

WESTERN MICHIGAN UNIVERSITY WESTERN NEWS

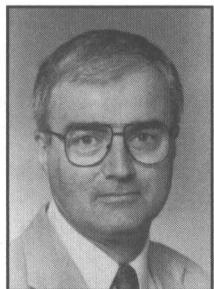
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September 21, 1995

Hsieh, Pritchard earn 1995 scholar awards



Hsieh



Pritchard

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-Fang Hsieh, mathematics and statistics, and Michael S. Pritchard, chairperson of philosophy, will receive their awards at the 16th annual Academic Convocation 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.

The Distinguished Faculty Scholar Award, inaugurated in 1978, is WMU's

(Continued on page two)

Preliminary report on racial healing printed

The preliminary report of the Task Force for Racial Healing is published on pages four and five of this issue of Western News, along with an introduction by President Haenicke. The report was released during the Sept. 15 Board of Trustees meeting.

Enrollment reflects jumps in new freshmen, off-campus students

A 17.5 percent increase in beginning freshmen and a 28.8 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.

"We 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 17.5 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.

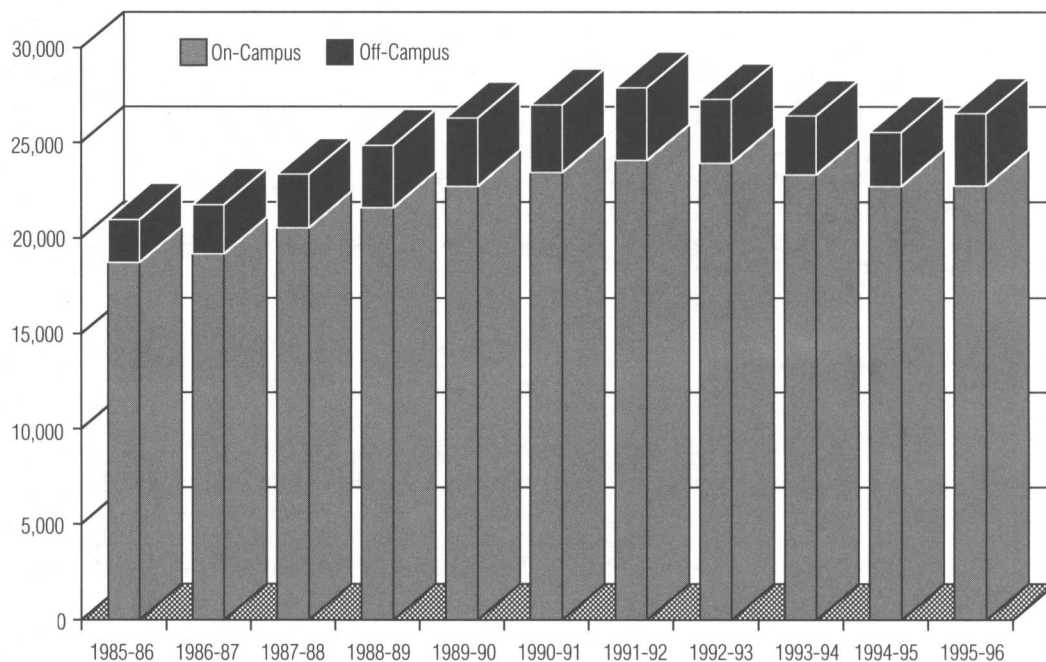
Off-campus enrollment at the University's five regional centers and Weekend College is 3,809 students, up 851 students or 28.8 percent from a year ago. On-campus enrollment is 22,728 students, up 13 students or 0.1 percent from last year's total of 22,715 students.

WMU has 6,350 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.

level increased by 2.6 percent overall, to 5,828 students. Off-campus master's students increased 13.2 percent to 2,646 students while on-campus master's enroll-

Fall Enrollment at Western Michigan University



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 1.3 percent.

WMU, the state's only public Doctoral I 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

ment is down 4.9 percent to 3,182 students.

WMU's chief academic officer is upbeat 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."

(Continued on page two)

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

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

"We're delighted that you and Carol are with us at WMU," Lana L. Boldi, chairperson of the board, said of WMU's fifth president and his wife. "We're 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 cards and e-mail 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 how we implement suggestions that have been developed by the committee. 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



DECADE OF SERVICE — Lana L. Boldi, 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 Hoekje 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.

Did you know?

■ This fall's enrollment includes the largest freshman class since 1989 with 4,461 students. That's an increase of 13.8 percent over last year. New degree-seeking freshmen total 3,249 students, an increase of 17.5 percent over fall 1994.

■ A record number of doctoral students are enrolled in the University this fall. The total number is 497 students, an increase of 6.7 percent over last fall. Graduate students represent 24 percent of WMU's total enrollment, reflecting WMU's status as one of the state's major graduate-intensive institutions.

■ This fall's off-campus enrollment of 3,809 is the second largest in University history. The highest was in 1991, when 3,843 students were enrolled through the Division of Continuing Education, which offers the state's second largest off-campus education program.

CommUniverCity Night



The tailgate party at Hyames Field was the place to be for many corporate sponsors and their guests during CommUniverCity Night Sept. 14. At left, some 40 businesses reserved tents for the event, which is designed to strengthen ties between WMU and the surrounding community. Above, Geoff and Lee DeTolve cooked up some chicken for guests at the Blue Care Network tent. Below, Sharon Frizzell, left, Paul Schippers and Nancy Labus enjoyed refreshments near the Woodbridge Hills/American Village Builders venue.

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. Through 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 wider array and greater number of programs, with 37 more courses being offered this fall than a year ago.

New programs include a master of science degree in engineering management in Muskegon as well as a new emphasis in health care administration that is offered through master's degree programs in both business administration and public administration.

"We've also launched new groups of students in our doctor of public adminis-

tration 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.

"We'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)

highest honor for a faculty member. Selection criteria include that there be a significant body of achievement, most of which has been accomplished while a faculty member at WMU. The recipients also must have wide recognition beyond the University. Nominations are sought campuswide.

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 a 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 of Ordinary 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 the professions; and philosophical and critical thinking in children.

"The quality and quantity of Michael Pritchard's publications, and his consequent 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.

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Boldi issues statement on athletics situation

Lana L. Boldi, chairperson of the WMU Board of Trustees, issued this statement during the governing board's Sept. 15 meeting:

"My board 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 athletic business and ticket offices. The irregularities were dealt with as soon as they were discovered, and we are confident that the necessary 'checks and balances' and preventive measures have been implemented to guard against any recurrence of such improper practices.

"President Haenicke has kept us informed in a timely manner about this particular case. It should be noted that:

"1. Mr. (Daniel L.) Meinert has made full reimbursement for travel expenditures;

"2. The University's external counsel, 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 on the part of Mr. Meinert.

"3. Mr. Meinert secured a private, restricted gift given expressly for the cost of the honorarium for the motivational speaker he hired for his staff retreat; and

"4. According to the University's executive officials' policy, as approved by the Board of Trustees, Mr. Meinert was entitled to 12 weeks' severance pay as part of his separation agreement.

"We support President Haenicke's thoroughness in investigating the entire matter, his corrective action and his selection of Mr. Charles Elliott as our 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 undergraduate and research components of the science areas at the University. It includes a retrofit of Wood Hall, a new 94,800-square-foot structure that will span the pedestrian mall between Wood and Everett Tower, and related scientific equipment and program support.

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 questionnaires based on each firm's experience and knowledge in the construction of university research science facilities, the retrofit of university science classroom buildings and experience in coordinating 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 a proposal to offer a master of science degree in engineering (computer). 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



SHARING GOOD NEWS — Local television, radio and newspaper reporters were on hand to hear about WMU's record gifts and grants during a news conference in Walwood Commons Sept. 13. Sharing the good news were, from left: Keith A. Pretty, vice president for external affairs and general counsel; Provost Nancy S. Barrett; and Donald E. Thompson, vice president for research. They announced that grants to the University for 1994-95 reached an all-time high of \$21.1 million and cash and deferred gifts achieved a record total of \$8.7 million.

WMU to award Schlack honorary doctorate

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



Schlack

The Board of Trustees approved the degree at its Sept. 15 meeting. As recommended by 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 did tireless work in coalescing a community spirit for economic development and revitalization of the core city of our community," 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 that Marilyn has made to our community and to the lives of the citizens in it by bestowing this honor on her."

Schlack became the first woman president of a community college in Michigan in 1982. Previously, she had served as KVCC's executive dean and dean of instruction in 1981-82, as dean of instruction from 1976 to 1981 and as assistant dean of instruction from 1974 to 1976.

Her community service is both diverse and extensive, including her current position as chairperson of the CEO Council, past chairperson of the board of the Kalamazoo County Chamber of Commerce and past campaign chairperson for the Greater Kalamazoo United Way.

Schlack also chaired the downtown partnership that is shepherding the \$100 million Arcadia Commons economic development initiative. She helped cultivate that cooperative venture which now includes KVCC's \$6.5 million downtown campus. The National Council for Urban Economic Development has singled out Arcadia Commons for one of its five national awards as a model private-public

partnership.

She also has held leadership positions with the Borgess Medical Center, the YWCA, the Arts Council of Greater Kalamazoo, the Kalamazoo Institute of Arts, Old Kent Bank of Kalamazoo, Junior Achievement, the Kalamazoo Enterprise Center, the Kalamazoo County Economic Expansion Corp., the Hospital Council of Western Michigan, Binder Park Zoo, Downtown Tomorrow Inc., Arts Enhancement in Kalamazoo County, the Visiting Nurse Association of Southwest Michigan and the W.E. Upjohn Unemployment Trustee Corp.

She has served on the board of directors of both the Michigan Community College Association and the American Association of Community Colleges. She also was secretary of the board of directors for the American Council on Education. Former Michigan Gov. James Blanchard named her to the President's Economic Expansion Board, the Michigan Job Training Coordinating Council and the Committee to Save Michigan.

In 1993, she was the recipient of Kalamazoo's E. Earl Wright Community Achievement Award and the Benjamin Franklin Award of the West Michigan chapter of the National Society of Fund Raising Executives. She is a past president of the Park Club and a member of the Kalamazoo Rotary Club.

Schlack earned her bachelor's and master's degrees from the University of Michigan and her doctoral degree from WMU. She has taught in WMU's College of Education.

Under her stewardship, KVCC, which celebrated its 25th anniversary in 1993-94, 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.

The WMU Board of Trustees Sept. 15

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 serving the needs of the community, she said, the new program will help 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.

General fund budget OK'd at \$171 million

The Board of Trustees Sept. 15 approved a 1995-96 general fund operating budget of \$171,062,599, an increase of nearly \$9 million over last year.

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

State appropriations for 1995-96 are expected to total \$97.7 million. Income from tuition and fees, both on- and off-campus, is expected to total \$69.3 million.

The budget, which was recommended to the board by President Haenicke, includes nearly \$2 million in new program initiatives. He identified them after consultation with the provost and other vice presidents and the Budget and Finance Council of the Faculty Senate.

The new initiatives and their amounts are: recruitment of faculty members with international expertise, \$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, \$100,000; career services, \$135,000; minority counseling, \$62,000; Michigan Indian Tuition Waiver, \$130,000; gender equity in intercollegiate athletics, \$344,000; alumni data processing, \$60,000; deferred maintenance, \$80,000; two custodial positions, \$60,000; and aviation programs, \$120,000.

Of the new funds in the general fund budget, 62 percent will go toward compensation. The new program initiatives represent 24 percent and the rest comes in supplies, up 3 percent; utilities, up 6.3 percent; and student financial aid, up 3.8 percent.

The total budget shows \$80 million for instruction, which is spent through the budgets of the University's academic units. That figure is up \$3.8 million from last year.

Other expenses, including research, public service, academic support, student services, institutional support, plant operation and maintenance, and student financial aid, come to \$91.3 million.

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 two undeveloped lots owned by the University 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 set for Fridays. The dates are: Jan. 19; March 15; April 19; June 21; July 19; Sept. 13; Oct. 25; and Dec. 20.

authorized the administration to enter into the agreement. It will enable WMU to offer its MBA degree in Traverse City beginning with the current 1995-96 academic year.

"This makes Traverse City the 13th site at which we deliver our highly regarded MBA program live by satellite television," said Provost Nancy S. Barrett. WMU offers the state's only televised MBA degree program through the Michigan Information Technology Network.

"We hope to offer additional programs through NMC's University Center in the future, if resources and demand make them feasible," she said. The Division of Continuing Education offers all of WMU's off-campus programs, providing the state's second largest extension service.

The University Center is a collaborative arrangement between NMC and four-year colleges and universities across the state to offer bachelor's and graduate programs to residents of the greater Traverse City area, Barrett explained. NMC is one of the state's 29 community colleges.

WESTERN MICHIGAN UNIVERSITY

TASK FORCE FOR RACIAL HEALING

A PRELIMINARY REPORT

The Task Force

Toward the end of the winter semester 1995, I asked 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, chairperson 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; 13 women/15 men). The results of their very preliminary deliberations are to be found in the appended report, which was presented to me in August 1995.

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 grandstanding 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.

DIETHER H. HAENICKE
SEPTEMBER 14, 1995

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 what it thought were effective in-service and racial and culturally enlightening experiences for the University community.

Unlike the other subgroups, subcommittee 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. This group's function was driven primarily by the issues elucidated 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 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 subcommittee A. Since the functions of the other two groups were driven by subcommittee 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 subcommittee A, which included nine students, suffered from a lack of consistency and group cohesiveness. Secondly, the discovery of issues and concerns, especially from faculty and staff but also from students, may not be adequately aired until the fall. The return of faculty, staff and students en masse during the fall and winter terms is expected

to significantly increase their involvement and input. Finally, these two issues certainly affected the work 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 rushed to judge, that all contingencies have not been heard, that the whole process is 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 first 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 same group describe Western as an institution that is replete with institutional racism. However, most say that 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 which 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 to these institutionalized programs, Western offers several fora, panels and symposia which are designed to inform and to 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 connote the concept than are ethnic and racial majority groups. The task force further believes that the discrepant

connotation is one of the root causes of Western's racial disharmony.

Racialism, racism, and institutional racism, as defined in Webster's New World Dictionary follow:

- **Racialism**...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 racialism.
- **Institutional racism**...any program or practice of racial discrimination, omission, segregation, etc., based on racialism. One member of the task force presented the 1960s Black Panther Party's definition of institutional racism: "Institutional racism is the deliberate exclusion or mistreatment 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 and based on dictionary or thesaurus use, connotations are 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 any 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 resulted 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 population. 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

faculty. (This department probably has more African-American majors and minors than any other department in the University.) Included in the report are data from a Hispanic Student Survey, the 1994 Student Opinion Survey, a WSA student survey, and some data provided by Western's student services areas. In addition to these sources, there is also information taken from a report which was conducted in 1993 on international students. The data also include conditions of the Black Manifesto, a document that grew out of the racial confrontation that was staged last winter. Finally the data include some random information from a variety of sources, including some faculty who sent letters and some nontraditional students who are also parents and who live in campus residences.

Although the data are not exhaustive, they are *one sample of a portion* of Western's campus community.

The data reached the task force in candid textual forms. While we appreciated this candidness, we wished to find some method by which to render the data's forms more simple and more easily discernible. We looked at several computer software programs hoping to find a way to quantify the data, and we gave serious consideration to one particular program, the Ethnograph v 4.0.

We used the Ethnograph because the nature of the data that we collected is textual and anecdotal. The Ethnograph indicates when and how many times certain words are used and therefore renders textual data into a more quantitative form. However, even though data may be easy to count, they may also leave questions regarding their interpretation. We believed that those who read this report would find it more believable and more discernible if they read an interpretation of the anecdotes rather than a simple numerical listing of the anecdotes. We concede to all readers (but apologize to none) that the data analysis is subject to our own interpretation. Anticipating that others might question our interpretation, we have retained the raw data and invite others to peruse them.

The report makes no attempt to pass itself off as a paragon of empiricism. Certainly there can be questions raised about whether the sample is representative. Research scientists would justifiably find fault with this data collection and with any subsequent inferences drawn. However, there can be little doubt with the validity of the comments that were collected, for without provocation or even encouragement, a number of Western's community has contributed his or her perceptions of the racial and ethnic climate. No scientist can say without conjecture that a constituent's perceptions are wrong.

In general most of the respondents perceive that Western attempts to provide programs and accommodations and other considerations for an ethnically and racially diverse community of faculty, staff and students. In fact, a significant number of non-minority students thinks that it is they, and not the minority, who suffer from discrimination. This attitude has been expressed several times in the Western Herald's "Letter to the Editor" section.

Most of Western's community probably believes that **diversity** connotes a variety of ages, ethnic groups, races, physically challenged and sexual preferences. However, a significant proportion of Western's minority community believes that not only does it suffer from anomie (perceiving that Western renders it powerless), but that the University ignores its needs. Indeed, some of this group believes that the University is engaged in a calculated process designed to make it feel inferior and insignificant.

The task force concludes *that some of the racial disharmony between the majority and the minority at Western is caused by a perceptual discrepancy in the connotation of institutional racism*. The discrepancy may manifest itself in several ways. Although more specific manifestations are apparent in some of the University community's comments, the task force offers a general synopsis here.

1. It is difficult to show ethnic or racial pride because others will perceive that such is a desire for separatism. 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 Cinco 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 impugned or at least misunderstood. Indeed, some of the student body demand (and not always facetiously) 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 separatism. Most of the campus community perceives that *unity* 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, 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 an observable act but also 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 dearth 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 originated 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.
- By contrast the white majority tends to perceive that racism is a thing of the past wiped out for the most part by the '60s and '70s or by present-day affirmative action legislation. Those who consider racism and racist acts anachronistic resent being held accountable for others' past misbehaviors. Western's white majority considers acts of racism aberrations that are committed by a few people.
5. Most believe that racism is a by-product of ignorance as well as maliciousness. However, smaller racial groups at Western often do not

make the distinction, and become angry and vengeful 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 it has 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 other gets."

6. Some faculty say that perceived racial disharmony 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 need 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 feel that subject matter, that is, 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 and race.
8. Some faculty are afraid to relate to any students in personal ways. In order to preserve anonymity, the task force makes no reference to a particular department or to specific faculty. However, a significant number of faculty report that they fear that their behavior particularly with racial or ethnic minority students may be misconstrued or impugned. Such behavior may manifest itself in the faculty member having lower expectations and accepting a lesser quality of classroom performance for racial and ethnic minority students.
9. Several of the racially majority (white) faculty resent and fear being termed "racist," and thus avoid any analysis or criticism of racial minority students' classroom work.

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 physically challenged concerns as well. It is not the 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 malady is an *illness* and not an *intended 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 perceives that its charge is the former rather than the latter.

Time is an important element. It is expected that the perceived institutional racism will require a long treatment. Indeed, most believe that its treatment should be on-going, because perceived institutional racism is like an incurable illness. There is no panacea, no cure, only treatment. Therefore the recommendation is meant to be a long-range rather than quick-fix solution.

The recommendation is that this task force for racial healing continue with its work. More specifically, we recommend that the group continue to explore the parameters of Western's ethnic and racial disharmony, and seek the appropriate processes, and recommend solutions to address the concerns.

WMU again rated in U.S. News

For the sixth consecutive year, WMU has been listed among the country's top 229 national universities by U.S. News and World Report magazine.

It joins four other Michigan institutions on this year's prestigious list. They are Michigan State University, Michigan Technological University, the University of Michigan and Wayne State University.

The top 229 universities constitute what the magazine has called "the major leagues of American higher education."



Faculty members to discuss women's conference

Two faculty members in the Department of English will discuss the recent United Nations Fourth World Conference on Women in Beijing at 8 p.m. Tuesday, Sept. 26, on the 10th floor of Sprau Tower.

Gwendolyn Etter-Lewis and Katherine Joslin, who attended the Non-Governmental Organizations (NGO) Forum Aug. 30-Sept. 8 in Beijing, will describe their experience using slides. They will explain issues arising from grassroots interest in the social, economic and political condition of women and girls.

The forum gathered 40,000 women from 186 countries who met in 5,000 sessions that covered a wide range of issues affecting women and girls. "The forum was successful in bringing women together to debate issues, articulate goals and form networks," Joslin said.

More than 40 women from Michigan, including several from Kalamazoo, attended the forum, which had a theme of "Look at the World through Women's Eyes."

The NGO Forum sent representatives to

the U.N. meeting where the "Platform for Action," a plan to work for equal rights for women, was debated and drafted.

Etter-Lewis attended the NGO Forum as a representative of the Majority People's Fund. Joslin, who represented Women Studies International at the NGO Forum, attended two conferences in Beijing.

In addition to the forum, she was invited by the Citizen Ambassador Program of People to People International to represent American women at the U.S./China Joint Conference on Women's Issues. It took place Aug. 24-Sept. 2.

At the joint conference, Joslin provided information on the Carol Ann Haenicke Collection of American Women's Poetry. It is housed in the Meader Rare Book Room of Waldo Library.

Etter-Lewis and Joslin made the trip with the support of President Haenicke and Provost Nancy S. Barrett as well as Shirley Clay Scott, chairperson of English. Support also came from the Office of Research and Sponsored Programs and the Office of International Affairs.

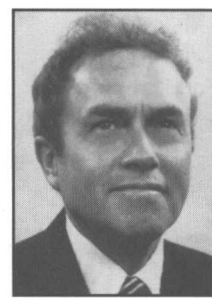
Revised edition of Maier book published

A WMU faculty member has continued his efforts to shed light on biblical times by completely revising a book on a first-century Jewish historian.

Paul L. Maier, history, is the author of "Josephus — The Essential Works," recently published by Kregel Publications of Grand Rapids. The volume is an update of his 1988 book, "Josephus — The Essential Writings," which won the Gold Medallion Book Award — the religious counterpart of the National Book Award — in 1989. Because the new edition has changed so dramatically, the publisher gave it a new title.

Born in Jerusalem only four years after Jesus' crucifixion, Flavius Josephus was an eyewitness to much of what he reported and a careful chronicler of what preceded his day. His writings provide crucial data on the Herodian dynasty, first-century Jewish high priests and Roman governors, and on such other New Testament figures as John the Baptist and Jesus' half-brother James. Jesus himself is mentioned in two famous passages.

Maier's initial book provided the first translation of Josephus' writings since the 1700s that was intended for general readers. Two earlier translations were in old English or written primarily for scholars. Maier felt the writings were important enough to sift through Josephus' Greek —



Maier

some 750,000 words across 2,500 pages — and translate it into today's English. He then condensed the material from Josephus' two greatest 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 shrink drastically were it not for this Jewish 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 more passages that impinge on the New Testament translated word-for-word rather than condensed. In addition, Maier has added 19 end-of-chapter essays.

"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 written to try to answer questions the reader might have."

The new edition also is printed in color rather than black and white and features 91 new photographs of sites that Josephus mentions. It also includes 21 maps and charts. While the book provides the historic detail essential to scholars, it also reads as easily as a novel and should appeal to general readers looking for a fresh view of biblical times, Maier said.

The new edition is being simultaneously published in English, Spanish and German. Other foreign translations and editions are pending. It sells in the United States for \$22.99.

CELCIS marks 20 years of serving students from around the globe

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.

Begun in 1975 with 77 students from a handful of countries, the program has served thousands of students over the years from more than 80 countries. It currently enrolls 118 students from 24 countries.

"We've worked with the most unique spectrum of individuals you could ever imagine in one place," says Darryl A. Salisbury, one of three language specialists who have been with the center since the beginning. The others are Robert J. Dlouhy and Pamela Keesler. Laura Latulippe joined the staff 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 several Olympic athletes, a Baptist minister from Siberia who was part of a prisoner exchange during the Carter administration and the assistant director of 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



LEARNING THE LANGUAGE OF FOOTBALL — In addition to attending classes, students enrolled in the Career English Language Center for International Students participate in extra-curricular activities. One of those organized for students this year was a football game at Waldo Stadium. Surrounded by her students is Lovette J. Teichert, a language specialist in the CELCIS, which celebrates its 20th anniversary this fall.

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 most also take advantage of a drop-in language lab for one hour a day. The rigorous schedule equates to taking 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 beyond a basic English as a Second Language course," Salisbury says. "Our approach is much more holistic.

We're interested in the student from a linguistic, cultural and psychological standpoint."

For that reason, the program integrates many other activities. Those include everything from sessions on learning to use the library to auditing classes to get a sense of how an American college course is run.

"We want the students to be able to use the skills necessary to function in a university setting," Latulippe says.

To become more immersed in American life, the students also participate in a variety of extra-curricular activities each week ranging from conversation groups and "friendship families" to sports or cultural events and field trips.

Once they successfully complete the CELCIS curriculum, many of the students stay right in Kalamazoo. About one-third

enroll directly in WMU, while another one-third enroll in a community college and then transfer to WMU. The rest return to their countries for jobs.

Besides the changes in countries represented — the staff says they see at least one student from a new country each year — there also have been changes in the students themselves. More are paying their own way instead of being sponsored to come to WMU. They're also coming to Kalamazoo better prepared.

"The quality of the students has definitely gotten better over the years," Salisbury says. "The students are coming with better English skills and they are more trainable. They're also more ready to absorb the culture."

CELCIS 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.

Another change has been in the way students are recruited for the program. Twenty years ago, there wasn't that much competition for international students. Now, with a dwindling population of U.S. high school seniors, thousands of American colleges and universities are seeking to stabilize their enrollments with international students.

"The competition has increased radically," says Latulippe. "We have to work much harder to recruit."

That means more trips to other countries and working more closely with staff members from WMU's Office of International Affairs and Office of International Student Services. In addition, the program has increased its advertising in trade journals and created home pages on the World Wide Web.

But the best recruitment tool is still fairly inexpensive: word of mouth. "The vast majority of our students come because they have friends or relatives who have studied here and had a good experience," Salisbury says. "We must be doing something right!"

Now that CELCIS is 20 years old, that word-of-mouth advertising is paying some interesting dividends. The long-time instructors are now beginning to see some familiar names on the lists of new students as the sons and daughters of CELCIS graduates arrive on campus.

Reception planned

Members of the University community are invited to join the staff of the Career English Language Center for International Students in celebrating its 20th anniversary at a reception from 3 to 5 p.m. Thursday, Sept. 28, at the Oaklands.

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.

From 3 to 5 p.m., faculty members who have been involved in the ethics center will present a panel discussion titled "Retrospectives on 10 Years as an Ethics Center" in 3020 Friedmann Hall. Speakers will look back over the decade as well as discuss the future of the center.

At 7:30 p.m., David H. Smith, director of the Poynter Center for the Study of Ethics and American Institutions at Indiana University, will speak on "Ethics at the End of the Century: A Mosaic from Genesis to Genetics" in 3750 Knauss Hall. He will talk about problems in teaching 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 from a wide variety of academic 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 philosophy and director of the center since its inception. "Presentations have covered timely ethical issues in business, communication, engineering, journalism, law, medicine, government, public policy, education, social work, women's studies, race relations, peace studies and more."

The center, which is housed in the College of Arts and Sciences, also has co-sponsored three 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 engineer-

ing.

Faculty members associated with the center have collaborated on research projects that have resulted in a number of publications. In addition, they have begun working closely with ethics centers at other academic institutions. Pritchard is a founding member of the national Association for Practical and Professional Ethics, which has more than 50 ethics centers as institutional members as well as some 500 individual members.

As has been its practice in past years, the WMU ethics center has scheduled a full slate of presentations for the fall semester. Topics and speakers are:

■ "Civility and Community" with Brian Schrag, executive secretary of the Association for Practical and Professional Ethics, at 7 p.m. Thursday, Oct. 5, in 3750 Knauss Hall;

■ "The Corporate Ethics Officer: A Look at Applied Ethics" with Kent Druyvesteyn, professor of management at Lindenwood College in Missouri, at 3 p.m. Wednesday, Oct. 18, in the Brown Auditorium of Schneider Hall;

■ "Implications of the Recent Michigan Supreme Court Decision for Patient Self Determination" with Andrew Broder, a Michigan attorney, at 7:30 p.m. Thursday, Oct. 19, in the Fetzer Center;

■ "Author, Publisher, Ethics?" with Sharon Newman, a medieval historian from California, at 2 p.m. Wednesday, Nov. 1, in the Brown and Gold Room of the Bernhard Center; and

■ "The 'Feminist Insight' that Science is Social: Yes and No" with Susan Haack, professor of philosophy at the University of Miami (Fla.), at 7:30 p.m. Wednesday, Nov. 8, in 3750 Knauss Hall.

All presentations are free and open to the public. For more information, persons may contact the ethics center at 7-4380.

Social work luncheon set

The School of Social Work will conduct its annual orientation and luncheon for field instructors from 12:15 to 2:30 p.m. Wednesday, Sept. 27, in the West Ballroom of the Bernhard Center.

Gene Chatlin, the new executive director of the Kalamazoo County Mental Health Department, and Debbie Stabenow, social worker and political activist, will be the speakers.

The luncheon, which is by invitation only, serves to thank field instructors for their service to the school.

Service

These employees are recognized for five, 10, 15, 20, 25, 30 and 35 years of service to the University in September:

35 years — Joseph G. Engemann, biological sciences; Henry A. Raup, geography; and Werner Sichel, chairperson of economics.

30 years — Larry C. Hoikka, aviation sciences; and Vera A. Motter, logistical services-freight/postal/delivery.

25 years — Gregory W. Boothroyd, Counseling Center; Jeffrey W. Decker, physical plant-landscape services; Suzanne M. Timmer, College of Education; and Marvin J. Weessies, blind rehabilitation.

20 years — Brenda S. Grimm, printing services; Pamela Keesler, Career English Language Center for International Students; Frank Peck, physical plant-building custodial and support services; Donald Penskar, logistical services-purchasing; James R. Sanders, Evaluation Center; and Carol J. Shuster, accounts payable.

15 years — Jeanine M. Bartholomew, College of Health and Human Services; Amy L. Kampen, College of Education; Charles K. Lantto, physical plant-landscape services; Michael W. Little, physical plant-maintenance services; Joyce E. Pountain, WMU Bookstore; Diane M. Schuldt, physical plant-building custodial and support services; and Ruth E. Sparks, physical plant-building custodial and support services.

10 years — Paula Armstrong, speech pathology and audiology; Dana Ball, Burham dining service; Sue A. Beougher,

On campus



KEEPING THE RECORD STRAIGHT — Maintaining the files on WMU's faculty, staff and student employees is no small task. Carole J. Lint, clerk and receptionist in the information systems area of the Department of Human Resources, spends her days making sure documents are filed in the right place. She also processes P-006 forms, which start in her office and end there too after going through the system. Last week, she processed some 600 of those forms alone. She also handles telephone calls about such things as the tuition remission program for faculty and staff and she greets visitors to the office. Lint has worked at WMU for 12 years. She started in dining services and then worked in building custodial and support services. Following an accident and an illness in her family, Lint joined the human resources staff in 1990. She worked

part time there while earning her high school diploma and providing care at home. "I can't say enough nice things about Western," she says, noting that she appreciated the flexibility she was afforded during that trying period. Now a full-time employee, she says she enjoys just about everything in her job. "I especially like working on the computer," she says. "I never had an opportunity to learn until now and I like it." When not at work, Lint prefers spending time with her family, which includes nine grandchildren. She also enjoys crafts, like crocheting and ceramics, and volunteering for charitable organizations.

Human resources

Benefits Fair is Sept. 27

Are you aware of all the benefits available to you as an employee of the University? Do you have questions about the services offered by some WMU organizations and offices?

Mark your calendar for the WMU Benefits Fair from 9 a.m. to 3 p.m. Wednesday, Sept. 27, in the North Ballroom of the Bernhard Center. Coordinated by the Department of Human Resources, the fair is a place where you can meet and talk with representatives who can help you learn more about your benefits and the wide variety of services on campus.

Benefit provider representatives will be present from the American Association of Retired Persons, Blue Care Network, Delta Dental Plan of Michigan, Educational Community Credit Union, First of America, John Hancock Mutual Life Insurance Co.,

MPERS, Physicians Health Plan, Southwestern State Employees Credit Union and TIAA-CREF.

Representatives from many WMU organizations and offices also will be present, including auxiliary enterprises (Bernhard Center, Bronco Cards, WMU Bookstore and Miller Auditorium), conference center training and development-Fetzer Center, human resources (benefits and wage and salary), payroll, public safety (vehicle registration), Sara Swickard Preschool, Shaw Theatre and Sindecuse Health Center (Sports Medicine Center and Zest for Life).

These representatives will answer individual questions, distribute information and assist employees in any way they can. Make it a point to stop by the Benefits Fair for a few minutes on Sept. 27 — it's a great way to learn more about your benefits and the services available to you as a WMU employee, and to meet the people involved in administering those benefits and services.

Jobs

The following list of vacancies is currently being posted through the Job Opportunity Program by employment services in the Department of Human Resources. Interested benefits-eligible employees can apply for any of these positions (bargaining or non-bargaining) by submitting a job opportunity transfer application during the posting period, or may contact an employment services staff member for assistance in identifying themselves as candidates for these openings.

S-01 and S-02 clerical positions are not required to be posted. For persons interested in faculty positions, there are openings in selected fields. A letter of application should be submitted to the appropriate dean or chairperson.

(R) **Human Resources Specialist II**, P-04, Human Resources, 95/96-110, 9/19-9/25/95.

(R) **Secretary II**, S-05, Intercollegiate Athletics, 95/96-120, 9/19-9/25/95.

(R) **Secretary I**, S-04, Admissions, 95/96-121, 9/19-9/25/95.

Please call the Applicant Information Service at 7-3669 for up-to-date information on the Job Opportunity Program and vacancies available to external applicants.

(R) Replacement
WMU is an EO/AA employer

Landscaping tips offered at Saturday seminar on campus

Faculty and staff members are invited to join alumni and friends in learning how to keep their own yards 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 "Landscape Planning and Flower Selection" from 9 to 11 a.m. at the Promenade Tent near Sangren Hall.

Paul MacNellis and Tim Holysz, both landscape services, 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 landscape maintenance and what it takes to keep WMU looking healthy and beautiful.

Walking shoes and appropriate dress are recommended. To make a reservation, 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 Sports Classic V: The Senior Olympics earlier this year in San Antonio, Texas. The event involved more than 8,500 participants over age 55 from throughout the United States and Canada.

Gamble won a silver medal in the women's singles event in badminton and a bronze medal in that sport's mixed doubles competition. In addition, she received a bronze medal in shot put. She also had qualified in discus and in javelin, and achieved a fourth-place finish in the latter sport.

Media

JoNina M. Abron, English, discusses the current state of the newspaper industry on "Focus," a five-minute interview produced by news services. "Focus" is scheduled to air Saturday, Sept. 23, at 6:10 a.m. on WKPR-AM (1420).

Calendar

The master calendar maintained by news services for use in Western News is available through Gopher on the VMScluster. Currently, there are three calendars available: September events; October events; and future events, which run from November 1995 through December 1996. To view the calendars, type Gopher at the system prompt. At the next menu, choose 2. Western Michigan University, then choose 3. Campus Calendar. You will find options for 1. This Month's Events, 2. Next Month's Events and 3. Future Events.

Thursday, September 21

(thru Oct. 13) Hispanic Heritage Month cultural exhibit, showcases, third floor, Waldo Library.
 (thru Oct. 6) Exhibition, handmade books from the Bronte Press, Space Gallery showcases, Knauss Hall, weekdays, 8 a.m.-9 p.m.
 (and 22) Exhibition, "Color in the Environment," Tricia Hennessy, art, Gallery II, Sangren Hall, 10 a.m.-5 p.m.
 Exhibition, paintings by Susan Maakestad, Nerstrand, Minn., artist, Space Gallery, Knauss Hall, 10 a.m.-4 p.m.
 (thru 30) WMU Department of Art faculty exhibition, Dalton Center Multi-Media Room, Mondays thru Saturdays, 10 a.m.-4 p.m.
 (and 22) Student Art Gallery exhibition, Department of Art MFA degree candidates, Rotunda and South galleries, East Hall, weekdays, 10 a.m.-5 p.m.; closing reception, Friday, Sept. 22, 4-6 p.m.
 Seventh annual Volunteer Opportunities Fair, East Ballroom, Bernhard Center, 11 a.m.-4 p.m.
 Program, "Arachne's Revenge: Teaching Classical Mythology on the Web," Rand H. Johnson, foreign languages and literatures, 2033 University Computing Center, noon-1 p.m.; to register call 7-5305.
 Videoconference, "Multimedia Fair Use Guidelines," Studio H, Schneider Hall, 1-3 p.m.; to register call 7-5003.
 Workshop on internal funding for research, Brown and Gold Room, Bernhard Center, 1:30-3:30 p.m.; to register call 7-8298.
 *Volleyball, WMU vs. the University of Texas, University Arena, 7 p.m.
 University Film Committee showing, "Hoop Dreams" (USA, 1994), directed by Steve James, 2750 Knauss Hall, 8 p.m.

Friday, September 22

*Volleyball, WMU vs. Ohio University, University Arena, 7 p.m.
 *Concert, Kalamazoo Symphony Orchestra with Grammy Award-winning pianist John Browning, Miller Auditorium, 8 p.m.

Saturday, September 23

*(and 24) Men's tennis, Bronco Invitational, Sorensen Courts: Sept. 23, 10:30 a.m.; and Sept. 24, 9 a.m.
 *Volleyball, WMU vs. Miami University, University Arena, 7 p.m.

Monday, September 25

(thru 29) Student Art Gallery exhibition, John Kollig, MFA degree candidate in painting, Rotunda and South galleries, East Hall, weekdays, 10 a.m.-5 p.m.; closing reception, Friday, Sept. 29, 5-8 p.m.

Tuesday, September 26

Graduate College writing workshop for the preparation of doctoral dissertations, specialist projects and master's theses, Seibert Administration Building, 10 a.m.; call 7-3569 to register.
 "Africa Today" lecture series, "African/American Relations and Africa," WMU African studies students, Lee Honors College lounge, 7 p.m.
 Presentation on the United Nations Fourth World Conference on Women in Beijing, Gwendolyn Etter-Lewis and Katherine Joslin, both English, 10th floor, Sprau Tower, 8 p.m.

Wednesday, September 27

Department of Human Resources Fringe Benefits Fair, North Ballroom, Bernhard Center, 9 a.m.-3 p.m.



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 inform the students about the many programming activities the office has planned 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 Woldemikeal Ghebrhiwot, vice president of the group. The evening ended with a reception sponsored by the Office of the President.

Hispanic Heritage Month lecture, "Education Issues and Civic Involvement for Hispanics," Miriam Santos, Chicago city treasurer, 105-107 Bernhard Center, 10 a.m.
 Performance, School of Music Convocation Series, Johnny Pherigo, natural horn, and Leslie Tung, fortepiano, Dalton Center Recital Hall, 2 p.m.
 Faculty development services program, "Creative Incentives for Students to Attend and Learn in Large Classes," Joel P. Bowman, interim chairperson of business information systems, 2000 Schneider Hall, 3:30 p.m.; to register call 7-5305.
 Colleges of education and health and human services research colloquium, "The Sports Education Camp for Youth with Visual Impairments: A Supplement to Mainstream Education," Paul E. Ponchillia, blind rehabilitation, Tate Center Conference Room, 3208 Sangren Hall, 4-5 p.m.
 Electrical and computer engineering seminar, "Virtual Instrumentation Development and Data Acquisition Techniques," David Wilson, National Instruments, 3002 Kohrman Hall, 4 p.m.
Thursday, September 28
 20th anniversary reception for the Career English Language Center for International Students, the Oaklands, 3-5 p.m.
 10th anniversary observance for Center for the Study of Ethics in Society: panel discussion, "Retrospectives on 10 Years as an Ethics Center," 3020 Friedmann Hall, 3-5 p.m.; presentation, "Ethics at the End of the Century: A Mosaic from Genesis to Genetics," David H. Smith, director of the Poynter Center for the Study of Ethics and American Institutions at Indiana University, 3750 Knauss Hall, 7:30 p.m.
 University computing services panel discussion, "World Wide Web and WMU," Clock Tower Conference Room, University Computing Center, 4-5:30 p.m.; to register call 7-5161 or 7-5430.
 University Film Committee showing, "Sirens" (Australia, 1994), directed by John Duigan, 2750 Knauss Hall, 6 and 8 p.m.
 *Concert, University Jazz Orchestra, Dalton Center Recital Hall, 8 p.m.
 *Admission charged

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 reflect on their lives and perhaps make more thoughtful choices when it comes to moral issues.
 Ellin is the author of the recent book, "Morality and the Meaning of Life: 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 perceptions and attitudes, or to teach them to think intelligently about contemporary moral problems, such as drug abuse and sexual promiscuity," he writes in the book's preface. "Important as these concerns are, they are not the primary goal of this book, which is not to make students moral but to teach them moral theory."
 "...moral theory is an important part of moral education, the development of the perceptions, attitudes and emotions that constitute morality," he continues. "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."
 A WMU faculty member since 1962, Ellin teaches courses in general ethics, medical ethics, the philosophy of law and political philosophy. The idea for the book came to him when he tackled a sabbatical leave project in 1990 to reorganize his notes and other materials he was using in his ethics classes.
 By the time he finished, he realized he

had written what could be some book chapters. He sought interest from various publishers and landed a contract with the well-known firm of Harcourt Brace. Although he has co-edited an anthology and has written many articles for professional journals, this is his first book as solo author.
 Ellin says he decided to write the text because he was dissatisfied with the other books currently available in the field of ethics. That was why he was using his loosely compiled 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 — not just specialists," he says. "At the same time, the book doesn't simplify or ignore complicated issues."
 Ellin says the reactions he's gotten from several non-students who have read the text have been very positive.
 "Professors sometimes make the subject more difficult than it has to be," he says. "I've tried to make it as simple as



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 —Joseph S. Ellin

possible without talking down to the readers."
 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. Each chapter ends with a list of references and further readings, complete with pithy comments by the author.
 Some of the "frontier issues" he covers in the book are feminist ethics and communitarianism — the idea that values and moral standards are rooted in communities and based on ties, so that individualism or autonomy is undesirable or impossible.
 A key issue Ellin explores is the relationship between morality and the meaning of life.
 "That's what ethics is all about," he says, "whether being ethical makes life more meaningful, or if you can have a meaningful life without ethics. That is a question philosophers have now gotten back to after ignoring it for a few decades."
 In the book, Ellin uses the example of a Mafia chief dying wealthy and surrounded

by a loving family and loyal friends. "We can say he has had a meaningful life and that it has not been without moral qualities: love, friendship, loyalty and respect are moral qualities that can enter even the life of a criminal," he writes. "But we have also said that for one's life to be meaningful one must make a contribution, or give someone some reason to be glad that you have lived. This is the role of morality."
 Ellin devotes an entire chapter in the book to the subject of lying. "Lying is the most universal moral problem that everyone faces — especially students," he says.
 He decided to write on the topic because it often isn't included in other ethics textbooks, he says, and because it is the source of many interesting philosophical questions.
 "For example, we can look at the definition of lying and whether there is a difference between lying and deceiving," he says. "Is deceiving as bad as lying and are there any moral differences?"
 Ellin feels his book is particularly timely, considering one of the burning social issues of the day is whether or not "virtue" or "character" can be taught in the classroom.
 While Ellin says requiring students to take ethics courses is not a panacea to the nation's woes, giving them a solid theoretical base on which to build character is a step in the right direction.
 "Morality is a like a three-legged stool," he says. "The theoretical is one side. The other two legs are moral perceptions and moral emotions, and those can't be learned by reading a book or studying."
 "Morality and the Meaning of Life" is available in the WMU Bookstore in the Bernhard Center.