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WKU Wants You!

Recruitment and Retention
Van Meter Auditorium  
Tuesday, March 13, 8:00 p.m.  
Free Admission  
Open to the Public

PULITZER PRIZE WINNING AUTHOR OF ANGELA'S ASHES  
FRANK McCOURT

PREMIER PERFORMANCES 2000-2001 SEASON PRESENTS

Van Meter Auditorium  
Tuesday, April 10, 8:00 p.m.  
Free Admission  
Open to the Public

WALTER ALVAREZ  
GEOLOGIST AND AUTHOR OF T. REX AND THE CRATER OF DOOM
Passers-by of Jones-Jaggers Hall may wonder: what's in that building anyway? Its close proximity and similar design make it appear part of the campus, but no classes are taught there, and it's quite obviously not a residence hall. Students don't conduct the business of being educated there as in Potter Hall, and it doesn't swarm with administrators as does Wetherby Administration Building. So what is it used for? Many faculty and staff members might wonder the same thing.

Mystery solved: Among other grant-funded programs, Jones-Jaggers Hall houses the offices of the Federal Trio programs. Still not clear?

The Federal Trio Programs were established in 1965 to bring postsecondary education opportunities to a broader group of people. The programs target students whose annual parental incomes make them eligible for grants and need-based assistance. It also looks for first-generation college students. The programs are funded by the federal government and independent of Western, although they utilize some of Western's resources such as Jones-Jaggers Hall. The Trio programs were among the first to engage in efforts of student recruitment and retention.

"Trio is a misnamed program at this point," said Randy Wilson, Director of Veterans Upward Bound. "It started out with three programs, but there are now more. Not all of them are represented on Western's campus."

"The Trio programs work with people who aren't typically going on to further their educations. In some cases they're dropping out of high school," he said. "The thrust is to get them to stay in school, go to a postsecondary school and break the poverty situation."

Wilson explained that Veterans Upward Bound was created after the Vietnam War, when the college plans of many young men were interrupted by the draft. The program's original mission was to help Vietnam veterans transition back into their communities and get the educations they desired. Since then, the goals of Veterans Upward Bound have broadened, and it now serves any service member who served at least 180 days of active duty and received better than a dishonorable discharge. It helps participants earn their GEDs if necessary, and provides them with tutoring and career and financial aid advisement.

**Veterans Upward Bound**

Wilson said that the Veterans Upward Bound program has been at Western since 1992. Although many states have as many as three or four programs around the state, Western has the only such program in Kentucky.

"Veterans are an audience for recruitment that in previous years has not been tapped," he said. "There currently is a trend in education for more adult students to come back to school."
“Confidence is one of the unseen benefits of Veterans Upward Bound and Upward Bound,” he said. “If you talk to students of the programs, they’ll tell you that one of the things they got most was a belief that they could do something, and the confidence that they were able to go on to school.”

Upward Bound

The missions of Veterans Upward Bound and Upward Bound are the same, but they target different audiences. Upward Bound reaches out to high school students who meet certain financial guidelines and/or are first-generation college students. Guidance Counselors at high schools in the service area are the point of contact between potential students and Upward Bound counselors. Upward Bound Director Linda Gaines said the program seeks to help those average students who have the potential to go to college, but who probably would not without a little extra help.

Students devote one Saturday a month to Upward Bound sessions, and six weeks during the summer to the residential program, which allows them to live on Western’s campus while getting instruction in high school subjects. Gaines said the residential program benefits Upward Bound students by exposing them to intensive classroom work, a university campus and the responsibilities of being a college student. “The schools that we serve place from 35 to 50 percent of their total students in college,” Gaines said. “We’re placing 80 percent of the low income students into college to begin with. The normal college-going rate for that group is generally less than 35 percent. About 50 percent of our students go on to graduate.”

Gaines said she feels that one aspect of Upward Bound that contributes to its success is the bridge program. It allows students who have just graduated from high school, to attend classes at Western for six weeks. The difference between the bridge program and the Upward Bound summer sessions is that the bridge program allows students to earn up to six college credit hours.

Gaines said the experience increases the students’ self-esteem and gives them confidence in their abilities as college students. She said students tell her how great it was to be one of the few freshmen on campus who knew where they were going and where everything was.

“We see ourselves as an outreach program,” Gaines said. “We try to work closely with the schools. Even though we’re independent from Western, we’re kind of a PR person out there for Western too.”

Educational Talent Search

The Upward Bound program promotes higher learning to students during a crucial time in their lives: high school. Another of the Trio programs, Educational Talent Search, begins much younger than that. Teresa Ward, Director, said it is important to begin talking about postsecondary education options to middle school students so the idea becomes a real possibility to them.

“We work with the students to help them figure out what their educational goals are beyond high school, and help them find the right place for that,” Ward said.

She said that in addition to serving low income and first generation students, the program works with any under served group: minorities, women or the disabled.

Educational Talent Search counselors go to schools once a month to conduct programs and group workshops on study skills and postsecondary opportunities. Ward says that self-esteem is an important topic for middle school students. She said it is important for them.
to have the confidence to know that they can attend college, even if they are not rich or make straight A's. Educational Talent Search has established a homework hotline, an 800 number for students in all the counties served to call and receive one-on-one instruction on a variety of subjects. Students are also taken on field trips to tour colleges and other postsecondary education institutions.

Educational Talent Search counselors begin a dialogue with students in middle school, then track those same students throughout high school. The programs for high school students focus on the practical matters involved in becoming a college student. An ACT preparation program is offered. Juniors are presented with the junior planner, a guide to all the information needed for applying to postsecondary institutions. They receive assistance in filling out admission applications during their senior years, and Talent Search holds a financial aid workshop at the area high schools in January for all seniors and their parents to attend.

"We start talking to students about financial aid early on, so they understand that you don't have to be from a rich or middle class family to go to college," Ward said. "A lot of students, and even their parents, will rule that out because they think they can't afford to go. We're making them aware that there is financial aid out there."

"We start talking to students about financial aid early on, so they understand that you don't have to be from a rich or middle class family to go to college... A lot of students, and even their parents, will rule that out because they think they can't afford to go."

**Student Support Services**

Those who drafted the legislation creating the Federal Trio programs realized that just getting more students into a postsecondary institution would not ensure that those students would be successful and ultimately graduate. Veterans Upward Bound, Upward Bound, and Educational Talent Search focus on helping students get to college. Student Support Services takes over once they are enrolled.

"What we provide are services that over time have been shown to be helpful to students in an attempt to level the playing field," said Ken Dyrsen, Student Support Services Director. "Research shows that if you're dependent on financial aid, you generally only have one chance in college. If you're parents are rich and you flunk out, they can afford to pay your tuition, then you're able to come back. But if you're dependent on financial aid to stay in school, and you do poorly, you'll lose your aid, even though the institution may say you may come back."

Student Support Services tries to give students all the necessary tools to be successful at their one chance in college. Counselors work with students until the students decide on a major and get an academic adviser. The program offers instruction on money and time management, and filling out a degree program. The SSS also employs a staff of 12 to 14 student tutors. Dyrsen said students have been in the program from one year to six. The amount of time is dependent on the student and his or her needs.

"You can never account for a student's motivation," he said. "That's something that never comes through on any standardized test."

Dyrsen said that SSS is funded to serve 225 students, but that thousands of students on Western's campus would qualify. Many students who receive assistance from SSS have physical or learning disabilities. He said many more students with learning disabilities are attending college now than did just 15 years ago. He said he feels that the services SSS provides are important to the success of those students, because most universities are not adequately prepared to serve them. According to Michael Southern, Director of Disability Student Services, Western served over 200 disabled students last semester. Dyrsen said when you include the number of students who have not notified the university of their learning disabilities, or those who may not be aware that they are learning disabled, the number drastically increases.

He said SSS was the first group on campus to use letters of accommodation to inform professors of the presence and needs of disabled students in their classrooms. This method has since been adopted as university policy. The SSS assists both students and professors by proctoring exams, often sending a counselor to the students' dorm rooms so they can have access to their own computers and other assistive technology.

"Our mission is to keep students enrolled and get them to graduate. If a student with a disability doesn't get accommodations and drops out, it adversely affects our mission," Dyrsen said.

He described Student Support Services as a mini retention model targeting a small sample of the university's student body. He said that universities as a whole have just begun to realize the value of retention programs. He said SSS is working cooperatively with the goals of Western toward its retention endeavors.
WKYU/PBS has always televised Western Kentucky University basketball games. The station's director/producer, David Brinkley, said he feels it is the responsibility of WKYU to promote Western wherever and whenever possible. "Now we have the capability of serving the entire audience of the country with Western basketball," he said.

This new capability comes from Western's acquisition of a satellite uplink truck, which has allowed Western to sign with College Sports Southeast, a regional sports network.

"Most universities have a grounded uplink, but ours is on wheels. It can go anywhere," Brinkley said. "In the past when we didn't uplink these games, we had to send video tape or hope that somebody would pay for an uplink so the game could get out. Now we have this valuable tool and can uplink these games and anybody in the nation can get them."

It's Brinkley's opinion that it's important to promote Western through athletics because most people get their information about universities from ESPN, rather than regular news, he contends. "We all know how we associate big time basketball colleges as being good schools. It just so happens that Duke, North Carolina and Kentucky are great universities. A lot of our exposure—whether we like it or not—to these universities comes through athletics."

WKU Athletics Director, Dr. Wood Selig, said that currently Western basketball reaches about 10 million people, and he hopes to expand that coverage in the future to include more people and more games. He said the extensive coverage of WKU basketball is an excellent way for friends, fans and alumni to feel connected to Western. Selig says athletics also is an effective recruitment tool.

"Student athletes don't want to get lost. They want to make sure ESPN can pick up the highlights and show them on the Sports Center news. They want to make sure their families can stay in touch with them and watch their games despite being hundreds of miles away from home," he said. "This [the affiliation with a sports network] allows WKU to meet all those objectives that a prospective student athlete might have coming out of high school."

Both Brinkley and Selig said that the efforts of the students in working on and producing such a high quality product created the demand to make Western basketball marketable to a larger audience.

"It starts first with our outstanding School of Journalism and Broadcasting," Selig said. "It's unique to have the resources, both from a faculty and technological standpoint, to provide students with the first class education that allows them to produce such a quality product."

The satellite truck allowed WKYU-PBS to broadcast Gov. Paul Patton's message to the recently held Bowling Green conference of the Council on Postsecondary Education.

Brinkley said the truck is so new and so valuable that new uses and benefits are being discovered regularly.
MEETING THE CHALLENGES:

Recruitment and Retention

BY KIMBERLY SHAIN PARSLEY

In the 21st century, more students than ever are realizing the need and finding the means to attend college. This has created a wealth of opportunities for both students, and the schools they attend. Colleges and universities are placing great importance on recruiting these students, and providing them with their desired educational opportunities. Marketing has become an important function of postsecondary institutions. Western Kentucky University is at the forefront of this new dynamic in higher education.

Western's strategic plan, “Challenging the Spirit,” set a goal to increase enrollment by 1000 students at the end of a five year period. According to Dr. Luther Hughes, Vice President for Enrollment Management, Western has increased its student enrollment by over 950 at the end of three years.

“We are very pleased with the progress we've made,” Hughes said. “We will exceed our target next fall, one year ahead of schedule.”

Dr. Hughes gave many reasons for Western’s success in meeting its recruitment goals, but they all stem from the emphasis that WKU has placed on providing quality educational opportunities to a broader group of students. He said new staff members have been hired, especially admissions counselors, permitting representatives from Western to more frequently visit high schools. He also cited the success of the Tuition Incentive program, which allows students in several counties in Tennessee and Indiana to attend Western at the in-state tuition rate plus $300 per semester. This program has recently been expanded to include a larger area, and now applies to about 30 counties in Tennessee and Indiana combined.

Hughes said the contributions of WKU faculty and staff cannot be overlooked when evaluating the success of recruitment programs.

“We have one of the most active and caring faculty of any university,” he said. “Everyone on campus has a role in recruitment, even staff members. If they are helpful and courteous to prospective students and their families, then that creates a positive atmosphere on campus.”

Finley Woodard, Associate Director of Admissions, said admissions counselors are a critical link between college-bound students and Western. She said the majority of a counselor's work is performed off campus. They typically travel four days a week to visit high schools, meet with individual students, or attend college fairs in promotion of Western.

“We have seven open house programs where we take Western to selected cities around the state and Tennessee and Indiana,” Woodard said. “It's kind of a shopper fair. We have the various departments set up around the room, so students can talk to faculty members one on one about the particular majors they may be interested in.”

Woodard said any faculty or staff member interested in going to the open houses is welcome. Representatives from financial aid, academic advising and housing regularly attend. The groups usually consist of 30 to 50 WKU representatives.

Woodard said that WKU representatives have recently begun attending national college fairs in such cities as Birmingham, Ala., Cincinnati and Chicago. She said the recruitment efforts in these cities have been particularly successful. WKU will be attending similar fairs in Charlotte, N.C. and Memphis, Tenn. during the spring.

Woodard said that during the fall the office of admissions holds two “Focus on Western” programs, which bring high school juniors and seniors to the hill for a preview of campus life. She said the students attend sessions that deal with topics which will benefit them when they become college students. These topics include: deciding on a major, finding out what college is really like, and exploring Intramural and athletic opportunities. She said last year's programs were held in September and November, and yielded the best student turnout yet.

Dr. Hughes said, “Western is one of the few universities—maybe the only—in Kentucky meeting both recruitment and retention goals set forth by the Council on Postsecondary Education. The Council is very concerned about retention, and Western is meeting the goals.”

Hughes said Western is trying to find creative ways to enhance faculty involvement in retention efforts. He said that beginning in...
the fall, all professors who taught 100 level courses submitted reports about individual students. The reports contained information about class attendance, and allowed the professors to make recommendations about the need for tutoring. Hughes said the newly established Learning Center. TLC, grew in part out of these reports, since it was found that additional tutoring would benefit a large number of students.

TLC Coordinator Virginia Graves said, "The center's goal is simply to help students be more successful, and improve their learning mastery. We want to get them tutoring assistance as early as possible, so we can retain them here at Western."

Graves said TLC was structured after successful programs at benchmark institutions, and that such learning assistance centers are a relatively new trend in higher education. She said she has contacted WKU deans, members of each academic department and staff members in Residence Life to disseminate information to students about TLC. Though the program just began in January, she said the response by students and faculty has been supportive. Students began utilizing TLC services immediately.

Student tutors staff TLC from 10 a.m. to 8 p.m. Monday through Thursday, and 10 a.m. to 4 p.m. on Friday. During these times, students may drop in to receive tutoring from the student tutors available. If a student has a need in a specific course, such as mechanical engineering, a tutor in that area will be hired. Graves hopes eventually to employ a staff of 15 to 20 tutors.

The Learning Center is located in Room 8 of the Helm Library. The phone number is 745-6254.

Dr. Cheryl Chambless, Director of the Academic Advising and Retention Center, said that advisement is an important part of retention, and is often the first step to keeping students enrolled. Such high placement of value on advisement is why Western has a policy of mandatory advisement. All students, even those without a degree program on file must see an adviser.

"We think advising is a critical facet of retention because much of the research that has been done on student retention has indicated that a student having an academic connection with the university and being integrated into the academic environment is critical to a student being retained," Dr. Chambless said.

Beginning in May, a new faculty award will be given to the outstanding faculty adviser. Chambless said the Academic Advising and Recruitment Center offers faculty development workshops to promote particular skills and information sharing to enhance the quality of academic advisement at Western.

"There is so much that an adviser is expected to know," Chambless said. "We want to be a facilitator in terms of sharing information and making tools available to the advisers to make their jobs easier."

Chambless said many exciting programs are being undertaken at the department level. Among these, is the retention enhancement fund, which allows individual departments to request money for retention initiatives. One example is an honors department program, whereby honors students will have established hours in three residence halls and be available to fellow students between 6 p.m. and 10 p.m. to offer assistance on study skills, writing, or to answer questions.

"You don't have to be in student affairs to have an impact on retention," Chambless said. "Retention has so many different facets: It takes the entire university to address it."

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**Diversity Goals** by Keneshia Johnson

Western Kentucky University is home to thousands of students from very different walks of life. However, according to Minority Student Support Services Director C.J. Woods, Western is working to create an even more diverse campus. He said WKU is very active in recruiting minorities, and helping them meet their academic goals. The office of the Minority Student Support Services specializes in retention for minorities and works to help minority students reach graduation.

The Minority Student Support Services have implemented several programs to nurture close relationships with minority students. They provide tutoring and advisement, and offer support groups like Sister to Sister and Black Males at Western, or BMW. The Outstanding Black Graduates program recognizes students that have successfully completed all requirements for graduation.

According to Woods, Minority Student Support Services will increase their focus on students with a 2.0 GPA or below.

"We will keep in close contact with these students, so they don't become statistics," he said.

Woods said everyone should become involved in recruitment and retention by providing quality advisement, and speaking with parents and students when they visit the campus. He said that every year, the Minority Student Support Services get closer to reaching their retention goals.

"Every year, we are becoming more focused on what retention is," Woods said. "Now we target students who need help the most."

In addition to the Minority Student Support Services, the University Diversity Committee also works to achieve a more diverse and fair university. Dr. John Hardin, Assistant Dean of Potter College of Arts, Humanities, and Social Sciences, explained that the committee was created on Feb. 2, 1998, when Dr. Gary Ransdell, WKU President, established the Ethnic Relations Task Force.

The task force's mission is to come up with plans to recruit and retain minority students. A 21-item plan was formulated to accomplish this mission, and one of the items was the creation of the University Diversity Committee.

The University Diversity Committee consists of students, faculty, staff, and members of the community. Hardin said the committee was designed to make sure that minorities have a sense of belonging on campus.

"The University Diversity Committee develops goals and objectives and reports the results and outcomes to the office of the president," Hardin said.

Hardin said the University Diversity Committee has a budget of $50,000 not only to help the Minority Student Support Services, but also to provide workshops to teach recruitment and retention methods to faculty members. He said that Western is making progress, and will continue until it meets its goals.

"We plan to enhance the atmosphere of the institution through diversity," he said.
FACULTY APPOINTMENTS

Accounting & Finance
Christopher M. Brockman, Visiting Asst. Professor

Allied Health & Human Services
Kristina Sue Sanders, Part-Time Regular Faculty

Art
Ahleen Delaire Rowe Finley, Visiting Asst. Professor

Chemistry
Julie J. Ferguson, Instructor

Communication
Landon Clinton Haynes, Instructor

Community College
Charles Terry Borders, Instructor

Computer Science
Chun Shen, Instructor

Consumer & Family Sciences
Nikki Jane Feilner, Instructor

Economics & Marketing
Claudia Christine Wood, Instructor

Engineering Technology
Kenneth Scott Harris, Instructor

English
Mary D. Dillingham, Instructor

Geography & Geology
Scott Alan Dobler, Instructor

Management & Information Systems
John Kirk Atkinson, Visiting Asst. Professor

Music
Jeffrey P. Hodapp, Instructor

Nursing
Carol A. Evans, Instructor

Physics & Astronomy
Christopher Efiong Bassey, Visiting Asst. Professor

School of Journalism & Broadcasting
David Edward Cooper, Visiting Asst. Professor

GRANT-FUNDED APPOINTMENTS
Integrative Studies In Teacher Education
Carolyn Houk, Associate Professor

Admissions & Academic Services
Retha Spinks, Admissions Associate

College of Science, Tech & Health
Ritchie D. Taylor, Project Director

Educational Television Services
Kent Edward Furlong, Pt-Temp Technician/Paraprof

Geography & Geology
Karl D. Niles, Operations Associate

Library Public Services
Carol Lewis Watwood, Documents Law Librarian

PE & Recreation
Michelle R. Young, Pt-Temp Technician/Paraprof

T/TAS-Head Start
Amber L. Reed, Office Associate

Training Projects
Melissa Price Towe, Ft-Reg Clerical Secretarial

College of Science, Tech & Health
William Eddie Houston, Director/Water Quality Res/Coord

STAFF APPOINTMENTS
Academic Advising Center
Karen Caples Carpenter, Advising Associate

Admissions & Academic Services
Tara Lindsay Beard, Admissions Counselor

Brice Alan Boyer, Admissions Counselor

April C. Gaskey, Admissions Associate

Agriculture
John W. Tako, Manager, Dairy Herd

Allied Health & Human Services
Mary C. Snow, Office Assistant

Athletic Trainer
Michael Ray Gaddie, Assistant Athletic Trainer

Athletics
Daniel B. Corbin, Pt. Temp Prof Non-Faculty

David Hoeller, Pt-Temp Prof Non-Faculty

Bradley J. Pittman, Asst. Facilities Supervisor

Tydra Ann Shea, Pt-Temp Serv/Maint

Building Services
Dena L. Beckner, Building Services Attendant

Sarah Allison Duncan, Building Services Attendant

Jennifer J. Lindsey, Building Services Attendant

Pamela J. Price, Building Services Attendant

Brenda L. Slaughter, Building Services Attendant

Stacy Diane Tomlonson, Building Services Attendant

Campus Services
Glen Albert Boiling, Groundskeeper

Chemistry
Alicia Lynn McDaniel, Chemical Supplies Technician

Community College
Cathy H. Abell, Coordinator II

Continuing Education
Dora M. Johnson, Office Assistant

Diana A. Jones, Pt-Reg Clerical/Secretarial

Controller
Jermaine Collier, Purchasing Associate

Melia Rose Schrader, Purchasing Associate

Counseling & Testing Center
Doris E. Pierce, Staff Psychologist
Dean, Libraries
Jayne Pelaski, Pt-Temp Prof/Non-Faculty

Development
Susan Ingram, Pt-Reg Clerical/Secretarial
Karl Miller, Collegiate Director of Development

Downing University Center
Jennifer Dawn Franklin, Pt-Reg Prof/Non-Faculty

Educational Leadership
Tammy Diane Liscomb, Office Assistant

Educational Television Services
Erik Costa, Cable Technician

Equal Opportunity/504/ADA Compliance
Angela M. VanCleave, Office Assistant

Extended Campus-Glasgow
Charles Thomas Hunter, Pt-Regular Prof Non-Faculty
Lois Chestlene Ryan, Pt-Reg Clerical/Secretarial

Extended Campus-Owensboro
Dale H. Gilles, Pt-Reg Clerical/Secretarial
Angela N. Stevenson, Pt-Reg Clerical/Secretarial

Gordon Ford College of Business
Jipaum Saskew-Gibson, Director, MBA / Instructor

Housing & Residence Life
Elaine Bushey, Asst. Residence Hall Director
Heather A. Byers, Asst. Residence Hall Director
Nitin Goil, Residence Hall Director
Johnna Michelle Killmaster, Complex Dir, Residence Life

Institutional Research
Jeri Davina Fields, Research Associate

Integrative Studies in Teacher Education
Kathryn D. Smith, Ft-Temp Prof Non-Faculty

Intramural & Rec Sports
Brian Jay Garcia, Pt-Regular Tech Paraprof
Michael A. Morris, Pt-Regular Prof Non-Faculty
Douglas Bryan Simpson, Pt-Regular Tech/Paraprof
Clay Smalley, Pt-Regular Tech Paraprof

Library Public Services
Stephanie D. Coates, Circulation Assistant
Robert L. Thornton, Library Security Officer
Michael Ramoth Vincent, Governmental/Law Assistant

Library Special Collections
Mary Lynn Claycomb, Library Assistant

Maintenance Services
Larry Lee Goodman, Maintenance Plumber
Vincent Joseph Meredith, Boiler Operator

Mathematics
Phyllis E. Page, Pt-Reg Clerical/Secretarial

Men's Basketball
Bertram A. Tucker, Assistant Coach

School of Journalism & Broadcasting
William G. Robertson, Assistant Director, Forensics

Sports Information
Achim O. Hunt, Pt-Temp Prof Non-Faculty

Student Publications
Tracy D. Newton, Pt-Reg Clerical/Secretarial
Jo Ann Thompson, Pt-Temp Prof Non-Faculty

Track & Field
Michelle Nora Scott, Pt-Temp Prof Non-Faculty

WKU Police Department
Lisa Dawn Brown, Police Officer
Joe D. Harbaugh, Police Officer
Nancy Helen Kinkade, Communications/Data Associate
Connie J. O'Neal, Communications/Data Associate

STAFF RETIREMENTS

A. Voncelle Scott, Data Control Specialist
Glenda L. Wahl, Purchasing Associate
David T. Wilkinson, Director
Seroba B. Hardcastle, Systems Specialist
Diana A. Jones, Data Management Associate
Deborah G. Smith, Office Coordinator

Library, Office of the Dean
WKU Police Services
Adolfina Simpson, Coordinator, Glasgow Library

Maintenance Services
Betty Flora, Zone Maintenance Technician
Billy R. Renfrow, Water Treatment Technician

Student Publications
JoAnn Thompson, Manager, Business

WKU Police
Edward P. Wilson, Patrol Commander (CPT)
ART
Works by the following WKU Art Department faculty and alumni are on exhibit in Simply Red, a fine art, antiques, and gifts business located in downtown Bowling Green, through March 16: Greg Barbour, Todd Camplin, Michaele Ann Harper, Marsha Heidbrink, David Jones, Kim Jones, Jacqui Lubbers, James Pearson, Suzanne Renfrow, Delaure Rowe, Jennifer Bruton Sims and Jesse Ray Sims.

CENTER FOR MATHEMATICS, SCIENCE AND ENVIRONMENTAL EDUCATION
Terry Wilson, Director of the Center for Mathematics, Science, and Environmental Education at Western Kentucky University, has been selected as president-elect of the National Association for Environmental Education. He will become president in January 2002. Wilson was the first recipient of the Environmental Education College Teacher of the Year, presented by the Kentucky Association for Environmental Education, and has served as editor and publisher of the Environmental Communicator.

COMMUNICATIONS
Dr. Carl Kell, communications professor, received the 2000 Book of the Year Award from the Religious Communications Association for his book, In the Name of the Father: the Rhetoric of the New Southern Baptist Convention. Dr. Kell co-authored In the Name of the Father with L. Raymond Camp of North Carolina University.

CONSUMER AND FAMILY SCIENCES
A national scholarship was announced in Dr. Martha Jenkins's honor. Jenkins is a former national president of Phi Upsilon Omicron. Dr. Joyce Rasdall, Professor, received the Romanza Johnson Citizenship Award from the Home Economics Alumni Association. Dr. Rasdall also presented her paper, "Lightening Design Case Studies: Collaboration in the Community," at the annual technical conference of the Association of Home Equipment Educators meeting in Washington, D.C.

COUNSELING AND TESTING CENTER
Dr. Debra Crisp, Counseling and Testing Staff Psychologist, has been appointed to the Board of Directors of Hope Harbor, a sexual trauma recovery center serving South Central. KY.

ECONOMICS
Dr. Brian Goff, Economics & Marketing professor, presented his article, "Effects of University Athletics on the University: A Review and Extension of Empirical Assessment," for publication by the Journal of Sport Management.

Dr. H.Y. Kim and Dr. Robert Pulsinelli presented their papers at the 70th annual meetings of the Southern Economic Association.

Dr. Kim presented, "Production Risk and Efficiency of Multiplant Firms," and served as a chair and discussant for papers dealing with "Applied Economics." Dr. Pulsinelli served as a discussant for papers dealing with, "Topics in Forensic Economics."

ENGLISH
Ron Eckard, English professor, presented his paper, "Designing an ESP Course for Mexican Migrant Workers in Kentucky," at the Southeast Regional Conference of Other Languages (TESOL) in Miami, FL.

FACILITIES MANAGEMENT
Greg Fear, Manager of Campus Services, was awarded the Kentucky Who's Who of Recycling 2000 from the America Recycles Day Committee.

HISTORY
Richard V. Salisbury, professor, presented "Anglo-American Competition in Central America, 1905-1913," at the Southern Historical Association Conference in Louisville, KY.

JOURNALISM AND BROADCASTING
Dr. Augustin Ihator, professor, presented his paper, "Critical Review of the Traditional Corporate PR Communication Styles in the New Multi-Media Milieu," at the 2000 Public Relations World Congress during in Chicago. The event was organized by the Public Relations Society of America and International Public Relations Association.

Dr. Ihator also presented, "PR Practice in the Information Technology Age—Critical Assessment of the Traditional Paradigms," at the Annual Meeting of the American Association of Behavioral & Social Sciences in Las Vegas.

MANAGEMENT & INFORMATION SYSTEMS
Dr. Linda E. Johnson, Management & Information System Co-Chair, spoke with the Vice President for Technical Training at Kelly Services at the maize Conference in Orlando. Their topic was how WKU is using leading business and industry software in the teaching of Western's students.

MODERN LANGUAGES & INTERCULTURAL STUDIES
Michael Ann Williams, professor, presented "Vernacular Architecture and the Park Removals: Traditionalization as Justification and Resistance," at the International Association for the Study of Traditional Environments 2000 Conference in Trani, Italy.

Erika Brady, associate professor, emceed a showcase concert at the organization's annual FanFest in October 2000, at the Galt House in Louisville, KY.


Dr. Karin Egloff, associate professor, read "Turning the Gaze Artemesia style," at the 25th Colloquium in Literature and Film in Morgantown, West Va.


Dr. Melissa Stewart, associate professor, co-presented "Learning Spanish: Should You Stay at Home or
Study Abroad? at the 50th Mountain Interstate Language Conference in Radford, VA, in October 2000.

Dr. Laura McGee, assistant professor, presented “Exploring East German Experience in Post-Unification Film: Michael Gwisdek’s Abschied con Agnes and Andreas Kleinert’s Neben der Zeit,” at a conference on “East Germany Revisited: Research Perspectives Ten Years After Unification, in Berlin, Germany.”

McGee also presented “Teaching and Learning Styles in the Online Environment: What We Can Learn from Distance Learning,” at the Modern Language Association Annual Convention in Washington D.C.

Dr. J.A.K. Njoku, associate professor, chaired a panel, and presented “Dimensions of Knowledge: ‘Amamihé’ in Igbo Language and Culture” at the 43rd annual meeting of the African Studies in Nashville, TN.


Dr. Lindsey King, Anthropology associate professor, presented “Exvotos: Using Symbols of Physical Disease to Illustrate Dis-ease of the Social Body” at the annual meeting of the American anthropological Association in San Francisco.

PSYCHOLOGY

Dr. William Pfohl, psychology professor, received the Peterson Prize from Rutgers University. The award is presented “to the graduate who, through a sustained career in professional psychology, has contributed at the highest level of distinction to the public and community.” For 21 years at Western, Dr. Pfohl has trained school and clinical psychologists. He was president of the National Association of School Psychologists in 1996-97. He serves on the National Emergency Assistance Team and led the crisis response team to the school shooting in Mt. Morris, Mich., in March 2000.

Congratulations to the 1999-2000 recipients of the Academic Affairs Unit Productivity Awards

These awards are given annually to academic and support units who have demonstrated major accomplishments and significant successes in the most recent academic year. Particular attention is given to the department’s success in advancing the priority planning goals established for the current year, and awards are tied directly to unit progress as reflected in the University’s strategic planning process.

**Tier One Academic Units Awarded $6000**
- Biology
- English
- Marketing

**Tier One Support Units Awarded $2500**
- Sponsored Programs
- Student Financial Aid

**Tier Two Academic Units Awarded $3000**
- Community College
- Computer Information Systems
- Finance
- Geography and Geology
- History
- MBA
- Management
- Modern Languages & Intercultural Studies
- Nursing
- Physical Education & Recreation
- Psychology

**Tier Two Support Units Awarded $1500**
- Office of Admissions & Academic Services

**Tier Three Academic Units Awarded $1000**
- Accounting
- Allied Health
- Architectural & Manufacturing Sciences
- Communication
- Consumer & Family Sciences
- Honors Program
- Office of Global Business & Entrepreneurship
- Physics & Astronomy
- Women’s Studies

**Tier Three Support Units Awarded $1000**
- Academic Advising & Retention Center
- Library Public Services
THE NATIONAL SCENE

Report Picks Top States For Higher Education

A survey by the National Center for Public Policy and Higher Education, a nonpartisan think tank in San Jose, Calif., found that college preparation, admission opportunities, affordability, and completion rates vary widely from state to state. Each state got mixed grades in this first-ever national "report card," but on average, Illinois, Connecticut, New Jersey, Maryland, and Massachusetts scored highest. Among states with the lowest scores, on average, were Louisiana, Arkansas, West Virginia, Georgia, and Nevada.

Statistics in individual categories showed that high school students in Nebraska take college-prep mathematics courses at twice the rate of students in Alabama. Teens in North Dakota enroll in college at twice the rate of those in Nevada. States vary widely in their ratio of average family income to state tuition; families in Vermont, for example, spend an average of 40 percent of their annual income to send a child to a state university, compared with 17 percent for Utah families. Utah also earned top grades in college preparation, while Delaware had a high rate of students enrolled in college. California was tops in affordability, and New Hampshire had one of the highest college completion rates.

Researchers had also hoped to examine how many students actually learn in each state's colleges, but found a lack of meaningful and uniform statistics to gauge college learning.


Ford Foundation To Spend $330 Million For Foreign Students

In its largest grant ever, the Ford Foundation plans to spend $330 million over the next decade on fellowships to help educate and train future leaders in Africa, Asia, Latin America, the Middle East, and Russia. The program will pay for up to three years of graduate study anywhere in the world, beginning next year with about 100 students from Chile, Ghana, Nigeria, Peru, Russia, Senegal, and Vietnam. It will gradually expand to include about 350 fellows, whose studies may be in any field related to Ford's mission, which includes strengthening democratic values, reducing poverty and injustice, and promoting international cooperation.

Fellows will be selected from traditionally disadvantaged groups, such as: women; ethnic, racial, or religious minorities; people from rural areas; or students who come from families where no one has ever attended graduate school. "The goal is to help these countries develop a diverse group of people prepared to lead, people who wouldn't normally be at the table," Susan Berresford, president of the foundation, told the New York Times.


U.S. Eighth Graders Lag In Math And Science

The good news is that American eighth graders performed above the international average in math and science tests given to students in 38 countries last year, according to results announced this week. The bad news is that students in the world's only superpower scored only slightly higher than the international average, and they performed worse than they had four years ago.

In 1995, American fourth graders scored among the leading countries in science and math. Eighth graders and twelfth graders scored below average. American educators agreed to repeat the test in 1999, examining only the most promising age group. They hoped to find that fourth graders, who had performed well in 1995, would continue to shine as eighth graders in 1999. It didn't happen. The 1999 eighth graders performed worse than they had as 1995 fourth graders.

The raw scores of U.S. eighth graders in 1999 were about the same as the eighth graders' scores in 1995. The mathematically confusing thing about these scores is that in 1995, the eighth graders placed slightly BELOW the international average. Eighth graders in 1999 placed a bit ABOVE the international average. The reason: the list of competitors changed. More than a dozen Western European countries that participated in the study in 1995 dropped out in 1999. They were replaced by about the same number of developing countries and former Soviet states participating for the first time. Thus, U.S. students in 1999 scored about as well as their counterparts in Latvia and Bulgaria.


TRENDS IN THE UNITED STATES

Affirmative Action Battles Continue

The University of Michigan has spent $4.3 million defending its admission policies in two lawsuits on behalf of white students who were denied admission, reports the Chicago Tribune. The Washington, D.C.-based Center for Individual Rights (CIR), the same group that brought down affirmative action at the University of Texas law school, filed both lawsuits.

In a case that could head to the Supreme Court, U.S. District Judge Patrick Duggan will soon decide whether to issue a ruling without a trial in a lawsuit challenging the University of Michigan's undergraduate admissions policies. The second
lawsuit involves the university’s law school admission policies.

In another affirmative action case brought by the CIR, the 9th U.S. Circuit Court of Appeals ruled on December 4 that the University of Washington Law School acted legally when it considered the race of applicants. Although voters have banned affirmative action in California and Washington, the decision could give the green light to schools in other states within the 9th Circuit, which includes most Western states.

With the dismantling of affirmative-action policies in several states, minority enrollment in law schools has dropped sharply in California, Texas, and Washington, reports the Christian Science Monitor. The American Bar Association reports that only seven percent of U.S. law students are African-American and just six percent are Hispanic.


**Colleges Face Growing Gender Gap**

Female enrollment in college has continued to outpace male enrollment since 1979, the first year in which women made up the majority of undergraduates. Now, only 44 percent of undergraduates nationwide are male. While many elite colleges and universities receive plenty of applications from both sexes, some private liberal arts colleges are making special efforts to recruit men, including using admission preferences, reports Time Magazine.

While some analysts say the imbalance encompasses all racial and economic groups, one recent study shows the widest gap among blacks—63 percent women to 37 percent men. Among Hispanics, the ratio is 57 percent to 43 percent, and among low-income whites, it is 54 percent to 46 percent. Contributing factors include a male culture that promotes anti-intellectualism, a K-12 school system in which boys trail girls at many stages of achievement and are at higher risk for failure, and an enrollment boom among older women.


**Accommodation Issues Plague Entrance Exams**

A California state audit has found wide demographic disparities among 1999 high school graduates who required extra time on the Scholastic Aptitude Test because of a learning disability, reports the Los Angeles Times. In several wealthy school districts, auditors found questionable and potentially unwarranted cases of students receiving extended time to take the SAT—usually four and a half hours instead of the usual three hours. The report also found that students in elite private schools were four times more likely to receive special accommodations than their counterparts in public schools. In less affluent public schools, a lack of awareness of student rights under disability laws and the failure of schools to identify and screen deserving students could account for much of the difference.

Meanwhile, a visually impaired student in Alexandria, Va. is suing the Law School Admission Council (LSAC) for denying her the right to extra time on the Law School Admission Test and for not allowing her to take a large-print version of the test. The LSAC had ruled that she needed better documentation of her disability. Though the student supplied the requested information, it didn’t arrive in time because it was requested too late. She missed the LSAT registration deadline for this year’s testing.


**ONLINE NEWS**

**Harvard And Stanford To Offer Business Courses Online**

Two of the world’s most prestigious business schools—Stanford and Harvard—have announced a plan to team up and offer nondegree courses online for professionals. Other business schools already offer such programs, as do many commercial enterprises in what has become a $1.1 billion business.

The Harvard-Stanford partnership hopes to become “the world’s premier source of online management education.” The online courses will include articles, case discussions, talks, and other course materials developed for online delivery. In addition to the two business schools, Stanford School of Engineering, which already offers distance-learning master’s degrees, will also participate.


**Online College Applications Catch On Slowly**

Around 400 colleges and universities now accept admissions applications online, but only 8.2 percent of those institutions received at least 30 percent of students’ applications electronically this year, reports the National Association for College Admission Counseling.

“There seems to be a greater trust in the old paper-and-pencil format,” NACAC Deputy Director Mark Cannon told Education Week, but “the Internet is increasingly a medium high school students are embracing.”

**SOURCE:** Education Week, 11/29/00, [http://www.edweek.org/](http://www.edweek.org/)
WESTERN'S CONNECTION TO THE CORPORATE WORLD

By Kenneth J. Mussnug and Aaron W. Hughey

The Center for Training and Development

It is hardly a secret that the world has entered an economic era in which change is the only constant. Remaining competitive in today's global marketplace is an increasingly difficult task. Survival is no longer guaranteed in any industry. Whereas geographic location once ensured a certain degree of stability and success, this is simply no longer the case. The stakes are higher. The odds are increasingly stacked against any company which lacks the ability to aggressively respond to a rapidly changing economic environment.

Flexibility is indeed the key to success.

One of the most effective ways to ensure company agility is through the development and implementation of employee training programs. An organization is only as nimble as its workforce. Quality, productivity, and ultimate market share are all inherently tied to the ability of a company to continually train and retrain its employees at all levels. International competition demands that companies stay abreast of the latest innovations in their particular industry. This necessitates ongoing training in order to maintain a competitive advantage over other concerns engaged in the same pursuit.

Consider this. Each year corporate America educates more people than all of its formal educational institutions combined. But training, especially comprehensive employee development programs, does precipitate a formidable drain on financial resources. Overall, it is estimated that American companies spend nearly $200 billion annually on both formal and informal job-related training programs.

The growing awareness that employee training is absolutely essential in order to maintain a competitive advantage has forced many companies to search for qualified trainers from a variety of different sources. Some businesses have hired in-house training coordinators and facilitators who are responsible for assessing and customizing training programs tailored to the specific needs of their current personnel. Others have opted to contract with private consultants and consulting firms as a means of having their training needs met. In recent years, a growing number of companies have turned to local colleges and universities in their quest to provide employees with the types of experiences that will help them be better prepared for the challenges that lie ahead.

Western Kentucky University, not unlike many institutions of higher education, has a Center for Training and Development which exists primarily to provide local and regional companies and other agencies with various types of corporate training. The Center draws upon the expertise of faculty to provide business and industry, primarily manufacturing concerns, with in-
tensive training programs in a variety of areas relevant to their operations. Training provided by the Center entails both short-term, customized instruction on a specific topic as well as long-term, comprehensive programs which cover a variety of areas related to the manufacturing process. In addition to technical training in the use of various machines and methodologies, typical training topics also include managing for quality, the development and implementation of self-directed work teams, and various strategies for enhancing supervisor-employee relations.

Until fairly recent times, leaders in business and industry generally regarded higher education as being somewhat indifferent to the needs of the corporate sector. Part of this perception no doubt stems from the attitude often displayed by many of those who work in academe. To be honest, there are those in higher education who still seem to think that business is a bad word. Higher education is not a business, they assert. It is something much more noble. Business is concerned with the ruthless pursuit of financial gain. Higher education, they maintain, is concerned with the much loftier pursuit of knowledge and truth.

On the other hand, many in business and industry have long characterized faculty in higher education as having an *Ivy Tower* mentality; i.e., not living in the “real” world. This perception is due in part to the fact that for most of its history, legislatures and other societal entities have shielded higher education from the harsh realities that have always been a part of the corporate landscape. This has generated a false sense of security among many faculty members, allowing them to analyze and comment on economic conditions and trends from the safety of their tenured positions. Often this analysis has been accomplished with very little actual input or interaction from those in business and industry.

During the last two decades, changing economic realities have exerted an enormous pressure on higher education. As budgets have become tighter both collectively and individually, the public has increasingly demanded proof that the amount of fund-}

**Western Kentucky University, not unlike many institutions of higher education, has a Center for Training and Development which exists primarily to provide local and regional companies and other agencies with various types of corporate training.**

function is specifically to coordinate and dispense such services to regional companies. At most institutions of higher education, including Western, this program is a distinct department which typically goes by a name such as the “Center for Training and Development.”

The Center can be invaluable in helping companies successfully meet their training needs. Compared with informal networks or word-of-mouth recommendations, the Center can help companies identify training needs and locate training resources much more easily and efficiently. It can also help companies plan and budget for their training needs by keeping the costs of such programs reasonable and somewhat consistent. Moreover, the Center can help to ensure a certain degree of uniformity with respect to both content and quality. It can also provide the direction needed to logistically implement training programs from initial contact through final evaluation. The Center becomes a focal point for the entire training process. Instead of having to locate and bargain with each faculty member individually, it can furnish companies with trainers and facilitators whose skill levels and areas of expertise are thoroughly documented.

The college or university also benefits substantially by having a Center which is devoted to the provision of corporate training programs. As noted previously, many institutions are currently struggling with declining enrollments and, consequently, systematic budget reductions. Having faculty facilitate training programs with local companies is a wonderful way to provide both the individual and the institu-
tion with supplemental income while furnishing a needed service and promoting good will within the community. It is a true symbiotic arrangement. The institutional motivation for initially developing a Center is really the key to its ultimate success or failure. If revenue enhancement becomes the sole motivation for implementing the Center, then it is inevitable that political problems will develop. Providing employee training to local and regional companies must not be viewed primarily as a means of dealing with budget deficiencies.

The Center is an ideal way to promote the institution in a positive way; i.e., it is usually a public relations bonus. The Center is often seen as one way the institution gives something back to the community in appreciation for its support, financial and otherwise. It is also a way the college or university can provide tangible support for those who hire its graduates. And state legislators and other community leaders supportive of higher education are able to point to the Center’s track record of providing employee training programs for local business and industry when seeking additional institutional funding. Similarly, college administrators can use this information when meeting with local employers to substantiate their support for the community. Documentation regarding the number of training sessions conducted, and the number of employees trained, is an effective means of demonstrating how tax dollars used to fund university programs can have the added value of returning tangible benefits back to the taxpayers.

Furthermore, faculty members who conduct training sessions for local and regional companies often deal directly with the parents of current and potential college students as well as employees who may be current or potential nontraditional college students themselves. The faculty member who conducts a training session at the company where a parent or a potential student is employed has a unique opportunity to present a positive image of the institution. In some cases, the training session may be the only time the parent or prospective student gets to interact directly with a college faculty member. The faculty member conducting the training session often becomes a pivotal factor in the decision regarding whether or not to attend college. Again, the value of such exposure cannot be underestimated. Company employees involved in training programs also gain a greater appreciation for their own learning abilities and a deeper understanding of the importance of education in general. This change in attitude can lead to an enhanced realization of the importance of education in general, which, in turn, could result in greater support for the institution.

The Center can also provide faculty members with an invaluable avenue for professional development. As faculty members prepare for and conduct training sessions for local and regional companies, they inherently are challenged to increase their knowledge base within their particular academic discipline. Faculty often report that corporate training is much more difficult than traditional classroom instruction. The new skills and competencies that faculty members develop and refine as they conduct employee training sessions help them to be better instructors back on-campus. The students enrolled at the institution benefit significantly when a faculty member works through the Center to provide employee training for business and industry.

Working with adult learners in a noneducational environment can be very enlightening for some faculty. Many faculty members have dealt almost exclusively with so-called ‘traditional’ college students; i.e., nineteen to twenty-two year olds. Moreover, college students tend to be a captive audience. A faculty member can use certain instructional methods in the classroom that simply will not work in the industrial training facility. And even if faculty have encountered adult learners in the classroom, having to relate to them on their own “turf” can be a truly developmental experience. Many employees are intimidated at the thought of engaging in what is perceived to be a formal educational process and tend to see training as a threat to their status with co-workers. They may feel that they will not be able to succeed in a training session as they have been able to succeed in their jobs. Reaching these individuals can be a formidable task for faculty. It requires skills and competencies that many faculty need to further enhance.

In order to be successful at employee training, faculty must be prepared well beyond what is typically the case for an on-campus classroom lecture. Corporate trainers must have the ability to instantly change their overall focus, direction, and approach depending upon how well the material is being received. Being able to read an audience and respond quickly and appropriately is absolutely essential to providing successful training sessions. Faculty who facilitate employee training sessions learn how to make these necessary adjustments in a relatively seamless manner. Consequently, they return to the classroom armed with additional tools and strategies that help to make their classroom instruction much more effective.
One of the most beneficial aspects of the Center is the opportunity it provides for faculty members to experience the "real world" firsthand. Many faculty have never worked in an environment which is driven, to a significant extent, by the profit motive. In some instances, a faculty member may have spent their entire career in academe and, as such, never developed an understanding of, and appreciation for, those who work in business and industry. For these individuals, it is particularly enlightening to see some of the pressures industrial employees are exposed to on a daily basis. This understanding can help the faculty member to better relate to their students (especially their nontraditional students) back on-campus, many of whom are experiencing the same kinds of stress on an ongoing basis.

Furthermore, the Center can positively impact faculty recruitment and retention. Aside from the benefits associated with professional development, faculty members are also afforded the opportunity to supplement their incomes through involvement with the Center. This helps to attract quality faculty to the college or university even though the base salary may be less than what the prospective faculty member desires. The chance to earn such extra income can also constitute a powerful inducement for faculty members to remain with the institution when outside job opportunities present themselves. Most faculty members who eventually seek employment in the private sector do so not because they have a dislike for teaching. They simply want to make more money. The Center can provide faculty with the additional income needed to keep them satisfied in their current positions.

As noted previously, one of the principal motivations for faculty involvement with the Center is financial. Supplemental pay is absolutely required if the Center wants to access faculty expertise on an ongoing basis. Experience has shown that having faculty participate in a training program on a voluntary basis, or because it can be used solely toward promotion or tenure, is insufficient to ensure the ongoing provision of services to local and regional companies. The Center needs at its disposal a cadre of qualified and reliable trainers who can be marketed to the business community on an ongoing basis. The Center must be able to count on faculty to deliver quality programs to clients on-demand. Although essential to the success of the Center, the issue of supplemental pay does mandate that constant attention be given to points of concern such as how much compensation is enough to keep trainers satisfied, how much a particular faculty member can be utilized before others become jealous and/or burnout ensues, and how much companies are assessed for training services.

Finally, the Center must never lose sight of the fact that it serves an ancillary purpose within the institution. As such, it is imperative that it be perceived as a source of revenue enhancement as opposed to a drain on financial resources that are already strained. Center administrators must be able to continually justify their contributions to the overall institutional budget. The Center's financial health is innately related to that of the institution. It is essentially a business in a nonbusiness environment. Consequently, it is important that general trends within the institution, the local business community, and the state be closely monitored.

Those responsible for managing the Center must never lose sight of everyone, both on-campus and off, who has a vested interest in the services it provides. For example, employee training programs are usually the first items to be eliminated when production demands increase or corporate profits decrease. Indeed, during times of financial distress, employee training programs are often severely curtailed or eliminated altogether. It is important to understand that the purpose of employee training programs is not to give management a warm fuzzy feeling about the good things it is doing for its employees. Training programs, if properly developed and executed, can contribute substantially to the bottom line; i.e., they help the company make more money.

Companies are in the business of turning a profit. This is their primary objective and it tends to prioritize resource allocation. If training is adding value to the company by making employees more productive and/or increasing quality or production, it is continued, emphasized, and even expanded. Even successful training programs are often scaled back during lean times. The Center should always be aware of the tenuous nature of its 'product.' It must be able to justify its existence even when demand for its services decreases and it does not generate large amounts of revenue.

In conclusion, the Center for Training and Development is essentially a business. But it is a business which must operate within the parameters established by the mission of the institution in which it is housed. And since money is so innately involved in the functioning of the Center, the potential for serious problems, both political and financial, is always present. To be effective, the Center must be well managed, adequately funded, and perceived by the academic community as a legitimate and essential component in the institution's overall mission. These are not easy goals to attain. But the result can be well worth the effort.

Note: Dr. Kenneth J. Mussnug is an Associate professor in the Department of Architectural and Manufacturing Sciences. Dr. Aaron W. Hughey is an Associate Professor in the Department of Educational Leadership. This article is excerpted/ adapted from "The University Center for Training and Development: Guidelines for Enhancing Effectiveness," which appeared in the December 1997 issue of Industry and Higher Education. Used with permission.
Faculty & Staff Campaign
By Carol Cummings

Luther Hughes agreed to co-chair Western Kentucky University's 2000-2001 Faculty/Staff Campaign because he believes his gifts can make a difference. He has found that many other members of the Western Family feel the same way.

"One member of the university staff recently came to my office and thanked me for asking him to give," said Hughes, who serves as Western's associate vice president for Enrollment Management. "He told me how much he loved working at Western Kentucky University in the Facilities Management Department. He said 'No one ever asked me to give before. I can't give very much, but I am going to give ten dollars per month.'"

Hughes said the employee's act of appreciation convinced him that providing a pressure-free opportunity for everyone to contribute to the university was reasonable. According to Donald Smith, director of Alumni Relations and the Annual Fund, the Faculty/Staff Campaign is an important element of Western's Investing in the Spirit comprehensive campaign.

"It is crucial for faculty and staff to support the institution if we expect our alumni and friends to do the same," Smith said. "As we ask for private support for the campaign, it is important that our university family also participate."

The $78 million Investing in the Spirit campaign is designed to impact the people, places, and programs that make Western unique. Smith says the goal for the faculty and staff is to raise $1.5 million over five years toward that total and achieve 50 percent participation from employees. "Nationally, many universities have been conducting successful faculty and staff campaigns for decades," he said. "These campaigns have assisted in building endowments to attract quality faculty, staff, and students."

Hughes agrees. "I think our WKU faculty and staff know how important our giving campaign has been to our university. Many of us choose to contribute to a variety of organizations, including our church, United Way, and other local entities. It seems reasonable and positive for us to be able to tell potential large donors, as we ask for their support, that many of our WKU personnel have been willing to contribute and have chosen to do so."

The Faculty/Staff campaign is also being co-chaired by Julia Roberts, director of The Center for Gifted Studies, Smith said. "To date, more 500 faculty and staff have given to the Campaign and displayed their generosity by giving or pledging more than $1,000,000," he said. "We are well on our way toward achieving our goals thanks to the generosity and the spirit of the Western Family."

The Investing in the Spirit campaign total now stands at $57.6 million, which represents 74 percent of the five-year goal.
NEWSP RIEFS

New Telescope Means the Sky's the Limit

By Tommy Newton

From a dark hill in a remote area of Warren County, astronomers at Western Kentucky University may not be able to see the end of the universe but they can see the beginning of a dream.

That dream is to make Western's Department of Physics and Astronomy recognized nationally and internationally for major contributions to astronomy.

A large part of that dream is a refurbished 24-inch telescope at Western's Astrophysical Observatory. The facility, which was installed about 20 years ago, has been overhauled and converted to allow remote operation with a long-term goal of robotic operation.

"Twenty years of technological advancements in both computers and astronomical instrumentation allowed us to realize we could do far better than what we'd been doing," said Dr. Michael Carini, assistant professor of astronomy.

Add to that about $2 million in federal funding over two years secured by U.S. Sen. Mitch McConnell to refurbish the telescope and Western has a "far more productive instrument," Dr. Carini said. "It now operates in the same fashion that major astronomical research observatories operate."

The telescope is one part of Western's STARBASE program. STARBASE (Students Training for Achievement in Research Based on Analytical Space-Science Experiences), which will include roboticized telescopes at Western's Bell Astrophysical Observatory and at the Kitt Peak National Observatory in Arizona.

"Ours is the first and that's very important," said Dr. Charles McGruder, department head. Plans to refurbish and upgrade the facility began in 1998.

Through its association with the Center for Automated Space Sciences, a NASA-funded consortium of schools, "we were able to hire people who brought the energy and the drive to move forward to become front-line researchers," Dr. McGruder said.

"Seeing the potential is what attracted me here," said Dr. Carini, adding that the facility and research opportunities will attract more high quality faculty and students.

"In the community of astronomers, there is a place for smaller institutions to contribute to the understanding of astronomy."

Using the relationship with NASA and connections with Sen. McConnell, Western has been able to obtain funding for the telescope project. The department and the University are grateful to McConnell "for his vision in supporting this project," Dr. McGruder said. "It would not be possible without his support."

The work recently completed at the WKU Observatory allows the telescope to be operated remotely via computer from the Thompson Complex or from an astronomy professor's home. "We also hope in the future to achieve robotic operation," Dr. McGruder said. "That's the long-term goal."

That goal should be accomplished in about year and the telescope facility "will be one of few in the world to operate as a robot," Dr. Carini said.

Western's 24-inch telescope is the largest optical telescope in Kentucky and one of the largest in the southeastern United States.

Another factor that separates Western's facility from other robotic telescopes is that "our telescope will be one of the first robotic imaging telescopes," Dr. McGruder said. "Ours will be one of the first to look at an entire field of stars at the same time rather than individual stars."

The refurbished telescope helps Western meet two goals: teaching and research.

"The fact that students, meaning not only college but high school students, will be involved in research projects carried through with this telescope is an extremely important part of the whole project," Dr. McGruder said.

High school students will be involved by assisting WKU researchers and by completing their own science projects, he said. Students also will be able to obtain data and digital images from the telescope.

Western's main long-term research projects include the search for extrasolar planets, those revolving around other stars, and the monitoring of brightness variations in quasars. "We will be looking at the most distant luminous objects in the entire universe," Dr. Carini said.

Among the first digital images obtained via remote operation was a photograph of a nebula several hundred light years away from Earth.

Short-term research projects include the study of gamma ray bursts, supernova and other events. University astronomers also expect to provide data and analysis for astronomers worldwide, Dr. McGruder said.

Dr. Carini said that is one of the aspects that will help Western achieve an international and national reputation. "We expand our research interests, we expand opportunities for students and we expand Western's reputation," he said. "Everybody wins."

Tommy Newton is a communication specialist in Media Relations in WKU's Division of Public Affairs.
Federal Grant Allows Development of Community College Regional Science Resource Center

By Tommy Newton

The Bowling Green Community College of Western Kentucky University has received a federal grant to help improve science education in Kentucky. The $295,410 grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) will be used to develop the Community College Regional Science Resource Center. FIPSE is funding 75.6 percent of the three-year project. Western will contribute $94,949 (24.3 percent).

The center aims to increase student interest in science, impact the science curriculum, boost science scores on standardized tests, improve teacher education programs in science and increase interest in postsecondary education, according to Dr. Karen Powell, project director.

"We have a statewide problem getting students motivated and interested in science," she said. "Low standardized CATS (Commonwealth Accountability Testing System) scores show the problem is already present at the middle school level."

The Community College Regional Science Resource Center could have an impact on the local, state and national levels. Locally, the center should increase student interest with hands-on learning. Statewide, the center should boost the number of people seeking postsecondary training. Nationally, the center should serve as a model for the concept of meeting the communities' needs for science education.

"I came up with the idea while working with local students on science fair projects and I realized what limited equipment they have," Dr. Powell said. "I thought it would be nice to have a facility for our community college students, middle school students and teachers."

The Community College Regional Science Resource Center "will give middle school teachers and students a well-equipped laboratory to visit for extensive experiments," she said.

The Bowling Green Community College is uniquely positioned to provide the services, Dr. Powell said. "We just feel like we have a lot to offer having a Community College philosophy but also being an integral part of Western and its heritage."

Dr. Frank Conley, dean of the community college, agreed. "We are very pleased that Dr. Karen Powell and Ms. Barbara Johnston were successful in their application for a FIPSE grant," Dr. Conley said. "Grant-supported activities will help the

Dr. Karen Powell works with a student.

Community College achieve its strategic plan goals and the CPE Action Agenda items of improving students' readiness for college; increasing college enrollments and graduation rates; preparing graduates for life and work; and contributing to the economic development of the state."

Waiting until students reach high school to implement innovative educational programs is often too late to impact academic success, according to Dr. Powell's FIPSE grant application. Targeting middle school students, their parents and their teachers may be the key to improving Kentucky's high school graduation rates and increasing levels of participation in postsecondary education programs.

"Today you've got to have basic science knowledge," Dr. Powell said. Parents and children must recognize education is a necessity for economic growth and success, she said.

The Community College has a fully equipped science laboratory that is used for chemistry and biology courses, but faculty members determined that a significant amount of laboratory time could be made available for middle school students, teachers and parents in the evenings, Saturdays and during school breaks.

The hands-on, innovative approach should get middle school students and their parents excited about science, Dr. Powell said.

The project, however, goes beyond the middle school level. The center will be utilized by science education majors and their professors from Western, by kindergarten through high school teachers for in-service science education, by parents of middle school students during field trips and by students working on science fair projects.

"The center is pulling together a lot of resources and gives us all a good place to do science instruction," Dr. Powell said.

"This project should help more students in our service area decide to pursue postsecondary educational opportunities and get them excited about pursuing science as a career," Dr. Conley said. "Dr. Powell is dedicated to making this project a success and I feel confident that we can count on the support and cooperation of our many partners."

Among the partners in the Community College Regional Science Resource Center are Kentucky Department of Education's Region 2 Science Center; Western's College of Education and Behavioral Sciences; The Center for Gifted Students at WKU; Western's Office of Minority Student Support Services; the state Council on Postsecondary Education's Eisenhower; Educational Talent Search; and the Applied Research and Technology Program in WKU's Ogden College of Science, Technology and Health.

Work is already under way at the Community College Regional Science Resource Center. Programs will begin in the spring and summer of 2001 with services expanding over the three-year grant period.

"This lab is going to be busy all summer with students doing science projects in a science lab," Dr. Powell said.
Federal Grants Enhance Math & Science Education Programs

Four Western Kentucky University projects to boost achievement in middle schools have received funds from the Dwight D. Eisenhower Mathematics and Science Education Grant Program.

Western will receive $125,490 for three projects and will collaborate with Murray State University for another project that received $47,211 from program.

The Eisenhower program supports activities in schools to improve teaching and learning in math, sciences and other areas. The Council on Postsecondary Education recently approved eight projects.

"The state is saying let's put more emphasis on helping people with the content and how to teach this content," said Dr. Terry Wilson, director of the Center for Math, Science and Environmental Education.

Dr. Wilson is director of a project called The River: A Resource for Improving Math and Science Content. During the weeklong session at Mammoth Cave National Park, 24 teachers will learn how to do water quality monitoring and how to determine the environmental health of streams and rivers.

"The River is the focal point for learning math and science in new ways," Dr. Wilson said.

Western's Center for Math, Science and Environmental Education is a partner with Murray State's Center for Environmental Education in a project at Land Between the Lakes. In Connections: Math/Science Across the Curriculum Using the Environment, about 30 participants will use environmental studies to connect math and science concepts.

Basic astronomy concepts will be part of Western's other project, Teaching and Learning Science Core Content Using Astronomy and Space Science Activities. Up to 20 middle and high school teachers will attend the workshop in late July.

"Middle school is deemed a critical area by the state education department," said Dr. Julia Roberts, director of Western's Center for Gifted Studies.

Dr. Roberts is director of a project called Raising Achievement in Middle School Science. The workshop will be conducted at WKU's Bowling Green Community College, where a science laboratory is being renovated thanks to another federal grant.

The weeklong institute in July will give 40 teachers "the opportunity to identify core content areas they want to focus on," she said.

The state Department of Education's core content for math and science is emphasized in all the projects.

During the weeklong workshop, which has been offered since 1992, teachers build a telescope, develop lesson plans, learn about NASA educational resources and engage in astronomical observations.

"What we've tried to do is show teachers techniques for astronomy and space science for effectively teaching these areas in the classroom," said Dr. Roger Scott, an astronomy professor.
A Passage to Discovery

Geography and geology students from Western Kentucky University have discovered what may be Kentucky's largest cave passage.

WKU students have been mapping a newly discovered cave in Wayne County, and last December, a long, low crawlway led explorers to a passage that is up to 90 feet tall and has a floorspace of 2.5 acres. The largest room in Mammoth Cave, Chief City, is two acres.

The explorers, led by Western Geography and Geology students Joel Despain of Three Rivers, Calif.; Shane Fryer of Louisville and Alan Glennon of North Little Rock, Ark., are no strangers to big cave discoveries.

Despain, a graduate student in geoscience, has led two expeditions to southeast Asia, exploring many of the largest caves in the world. "Though I've been around for major discoveries, this is the largest cave passageway I have ever personally found," he said.

"Though it's big, it's not easy," said Fryer, a senior. The explorers have to negotiate numerous climbs and cross an underground river before the cave leads to the final 300-foot-long bellycraw and large passageways beyond.

Western cavers began traveling to eastern Kentucky several years ago to examine the geology of the region and noting the potential for great new discoveries.

"In Kentucky, most cave explorers visit Mammoth Cave, but many other areas of Kentucky have been ignored," Glennon said. "More giant caves might be right under our feet, ready to be discovered."

Cave exploration can be dangerous for the inexperienced. "We always go in groups and carry specialized lights and gear," Fryer said.

The group also is careful to protect the cave. A single-file set of footprints is the only evidence the cave has been visited.

How Corvettes Help Our Kids

A grant-funded project is helping Western Kentucky University elementary education students reach out to youth in Bowling Green.

For the second year in a row, General Motors and the Corvette Assembly Plant provided a $20,000 grant to the W.R.O.T.E. (We're Reaching Out To Educate) Foundation and the Housing Authority of Bowling Green.

The grant contributes to the operating expenses of Western's Fast Lane Workforce Training Project located at W.R.O.T.E. Learning Centers in Bowling Green.

"This project provides a very positive experience for our students," said Dr. Theron Thompson, assistant professor of education and project director. "It gives them the opportunity to meet students outside the classroom and is a service project in the community."

The learning centers house after-school educational programs "to provide small group classes, tutoring and one-on-one instruction for children in and around the Housing Authority," Dr. Thompson said.

Western students in two elementary education courses, Teaching Strategies and Student Diversity in the Classroom, work with primary through 10th grade students on reading, math and critical thinking skills.

About 50 Western students will participate in the project this semester and will assist about 150 young students, Dr. Thompson said.

Western students, faculty and center personnel work with young students from 2:30 p.m. to 5 p.m. daily at the centers on Double Springs Road and Angora Court. Dr. Thompson called the educational and community service project a win-win situation for all those involved at Western and at the Housing Authority.

"We're fulfilling the field experience requirement for our education courses in an authentic context," he said. "And we're providing tutoring and academic assistance to children."
'This One's for You, Dad'

Western Kentucky University’s Hilltopper Football program is building on the momentum created by its successful season and NCAA Division I-AA run with two major gift commitments.

Dr. Craig Beard, a Bowling Green physician and former Hilltopper offensive lineman, recently made a $100,000 commitment to University Athletics. His gift will provide $90,000 to create the Alvin Lewis Beard Endowed Football Enhancement Fund, and it will offer $10,000 in support of the Hilltopper Athletic Foundation.

In announcing the gift, Tom Hiles, Western’s vice president for Development and Alumni relations, expressed his appreciation to Beard. "Dr. Beard is a former student athlete and current team physician, and he has long been a dedicated supporter of Western and its overall athletics program."

The Alvin Lewis Beard Football Enhancement Fund is being established in memory of Beard’s father, a long-time Hilltopper fan who found great pleasure in watching his son play football during his college years.

"My only regret is that my father is not alive to see this," Beard said. "He enjoyed being a part of my athletic experience."

"I am grateful for the experience I had at Western," Beard continued. "I had the opportunity for college I would not have had without the football scholarship. I feel blessed to be able to repay part of what they gave me."

WKU Athletics Director Wood Selig said the program is grateful for Beard’s interest in and support of the football program. "As we attempt to continue our competitive ascent nationally in football, gifts such as Dr. Beard’s will help propel us by providing the competitive advantage we continually seek for our teams."

WKU President Gary Ransdell also expressed his appreciation to Beard for his "continued personal and professional support of our athletics program. This gift will be a leadership example for other former Hilltopper student-athletes."

Western also announced a $25,000 anonymous commitment in support of the Hilltopper Football program. The first $10,000 of this gift will provide operating support, and the balance of the pledge will offer endowed support for football operations.

Recycling: We’re the Best!

Western Kentucky University has been recognized for its campus recycling program.

Greg Fear, manager of Campus Services for the Department of Facilities Management, accepted the Kentucky Who’s Who of Recycling 2000 Award in Frankfort, presented by the America Recycles Day committee.

Last year Western collected 250,000 pounds of paper, cardboard, newspapers, plastics, glass and other recyclable products. The University should surpass that total this year, he said.

The General Motors Corvette plant in Bowling Green also was honored for its recycling efforts.
### March

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<tr>
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<tr>
<td>1</td>
<td>Final exams for First Bi-Term Classes. The Bowling Green-Western Symphony Orchestra presents Orquesta Festiva, conducted by Christopher S. Norton, at 7:30 p.m. at the Capitol Arts Theater in Bowling Green. Contact the Department of Music, 745-3751.</td>
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<td>Second Bi-Term classes begin today.</td>
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<td>5</td>
<td>Boys Fourth Regional Basketball Tournament. 6:30 p.m. E.A. Diddle Arena. Contact Kevin Wallace, 746-2308.</td>
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<td>11</td>
<td>Blackwood Quartet Concert. 3 p.m. Van Meter Auditorium. Contact Joyce Young, 843-4218.</td>
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<td>13</td>
<td>Frank McCourt, Pulitzer Prize winning author of Angela's Ashes, will speak, sponsored by the Cultural Enhancement Committee, at 8 p.m. in Van Meter Auditorium. No admission charge. Contact Special Events, 745-2497.</td>
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<tr>
<td>14</td>
<td>Astronomy Public Viewing. 7 p.m. Thompson Complex, Central Wing. Contact the Department of Astronomy, 745-4357.</td>
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<tr>
<td>16</td>
<td>Kentucky High School Speech League Middle School State Speech Tournament. Several locations on campus. Contact the Kentucky Speech League, 745-6340.</td>
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<tr>
<td>19</td>
<td>Spring Break for students begins. University offices are open all week.</td>
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<tr>
<td>26</td>
<td>Orientation/Advisement/Registration at various campus locations. Contact Greg Purpus, 745-4242.</td>
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### April

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<tr>
<th>Date</th>
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<tr>
<td>27</td>
<td>WKU Concert Festival. Garrett and Van Meter Hall. Contact Ken Haddix, 745-4024.</td>
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<tr>
<td>30</td>
<td>Board of Regents Committee Meetings in Wetherby Administration Building. Contact Elizabeth Esters, 745-4346. Kentucky Music Educators Choral Festival. Van Meter Hall. Contact Ronnie Oliver, 745-3752.</td>
</tr>
<tr>
<td>31</td>
<td>Orientation/Advisement/Registration. Contact Greg Purpus, 745-4242.</td>
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### Contact telephone numbers are all Area Code 270 unless otherwise specified.
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