leadership and physical plant staff has gone into these plans. I know that these investments do not do everything we would like - or perhaps even need. These investments, however, do address significant needs throughout our campus. Most of us will not likely agree with everything on both sides of the page, but everyone will likely agree with the focus of most things on both sides of the page. My job is to consider the whole, move toward the ideal, and measure overall progress.

I believe our priorities are in order and our investments are properly balanced. I believe what you see on this handout makes our experience here better and adds value to the degrees being pursued here. These investments, when combined with our spirit and our personal commitments, will enrich the lives of every member of this campus family.

Another key variable in our commitment to quality is the emerging theme of engagement. I believe you join me in wanting the term "public" to have meaning at this public university. We must prepare our students to not only think and reason and be skilled in one or more disciplines, but we must also prepare them to be productive citizens in a global society. To be informed. To care. To serve. To lead. And guess what. Those values start with us.

Our motto, The Spirit Makes the Master, (which, by the way, you'll be seeing more of in the future) is the best way to state our promise. If you come here as a student or as a member of this faculty or staff, you will be exposed to and, hopefully, catch this spirit - and live it while you are here and long thereafter. We believe in this identifying character of Western. It is among those things that make us distinctive. We do engage our students in a learning environment which inspires academic excellence and social responsibility. A Western education is not an end or an outcome, rather it is the means to address and advance a broad range of economic, civic and social priorities. Our evolving mission at Western is to engage our faculty, staff, and students in applied ways throughout our region, to identify and solve problems, to serve our community in meaningful ways, and to lead.

Some may argue that we each have a specific job to do, which, of course, we do, and that should be enough. Simply teaching our students or administering a program or service will not, however, make us distinctive, or create the value addedness which will compliment our financial investments. Let's commit to the intangibles and the tangibles. Let's make this campus and this region sing with energy and achievement.

It is not enough to call for such engagement in our SACS Quality Enhancement Plan. We have to embrace it and live it. Then we will enjoy it and our students will thrive in it.

At the risk of being too specific in what is meant to be an overall state of our campus address, let me be a bit specific. What do I mean by an engaged Western experience? I believe it means imaginative, personalized ways of teaching the humanities and the physical sciences, education and business, and the health and life sciences in ways that connect the content of these courses to important questions in the larger world. It means an emphasis on internships, service learning, and other practical experiences that help students connect their academic learning with life. It means offering a wealth of programs, both curricular and co-curricular, which foster civic responsibility, appreciation of diversity, global tolerance, confidence, and a hunger to serve. It means a growing emphasis in identifying and solving problems in our community and region, and applied and relevant research which, whenever possible, is done collaboratively.

These are all things that are fostered by the spirit and the will. Investments in added faculty positions and building renovations help create capacity, but true engagement only occurs among the willing and the motivated.
Our graduates will get jobs. They always have and they will do so in the future. It is our job, however, to give them what "higher" education is especially suited to do. That is to give them full access to their heretofore undeveloped powers of imagination, rationality, moral and ethical reasoning, physical capacity, aesthetic responsiveness, social responsibility, and personal self-confidence. If we do that, they will become bright, engaged citizens who will be wildly successful in whatever jobs they land.

I do want to spend a few minutes this morning on one other emerging part of our strategic evolution as a campus. Dr. Don Swoboda began his term on July 1 as our first dean of Extended Learning and Outreach. With his leadership, we will compete with the litany of virtual institutions. I will not give them the compliment of calling them colleges or universities. Those terms have much more noble definitions in my mind. We will compete with the emerging on-line industry in postsecondary education. See, there I go again. I'm not even giving them the term "higher" as in higher education. It is our great faculty who will provide the talented innovation to go head to head in interactive asynchronous learning.

The Division of Extended Learning and Outreach will coordinate our on-line capacity. Unlike the American auto industry, which let Asian automakers almost put them out of business before they changed and decided to beat them at their own game, we will have it both ways. We will provide one of the best on-campus environments to be found at any comprehensive university in America, and we will provide one of the most diverse extended campus portfolios to be found at any comprehensive university in America.

We are already bridging well the development of content with the development of delivery and bringing both to the consumer who seeks it. Columnist Michael Schroge described this blend when he said "the digital technologies restructuring entrepreneurial enterprise and the academy are far less about the creation and arrangement of new information than they are about the creation and management of new relationships."

We must avoid the mistake of using new technology just as a delivery system for contract; rather, let's use it as a means to alter and improve the ability and appetite of people to learn - whether it be in Thompson Complex or Tate Page Hall or at one's terminal in Owensboro or Moscow, Russia or Idaho!

I really don't like the term "edubusiness," but the term is here to stay and we shall find and develop those relationships necessary for relevant success. We will create the "products" and measure the "profile." As crass as that sounds, it is educational reality. Without diluting our distinctive campus experience, which I've spent considerable time this morning describing, we, through DELO, will compete. I heard Barry Munitz, president of the J. Paul Getty Trust and former chancellor of California State University describe it this way in a meeting I attended this summer. "New competitors for the market historically served by traditionally decentralized, nonprofit colleges and universities have risen with impressive speed and force. They have been driven by the same digital innovations and consumer tastes that are reshaping so much else in our society. Coexistence with our new competition is inevitable. Those institutions which understand our underlying core values and which exercise ingenuity and skill - and some courage - to break down traditional patterns and boundaries will design and ultimately control their institutional future."

This is not your parents' university.

We have changed. I've gone some 40 minutes now and not used the "transformation" word. I've focused on the things we're doing to drive a transformation and you the people who are driving it and
achieving it. If anyone thinks we are not transforming an institution, just compare most any measurable from seven years ago. The demographics of our faculty - in 1997, 40 percent of our faculty had more than 25 years of service to Western. Now, just five percent have that length of tenure, and 40 percent have less than five years. Our budget capacity has nearly doubled from $130 million in 1997 to $242 million today, and our budget dependencies have changed from state support to tuition and sponsored and private support. Our enrollment has seen a swing of 4,000 students. The physical transformation of our campus is well under way. Our enhanced academic quality is taking root. Our emerging mission of engagement and applied research is the underpinning of our new commitment to drive the economy of our broader community. And most importantly, our attitude of success is boosting our confidence in achievement. In a few short years, we have gone from being content to being regionally important to absolutely certain that we can be nationally prominent. We are now surrounded by academic, student life, and athletic success at the national level.

The Board of Regents and I talked about this just two weeks ago. Board members reiterated their transformation charge to me and I reiterated my commitment to them. I said seven years ago that it might take a generation. But now, in 2004, I look around and think perhaps sooner. A few more investments in academic quality, another capital campaign, and the completion of this rebuilding plan will carry us a long way toward achieving a true transformation. In a few years, people will be able to see and feel and measure profound change. More importantly, the adrenaline of progressive change will further fuel the energy and drive in every classroom, lab, distance learning portal, faculty office, residence hall, campus restaurant, student success center, and gathering of alumni - who, by the way, are also engaging and benefiting from this transformation as well.

Our centennial is coming at a perfect time. In 2006, we draw on the recognition of our history, the appreciation of our uniqueness, and a deeper realization of the Spirit that has defined and driven us for 100 years. We will feed off of that history and pride and, in a few years from now, be able to document a true transformation, a changed institution in all of the right ways for all of the right reasons. We will have nurtured our distinctiveness and used it to build the confidence and capacity to be one of America's great comprehensive universities. Our spirit is making and will continue to make the master.

I leave you this morning with four words spoken by a freshman in an e-mail message sent to her parents on February 7, just hours before she was tragically killed in an auto accident with two of her friends while driving north on I-65. I use these words not to dampen our spirit, rather to ignite the spirit within us. Katie Jeter, a 4.0 student from Franklin, Tenn., told her mom and dad how everything important to her intellectually and socially had come together for her at Western. She said "I love my life. I love my life. What a compliment to everyone in this hall this morning and everyone else in this university family. Is there a better thing for a Western student to say? Those words have echoed within me since Katie's mother shared them with me.

I, too, love my life. I have dedicated myself to doing whatever I can to cause every Western student and everyone of you, our faculty and staff, to be able to make that same claim. I am inspired by Katie's last message to her family. I love my life. I love what lies ahead for us at Western. Join me in this pursuit. Let's make this year one of great consequence in this transformation from good to great. Let's have a fantastic year. Thank you.

**E-mail Kimberly.parsley@wku.edu to receive a print copy of the handout referenced in the above.**

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

And Now a Message from our Sponsor
by Bob Edwards

Many people mistakenly equate an advertising campaign with a marketing plan. The confusion generally is the result of the high profile or visibility of commercials on television and radio, along with print ads in newspapers and magazines. Additionally, an advertising campaign may include billboards around town, banners on websites, or other media and venues. While ads are only a part of an integrated marketing plan, they can be the most noticeable part.

A true integrated marketing plan has many components. The marketing plan for Western Kentucky University involves articulating a handful of key messages that are consistent with the vision, goals and performance indicators of the University’s strategic plan, identifying the desired audiences to reach, and determining the most appropriate ways to communicate the message.

Some messages can be delivered in a fairly personal fashion such as face-to-face conversations, letters, e-mails or phone calls. While these are the most effective methods of presenting a persuasive message, the obvious challenge is the limited number of people you can reach in a given day or week. Other options, such as the news media, can reach a large audience quickly at virtually no cost. But the media approach can be broad and unfocused. For example, what percentage of the readers of a particular publication or viewers of a specific station is your desired audience? Also, you have no control over the content of the message. One critical or negative news story can undo the results of a dozen positive ones.

Advertising is the only guaranteed method to deliver the exact message, to the exact audience you hope to reach and influence. But even still, there are drawbacks. Each year, billions of dollars are spent in advertising to persuade you to buy a certain car, vote for a particular candidate, use a specific brand of toothpaste, etc. While you can certainly say exactly what you want (within legal limits) to your desired audience, viewers and readers realize that you are promoting yourself. As a result, they tend to bring a healthy dose of skepticism when considering your claims. Additionally, messages compete with hundreds, perhaps thousands of other messages every day. Some advertising for products or services even competes against others similar products and services, making the choices even more difficult.

Western is about to embark upon a highly visible advertising campaign in support of its strategic and marketing plans. Very soon, you will be seeing television commercials, hearing radio spots and reading print ads about Western. These ads are intended to enhance the image of Western among potential and current students, faculty, staff, legislators, public opinion leaders and others. If Western desires a more prestigious and prominent reputation within the Commonwealth and beyond, it needs to communicate its considerable accomplishments and assets to a larger audience on a more consistent
basis. An improved reputation will help attract and enroll more and better students, attract and retain high quality faculty, attract more state and federal research grants, and increase the level of donor contributions.

Western Kentucky University aspires to be the best comprehensive public institution in Kentucky and among the best in the nation. Many people feel the University has achieved that goal. However, in order to expand that perception throughout the state and nation, the University needs to “tell its story” to the community and the state more effectively. Part of telling the story is advertising. As they say before the commercial break — “Stay tuned.”

The preceding commentary is dedicated to the memory of Dr. Lou Turley.

Bob Edwards is the assistant vice president for University Relations.

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

Southern Kentucky Book Fest Announces Headliners
The partners of the Southern Kentucky Book Fest are pleased to announce that New York Times, best selling author, Sue Grafton, will be headlining the 2005 Book Fest. Grafton, born in Louisville, Ky., is the author of the popular Kinsey Millhone Mysteries, which began with "A" is for Alibi. Her latest book, "R" is for Ricochet, was released in July. Grafton is an international bestseller with a readership in the millions. She will speak and sign books on Sat., April 16.

Headlining our Children's Day on Fri., April 15, will be Sharon Creech. Creech is the best-selling author of the Newbery Medal winner, Walk Two Moons, and the Newbery Honor Book, The Wanderer. She is also the first American in history to be awarded the CILIP (Chartered Institute of Library and Information Professionals) Carnegie Medal for Ruby Holler.

The Southern Kentucky Book Fest will be held at the Sloan Convention Center, April 15-16. Admission is free. For more information, contact Jayne.Pelaski@wku.edu or visit our web site at www.sokybookfest.org.

Wearable Art
Artist Alice Gatewood Waddell will present a workshop on Sat., Aug. 28 from 10 a.m. - 1 p.m. at the Kentucky Library and Museum. If you'd like to express yourself Art Deco style, bring your denim pants, hats, shoes, shorts, skirts, jackets, etc., to create funky, fantastic, fresh wearable art. Design for yourself or make great gifts for children, family or friends.

The cost for the workshop is $10 for Museum associates and $15 for non-members. Pre-registration is necessary.

For more information, contact Lynne Ferguson (270) 745-2594 or lynne.ferguson@wku.edu.
People & Positions - News
Swoboda Named Dean of DELO

Faculty Retirees

Community College
Richard Ayres

Computer Science
Carol Wilson

Journalism & Broadcasting
John Barnum

Staff Retirees

Building Services
Josephine Richardson, Building Services Attendant

Facilities Management
Murry Cherry, Zone Maintenance Technician

New Faculty

Art
Michael Nichols, Assistant Professor

Chemistry
Tingying Zeng, Assistant Professor

Communication Disorders
Lauren Bland, Associate Professor
Debbie Parsley, Instructor

Community College
Francesca Sunkin, Instructor
Naim Zeibak, Instructor

Consumer & Family Sciences
Rachel Neal, Assistant Professor

Curriculum & Instruction
Karen Drage, Assistant Professor

Engineering
Warren Campbell, Associate Professor
Shane Palmquist, Assistant Professor

http://www.wku.edu/echo/archive/2004aug/people/
Gashwin Saleno, Assistant Professor

**English**
Terence Elliott, Instructor

**Geography & Geology**
Jun Yan, Assistant Professor

**History**
William McCarthy, Instructor

**Mathematics**
David Benko, Assistant Professor
John Legge, Instructor
Marc Lengfield, Instructor
Heather Russell, Assistant Professor
Nilabh Sanat, Visiting Assistant Professor

**Modern Languages**
Jami Eller, Instructor

**Music**
Michele Fiala, Assistant Professor

**Nursing**
Crista Briggs, Assistant Professor

**Psychology**
Kathi Miner-Rubino, Assistant Professor
Anthony Paquin, Assistant Professor
James Prather, Instructor
Phillip Pegg, Assistant Professor

**Public Health**
Stephen Nagy, Associate Professor
David Wyant, Assistant Professor

**Social Work**
Michelle Childers, Assistant Professor
Jay Gabbard, Assistant Professor
Gary Villereal, Associate Professor

**Theatre & Dance**
Clifton Brown, Visiting Assistant Professor
David Wlodarski, Instructor

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**Faculty Promotions**

**Communication Disorders**
Joseph Etienne, Department Head
Counseling and Student Affairs
Aaron Hughey, Department Head

Curriculum & Instruction
Tabitha Daniel, Department Head

English
Karen Schneider, Department Head

Folk Studies & Anthropology
Michael Williams, Department Head

Social Work
James Dean May, Department Head
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Grant Funded Positions
Chemistry
Liudmila Pozhar, Resident Associate Professor

Child Care
Nicole Martin, Teacher

Educational Television Services
Justin Davis, BW PT Tech
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New Staff
Academic Technology
John Bowers, Director

Advancement Services
Robbin Rhoton, Office Assistant

Athletic Training
Jeremy Steakley, MP PT PNF

Biotechnology
Mohd Israr, FT Temp PNF

Communication Disorders
Edward Sweeney, MP PT PNF

Controller
Benjamin Harmon, Manager, Accounting

Distance Learning Program
Jerry Bodle, BW PT Tech
Leslie Norris, BW PT Tech

Distributed Learning
Amanda Wilson, Office Associate

**Educational Administration, Leadership & Research**
Chonda White, Office Associate

**Environmental Health & Safety**
Abbie Basham, BW PT Clerical

**Extended Campus-Glasgow**
Norma Mitchell, BW PT Maint
Carol Taylor, Office Associate

**Forensics**
Bonny McDonald, Assistant Coach

**Graduate Study**
Latoya Patterson, Office Coordinator

**Health Services**
Connie Kendall, Radiological Technician

**Housing & Residence Life**
Michele Mastin, Staff Accountant

**International Programs & Projects**
Lorraine Baushke, International Student Advisor

**Library Special Collections**
Timothy Mullin, Department Head

**Men's Basketball**
Micha Griffin, Office Associate

**Men's Football**
Steve Adams, MP PT PNF
Josh Gehring, MP PT PNF
Stuart Holt, MP PT PNF

**Microcomputing Services**
Bradley Rodgers, FT Temp PNF

**Nursing**
Sonya House, Coordinator, Clinical Ed

**Parking & Transportation Services**
Jennifer Tougas, Director

**Police**
Tammy Britt, Police Officer
Dominic Ossello, Police Officer

http://www.wku.edu/echo/archive/2004aug/people/
University Centers
Jeremy Phillips, BW PT Maint

WATERS Lab
Donna Haswell, Office Associate

WKU Foundation
Heather Pruitt, Accounts Associate

Women's Basketball
Jamie Britt, Assistant Coach

Staff Promotions

Building Services
James Merrick, Zone Maintenance Technician

Facilities Management
Michael Thompson, Boiler Operator

Health Services
Deborah Richardson, Office Coordinator

Police
Michael Dowell, Investigations Commdr (Cpt)
Daniel McKinney, Shift Commander (Sgt)
Ricky Powell, Detective Investigations (Sgt)
People & Positions

Swoboda Named Dean of DELO

A Nebraska native with more than 30 years of experience in outreach and continuing education has been named the dean of Western Kentucky University's Division of Extended Learning and Outreach (DELO). Dr. Donald W. Swoboda began his job at WKU on July 1. He replaces Dr. Audrey S. Anderson, who served as interim dean during DELO’s inaugural year.

DELO brings together 10 campus units into one division to deliver credit and non-credit educational opportunities and to enhance the University's outreach mission.

"I can't describe in words how excited I am about coming to Western Kentucky University and joining the Division of Extended Learning and Outreach," he said.

Provost Barbara Burch said Dr. Swoboda "brings a wealth of leadership experience in the areas of adult education and continuing studies."

He has held chief administrative positions at the University of Missouri, the University of Arizona, and most recently at the University of Nebraska-Lincoln where he served as dean of the Division of Continuing Studies. A native of Norfolk, Neb., Swoboda earned his bachelor's, master's and doctoral degrees at the University of Nebraska.

"My passion, for my entire professional career, has been to use as many ways as possible to share the resources of my university with the people of the state and beyond," he said. "I believe this should be the outreach mission of every public university. The joy of working in outreach is that you have the opportunity to help make dreams come true for your customers. To me, this is the real reward for lifelong learning workers."

Swoboda thanked Dr. Anderson "for the tremendous job she has done in leading and nurturing the newly born DELO organization in its beginning stages. All of us in DELO together with our campus and external partners will build and grow from her efforts into a world class outreach unit, reflective of the reputation for quality in all areas of WKU."
Swoboda also served as dean of extended university and summer session at the University of Arizona (1994-96), vice provost for extension and education professor at the University of Missouri (1987-94), associate dean and associate director of University of Nebraska Cooperative Extension Service and agriculture professor at University of Nebraska-Lincoln (1979-87), and assistant director for agriculture programs and extension reports at University of Nebraska Cooperative Extension Service (1974-79). He also has been active in state, regional and national continuing education organizations.

Swoboda and his wife, Ginny, have two married daughters and two grandchildren.

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

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

Accounting

Dr. Jan Colbert presented "The Computer-Based CPA Exam has Launched!" at the Educators Conference of the Kentucky Society of CPAs in Louisville, Ky. Colbert has published "Forensic Accountants, Sarbanes-Oxley, and Audit Standards," in The Forensic Examiner in the Summer 2004 issue.

Dr. Steve White chaired the Educators Committee of the Kentucky Society of CPAs which sponsored a statewide Educators Conference for accounting academics. Professors from 25 universities in Kentucky were in attendance.

Chemistry


Dr. Wei-Ping Pan has been chosen to receive the 2004 Outstanding Service Award by the North American Thermal Analysis Society (NATAS). The award will be presented Oct. 5 at the annual NATAS Conference in Williamsburg, Va. This award recognizes outstanding service to the NATAS, consisting of an accumulation of significant contributions and dedicated service to the Society.

Curriculum and Instruction

S. Kay Gandy presented a poster session at the International Geographical Union Commission on Geographical Education in Glasgow, Scotland in August. Dr. John Moore was selected by the National Council for Accreditation of Teacher Education to serve as a social studies teacher education program reviewer.

English

Dr. Nancy Roberts published her short story, "Under the Tornado," in Open 24 Hours, Brescia, Spring 2004. A reading of her fiction by juried invitation took place on June 19 at the National Women's Studies Association annual conference in Milwaukee.

Finance

Dr. Johnny Chan published two coauthored articles during the summer: "Research productivity of the

**Geography and Geology**
Will Blackburn and Debra Kreitzer attended the Department of Geography and Geology's annual Study Abroad and Field Camp program in the British Isles where they conducted field lectures on the physical and cultural geography of the region.

Dr. David J. Keeling had an Op Ed piece about free trade and geography published in the San Francisco Chronicle. Dr. Keeling serves on the board of directors of the American Geographical Society (www.amergeog.org) and is a member of the AGS Writers Circle, whose aim is to promote a geographically aware perspective on issues of importance to global society. The article is available online at: http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2004/08/03/EDGBH81N3N1.DTL.

**Health Services**
Patricia Blewett, M. D., was recognized as a Fellow of the American Academy of Family Physicians. This honor recognizes members who have distinguished themselves among their colleagues and communities by their service to family medicine, advancement of health care to their patients and professional development through medical education and research. In October she will participate in a convocation ceremony at the American Academy of Family Physicians Scientific Assembly.

**Journalism and Broadcasting**
Dr. Linda Lumsden was one of 20 participants in the American Society of Newspaper Editors' 2004 Institute for Journalism Excellence. Lumsden and the other professors worked as reporters, photographers, copy editors and online producers as part of an intensive ASNE program that strengthens ties between educators and editors.

**University Libraries**
Roxanne Myers Spencer was appointed to the executive board of the Kentucky Reading Association (an affiliate of the International Reading Association), as the new editor of the KRA Newsletter.