Reorganization plan to boost university advancement efforts also gets approval

By Bob Skipper, news coordinator

The University's Board of Regents last Thursday in a special meeting approved the first step of a three-year plan to bring faculty and staff salaries in line with those at other Kentucky regional institutions.

The plan was developed by a Salary Study Committee and amended by the University Budget Committee. If enough resources are available, the University would spend an additional $2.3 million in salaries in 1993-94.

President Thomas C. Meredith said the plan's goal is to bring Western's salaries to the highest regional average salary by rank by 1995-96.

"This is a major move forward," Regent Earl Fischer of Owensboro said. "This board is sending a clear signal to the University's employees that we are trying to look at this problem."

The board also approved an administrative reorganization that included the creation of a vice president for institutional advancement and an affirmative action office.

The new vice president would be responsible for the offices of Development, Alumni Affairs and University Relations, the Institute for Economic Development and the newly created WKU Foundation. Dr. Meredith said no new dollars would be used for the position, which will be created by money budgeted for the now-vacant development director's position.
Dr. Raymond Mendel, left, professor of psychology, took the oath of office as the university’s faculty representative on the Board of Regents at its regular meeting last month. At right is Elizabeth Estes, board secretary.

**Special regents meeting considers salaries, development efforts, affirmative action**

Continued from page one

Dr. Meredith said a survey of 26 institutions similar to Western in size and mission showed that 22 had a vice president for institutional advancement. All have had 25 percent to 100 percent increases in private donations since making the change, he said.

The Affirmative Action office will be budgeted up to $100,000. Those duties are now being carried out by the personnel director.

In other business, the board:

* Endorsed the concept of a Western Kentucky University Foundation. Dr. Meredith said the Foundation will incorporate all the University’s fundraising activities, and
* Approved changing the name of the Center for Industry and Technology to the Center for Training and Development.

**Gift to WKU enhances technology**

Campus America, Inc. and Digital Equipment Corporation announced last week that they joined with Western Kentucky University to enhance the use of educational technology in Western’s teacher training program and participate in the development of a national model for the integration of technology into teacher education programs.

“Campus America and Digital are happy to provide educational technology to innovative and important programs like the one at Western Kentucky. Our software, coupled with Digital’s state-of-the-art computer systems will provide Western Kentucky University with an effective tool for delivering and managing the curriculum,” said Cathy Jackson, director of marketing at Campus America. “We are honored to be a part of WKU’s effort to educate future teachers on the myriad of uses of technology in education.”

The gift is valued at $50,000. Campus America’s POISE-CIS (Curriculum Information System) has been called a natural choice for schools beginning to implement technology as well as seasoned users. Curriculum development and delivery are made easy by managing the use of different instructional models (taxonomies) with different instructional media. “POISE-CIS will help teachers practice writing sound curriculum based on proven educational philosophies,” Jackson said.

The addition of Campus America and Digital to the existing partnership between Western, Jostens’, WICAT, Tandy, and Apple provides powerful tools for the integration of technology into teacher education programs, according to Dr. Leroy Metze, director of educational technology.

“Universities, in this era of tight budgets, can only move forward if we are able to form these kind of partnerships with private business,” Dr. Metze said. “When a leader in education can team up with leaders in educational technology, then we have the best of both worlds.”

Campus America has been committed and dedicated to educational technology for the past 16 years. The company’s Triad philosophy has won acceptance nationally and internationally at more than 750 sites.
March 1 is deadline to teach abroad

Faculty have until March 1 to apply to teach courses in the 1994 summer sessions in the Kentucky Institute for International Studies' seven programs abroad. Each summer, approximately 25 faculty from participating schools are chosen to teach in a wide range of disciplines in Austria, Germany, France, Spain, Italy and Mexico. "And you do not have to be a foreign language teacher," says Dr. Thomas Baldwin, WKU professor of German, local KIS representative. In general, each faculty member teaches two courses in the five-week academic programs, Baldwin says, adding, in lieu of regular salary, each member receives full travel and subsistence expenses, a per diem for ten to 15 days beyond the academic program and a $650 remuneration is paid to those on ten-month contracts. "Also, KIS makes every effort to reduce the cost for spouses if they wish to accompany faculty members," he says. Call Baldwin at 5908 for more.

Feb. 15 deadline to nominate faculty

Nominations will be accepted by the Office of Academic Affairs through Monday (Feb. 15) for the following college and university-wide awards: Faculty Award for Teaching; Faculty Award for Research/Creativity and Faculty Award for Public Service. Guidelines and nomination forms for nominating full-time faculty are available in the Office of Academic Affairs.

Around the world for dinner

International Student Affairs will host its annual potluck dinner Thursday, Feb. 18 in the Garrett Conference Center Ballroom at 6:30 p.m. Admission is $3 and one large dish, or $8 without a dish. Proceeds go to the International Student Scholarship Fund. For more information, call Joan Lindsey or Ann Statos, 4857.

Women's Alliance seeks award nominees

Each year, the WKU Women's Alliance presents the Women's Alliance Award for Outstanding Contribution to Women. The Alliance is seeking nominees for this year's award. Nominees must be employed at Western or be associated with the university, and must have made significant contributions to the advancement and/or well-being of others, especially women. Any member of the university community, including students, may nominate. A nomination form, along with a supporting letter giving evidence of the individual's contribution, must be submitted by March 1. Committee chair Carol White, Career Services Center, has forms for nominating, 3095.

Note changes of the guard

There have been some changes in Who's In Charge? which appeared last issue, listing names of individuals in charge of buildings on campus. Currently in charge of the Glasgow Campus is Dr. C. Wayne Jones. Barry Woosley is in charge of Wetherby Administration building and Ken Drysen is in charge of Jones-Jaggers.

Check into the China experience

The Center for Gifted Studies is offering a travel/study program to the People's Republic of China for college students and interested adults May 14-29, designed to broaden knowledge of the history, culture, education, architecture, landscapes and people of China. For more information or to receive application forms, contact Dr. Julia Roberts, Director, The China Experience, Center for Gifted Studies, 6323.
Conversations

Whether they're artists, or writers, inventors—whenever they gather to talk about their creative process, the conversation is predictably quite diverse, and although the aesthetic, the ethereal are impossible to completely articulate, often we find we've retained at least a tip or two from our speaker's genius which perhaps puts us closer in touch with our own process.

Such was the case a couple of weeks ago when faculty gathered for the first in a series of one-hour Conversations About Teaching.

The purpose of the workshop was "to stimulate a dialogue about teaching at Western," says Dr. Ed Counts, coordinator of the CTL.

Here are some excerpts of what each presenter had to say, in order of appearance:

LOWELL HARRISON, WHO SPOKE ON THE EFFECTIVE LECTURE:

The lecture, of course, is certainly only one teaching method, well-suited to some disciplines and to some topics.

"In the field of history, I have found the lecture most effective when I want to present an overview of something"

In the field of history, I have found the lecture most effective when I want to present an overview of something. For example, in introduction to a new topic, or a summary of a topic we've just finished studying, or perhaps to introduce supplementary material that is not in the text itself. The lecture, of course, has been with us for a very long period of time. It seems to me it may have originated in one of two ways: in the days before printing, persons copied down word for word what a lecturer was saying; or maybe with a teacher whose ego was so great that either he or she sincerely believed that what was said was so important that nothing could possibly equal it. Therefore, it was essential to be able to lecture without interruption. This species is in no danger of disappearing.

The most important admo­nition I would offer is simply this: "Don't overuse the lecture as a teaching technique. Remember that the American Constitution prohibits cruel and unusual punishment. In a typical undergraduate class, don't lecture more than 10 to 15 minutes at a stretch. If you're in an advanced or graduate class where the students have a real interest in being there, you might stretch this a bit. Think of sessions you've attended at professional meetings. How long did it take you, when papers were being presented, for your eyes to glaze over? "Break up the lecture. Have a discussion. Ask questions. Show a film strip or video. Walk over to the window and gaze out for awhile. Just don't drone on and expect the students to be with you. They simply won't be.

"If you find a subject fascinating, there's a possibility your students may do so as well."

"Prod students with questions if they don't ask them and you think questions need to be answered. Be very sure you don't direct a question to an individual first, because if you do, you immediately lose 90 percent of the interest of the class. Hold your class, if possible, and don't allow an individual or small group to dominate the discussion. "Watch the eyes of your students. You can tell when you're beginning to lose your students, when points are getting by them. "Don't just repeat the text, even if you know good synonyms. If a topic's been dealt with well in a
text, I see no reason to waste good class time on it.

*Review your performance. Did you try something that didn’t work? Jot down notes to yourself: this works; try it again, or don’t use this approach.

*Good rapport with the students is very important. It’s very hard to describe, and even more difficult to say how it can be attained, but I think perhaps it starts with the students realizing that you are interested in them and in your subject. It depends upon your being fair and honest and in dealing with your students.”

PATTY RANDOLPH,
ON MOTIVATION AND TEACHING EFFECTIVENESS:

“Priority one is: Be Prepared.
Priority one-A is: Love Yourself and priority one-B is: Love your students.

*I truly believe that anything taught with love can be a memorable experience. When we really love our subject, that carries over, and the students get it. They may not remember all the things we want them to remember, but they remember the experience, and that it was a good one. If you are not ‘engaged’ with your subject material, your students won’t be either.

*Authenticity is more important than authority to me. If I don’t know something, I’ll tell my students, and we’ll look up the answers together. It’s ok not to know all the answers. I know the answer to lots of things.

*Going to encounter resistances, and we’re not responsible for what students do and say outside of the classroom. How many times do you hear a student say you said something, when that’s not what you really said? We can only take responsibility for putting our

Left, Elmer Gray, agriculture, center, Ed Counts, CTL and David Caffey, agriculture, participants in ‘Conversations’ workshop sponsored by the

*Share your dreams and doubts. Students really want to know what your dreams are, what your favorite things are.

*Being able to laugh at yourself is a wonderful gift. Share it. Humor is terrific.

*Student behaviors are more truly reflective of their development than yours. We’re always going to encounter resistances, and we’re not responsible for what students do and say outside of the classroom. How many times do you hear a student say you said something, when that’s not what you really said? We can only take responsibility for putting our

begin tuning. Make notes to yourself for ‘next time,’ as Lowell said. I don’t take embarrassing moments as failure. Making a mistake is merely a matter of learning for me, and if I weren’t learning and growing still, I wouldn’t be in this activity with my life.

*Lack of success is simply learning one way that something doesn’t work.

*Personal growth and ‘stretching’ keep us very much alive, in body, mind, and spirit.

Some suggestions:

“Develop your own motivational network with others who care about teaching as well. Share your successes and failures with these people, you’ll get the feedback you need. Avoid constant complainers and blamers; they don’t help motivate themselves or you.” Randolph shared one technique in networking and learning about her students in her very large classes—60 or larger. She

“Share your dreams and doubts. Students really want to know what your dreams are, what your favorite things are.

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video tapes each week while reading information each student has written about himself/herself. **Energize yourself with exercise. Practice mental discipline with meditation. And be there with your students.

Continued on page six
In first in a series of workshops.

Faculty share ideas on teaching

Continued from page five

"Find ways to allow your students to be 'real' people in your life. "Seek ways to keep your material fresh and interesting to yourself; your students will 'catch' the interest from you."

DR. LOU TURLEY, ON TEACHING FOR STUDENT INVOLVEMENT: "I have a kind of laundry list of things I want to talk about, and one of those I want to talk about very quickly is the importance of the first couple of meetings. I think it's important you don't set a tone that you're going to stand behind a lecturn the entire semester. Those first few meetings set the environment for your whole semester.

'Lack of success is simply learning one way that something doesn't work.'

-Randolph

I think it's also important in those first few meetings to force your students to speak. Use some exercise to make the student make the first comments. I use small groups to do that. It's less intimidating to make those first remarks to each other; then they will want to speak to the class.

I think we need to recognize that the majority of our students are in the 18 to 22 year-old range, and that they are many times intimidated by us."

Dressed in jeans, a sweater and athletic shoes, Turley told his audience: "I didn't mean any disrespect when I came to you dressed this way; this is what I wear when I teach, about half the time. I think the literature very clearly says when students see someone in an open collar, that person is perceived as more approachable. I think the literature also says you might be perceived as knowing less about the subject matter, but the approachable environment is very important to me in the classroom, and I tell my students the very first day that they need to interact.

I teach marketing and I tell my students they are consumers, and that therefore they also know more about marketing than they think they do when they first walk into my classroom. I tell them I expect to learn from them just as much as they expect to learn from me. I also tell them the first day not to call me Dr. Turley. I tell them my first name's Lou and that I didn't go get a doctorate to get a new first name, that I used to be a department store manager before I went to graduate school. I used to hire and fire people, and that's not the tone I want to set in my class-

room, that I want to see myself as a guide to them and not as a boss. I think it makes it easier to interact with my students.

I know everyone isn't comfortable teaching in jeans in the classroom, but I think it's important for you to be yourself in the classroom.

'Just be very creative'

-Turley

I think the number one problem I see my colleagues make in the classroom is going in and cutting off their personalities. I think that's the biggest thing anyone can make.

There are some classes where you really have to lecture, but also you need to involve your students," Turley said, adding you do this mostly by encouraging questions.

"If you wait for the end of the hour to invite questions, people forget them... I also agree that if people don't ask questions, you should ask them yourself, and by doing so you can force them out along the way.

"One of the hardest things about asking for involvement is the recognition that you're going to lose some control in the classroom. Only surgeons are more power freaks than college professors are.

We really do try to manage and control our classrooms. Loss of control is very threatening for all of us.

You can't motivate every student the same way, and Patty's right; they have their various 'hot' buttons you have to push along the way.

I'm absolutely convinced mass motivation is very difficult.

It's absolutely critical that you don't get too tied to your notes. If you can't make eye contact with people you're not going to get involved with them.

Don't use any one single teaching method. Using small groups, student presentations, film strips, even taking them outside to change the environment is what we need to do. We need to break the students into smaller groups so that they don't get too tied to your notes. If you can't make eye contact with people you're not going to get involved with them.

Just be very creative.

As one last thing: the use of overheads kills involvement. You're splitting the students' attention, making them do three things: taking them to the overhead, taking them away from you and forcing them to take notes, leaving little opportunity for them to get involved in the class."

Sheila Elson

Call 4465 for Campus News
Call 4520 for Hilltopper Sports
Seven principles for good practice in undergraduate education

By Arthur W. Chickering and Zelda F. Gamson

Compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and the Johnson Foundation.

GOOD PRACTICE ENCOURAGES STUDENT-FACULTY CONTACT

Frequent student faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

GOOD PRACTICE ENCOURAGES STUDENTS TO THINK ACTIVELY

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

GOOD PRACTICE ENCOURAGES ACTIVE LEARNING

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

GOOD PRACTICE GIVES PROMPT FEEDBACK

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

GOOD PRACTICE EMPHASIZES TIME ON TASK

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS

Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be pushed to learning in new ways that do not come so easily.

Glasgow campus will see the light

Students attending evening classes at the Glasgow Campus should soon begin noticing improvements in lighting around campus.

WKU President Thomas C. Meredith at a press conference announced a plan to improve lighting around the campus and to make those lights blend in with the campus architecture.

"This has been a grand and great facility for us to use, but one of the things that's been a little short on this campus is adequate exterior lighting to enhance the safety of our students as they move back and forth to classes," Dr. Meredith said.

Western contacted the Glasgow Electric Plant Board, which devised the lighting plan, he said.

Billy Ray, general manager of the Glasgow EPB, said his people Duncan, said the project shows Western's commitment to the Glasgow campus and its students.

"Personally, I don't think you can put a price tag on safety and this will greatly enhance safety," he said.

The project includes the installation of 10 each 100-watt high pressure sodium Traditionaire fixtures on 10- and 15-foot poles to light pedestrian areas in the front of the campus and 100-watt high pressure sodium security lights for the driveways and parking areas on the side and rear of the campus.

The new lighting will allow for the removal of building-mounted floodlights and five existing security lights.

Glasgow EPB employees will be installing the new lights and work should begin in the rear of the building this week and the project completed by March 1, Ray said.

Dr. Meredith said the cost of the fixtures and the additional electricity they will use will be built into the monthly utility bill at about $107 per month.

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The Faculty Development Committee will meet the second Friday each month to consider applications for funding. Applications must be received in the Office of the Vice President for Academic Affairs by the last Friday of each month, dates varying to accommodate holidays.

For application materials and guidelines, contact either your college dean's office or the Office of Academic Affairs, 2296.
On Campus
Western Kentucky University
February 10, 1993

COMING UP

February

10
President Meredith will address the spring luncheon of the Public Relations Student Society of America in the Executive Dining Room of the Downing University Center. Call 5840.

11
Dr. Bill Davis of the WKU department of economics will speak on Recent Developments in European Currency markets: Lessons from the Past and Prospects for the Future in Room 100 of Garrett Conference Center, as part of the International Forum series. Call Donna Cheshire, 5333.

12
"Clean Air Act Update" Telecast, Florence Schneider II a.m.
Faculty Senate Meeting, Garrett Ballroom, 3 p.m.

13
Presidents Club Reception, Diddle Arena Auxiliary Gym. 5 p.m.
WKU vs. Jacksonville, Diddle, 7 p.m.
Rodeo. Ag Expo Center, 8 p.m.

14
The Last of the Mohicans, DUCT 3 p.m.

16
Center for Excellence Meeting, DUC 226, II a.m.
Women’s Alliance Meeting, DUC Executive Dining Room, II:45 a.m.
Southern Ky. Market Hog Show, Ag. Center, Noon.
Women vs. Louisville, Diddle, 5 p.m.

18
"Innovative Treatment Technologies in Hazardous Waste" Telecast, Florence Schneider, II a.m.

19
Center for Excellence Meeting, DUC 226, 2 p.m.
WC Beef Cattle Association Meeting, DUC 226, 2 p.m.
Women vs. Lamar, Diddle, 7p.m.

20
Regional High School Speech Tournament, all campus, 8 a.m.
Quarter Horse Show, Ag. Center, 8 a.m.
Gifted & Talented Meeting, Tate Page Auditorium, 12:30 p.m.
Men vs. Arkansas State, Diddle, 7 p.m.

21
Quarter Horse Show, Ag. Center, 8 a.m.
Don Giovanni” opera, VMA, 3 p.m.
Women vs. Arkansas State, Diddle, 2:30 p.m.

22
“School Restructuring—How to Make It Happen” Telecast, Tate Page Hall, 7 p.m.
Lecture—Malcolm X’s Daughter, Attallah Shabazz, DUCT, 7 p.m.
Men vs. New Orleans, Diddle, 7 p.m. (last home game)

23
Teacher Education Job Fair, Garrett Ballroom, 8 a.m.
Center for Excellence Meeting, DUC 226, II a.m.

24
Teacher Education Job Fair, Garrett Ballroom, 8 a.m.

25
Teacher Education Job Fair, Garrett Ballroom, 8 a.m.

26
Teacher Education Job Fair, Garrett Ballroom, 8 a.m.
Holstein Cattle Sale, Ag. Center, 8 a.m.

27
"Nondiscrimination Rules Update" Telecast, Florence Schneider, II a.m.
Center for Excellence Meeting, DUC 226, 2 p.m.
Holstein Cattle Sale, Ag. Center, 8 a.m.

28
Quarter Horse Show, Ag. Center, 8 a.m.
Baseball vs. Morehead State, Denes Field, noon
Gifted & Morehead State, Denes Field, noon

Diddle, 7 p.m.

Dracula, DUCT, 7 & 9 p.m.

Dracula, DUCT, 7 & 9 p.m.

Dracula, midnight movie, DUCT

Women vs. South Alabama.

Miss Southwest USA, DUCT 8 a.m.
High School Regional Speech Tournament, all campus, 8 a.m.

Comming up is compiled from the University Master Calendar in the Office of University Relations. Call 2467.