Staff ready to respond to national tragedy

Some responded by lighting candles and crying on the shoulders of strangers. Others gave money, donated blood, flew a flag or said a silent prayer.

But for Kenneth E. Reid, social work, and Robert Johnson, information technology, responding means being ready to board a plane and tend to families affected by the Sept. 11 terrorist attacks.

As longtime volunteers with the American Red Cross, Reid and Johnson are on call and may be dispatched to New York or Washington, D.C., any day—Reid to join the agency’s mental health services team and Johnson to work in the family services unit.

“For the victims’ families, there’s a lot of hurting and grief and questions that just keep going on,” says Reid. “For the volunteers who are there digging in the debris and finding body tissue, it will be overwhelming. They all need to talk and deal with the disaster in order to get on.”

Thousands of New Yorkers have been unable to return to their Manhattan homes and are living in Red Cross shelters. Those families need continued help, Johnson says.

“For some, it’s a matter of shelter and food, and perhaps in some individual cases, clothing assistance,” says Johnson. “They are just getting by day to day.”

Although both men have considerable experience with relief efforts, the World Trade Center tragedy is something “even the disaster workers are not prepared for,” Reid says. “It’s a whole different experience for everybody.”

The bottom line, however, remains the same.

“Everyone wants to help,” Johnson says. “People want to know what they can do: send money, donate blood. That’s all fine, but giving when you are called gives you a sense of doing something right there.”

Both men expect families, survivors and the workers sitting through the wrecksages to need support long after the television crews leave.

Researchers find children's perception of class is formed at early age

It is a deeply embedded part of the American dream that anyone who is willing to work hard can grow up and be successful, and as a society Americans disapprove of a rigid class structure.

Yet perceptions of such a class structure are strong and evident at a very early age, and they may be limiting factors on the future of many lower-income children, according to research by Susan Weinger, social work.

Weinger recently studied the views of social class in children and has found that perceptions of class are firmly established as early as age 5. Her findings were published recently in the journals Children and Youth Services Review and Children and Social Services.

Weinger interviewed 48 children living in Southwest Michigan—24 middle-class children and 24 low-income children equally divided by gender—in their homes over a range of 5 to 14 years old. She showed the children two pictures, one of a rundown, "fixer-upper" home costing less than $20,000 and another of a suburban ranch-style home with a well-manicured lawn costing about $100,000. Weinger then asked the children questions about the career choices and future chances of obtaining that arrangement for an imagined child living in each of the homes.

Weinger found that both groups were very aware of socioeconomic class and that this would have a strong influence on the career opportunities for the imaginary child in either home.

“They had some really amazing viewing points on social class,” Weinger says. “They had already gotten powerful messages about social class and when you hear it in their own words, it’s just stunning.”

One-half of middle-class children and one-third of the low-income children thought that the child in the rundown home would want to be a professional so they could afford a better home, but both groups agreed that the imagined poor child would be unlikely to achieve his or her career goal. Only 21 percent of low-income children and 13 percent of middle-class children predicted that the poor child would "safely" obtain his or her career goal.

The main reason children cited for the lack of success prospects for the poor child was a lack of money—money that would be needed to pay for a good education or to "buy" the job they desire. In addition to money, low-income children cited discrimination against poor people and lack of opportunities early in life as preventing the child from succeeding, while middle-class children mentioned the poor child might be tainted by his or her parents or lack a solid work ethic.

When imagining a child in a fairly modest, $100,000 middle-class home, three-fourths of the children in both groups thought the middle-income child would choose to be a professional, business manager, business owner or administrator. In all, 83 percent of the low-income children and 79 percent of the middle-class children predicted that the middle-income child would achieve his or her career goal.

Both groups of children acknowledged the middle-class child's greater financial resources and enriching childhood opportunities as reasons for that child's probable success.

On a more positive note, low-income children expected to obtain their career choices just as frequently as middle-income children. In fact, nearly all the children (88 percent) expected to achieve their career goals.
Around the Campus

Medieval gurus meet at WMU

The organization responsible for guiding the development of medieval studies programs at higher education institutions across the nation will meet at WMU Thursday through Saturday, Oct. 4-6.

WMU will host the Medieval Academy of America’s Committee on Centers and Regional Associations at a meeting entitled "Kalamazoo is Not Just a Conference Anymore." Some 25 delegates, including the heads, chairpersons and professional program coordinators from across the nation, will travel to Kalamazoo to discuss concerns and issues facing programs. This is the first time in three decades of existence that CARA has held an in-person meeting at WMU.

Ethics expert explores link between race and athletics

Some have asserted that African Americans’ dominance in sports ranging from basketball and football to track and field can be attributed to something other than hard work, but one philosopher says it has as much to do with brains as it does with brawn.

Albert Mosley, professor of philosophy at Smith College, will address the preponderance of black athletes in sports and the stereotypes that surround them in a presentation titled "Race and Athletics" at 7:30 p.m. Thursday, Oct. 4, in 157-158 Bernhard Center.

Mosley’s talk is sponsored by the WMU Center for the Study of Ethics in Society. Mosley is the author of several publications and has presented numerous papers, including "Racial Differences in Sports Opportunities." He has collaborated with Nicholas Capaldi on the book "Affirmative Action: Social and Professional Issues." He collaborated with Nicholas Capaldi on the book "Affirmative Action: Social and Professional Issues."

For more details on many of these events, check out the WMU News Web page at <www.wmich.edu/news/wmnews>.

Learning Curves’ author to visit campus

A WMU graduate recognized as a leader in the fields of self-help, self-overcoming and insurance for those struggling with body image will come back to her alma mater Oct. 10.

Michele Weston, author of the book "Learning Curves: Living Your Life in Full with Style" and guest on such television shows as "Oprah," "CBS This Morning" and NBC's "Today" program, will be inducted into the Department of Theatre's new alumni academic advisory council. She will be honored at a President's Performance event on Oct. 5. The President's Performance is a special fund-raising event sponsored by the Theatre Guild and supported by President Eben S. Floed.

While on campus, Weston also will work with theatre students, make presentations to area high schools and participate in another fund-raising event for the College of Fine Arts.

In "Learning Curves," Weston, a psychologist, expresses her own struggles with excess weight and her desire to help others celebrate their own beauty, published in 2000, the book is designed to help others celebrate their own beauty, both inside and out.

Faculty historian receives award

William B. Harrison III, geosciences, has received the Honorary Membership Award from the Eastern Section American Association of Petroleum Geologists for 2001. This award, established in 1982, is the second highest honor given by the Eastern Section AAPG and recognizes those who have distinguished teaching and outstanding academic and professional contributions in advancing the knowledge of geosciences. Harrison received the award during the Eastern Section AAPG’s 35th annual meeting held at the Fenner Center Sept. 22-26.

Harrison, a WMU faculty member for nearly 30 years, created the Michigan Basin Core Research Laboratory, which maintains geological data and samples related to petroleum exploration and development in Michigan. The lab also houses the Midwest regional office of the Petroleum Technology Transfer Center, which promotes technological advancements in the oil industry. Harrison serves as director of both the MBCRL and PTTC.

Julian book wins Kovacs Prize

The book "Reading Inca History: An Introduction to the Inca in the Middle Ages," by Julian, was awarded the 2001 Katherine Singer Kovacs Prize from the Modern Language Association.

The Kovacs Prize recognizes an outstanding book in the field of Latin American Spanish and literature and culture. Established in memory of the late Katherine Singer Kovacs, a specialist in Spanish and Latin American literature and film, the prize comes with a $1,000 cash award.

In "Reading Inca History," Julian examines Spanish narratives of Inca history, an effort to discover the various voices at work in interpreting the past and present existence of Inca culture. Julian, a WMU faculty member for five years, is currently a visiting scholar at the University of Michigan. She is the author of numerous articles on the archaeology and ethnography of the Andes in the 16th century.

Veteran journalist joins staff of University Relations

A veteran journalist with a background in higher education public relations has joined the staff of University Relations Relations as a news and communications specialist.

Gail H. Towns comes to the University from Atlanta Technical College, where she served for two years as director of public information. In that role, Towns was responsible for public relations, special events, marketing and community relations.

Prior to that, she worked for seven years as a reporter at the Atlanta Journal & Constitution, covering the Atlanta Public Schools as well as the area’s higher education offerings. During her tenure there, Towns covered breaking news stories and was part of a reporting team responsible for an award-winning series on racial disparities in the Atlanta schools’ gifted education programs. She also served as the paper’s first graphics reporter, working with artists and page designers to improve the graphics and illustrate stories.

At WMU, Towns’ duties will include covering the News for the College of Education and a number of University research units, including the Evaluation Center and the Center for Community Asset Building.
The following vacancies are currently being posted through the Job Opportunity Program by the Human Resource Services Department. Interested benef- efits-eligible employees should submit a job interest or transfer application during the posting period and may contact a human resource services staff member for assistance in securing these positions.

Employers may call the Applicant Information Service at 7-3669 to hear the weekly listing of job opportunities. The list of job postings may also be reviewed in the Human Resource Services Office, finished basement.

Interested benef- efits-eligible employees should submit a job interest or transfer application during the posting period and may contact a human resource services staff member for assistance in securing these positions.

The following employees are recognized for 40, 25, 20, 15, 10 and five years of service to the University during September.

40 years—William C. Norris, economics.
35 years—Eva F. Blades, plant-physical building custodial and support services; Charon Yang, information technology; James I. Lederer, School of Community Health Services; Christin Fawley-Zellers, Valley #1 dining services; Gary Sherrow, social work, and Mary A. Verna, physical plant- physical building custodial and support services.
20 years—Bernard T. Baud, Graduate College; Gus Breymann, continuing education; Jane L. Harrison, administration, Sylvia R. Horton, region #3 dining services; and Margaret J. Watson, information technology.
15 years—Shannah J. James, financial aid; Nancy Kros, information technology; Keith Paul, physical plant-maintenance services; and John Racine, information technology.
10 years—Jamecs Evans, physical plant-physical building custodial and support services; Denise M. Forman, physical plant-landscape services; Sheila K. Johnson, Bernard Hall Dining services; Senora Jones, physical plant-building cleaning and support services; ED Killingsworth, physical plant-maintenance services; Matthew A. Kross, information technology; and Janet A. Rice, Davis dining services.
5 years—Kevin Abbot, information technology; Betsy A. Alldick, Davis dining services; Lynda M. Baker, Bernard Hall Dining services; Stacey M. Cooper, Registrar’s Office; Jennifer D. James, physical plant-physical building custodial and support services; Megan McCoy, catering; Donna M. Miller, information technology; Todd Lerdal, public safety; and Stedman Pettis, mathematics.

**On Campus** with Rob Kakuk

It’s been a big year for Rob Kakuk. As one of five human resource analysts at WMU, he’s been involved in the restructuring of the University’s new compensation system.

“IT’s an exciting time to be in human resources at the University,” he says. “I like the challenge of building a career here and learning about the various kinds of compensation and HR management methods. My job involves interacting because of the incredible diversity at WMU. It’s a city unto itself.”

Kakuk is responsible for the day-to-day administration of compensation, employment and HRIS data management in his assigned areas. University Libraries, the colleges of Education and Aviation, the President’s Office and the Development Office. He works closely with managers from all of these departments to ensure the hiring and performance management processes. Kakuk administers and interprets human resource policies and procedures, and also works with individual employees who have questions or concerns.

“I enjoy talking with people and helping them understand the University’s system,” notes Kakuk, who earned a bachelor’s degree from the University of Michigan and a master’s degree in labor and industrial relations from Michigan State University.

“Generally people are curious and appreciate the help, although we do have to brace ourselves on occasion when there’s controversy. Human resources is a nice way to combine a lot of interests and skills, from analysis to interactions.”

Kakuk and his wife enjoy change ringing with the Kalamazoo College Guild of Change Ringers. They troll St. John’s Chapel’s heavy bells for a variety of events, weddings, concerts and religious ceremonies. The duo, currently in heavy discussion over the possibility of getting a dog, enjoy travel and recently returned from a visit to Argentina. Kakuk also enjoys cooking, reading and walking in the Kellogg Forest and the Kalamazoo Nature Center.

**Human resources**

**New plans, process featured in open enrollment for benefits**

The Human Resources Benefits Office is conducting a new open enrollment process, which began last week and continues through Friday, Oct. 5. During Open Enrollment 2001, employees can compare their health care insurance benefits to make changes to existing health insurance plans.

For people interested in making changes to their health insurance, the following steps must be completed to enroll:

1. Complete Benefits Enrollment Forms are due in the benefits office by Oct. 5.
2. For FLEX Spending Account holders, submit a completed Benefits Enrollment Form into the Office of Health Promotion and Education at 7-3263.
3. After October 8, the 2002 FLEX Spending Account plan information will be posted in 2502 Sangren Hall.
4. Enroll in the University’s payroll deduction plan for U.S. Savings Bonds drive.
5. View the University on the new I- Plan’s Web site at www.saving-bonds.com. Success in the financial market is a personal choice, but making money has never been easier than with the 2001 U.S. Savings Bonds drive. Visit our Web site at www.wmich.edu/race for more information and to register online.

Men’s health, soy among workshop topics

Drink your milk. Eat your vegetables. If you didn’t get enough of your mother’s mantra, the Office of Health Promotion and Education is ready to not reiterate the message but also provide additional causes and solutions.

A third workshop series will emphasize ways for men to shape up—mentally, physically, emotionally, socially and spiritually. Participants in the six-week workshop series will explore manhood in today’s culture and strategies for developing optimal health.

"When we look at the top five causes of death, disease and disability in the U.S., men rank higher in each of these areas," says the workshop’s facilitator Ric Underhile, health promotion and education. "On the national level, much of the focus is on women’s health. The message is not getting out to men about increasing their quality of life." A workshop series is scheduled during the next two weeks—"Masculinity 101: An Overview of What It Means To Be A Man," from 5:15 to 7:15 p.m. Monday, Oct. 1; and "Physical Health: Sexuality & Sensibility," from 5:15 to 7:15 p.m. Monday, Oct. 8. Both workshops will be held in 2520 Sanger Hall. All of the workshops are free, but interested faculty, staff and students must register in advance at www.wmich.edu/healthquiz or by calling the Office of Health Promotion and Education at 7-3263.
Writer, CEO and educator named as 2001 Distinguished Alumni

WMU’s 2001 Homecoming weekend will kick off with the annual Distinguished Alumni Awards Dinner at 6:30 p.m. Friday, Oct. 12, in the West Ballrooms of the Bernhard Center.

During the event, the WMU Alumni Association will present its 2001 Distinguished Alumni Award to three outstanding graduates: James E. Bultman, president of Hope College in Holland, Mich.; Duane D. Nison, chairman, president and chief executive officer of the Bethlehem Steel Corp., headquartered in Bethlehem, Pa.; and Howard A. Norman, a noted writer and associate professor of English at the University of Maryland at College Park, Md.

The Distinguished Alumni Award, initiated in 1963, is the Alumni Association’s most prestigious honor. Counting this year’s three recipients, only 113 men and women have been honored, out of more than 180,000 WMU graduates who have received one of these awards.

James Bultman has been serving as Hope College’s 14th president since 1999 and hopes to be in place two more decades of direct experience with the institution.

A native of Fremont, Mich., Bultman earned his bachelor of arts degree in chemistry from Hope in 1963 and received master of arts and doctoral degrees in education from WMU in 1966 and 1971. He returned to Hope College in 1968 as a faculty member in the Department of Education, serving as chairperson of that department from 1976 to 1982 and dean of the social sciences from 1982 to 1985. He also was head baseball coach from 1971 to 1985 and an assistant football coach from 1970 to 1985.

He left the school in 1985 to become president of Iowa’s Northwestern College, which along with Hope is one of three colleges in the United States with ties to the Reformed Church of America. The Iowa school flourished during Bultman’s 14-year presidency, balancing its budget each year, increasing its enrollment by 40 percent and its endowment by more than $30 million for capital campaign projects.

Duane Nison joined Bethlehem Steel Corp., the nation’s second largest integrated steel producer, in 1965 as a salesmen. Today, the Birmingham, Mich., native runs the company.

Duane, who received a bachelor of science degree in administration from WMU in 1963 and is chairman of the Steelman Foundation, has been an officer of Bethlehem Steel since being transferred in 1971 to the galvanization and specialty sheet sales division, where he first served as a salesman, then as product specialist, assistant manager and manager.

He was promoted to general manager of marketing services in 1986 and a year later, advanced to general manager, tin mill products sales and marketing. Three other promotions soon followed: general manager, marketing in 1990; vice president, marketing in 1990 and president of the Steelman Conversely, promoted in 1993.

In 1999, Nison was elected executive vice president and then chief operating officer of Bethlehem Steel as well as president and chief executive officer. Last year, he became the company’s chairman, president and chief executive officer.

He currently serves as chairman of the American Iron and Steel Institute, the largest steel trade association in North America, and also is a member of its board of directors as well as a director of the International Iron and Steel Institute. In addition, he is a member of the Business Roundtable Policy Committee and a member of the community’s annual fund committee, the Lehigh Valley Economic Development Corporation.

Howard Norman

Howard Norman is one of America’s finest and most versatile writers. He has garnered nearly every major national literary award and honor. His books have been translated into 15 languages and earned wide acclaim as a folklorist, anthropologist, editor, translator, short fiction writer, poet, novelist and a children’s and young adult’s writer.

Many of Norman’s books, teleplays and screenplays reflect his special interest in Canada’s indigenous Indian tribes and his familiarity with several high school equivalency as well as a bachelor of arts degree in English at WMU in 1972.

Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972. Among the honors Norman has garnered during that time period, he finished his high school education as well as a bachelor of arts degree in English at WMU in 1972.