Hsieh, Pritchard earn 1995 scholar awards

A 17.5 percent increase in beginning freshmen and a 18.8 percent increase in off-campus enrollment have helped the University achieve a 3.4 percent increase in total enrollment, WMU officials have announced.

WMU’s fall 1995 enrollment is 26,537 students, an increase of 864 students or 3.4 percent over last year’s total of 25,673 students.

The figure includes a record number of doctoral students as well as the University’s largest freshman class since 1989 and the second largest off-campus enrollment ever.

“The are delighted with this news,” said President Haenicke. “Our reputation for quality and value, which continues to improve each year, is clearly reflected in this growth — as is the hard work of both staff and faculty members.”

New degree-seeking freshmen at WMU total 3,249 students, an increase of 483 students or 15.5 percent over last year’s figure of 2,766 students.

WMU’s total freshman class has 4,461 students in it, an increase of 542 students or 13.8 percent over the previous year.

Off-campus enrollment at the University’s five regional centers and Weekend College is 3,809 students, up 851 students or 28.9 percent from a year ago. On-campus enrollment is 22,728 students, up 13 students or 0.1 percent from last year’s total of 22,715 students.

WMU has 5,828 graduate students, including the record number of doctoral students, officials reported. Graduate students represent 24 percent of WMU’s total enrollment, reflecting WMU’s status as one of the state’s major graduate-intensive universities.

WMU’s record doctoral enrollment is 497 students, an increase of 31 students or 6.7 percent from last year. On-campus doctoral students increased 7.8 percent while their off-campus counterparts increased 13.1 percent.

WMU, the state’s only public Doctoral University, has 22 doctoral programs — more than double the number just a few years ago. The designations comes from the Carnegie Foundation for the Advancement of Teaching.

Students enrolled at the master’s degree level increased by 2.6 percent overall, to 5,185 students. Off-campus master’s students increased 13.2 percent to 2,646 students while on-campus master’s enrollment decreased 1.2 percent to 2,539 students.

The University has taken several steps to bolster student recruitment, according to its top admissions official.

“We initiated some very aggressive recruitment efforts this past year,” said Stanley E. Henderson, enrollment management and admissions.

“They include increased contact with prospective students using a new, centralized communications system that helps faculty members and department heads send letters to students and more telephone calls from current students and admissions staff members.”

Haisch, Pritchard earn 1995 scholar awards

International recognition for their work in the fields of differential equations and ethics has earned two faculty members the honor of being named WMU’s 1995 Distinguished Faculty Scholars.

Philip Po-Fung Hsieh, mathematician and ststistician, and Michael S. Pritchard, chairperson of philosophy, will receive their distinguished Faculty Scholars award in the fields of differential equations and ethics.

Hsieh Pritchard earn 1995 Award, inaugurated in 1978, is WMU’s highest honor. Each will be honored at 3 p.m. Tuesday, Oct. 17, in the Dalton Center Recital Hall. Each will be presented with a plaque and a $2,000 cash award, and each also will have $2,000 added to their base salaries.

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Haenicke receives 10-year pin, thanks those who expressed support

The Board of Trustees Sept. 15 presented President Haenicke with a pin and certificate “in grateful recognition of 10 years of continuous service” at the University.

“The are delighted that you and Carol are with us at WMU,” Lana L. Boldt, chairperson of the board, said of WMU’s fifth president and his wife. “We are looking forward to many more years of your distinguished service to our institution as our president.”

Haenicke, during his remarks to the board, expressed his thanks “to all those who sent me e-mails and messages, flowers and phone calls while I was ill.” He experienced a mild heart attack in August and has been recuperating at home.

He added that he was”particularly gratified” by expressions of support by faculty members and students. He also said he wanted to thank “the many colleagues and friends in the community” who communicated with him.

“The first flowers I received when I checked into my hospital room came from the WMU chapter of the AAUP, which was a very nice gesture and I appreciate it,” Haenicke said. “I can’t believe that to this point I’ve received more than 600 greetings from students, for which I am also very grateful.”

Haenicke touched on a number of other topics, including enrollment, United Way, Wood Hall and racial healing.

Citing increased enrollment (see story on this page), he complimented members of the Committee on Recruitment and Retention.

“They have done a superb job under the leadership of Richard Wright (academic affairs),” the president said. “Stanley Henderson (enrollment management and admissions) and his staff also have worked very hard.”

He noted that the Faculty Senate expects “to address ideas of continuous service” at the University. “We are going to work in a very positive direction in the next several months with the combined efforts of everyone on campus.”

Haenicke thanked members of the University community, including loaned executives, area leaders and donors, for their participation in this year’s United Way campaign.

“The University has always been a good, solid contributor in this effort, and I want to thank, in advance, those who work on the

Preliminary report on racial healing printed

The preliminary report of the Task Force for Racial Healing is published in this issue of Western News, beginning on page four.

The report was released during the Sept. 15 Board of Trustees meeting.

Decade of Service — Lana L. Boldt, chairperson of the Board of Trustees, helped President Haenicke with his new 10-year service pin following a presentation during the Sept. 15 trustees meeting.

Did you know?

This fall’s enrollment includes the largest freshman class since 1989 with 4,461 students. That is an increase of 13.8 percent over last year.

New degree-seeking freshmen total 3,249 students, an increase of 13.8 percent over last year.

Graduate students increased 7.8 percent while their off-campus counterparts increased 13.1 percent.

WMU, the state’s only public Doctoral University, has 22 doctoral programs — more than double the number just a few years ago. The designation comes from the Carnegie Foundation for the Advancement of Teaching.

Students enrolled at the master’s degree level increased by 2.6 percent overall, to 5,185 students. WMU’s chief academic officer is up beat about the enrollment gains.

“These are remarkable increases,” said Provost Nancy S. Barrett. “WMU obviously is becoming the school of choice for a growing number of students, including those students who have several choices.”

The University has taken several steps to bolster student recruitment, according to its top admissions official.

“We initiated some very aggressive recruitment efforts this past year,” said Stanley E. Henderson, enrollment management and admissions.

“They include increased contact with prospective students using a new, centralized communications system that helps faculty members and department heads send letters to students and more telephone calls from current students and admissions staff members.”

(Preliminary report on racial healing printed)

Decade of Service — Lana L. Boldt, chairperson of the Board of Trustees, helped President Haenicke with his new 10-year service pin following a presentation during the Sept. 15 trustees meeting.

behalf of the campaign,” he said. The campus United Way drive will begin in October.

He also acknowledged the inconvenience over the next two or three years to many faculty and staff members who have been displaced from Wood Hall during its renovation, thanking them for their cooperation.

“We’ve completed the transfer of faculty and staff members to Heoekje Hall, which is totally inadequate for this purpose,” he continued. “But with a lot of good effort and good humor, faculty, staff and students alike will adjust to this situation.

“We’ll eventually have the same wonderful results we had when Waldo Library was relocated,” he said. “The results promise to be very fine, with a strengthening of the sciences on our campus.”

Haenicke also commented on a report of the Task Force on Racial Healing. His comments and the full text of the report are published in this issue of Western News, beginning on page four.

(Preliminary report on racial healing printed)
Enrollment (Continued from page one)

Henderson also pointed to the increased use of on-site admissions in high schools and at the University’s five regional centers. Though it, prospective students who bring a transcript and a completed application will be told immediately whether they are admitted. “Our efforts were reflected in the increased number of admitted students who actually enrolled,” Henderson continued, crediting the active involvement of faculty and staff members. “We enrolled 41 percent of those students who were admitted to the University, up from 38 percent a year ago,” Henderson said. “And, while we experienced a 5 percent increase in the number of applications we received, we had a 10 percent increase in the number of students we admitted.” That means a larger number of qualified students applied and a still larger number of them enrolled at the University,” he said. “We’re extremely pleased with these results.”

The rebound in off-campus enrollment reflects a broad-based interest in WMU’s off-campus programs, another official said. “We’ve seen a remarkable resurgence of interest in our off-campus programs, at both the graduate and undergraduate level,” said Dean James A. Visser, continuing education. He attributed the big jump in enrollment to a combination of many factors, with 37 more courses being offered this fall than a year ago.

New programs include a master of science degree in management information systems, a master of business administration degree program in Lansing and in our satellite-delivered master of business administration degree program.” he said. The satellite MBA program is delivered to 13 sites across the state through the Michigan Information Technology Network. It is the network’s only MBA program.

“Ve’ve seen marked increases in education, public administration and industrial engineering at the graduate level,” Visser said. “At the undergraduate level, our programs in general University studies also have grown.”

WMU has regional centers in Battle Creek, Benton Harbor-St. Joseph, Grand Rapids, Lansing and Muskegon, representing the state’s second largest off-campus education program. The centers serve more than 30 communities throughout West Michigan.

Distinguished Faculty Scholars (Continued from page one)

Hsieh, a WMU faculty member since 1964, specializes in the theory of differential equations. His substantial and strong research in this area has received wide recognition among experts in the field. He has distinguished circle of collaborators and has had a major impact on this area of mathematics.

“Professor Hsieh’s work has contributed not only to progress in the asymptotic theory of differential equations, but also to a better understanding of many phenomena in the physical sciences and engineering, such as fluid mechanics, elasticity and quantum mechanics,” said some of his colleagues in nominating him for the award.

Hsieh has received six WMU Faculty Research Fellowships, three National Science Foundation grants and the prestigious Research Publication Award from the U.S. Naval Research Laboratory in Washington, D.C.

The author of numerous research articles, monographs and technical reports, Hsieh is completing work on a text, “Theory and Applications of Differential Equations,” for advanced graduate courses. Earlier versions of the book already have been tested in several classrooms. He also has written more than 80 reviews for professional journals.

Hsieh has edited two conference proceedings and contributed to several others.

His scholarly reputation has earned him invitations to speak at conferences in Canada, Taiwan, Germany, the Netherlands, Hong Kong, Japan, the People’s Republic of China and Scotland. In addition, he has helped organize several conferences on differential equations both here and abroad.

“The multitude of invited presentations and lectures at national and international conferences as well as the many colloquia and seminar talks given at different universities...show the wide recognition which the scientific work of Philip Hsieh finds by the international community of mathematicians,” said an international colleague in his nomination letter.

Pritchard has been a WMU faculty member since 1968. In addition to chairing the Department of Philosophy from 1975 to 1987 and from 1993 to the present, he has served as director of WMU’s Center for the Study of Ethics in Society since its inception in 1985. His specialties include: connecting ethics and psychology, including moral psychology and developmental ethics; the application of ethics to professions; and philosophical and critical thinking in children.

“The quality and quantity of Michael Pritchard’s publications, and his consistent reputation in the national and international philosophical community, indicate that he is one of the leading philosophers today in the area of ethics,” said a colleague in his nomination letter.

Pritchard has written, edited or collaborated on seven books, and three more are scheduled to be out in the next year. They include the widely acclaimed 1991 volume, “On Becoming Responsible,” which advances some novel ideas about moral development and how an individual becomes a moral, responsible person.

Pritchard also has written some 60 articles and reviews for professional journals. In the last five years alone, he has given nearly 50 presentations at conferences and workshops, including invited lectures in Austria, France, Spain, Taiwan and Australia. He has directed five national conferences on ethics held at WMU and Kalamazoo College and he has served as a visiting professor at Iberoamericana University in Mexico City. He is a founding member of the national Association for Practical and Professional Ethics.

Pritchard has received support for his work from several sources, including two awards from the National Science Foundation focusing on ethics in the engineering profession. In nominating him for the award, several colleagues emphasized Pritchard’s skills in using his background in philosophy and ethics to work across many disciplines.

“He combines a command of traditional topics and authors,” one wrote, “with the courage and imagination to extend his understanding to new areas such as medical ethics, business ethics, communication ethics, developmental psychology and philosophy for children. His work has been of great value to me and my students and to academic and professional philosophy generally.”

As part of their awards, Hsieh and Pritchard have been invited to give a presentation to the University community at a Distinguished Faculty Scholar Colloquium. The dates, times and locations will be announced later.
Boldi issues statement on athletics situation

Lana L. Boldi, chairperson of the WMU Board of Trustees, issued this statement during today's governing board's Sept. 15 meeting: "In the interest of both colleagues and I want to assure the University community and the general public that we are carefully monitoring recent developments in the Division of Intercollegiate Athletics, in particular, and within the University as a whole.

"It should be noted that the University's internal auditing system was indeed functioning when it detected some irregularities within the athletics department. Internal balances and preventive measures have been implemented to guard against any recurrence.

"President Haenicke has kept us informed in a timely manner about this particular matter.

"1. Mr. (D.) L. Meinerd has made full reimbursement for travel expenditures; 2. The University's external auditor, a former U.S. District attorney (also a trustee emeritus), who was asked to investigate the case, did not believe there was any criminal intent involved in the part of Mr. Meinerd; 3. Mr. Meinerd secured a private, restricted gift given expressly for the cost of the honorarium for the motivational speaker he hired to conduct a staff retreat; and 4. According to the University's executive officials' policy, as approved by the Board of Trustees, a professor's honorarium, entitled to 12 weeks' pay secant part of his separation agreement.

"Speaking personally, President Haenicke's thoroughness in investigating the entire matter, his corrective action and his selection of Dr. Elliott as new athletic director on an interim basis. We are confident that this whole matter has been dealt with both expeditiously and fairly.

General contractor chosen for new science complex

The Austin Co. of Kalamazoo has been selected as the general contractor for a $45 million project that will transform the center of campus into a mecca for science instruction and research.

The project will provide a total of 271,800 square feet to consolidate the underused space in the various buildings on the science areas at the University. It includes a retrofit of Wood Hall, a new five-story building on the pedestrian mall between Wood and Everett Tower, and related scientific equipment.

The Board of Trustees Sept. 15 authorized its treasurer to enter into a $2,658,111 agreement with the Austin Co. for the construction.

"We chose the general contractor through a qualification-based selection process conducted by an ad hoc advisory committee," said Robert M. Beam, vice president for business and finance and treasurer of the board. "The committee evaluated qualification-based writing and scored the proposals, and in the construction of University research science facilities, the retrofit of university science buildings, and the addition of facilities to continue coordinating the two separate construction projects.

Board approves new master's degree in computer engineering

Students interested in the field of computer engineering will be able to enroll in a new master's degree program at WMU beginning with the winter semester in January.

The Board of Trustees Sept. 15 approved the offering of a new master's degree in computer engineering. The new M.S. brings the total number of master's programs at WMU to 61.

The degree will be available through the Department of Electrical and Computer Engineering, which has offered an M.S. program in electrical engineering since 1987. That program has been successful, with a peak enrollment of about 50 students.

"With the recent hiring of four new faculty in the field of computer engineering, the department has acquired the expertise in the new and growing area of microprocessor-based digital systems and real-time design," said Provost Nancy S. Barrett.

"With the high demand for graduate students with experience in both hardware and software aspects of computer-based systems, she continued, "this addition to the department's graduate program is very timely and will address some of the student requests that courses be offered at the graduate level with concentration in real-time embedded systems and computer architecture."

Barrett noted that the University receives about 50 inquiries per semester for course offerings at the graduate level related to a computer field. In addition to fulfilling the needs of the community, she said, the new program will help attract faculty members in their research related activities such as publications and externally funded grants.

The program has been approved through the University's curricular review process and has been endorsed by the academic officers of the Presidents Council of State Universities.

WMU to award Schlack honorary doctorate

Marilyn J. Schlack, president of Kalamazoo Valley Community College, will be awarded an honorary doctorate of science degree from WMU during commencement exercises Dec. 16.

The Board of Trustees approved the degree at its Sept. 15 meeting. At the recommendation of President Haenicke, Schlack will be honored for her exemplary community service and for distinguished contributions to her profession at both the state and national levels.

"She is an outstanding citizen who didn't tire work in coalizing our community spirit for economic development and revitalizing the city of our communities," Haenicke said. "In addition, I think she has been an outstanding leader in the field of education in our area and our region and I think it would be most appropriate if the institution honored these many contributions she has made to our community and to the lives of the citizens in it by bestowing this honor on her.

"This makes Traverse City the 13th site for the program, beginning with the winter semester in 1995-96, has continued to attract record numbers of students, with the current enrollment exceeding 10,500.

MBA program will beam into Traverse City

WMU expects to enter into an agreement with Northwestern Michigan College in Traverse City to deliver its master of business administration program by satellite through NMC's new University Center.

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MBA program will beam into Traverse City

WMU expects to enter into an agreement with Northwestern Michigan College in Traverse City to deliver its master of business administration program by satellite through NMC's new University Center.

The WMU Board of Trustees Sept. 15 approved a 1995-96 general fund operating budget of $171,002,599, an increase of nearly 19 percent over the 1994-95 operating budget.

The budget reflects an increase in state appropriations of 7.8 percent, the highest among the state's 15 public universities. It also reflects an increase in tuition and fees of 2.6 percent, the state's lowest.

State appropriations for employees are expected to total $97.7 million. Income from tuition and fees, both on- and off-campus, represents 65 percent.

The budget, which was recommended to the board by President Haenicke, includes $56.2 million in student initiatives. He identified them after consultation with the provost and other vice presidents. The state Board of Regents and Finance Council of the Faculty Senate.

The new initiatives and their amounts are: $1,000 for the excellence in international education; $240,000, library acquisitions; $259,000, in-state/out-state graduate tuition differential assistance; $250,000; support for doctoral programs through new doctoral associates, $120,000; general education, $140,000; travel and other services, $135,000; minority counseling, $62,000; Michigan Indian Tuition Waiver, $130,000; gender equity in women's athletics, $344,000; alumni data processing, $60,000; deferred maintenance, $80,000; custodial positions and equipment, $27,000; and aviation programs, $120,000.

Of the new funds in the general fund budget, $28 million is designated for compensation. The new program initiatives represent 24 percent and the rest comes in supplement, general education, 11.3 percent; and student financial aid, up 3.8 percent.

The total budget shows $88 million for instruction, which is spent through the budgets of the University's academic units. That figure is up 3.8 percent from last year.

Other expenses, including research, public service, academic, support services, institutional support, plant operation and maintenance, and student financial aid, increased 29 percent.

The budget is within $213,133 of being balanced, a difference that will be recovered during the normal course of the year, officials said.

In other action, the board approved the sale of a $700,000 interest in a condominium in Traverse City since 1975 in Pueblo County, Colo., to Joseph S. Ellin, philosophy. The sale price was $4,500.

Meeting dates set

A schedule of 1996 meeting dates for the Board of Trustees was approved Sept. 15. All meetings are scheduled for Fridays. The dates are: Jan. 19; March 15; April 19; June 21, July 19; Sept. 15; Oct. 25; and Dec. 20.
Western Michigan University

TASK FORCE FOR
RACIAL HEALING

A PRELIMINARY REPORT

The Task Force

Toward the end of the winter semester 1989, I linked Dean Earl Washington, director of the Institute for the Study of Race and Ethnic Relations, to form a broad-based task force to study race relations on the WMU campus and to develop recommendations to the campus community. I did not appoint members to such a task force, nor did I give the task force a specific charge or name. I thought it best to let the institute director in consultation with Professor Lewis Walker, chairman of the Department of Sociology, and other members of the campus community determine name, agenda and course of action for this task force.

Subsequently, the "WMU Task Force for Racial Healing" was formed with a membership of 28 persons (16 minorities/12 non-minorities; 15 women/12 men). The results of their very preliminary deliberations are to be found in the appended report, which was presented to me in August 1989.

I am grateful to the members of the Task Force for Racial Healing for the work they have done so far and encourage them to continue their deliberations. Their early findings are a good beginning for honest and open discussions that should lead to a better understanding of opposing viewpoints and eventually to a healing process for one of our society's most intractable problems.

As I have said many times before, what we now need is the willingness to listen carefully to each other, a readiness to approach our problems with both intelligence and compassion, a commitment to refrain from generalizing and political rhetoric, and to be of good faith as we talk, listen and take action.

I do hope that all people of goodwill on our campus and in the larger community will join in the discussion and in our quest for fair and lasting solutions.

Dwight H. Haucke
September 14, 1989

PREFACE

The task force consisted of three subcommittees, each of which was responsible for one portion of the process, although the task force was considered one cohesive unit. All of the subcommittees were racially, culturally and sexually diverse. Subcommittee A was composed of nine students, four faculty and two professional staff members. It was primarily responsible for discovering issues, concerns and complaints as such are perceived by the entire campus community. This group gathered data, from Western Michigan University faculty, staff and students. This report includes a compilation of most of that data.

Subcommittee B consisted of four professional staff members and one graduate student. Originally the planners of this task force had intended to include more students, but that did not happen for a variety of reasons. This group's primary responsibility was to recommend ways by which the campus community might become more sensitive and responsive in valuing racial diversity. The group engaged in some research and other discovery techniques and recommended that thought be given to an in-service and racial and culturally enlightening experiences for the University community. A similar approach was taken by the members of subcommittee C, whose work was directed by the chairperson of the Department of Sociology, and some from a group of Western students.

Unlike the other subgroups, subgroup C was comprised entirely of people apart from the immediate campus community. Like the other subcommittees, however, group C was racially, culturally and sexually diverse. The primary responsibility of this group was to recommend effective solutions and strategies for addressing Western's racial disharmony. The group's function was driven primarily by the issues chucked by subgroup A.

The task force was formed during the end of the University's winter term, and this fact caused some concern. Beginning spring term, most of Western's students are not on campus, and likewise, many faculty are not readily accessible. The subsequent absenteeism made task force operation difficult, especially with regard to subgroup A. Since the functions of the other two groups were driven by subgroup A, their progress was also slowed.

These problems notwithstanding, and since we recognize that racial disharmony issues are not primarily driven by the University calendar, the task force continued with its work. Realistically, however, the task force's proper function was affected in three ways. First, the composition of the group changed, and this fact caused some concern. Second, the process had been the task force operation difficult, especially with regard to subgroup A. Since the functions of the other two groups were driven by subgroup A, their progress was also slowed.

The task force further believes that the discrepancy in these two observations is not primarily driven by the University calendar, as well as the recommendations of subcommittee B and C.

INTRODUCTION

The ultimate objective of the Task Force for Racial Healing is to bring about racial healing to the community that is Western Michigan University. This statement is not meant to be redundant or verbose. It is, however, a reminder to those individuals on our campus whose focus is on divisiveness, vindication and hostility. The task force set out to discover information and strategies, and to educate all factions about the most effective means to overcome problems that are inherent in an ethnically diverse institution.

Some members of Western Michigan University's community criticize the task force's efforts. They contend that the task force was not focused, that the task force was not effective in bringing together the whole process, and that the whole process was a ruse and a cover-up, and a quick fix to a many-faceted problem.

The writers of this report want to remind all who read it that the reporting committee is at a plateau and this report is preliminary, and that the final recommendation is that an on-going, permanent body of administrators, faculty, staff and students be institutionalized to address racial disharmony. The most crucial recommendation is that Western as an academic community must be proactive and not reactive to our concerns.

Some faculty, staff and students refer to Western as a racially and ethnically diverse institution. Some of the other subgroups, subgroup C, for example, had differing views regarding institutional racism. One of the members of Western has done much in the past to address racial and diversity issues. Although space does not allow an historical accounting here, the record is clear. Currently Western has a number of programs that are designed to aid minority students in their academic pursuits, including but not limited to the Martin Luther King Jr. Program for undergraduate students, the Martin Luther King, Rosa Parks and Cesar Chavez program, for graduate students and several programs offered under the auspices of the Division of Minority Affairs. In addition, these have been institutionalized programs, Western offers several fora, panels and symposia which are designed to inform and heighten the sensitivities of Western's community about ethnic and racial concerns.

That ethnic and racial awareness programs have existed in the past and now exist is not in contention. What is in contention is the appropriateness of the programs. The task force believes that ethnic and racial minority groups are more sensitive to institutional racism as they conceive the concept than are ethnic and racial majority groups. The task force further believes that the dispensation of this concept is one of the root causes of Western's racial disharmony.

Racism, a doctrine or teaching, without scientific support, that claims to find racial differences in character, intelligence, etc., that asserts the superiority of one race over another or others, and that seeks to maintain the supposed purity of a race or the races.

Racism ... a program or practice of racial discrimination, segregation, etc., based on racism.

Institutional racism ... any program or practice of racial discrimination, omission, segregation, etc., based on racism. One member of the task force presented the 1960s Black Panther Party's definition of institutional racism: "Institutional racism is the deliberate exclusion or misattribution of people of color because they are people of color by governmental agencies or other institutions, such as higher education, employers, the church, etc."

Such definitions are sufficiently objective so that they would cause little discrepancy in meaning among most of us. Connotations, however, and not definitions are more directly related to racial disharmony here at Western Michigan University.

Unlike definitions, which may be objective, the dictionary or thesaurus use connotations as often subjective and are based on personal experiences and perceptions. Part of the task force, group A, for example, had differing views regarding institutional racism. One of the members said that institutional racism was an act by any society or institution which permitted race to affect the distribution of benefits. Another member pointed out that various ethnic groups see the failure to consult their wishes in the making of policy as a kind of institutional racism. Still another felt that institutional racism results from the power structure "not getting it," having made structural changes but having not made some of the necessary attitudinal changes.

THE STATUS QUO

What follows is a report of faculty, staff and student concerns with regard to racial disharmony at Western Michigan University. The concerns that are expressed come in a variety of forms and from a very divergent populace. Some of the information comes from surveys that were conducted by the Black Americana Studies Department, and some from a group of Western Michigan University African-American football players.

The report includes the results of a questionnaire given by the Department of Communication to communication students and
It is difficult to show ethnic or racial pride because others will perceive that such is a desire for separation. One group may advocate the celebration of Black History Month and a Miss Black WMU pageant at Homecoming, for example. Another group will stage an annual Pow Wow, and another ethnic group may wish to celebrate Cincó de Mayo. Still others object to the national observance of Martin Luther King’s birthday. It is likely that each of these groups’ motives will be impeached or at least misunderstood. Indeed, some of the student body demand (and not always factiously) a white history celebration.

2. Some groups believe that the opposite of racism is integration. Integration to some people suggests assimilation, although other people simply want acceptance. Some groups say that they want to be like themselves, not like the entire community, and the community sometimes interprets that as separation. Most of the campus community perceives that this is a desired goal and that it can be achieved only when there is a reduction in racial and ethnic heterogeneity. (They say, “We are all Americans.”) However, some groups perceive that there must be unity among themselves, not with others, and that a desired goal is equality with other groups.

3. Part of Western’s community perceives that racism is extremely pervasive. However, a majority of Western’s community often feels that some racial groups are overly sensitive, even paranoid. Whereas this majority would describe racism as an overt and an obviously observable act, some minority groups see racism not only as an observable act but also as a subtle and insidious social malady that affects all facets of the academic experience. Although the entire campus community might observe an identical condition, different racial groups in the community may draw different conclusions. For example, smaller racial groups might attribute the death of African-American, Hispanic and Native American faculty to racism. They might also conclude that racism contributes to the lack of ethnically and racially diverse entertainment at Miller Auditorium. Some racial minorities feel that the selection of Homecoming royalty, the designation of starters on athletic teams and the makeup of Western Michigan University’s administration and staff are all influenced by institutional racism. Some minorities believe that there is a racial disparity in curriculum and course offerings as well as the aforementioned.

Although there would be little disagreement about obvious racial acts, for example, racial jokes and slurs, the racial majority and the minority might draw different conclusions even though the two may see identical phenomena at Western.

4. Racial and ethnic minorities perceive that racism originates with, and is perpetuated by, the white majority. These same minorities perceive that racism is dependent upon power. They reason that since the white majority at Western has more power than the minority, it therefore has the wherewithal and the obligation to eliminate racism. Smaller racial groups tend to believe that they are victims of racism, but that they themselves are not racists. Treatment. Indeed, most believe that its treatment is a desired goal. Ideally, faculty say, they want to be more personal in order to enhance retention and to dispel notions of institutional racism.

5. Some faculty are very much aware of racial minority students in their classes. However, these same faculty, even at a subconscious level, believe that the discipline is paramount and more important than the students. In spite of supportive teaching and learning research, some faculty do not subscribe to the concept that learning styles may be affected by ethnicity. How then do smaller racial groups at Western often do not make the distinction, and become angry and resentful at perceived racist behavior. The majority group sometimes offends without knowing it has and is therefore not willing to accept any culpability. When this happens, the majority is apt to say or think that those that are offended are paranoid or overly sensitive. Hence, a communication canon is valid: “The more important message is not the one you intend, but the one the others get.”

6. Some sociologists say that perceived racial discomfort is exacerbated by the administration’s insensitivity to the teaching-learning environment. Some faculty blame central administration for overcrowded classes and for recruiting poorly prepared students. Large classes, faculty say, increase a tendency toward pedagogical objectivity. More specifically, some faculty report that the University’s tendency towards larger classes increases student anonymity and reduces faculty and student familiarity and close contact. Ideally, faculty say, they want to be more personal in order to enhance retention and to dispel notions of institutional racism.

7. Some faculty are very much aware of racial minority students in their classes. However, these same faculty, even at a subconscious level, believe that the discipline is paramount and more important than the students. In spite of supportive teaching and learning research, some faculty do not subscribe to the concept that learning styles may be affected by ethnicity. How then do smaller racial groups at Western often do not make the distinction, and become angry and resentful at perceived racist behavior. The majority group sometimes offends without knowing it has and is therefore not willing to accept any culpability. When this happens, the majority is apt to say or think that those that are offended are paranoid or overly sensitive. Hence, a communication canon is valid: “The more important message is not the one you intend, but the one the others get.”

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9. Several of the racial majority (white) faculty resent and fear being termed “racist,” and thus avoid any analysis or criticism of racial minority students or groups.

While this report addresses cross-racial and inter-ethnic concerns almost exclusively, it should be noted that much, if not all of these concepts are applicable to age, gender and physical appearance. There is no intent of this report to make trivial or to subordinate the importance of these important considerations, but to concern itself primarily with racial and ethnic matters.

A RECOMMENDATION

The task force believes that Western suffers from institutional racism and that this reality is not an illness and not an inured ill. An illness should be treated, if not cured. An intended ill, once it is administered or wished, requires some just reaction, either retribution or vindication. The task force recommends that this task force continue with its work. More specifically, we recommend that the group continue to explore the parameters of Western’s ethnic and racial discomfort, and seek the appropriate processes, and recommend solutions to address the concerns.
A pair of doctors from Bulgaria, a seminarian from Vietnam and a member of the Saudi secret service may not seem to have much in common. But they’re all part of an eclectic group of students who have mastered the English language through WMU’s Career English Language Center for International Students.

CELCIS (cell-sis), as it’s called on campus, is an intensive English program designed to prepare second language learners to study in higher education in the United States. This fall, the program celebrates its 20th anniversary of providing instruction to international students.

Beginning in 1975, 7 students from a handful of countries, the program has served thousands of students over the years from more than 80 countries. It now enrolls 118 students from 24 countries.

“We’ve worked with the most unique spectrum of individuals you could ever imagine in one place,” says Daryl A. Salisbury, one of three language specialists who have been with the center since the beginning. The others are Robert J. Dlozy and Pamela Keesler. Laura Latulippe joined the center a year later and has directed the center since 1984.

In addition to the doctors, the priest and the secret service employee, the four fondly recall memories of some of the other students with whom they have worked. They include an Olympic athlete, an international Olympic tennis player, a Baptist minister from Siberia who was part of a prisoner exchange during the Carter administration and the assistant to the Kuwaiti police band. Their ages have ranged from late teens to mid-60s.

The population of the students served has changed with the political and economic times. When the center began in the mid-70s, it enrolled largely students from oil-rich countries in the Middle East and South America. Today, there is still a significant portion of Middle Eastern students, but their numbers have been eclipsed by those from the Far East.

With the different geographic regions served come different challenges in meeting student needs, according to Latulippe.

“Arabic students easily speak and understand English, but tend to find reading and writing more difficult,” she says. “The situation is the opposite for most Asian students.”

Upon entrance into the program, students are tested and placed in one of four proficiency levels ranging from elementary to advanced. Each level has its own goals and materials and consists of four classes that meet five times a week: reading/vocabulary; grammar; writing; and speaking/listening. Students meet four hours a day and must also take advantage of a drop-in language lab for one hour a week.

A rigorous schedule equates to a 20-credit-hour class load, according to Latulippe.

While the goal is for students to eventually achieve a score on the Test of English as a Foreign Language that will allow them admission to a university, CELCIS’s purpose is much more than that.

“Our program is based on the assumption that students have mastered the essential language that all current biblical scholarship requires, it also contains the most unique and varied cultural essays and linguistic and psychological studies and quotes in the ancient world that all current biblical scholarship requires, except my comments on Josephus’ writings and nothing more,” says Darryl A. Salisbury, one of the three language specialists who have been with the center since the beginning. The others are Robert J. Dlozy and Pamela Keesler. Laura Latulippe joined the center a year later and has directed the center since 1984.

The LEARNING LANGUAGE OF FOOTBALL — In addition to attending classes, students enrolled in the Career English Language Center for International Studies are also eligible for extracurricular activities. One of the most popular is attending football games. The CELCIS undergraduate program for students this year was a football game at Waldo Stadium. Surrounded by her students is Lorette J. Trichert, a language specialist in the CELCIS, which celebrates its 20th anniversary.

Faculty members to discuss women’s conference

Two faculty members in the Department of English will discuss the revised edition of the Maier book published.

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Student Services. In addition, the program is constantly revising its program to keep up with the changes. For example, staff members have begun offering assertiveness training sessions to help students learn to better hold their own in the classroom.

Now that CELCIS is 20 years old, that some 750,000 words across 2,500 pages — and translate it into today’s English. He then condensed the material from Josephus’ two great works, “Jewish Antiquities” and “The Jewish War,” into one 416-page volume.

“His works are so central to understanding the ancient world that all current biblical dictionaries and commentaries would be hopelessly at a loss without this Hebrew historian,” he said. “He is the most important source for biblical information outside the Bible itself.”

Maier spent about a year and a half revising the book. The new edition features a foreword written by Joslin, who translated the New Testament word-by-word rather than condensed. In addition, Maier has added many new footnotes.

“The original edition simply was published with the text of the condensed works by Josephus and nothing more, except my introduction,” he says. “I’ve added my editorial comments on what Josephus has continued to answer questions the reader might have.”

The new edition also is printed in color rather than black and white, which provides the historical detail essential to scholars, it also reads as easily a novel and should appeal to general readers looking for a fresh view of biblical times, Maier said.

The new edition is being simultaneously translated into German. Other foreign translations and editions are pending. It sells in the United States for $22.99.
Ethics center to celebrate 10th anniversary with panel discussion and presentation

WMU’s Center for the Study of Ethics in Society will mark 10 years of operation with two programs Thursday, Sept. 28. Faculty members who have been involved in the ethics center will present a panel discussion titled “Recent Research in Applied Ethics: The Future” in 3202 Friedmann Hall. Speakers will look back over the decade as well as discuss the future. At 7:30 p.m., David H. Smith, director of the Poynter Center for the Study of Ethics and Journalism at Indiana University, will speak on “Ethics at the End of the Century: A Mosaic from Genes to Genetics” in 3750 Knauss Hall. He will talk about problems in ethics in higher education, as well as its importance.

When WMU’s Center for the Study of Ethics in Society was established in the fall of 1985, it was the first such center at a public university in Michigan. It was founded soon after a group of 19 faculty members formed to make a reservation, disciplines at the University met to discuss their common interests in ethics in higher education and the desirability of establishing a center that could support teaching, research and public programs in the field. The center has sponsored more than 150 public presentations in its 10 years, said Michael S. Pritchard, chairperson of the center, who helped found the center in 1985. “Presentations have covered timely ethical issues in business, communication, journalism, environmental science, medicine, government, public policy, education, social work, women’s studies, race relations, and political science,” he said. The center, which is housed in the College of Arts and Sciences, also has co-sponsored two national conferences on communication ethics, with a fourth slated for this spring. It has conducted several workshops for faculty on teaching ethics and has undertaken two National Science Foundation projects on ethics in engineering.

Landscaping tips offered on Saturday seminar on campus

Faculty and staff members are invited to join the Botanic Gardens in learning how to keep their own gardens in great shape from the experts who maintain the landscaping on WMU’s campus during a free program Saturday, Sept. 30.

The WMU Alumni Association is sponsoring the “Landscaping: Planning and Selection” from 9 to 11 a.m. at the Bernard Center near Sangaree Hall.

Practicing landscape architects and two landscape designers, who will discuss why certain flowers, shrubs and trees are selected to complement an area and create an attractive visual effect as they conduct a tour of the campus. They will also talk about landscaping services that are available to keep WMU looking healthy and beautiful.

Walking shoes and appropriate dress are suggested. The seminar is free. To register, persons should call the McKee Alumni Center at 7-8777.

Gamble is senior medalist

Clara L. Gamble, emeritus in dance, won three medals in the U.S. National Senior Games earlier this year in San Antonio, Texas. The event involved more than 8,500 participants from throughout the United States and Canada.

Gamble won a silver medal in the women’s 200 and 1,500 meter events and a bronze medal in that sport’s mixed doubles competition. In addition, she received a bronze medal in the women’s 800 meter event.

She qualified in dance and in javelin, and achieved a fourth-place finish in the latter sport.

Media

JoNina M. Abruñ, English, discusses the current state of the newspaper industry on “Focus,” a five-minute interview program produced by news services. “Focus” is scheduled to air Saturday, Sept. 23, at 6:10 a.m. on WKPR-AM (1420).
**Book intended to help readers make more thoughtful choices on moral issues**

Joseph S. Ellin, philosophy, is convinced he can't teach his students to be moral. But he's determined to provide them with the tools to shape their lives and perhaps make more thoughtful choices when it comes to moral issues.

Ellin is the author of the recent book, "Moral Type: An Introduction to Ethical Theory." The 340-page text was published by Harcourt Brace College Publishers of Fort Worth, Texas. "Many students of philosophy as well as much of the general public think that the goal of an ethics course should be to help students become more ethical by improving their moral character," Ellin says. "But what are the tools to think about ethical decisions, or to teach them to think intelligently about contemporary moral problems, such as drug abuse, nuclear arms, or the future of the human family in the book's preface. "Important as these concerns are, they are not the primary goal of this book. The book is not to make students moral but to teach them moral theory."

"...moral theory is an important part of moral education. If we are to develop the perceptions, attitudes and emotions that constitute morality," he continues. "At the same time, the book can lead an ethical life without reflecting on what such a life might be, this book will help students see how they can lead more ethical lives."

Ellin frequently illustrates his points in the book with stories, quotes and examples from sources ranging from ancient Greek philosopher Aristotle to modern advice columnist Ann Landers. Ellin has collected related notes and other materials in his classes. Designed primarily for an introductory ethics course, the book covers the standard topics of relativism, egoism, naturalism, utilitarianism, Kantian ethics and others. But what distinguishes his book from others in the discipline, he says, is its approach to these subjects and its inclusion of several "frontier issues" not explored in standard texts.

"I've tried to make the style and the level of writing suitable for all readers - even non-students who have read the text have been very positive.

"To the extent that no one can lead an ethical life without reflecting on what such a life might be, this book will help students see how they can lead more ethical lives."

Joseph S. Ellin

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**INTERNATIONAL NIGHT — Some 600 students from around the world gathered in the Bernhard Center Sept. 18 for an "International Student Kickoff" organized by the Office of International Student Services. The purpose of the event was to help students become acquainted with the many opportunities available to them on and off campus for this year. During a portion of the evening, the students broke out by country or region to meet other students and conduct their first group meetings. Here, members of the African Student Association listen to a presentation by Woldemuher Ghebrehiwot, vice president of the group. The evening ended with a reception sponsored by the Office of the President.**

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*The master calendar maintained by news services for use in Western News is available through December 1996. To view the calendars, type Gopher at the system prompt, At the local system, choose Bernhard Center, then choose 3. Campus Calendar. You will find options for 1. This Month's Events, 2. Next Month's Events and 3. Future Events.*

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**Thursday, September 21**

**Future Events.**

You will find options for 1. This Month's Events, 2. Next Month's Events and 3. Future Events.

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**Saturday, September 22**

**Program: "Afarhece's Revenge: Teaching Classical Mythology on the Web," Rand H. Joseph S. Ellin, philosophy, is convinced he can't teach his students to be moral. But he's determined to provide them with the tools to shape their lives and perhaps make more thoughtful choices when it comes to moral issues.**

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**Friday, September 22**

**Volleyball, WMU vs. Ohio University, University Arena, 7 p.m.**

**Concert, University Jazz Orchestra, Dalton Center Recital Hall, 8 p.m.**

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**Saturday, September 23**

**Concert, Kalamazoo Symphony Orchestra with Grammy Award-winning pianist John Browning, Miller Auditorium, 8 p.m.**

**Saturday, September 24**

**Graduate College writing workshop for the preparation of doctoral dissertations, special sessions and master's theses, Seibert Administration Building, 10 a.m. - 3:36 p.m.**

**Conference on orchestras with Grammy Award-winning pianist John Browning, Miller Auditorium, 8 p.m.**

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**Monday, September 25**

**Graduate College writing workshop for the preparation of doctoral dissertations, special sessions and master's theses, Seibert Administration Building, 10 a.m. - 3:36 p.m.**

**Saturday, September 26**

**Calendar:**

- Example of an event:
  - **Concert, University Jazz Orchestra, Dalton Center Recital Hall, 8 p.m.**

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**Book intended to help readers make more thoughtful choices on moral issues**

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