

# the Reporter



News for the Faculty and Staff of Western Carolina University

## Fall General Faculty Meeting Opens 2004-2005 Academic Year

Dr. John W. Bardo, Chancellor

Welcome back, colleagues, to the new year. This truly is a transformational moment in the University's history. This talk represents something of a milestone for me in that it is the 10th time I have spoken to the faculty at an opening of school. This is the beginning of my 10th year at Western.

After working diligently to find just the right quotes to lend an appropriate air of gravity to my thoughts, I settled on one person who just seemed to say what needed to be said: Yogi Berra. After all, his homilies are simple and often relate to topics of opening addresses. Chancellors' opening addresses lay out a course or a vision for the institution and Yogi speaks to this in his famous, "If you come to a fork in the road, take it." Or, more pointedly, "You've got to be very careful if you don't know where you're going, because you might not get there." And, then, chancellors' speeches are to address the future. Of course Yogi speaks to that issue by saying, "The future ain't what it used to be."

For any of you who may not be aware, there are more new faculty on campus this year because of the state's allocation of enrollment growth monies than at any time in the last two decades. Between enrollment growth funds and required use of some local tuition monies, we have been able to allocate 52 new faculty positions. This represents a very significant net growth in the faculty and it bodes well for the future.

Let us turn to this fall's enrollment. As seems to have become a tradition at

Western, this freshman class is larger than any in the last 25 years and it is the best in our history. When the data finally shake out, we anticipate an entering class of about 1,600 with a record average SAT of about 1027. Last year the average SAT was 1023. The average high school GPA of entering students this year will approach 3.3, which also is the highest in our history. We anticipate a gross enrollment of over 8,000 students. This enrollment is another milestone in the history of Western. Given the hard work of this faculty, staff, and administration, we can expect growth to continue at a rate similar to what we have experienced this year. I believe that we are on track to achieve our Board of Governors' 2010 enrollment target of 10,400 ahead of schedule.

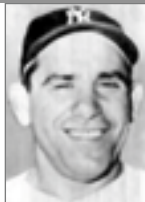
### LOOKING AHEAD

So, that is a quick update on our current enrollment situation and I want to turn now to the new academic year.

Instead of reviewing more old quotes and literature, I decided to focus on this campus and all that you have achieved: "raising the bar;" integrating technology; focusing academic programs; creating a model advising system; improving the quality of student life; reaching out to the surrounding community; increasing funded contracts, grants and research; growing enrollment; and enhancing the academic reputation of this campus in ways that were seen as impossible only a few years ago. I will tell you that it was within the review of the work of this campus that I found the inspiration and focus for the rest of this talk.

**“You've got to be very careful if you don't know where you're going, because you might not get there.”**

Yogi Berra



## Chancellor Bardo Thanks, Challenges University Community



Quite simply, over the last decade, this campus has engaged in a process that most institutions of higher education would find impossible even to contemplate. You have succeeded where lesser faculties blanch at even making the attempt. Because of your hard work, Western is on a different path—a path that will undoubtedly lead to academic strength, regional growth, and an excellent education for our students.

Because we have so many new faculty

# Newt Smith Predicts a Momentous Year Ahead

Dr. Newton Smith,  
Chair, Faculty Senate

It is good to see so many of you. I am tempted to ask how you got here, and if you know of anyone still stuck on our roundabout. Putting a roundabout on a campus is a bad idea for a group known to go 'round and 'round about any subject. Western these days is like a science fiction movie. One day you come in and the entrance is brand new. Then they close it again. Then they tear up all the roads coming to campus. They tell you to move out of your office by Friday, and then they tell you your new office won't be open until Wednesday. Welcome to the fun house. I just hope you can find your way back to your department when this is over.

I want to welcome the new faculty this year—some 74 of you.

You are an extraordinarily talented addition to this campus. In the last four years including this year, we have seen over 240 new faculty faces. For 80 percent of the faculty, Dr. Bardo is the only chancellor they have known at Western. You are the new WCU, and we are looking forward to what you will bring to our campus. You are joining a faculty of great teachers, innovative and pragmatic researchers, and committed colleagues who you will find to be

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*...we inherit the passionate commitment, the perseverance, the creativity, the wisdom and the generous humanity of our older colleagues and predecessors.*

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supportive, intriguing, and delightful. We welcome you and the talents and fresh perspectives you bring to us.

This promises to be another momentous year here at Western, but we must remember that we inherit the passionate commitment, the perseverance, the creativity, the wisdom and the generous humanity of our older colleagues and predecessors.

*Chancellor Bardo continued*

this fall, I'd like to spend just a minute or two reviewing what has happened with this campus over the last eight or nine years. I won't go into a great deal of detail here, but I think that it is important to understand where we came from as a means of understanding where we are going.

During my first few years here, it was not unusual for someone to ask if Western was in North Carolina or South Carolina. Folks who thought they were being funny would sometimes tell me that they had heard of the states of North Carolina and South Carolina, but never the state of "Western Carolina." While these comments were, at times, a bit silly, it was clear that in most of the state, Western had no image, presence or reputation. This, in part, explains the long-term trend of little to no enrollment growth—a trend that lasted nearly 30 years. It also was clear that our local reputation was not overly favorable, and while alumni appreciated the quality of education they received here, there was not a great deal of overt support for the institution.

## SETTING OUT ON A QUEST

What was most important was not the modest image of the institution, but the clear indications that faculty, staff and administrators were ready to take sweeping, sometimes difficult, actions to change Western's academic positioning. I must say, it was not just that they were willing, it also was clear that we had the quality of people on this campus to make it happen. So, the university set out on a quest:

- We enforced our own academic standards and sent students home who had failed out of school.

- We raised probation, suspension, and admissions standards.
- Faculty raised standards in their classes and pushed students to achieve at a higher level.
- We instituted the first computing admissions standard in a public university in North Carolina—two years before our big blue sister down state.
- We examined all of our programs for competitiveness and quality.
- We set out a strategic plan for growth that focused on attention to the individual student, increasing academic standards, and working with the people of the region to improve the quality of life.
- We reviewed general education and created a more integrated program that assured that students received a high-quality systematic and broad educational background.
- We started an Honors College and an undergraduate research program to encourage the best and brightest students from the mountains to stay in the mountains for their education.
- We developed the advising system, residential living programs, academic support systems, student life programs, and generally improved the quality of the students' out-of-class experience.
- We worked to place parameters around a Greek letter system that had gotten out of control thus reducing the number and severity of behavioral problems.
- We developed the first comprehensive master plan for the institution in more than 25 years to make sure that our growth proceeded systematically.
- We refocused our athletics program so that the needs of the student-athlete are paramount. As a result, graduation rates for athletes are significantly higher than for the student body as a whole.
- To assure that the educational needs of Western North Carolina's working adults were being addressed, we greatly expanded our distance education offerings and created one of the first graduate degrees in the state to be offered through the Internet.
- With the help of the people of the state and their support for the 2000 bond issue, we began implementing the master plan. Since 1996, Western has been involved in developing over \$195 million in improvements to its physical plant.
- To enhance the institution's academic reputation, fund-raising emphasis was placed on obtaining endowed professorships and improving our merit-based scholarship program. We now have nine endowed professorships and are close to completing the 10th.
- To assure that your hard work in improving the academic climate of the campus was nationally recognized, Western sought candidacy as a sponsor of National Merit Scholars; we were the fourth institution in North Carolina to receive that distinction.

## ROLLER COASTER RIDE

Two years ago, Chancellor Bardo, I urged you to get out of town and find us more money, more programs, and more faculty positions. You did and look at us now. Buildings are springing up everywhere, Hollywood-like studios, two engineering degrees, doctoral programs, plans for a \$34 million Health Sciences building, a footprint in the \$38 million health leadership facility with the MAHEC center in Asheville, over 200 additional acres of campus, plus mud everywhere. There are almost no roads or sidewalks left. We need global positioning devices to get to our classes. Give us a break. It's time to come back home for a spell. We need to catch our breath.

Of course we know that break won't happen. With 8,100 enrolled students this year and talk of being at 10,000 in only four years, we might as well realize we are on a roller coaster ride without guide rails for the near future. Where are we headed? That is what I want to talk about today.

I came to Western Carolina University in 1968, before some of you were out of diapers or maybe not yet in diapers. The influx of faculty and students in those years transformed this university then just as the new faculty and students will transform what we know as Western today.

Those were exciting days, filled with passion and a clash of ideals, fed on hope and the belief that we could make a difference in the world we inherited from our predecessors. Sometimes I look back on the intensity of those years with nostalgia. I remember our compact, little picturesque campus, our sense of camaraderie, the emphasis on justice, and our commitment to the ecology and to those less fortunate. And I remember the students who viewed a college education as an opportunity, not a birthright and a career necessity.

I know. I am looking at the good old days with rose-colored, rear-view mirrors. The truth is that just as the '60s and early '70s were filled with conflict and discord on the national scene, we had our share of dissent and anguish here on campus. Coming out of a cocoon is always a struggle, even for butterflies.



*Newt Smith continued on page 4*

- Faculty took a strong leadership role in refocusing our program mix to attract better students and to better meet the needs of the people of the region. New programs in education, environmental science, forensic sciences, construction management, humanities, and engineering are just examples of the far-ranging changes in our program mix that were made by faculty.

- To assure that we could attract and retain the very best faculty and administrators, systematic studies of salary competitiveness were undertaken and completed. Based on those studies, salary funds were allocated last year for faculty to begin the process of improving institutional competitiveness.

What has resulted is a true metamorphosis in the institution. Enrollment is up, the quality of students is up, the institution's academic reputation is improved, and Western is increasingly seen as the key player in the economic and social future of this region. Across this state, very few people are asking "Where's Western?"

## BEYOND THE CROSSROADS

Now, it is time to turn the rest of this talk to the future. It is clear that we are in a time of great change in higher education. Recently, I ran into one of the first books that has been published on the nature of the changing conditions in higher education, titled "Beyond the Crossroads: The Future of the Public University in America," by James J. Duderstadt and Farris W. Womack.

Duderstadt and Womack note that public universities have always had missions that reflect the needs of society and of the communities that sponsored them. Traditionally, these needs have shaped the university's tripartite mission of teaching, research, and service.

Duderstadt and Womack go on to argue that because of the changing nature of the society of which they are a part, "universities will find themselves facing a period of institutional transformation, proceeding at a pace and to an extent that exceeds institutional experience and the capacity of traditional mechanisms." Core to these changes, according to the Carnegie Commission on Higher Education, is the clear linkage between the traditional role of universities in creating an educated citizenry and the increasing need for a "more vital and productive workforce." Thus, there will be a renegotiation of the social contract between the university and society that accounts for the new and much more complex expectations of the institution. This complexity involves not just our traditional missions of teaching, research, and public service, but workforce development, technology transfer, and a clear role in economic development. I think I'm beginning to agree with Yogi, that the "future ain't what it used to be."

Although "Beyond the Crossroads" is the first book I have seen that attempts to deal with this massive change in society, for anyone who has been a part of the Western community for any length of time, it should be clear that we recognized the nature of these changes as long ago as

1997 or 1998 and began redirecting the institution to account for these dominant social trends. Our focus on engagement, increasing interest in adult education, our emphasis in career-based education, and concentration on regional development all are very consistent with these long-term societal trends.

**“The “can do” spirit of this campus has been tested, but it has triumphed.”**

What I am saying is that you are responding to change in a positive way. The “can do” spirit of this campus has been tested, but it has triumphed. Your work has set Western on a track that will increasingly allow us to respond to societal needs. This transformation is crucial to our future. And, almost as importantly, as the social contract between the state and its institutions of higher education is renegotiated, Western is negotiating from a position of strength. If you have a chance to talk with Clifton Metcalf or Tom McClure, just ask them about the legislative reaction to your work. Western is increasingly known as a UNC campus that is “trying to do the right thing” by the people of the state. And you are seeing their response in increased support and funding.

## REFINING OUR MISSION

In many ways, Western is becoming a leading 21<sup>st</sup> century university. We all

*continued on page 4*

*Newt Smith continued*

### **THE VISTA BEFORE US**

I believe we are beginning just such a metamorphosis today. And it promises to be equally as exciting and transformational. None of us knows what lies ahead in terms of opportunities or obstacles. You have heard the chancellor's summary of the changes headed our way and no doubt sense his excitement. But what will it mean for us? I think of these lines from Keats' poem, "On First Looking into Chapman's Homer":

*Then I felt like some watcher of the skies  
When a new planet swims into his ken;  
Or like stout Cortez when with eagle eyes  
He stared at the Pacific—and all his men  
Looked at each other with a wild surmise—  
Silent, upon a peak in Darien.*

Some of us are excited by the vista before us, but I suspect many of us are silent and filled with questions as we look out into the future and secretly cherish the past encased in our amber memories.

This summer, June and I went to Spain for our vacation. It was one of the most entrancing trips we have ever taken, a salad bowl of colors,

cultures, history—and new construction. Everywhere we looked seemed to call for a photograph. But it was almost impossible to get a shot without getting a building crane or a front-end loader in the picture. It reminded me of Cullowhee.

But one of the lessons I took from my trip is this. At the core of every vibrant city was its historic center with streets still as narrow and meandering among the warren of dwellings as they were back in the 10<sup>th</sup> or 17<sup>th</sup> century. In particular I remember the Mezquita in Cordoba, located only a few blocks from the main thoroughfare of the city. Cordoba was a Moorish city, the largest, most prosperous city in Europe, outshining Byzantium and Baghdad in science and scholarship in the 10<sup>th</sup> century. The Moorish Mezquita was built on Visigoth and Roman ruins just as the Catholics built a cathedral on that site in the 15<sup>th</sup> century. Each generation venerated and used previous generations' advances to create a new vision for themselves.

### **BUILDING UPON FOUNDATIONS**

Spain was on my mind when, at the beginning of the summer, the chancellor asked me to begin work on strategic planning, starting with a strategic plan for educational technology to be completed by the end of fall term and continuing throughout the year developing the university's strategic plan as faculty co-chair with Troy Barksdale, the director of university planning.

*Chancellor Bardo continued*

know that there is a great deal of work to be done, but we now know the shape of the direction we are taking. So, let's turn to the specific work of the year and to the next steps in refining our mission.

First, we must continue raising academic standards. We have made very significant progress, but there is a great deal more to do. On the front-end, we will continue to raise admissions standards, but we also need to continue to focus on the quality of our academic programs and the student's life and experience on the campus.

An important element in improving quality in our academic program is to assure that our graduate programs are operating effectively and efficiently. Graduate education, especially for working adults, will become an increasingly important segment of our student population, so we must assure that this program is working well. Therefore, I have asked Dr. Vartabedian to work with the Council of Graduate Schools to have them conduct an external review of our Graduate School and its processes.

Additionally, we must again pay attention to the Honors College. Brian Railsback will work this year to increase the quality of students in the college; re-focus and expand our undergraduate research program; and increase the quality of the academic experience for honors students. It is time for this college to take several important steps to improve quality.

In addition to increasing academic quality, we must continue to grow. As a focused growth institution, it is crucial that

we continue to improve our enrollment of undergraduate North Carolinians. We have made tremendous progress over the last few years, but there are expectations that we will enroll more than 10,000 students over the next six or seven years.

In addition to traditional undergraduate students, we will need to grow the number of non-traditional undergraduate and graduate students. Distance education in all its forms will continue to be important as will our adult programs in Asheville. With Pat Brown's and Michael Dougherty's leadership, we have developed a partnership with Haywood Community College in which Western will deliver a degree program in birth through kindergarten education. At the same time, we have begun to offer teacher education programs on the campus of Isothermal Community College. These programs are key for our future.

In addition to our work in education, we have increased adult-student opportunities in Henderson, Rutherford, Cherokee, and Catawba counties. We also need to find ways to work more closely with Macon County and to assist that county in its development. As you can see, Western North Carolina is truly becoming our campus.

### **ENGAGEMENT IS KEY**

In addition to enrollment growth and institutional quality, we must continue to expand our ability to engage with our community. Engagement is at the core of the new expectations for universities and we are increasingly active in engagement.

It is important to focus a minute on the concept of "engagement." There are some in higher education who decry the need to engage as detracting from our traditional mission of teaching, research, and public service. They argue that adding a fourth leg to the stool that represents higher education's mission only weakens the other three legs. They would prefer to retreat to the past and to "keep universities the way they were"—Ivory Towers separated from the real world where students would drop in for a few years of enlightenment before returning to their work-a-day lives. There are others, however, who are beginning to recognize that engagement is an important refinement and specification of the teaching, research and service missions of the institutions in ways that cause universities to meet the emerging needs of the people they serve. An engaged university is one in which students apply their learning and through application they internalize the important lessons taught.

There is an old saying, "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." Teaching with engagement is a means of involving the student so that he or she may truly understand the lessons we are teaching. At the same time, engagement in research and service does not have to minimize scholarly content. Engagement ensures that scholarship and service actually meet the needs of the people. Thereby, engagement is a means for the university to "do good" as it is "doing well."

It also is important to mention that we are increasing our ability to reach out and to engage with the community in a variety

I immediately thought of those cities and how they retained their identities yet transformed and renewed themselves over time. A university, too, is built on the foundations laid by previous generations. It is a curious mixture of the old and the new, a place where each generation picks up from the rubble of previous generations what is needed to build new structures. What will we keep standing from out of our past? What will we tear down? And how will we know what to use and what to do? Questions and more questions.

Picasso once said, "Computers are useless. They can only give you answers." It is true. Art and life are more about questions than about answers. Suzanne Langer once wrote that every age is defined by the questions it asks not by its answers. I am excited about working on this university's strategic plan. But I know the questions we ask each other will be the most important work we do. It is hard to sit patiently with the questions instead of rushing in with answers that worked in the past, but if we are really transforming ourselves we need to keep asking questions.

At the center of every strategic plan is a vision question: How do we want the world to be when our work is finished generations from now? A vision is built upon ideals we hold on to despite never quite achieving them. Each of us has a set of words we cherish as talismans: courage, compassion, justice, humility, openness, loyalty, curiosity, humor, and so on. But do we mean the same thing by those watchwords? I believe that is where we should start: by

sharing the vocabularies of what we value, discovering how each of us views the future. A Chinese proverb says, "One generation plants the trees; another eats the fruit and sits in the shade." What fruit and what kind of shade? Those are the questions that will shape the future of our children, our students, and our institution.

When you look at all the construction outside and read about our new programs and witness the surge of new students, and listen to the chancellor talk so excitedly about the future of Western, it becomes clear our current mission statement no longer fits.

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***"What change do we want to make in society and in the lives of human beings in order to bring our vision closer to reality?"***

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A mission begins with this question: "What change do we want to make in society and in the lives of human beings in order to bring our vision closer to reality?" How can we possibly agree on what changes we, as a university,

*Newt Smith continued on page 6*

**“Tell me and I’ll forget;  
show me and I may remember;  
involve me and I’ll understand.”**

## **THE ROLE OF THE ARTS**

We must not lose sight of the fact that successful development of the Millennium Campus, and the region, will require us to consider the importance of the quality

of life as one of the most significant variables. In this regard, our focus on the visual arts, education, literature, music performance, theater, and the like all are crucial to improving the quality of life and supporting the “creative lifestyle” that is at the heart of a vibrant regional economy. Likewise, the new facility for an emerging School of Health and Gerontological Sciences that was approved for planning by the legislature in this past session and the inter-institutional Center for Health and Aging that we are developing with MAHEC and UNCA will have significant impact on the long-term quality of life in the region. These are important components in this region’s development, and I would especially like to thank Senate President-Pro tem Marc Basnight; senators Martin Nesbitt, Joe Sam Queen, and Walter Dalton; and, our Western North Carolina legislative delegation for making these developments possible.

But I want to return for a minute to the role of the arts. From time to time I get questions about why we as a university are investing so much in the arts instead of pressing directly on business, technology or science. The fact is, the university is making investments in all of these areas, but the arts need to be visible and need to be developed early in the process. According to Eger, “Throughout history,

science, math and technology have flourished only where and when all the arts have flourished. No evidence exists that this will not be the case in the future.”

I hope that you are seeing the vision of what this campus can become and how it can help drive the future of this region. Cullowhee can be the center of a renaissance in art, literature, science, and technology. On a smaller scale, we can contribute to creating a “New Florence” in Western North Carolina that honors and builds on the traditions of the peoples of this region while adding value and helping the region achieve prosperity and quality of life only dreamed of by past generations.

I hope that you agree that the next five to 10 years at Western will be a time of unparalleled opportunity. Our Millennium Campus—what I prefer to call a Millennium Initiative since it will actually involve the whole campus—can allow us to focus our attention on what both this university and this region need for the future. The opportunity is tremendous. I look forward to working with you as we continue to develop this concept.

Well, I have spoken long enough. I want to again take this opportunity to thank you for all that you are doing to make Western an excellent example of a 21<sup>st</sup> century university. As I complete this speech, it is increasingly clear to me that Yogi Berra’s comments about the future were right when applied to Western: “The future ain’t what it used to be.” Because of your hard work and dedication, it is much, much better. Thank you for all of your hard work and commitment. I am very proud to be counted among your number.

of ways. Last spring, Paul Evans, a Western alum, joined us as the Director of the Center for Regional Development. The Center for Regional Development has taken on a new life under his leadership. Our faculty and staff are visible in the Western North Carolina community and in the media. And, some of the research that has already been conducted by the center’s faculty fellows is suggesting some important directions for development of this region. Paul is a welcome addition to the institution and he will play a very important role in both the CRD and in developing our Millennium Campus.

I want to stop here for a few minutes and talk a bit more about what we are trying to accomplish by creating the Millennium Campus. Some of you may have read Richard Florida’s work on the “Creative Class,” or more recently seen the excellent report by John Eger titled “The Creative Community.” Both of these authors argue that the economic future of the United States comes from the linkages between regional economies and international economies. A true “national economy” is not of significance, according to this perspective; wealth will be created by the linkages among regions and world conditions.

# Keeping Faculty Informed

Dr. Mary Adams,  
Representative, UNC Faculty Assembly

This year, as vice chair of the University of North Carolina Faculty Assembly, I got to address the Board of Governors and recipients of their teaching award. The subject was good teaching. I said I hoped board members had outstanding teachers, since they exert enormous control over the 16 universities to adopt "policies and regulations as they may deem wise." Though a student sits on the Board of Governors, no current faculty member may.

The speech did not go well.

I use this story to illustrate why we need the Faculty Assembly. The Code, which is the UNC "bible," says that although a chancellor should provide faculty "the means to give advice," he or she has virtually unfettered power over each institution. The Code gives the Board of Governors power over almost everything else – including, of course, the ability to revise the Code. The Board's decisions depend, in turn, upon the whims of legislators. When it's whispered from the bottom of this pyramid, then, faculty "advice" can easily be drowned out.

Enter the Faculty Assembly. As a body elected from each of the 16 campuses, our charge is to gather and exchange information on behalf of the faculties of each institution, and advise the UNC President, the Board of Governors, the General Assembly, and other governmental agencies on matters of faculty concern and university-wide importance. The Faculty Assembly is the only means you have to express your concerns higher up the food chain, without going through an administrator.

I do not mean to criticize any particular administrator. But some, to paraphrase Orwell, are less equal than others, and in lesser hands



**"We struggle for resources even as we lose the vital power to dissent. So faculty, who are closest to both scholarship and students, must find ways to be heard."**

transparent, faculty-driven process for evaluating administrators. And we asked the UNC system to study and plan for "smarter" administrative growth.

Though some resolutions are symbolic, they show we're watching. For example, in 2002 and 2003 we asked for responsible funding of faculty and staff salaries and raises. We condemned the state's practice of withholding matching funds from our retirement system. We supported Chapel Hill's prerogative to teach the Koran to freshmen.

And sometimes we get real results. For example, the assembly had a major role in the recent shortening of the academic calendar and in the creation of the Non-Tenure-Track Faculty Report, which has helped to improve benefits and salary for many faculty. And though the governor's 2004 move to raise all our staff above the poverty level wasn't much, it was a start, and our resolutions were a part of that beginning. But I believe the assembly's best role is keeping you informed.

*Newt Smith continued*

want to create in the world if we have not talked with colleagues in other colleges, other disciplines, and in other buildings to learn what they hold dear?

***A university is where beliefs and creeds and theories are tested.***

## FEARLESS THINKING

When we begin to talk about our values, our vision and our mission, we will raise up disagreements. I say, that is what a university is all about—the passionate exchange of ideas. A university is where beliefs and creeds and theories are tested. A university should cherish disagreement, for it is only in the agora or marketplace of dialogue and debate that we learn to understand one another and ourselves. Indeed, truth is born only through intellectual struggle. That is what Socrates modeled for us.

How peaceful it is when there is agreement. But a consensus often suggests we have stopped asking questions. Franklin D. Roosevelt had a very simple rule: if you have consensus on an important matter, don't make the decision. Adjourn so that everybody has time to think. Important decisions are risky. They should be controversial.

I expect passionate disagreement as we move forward toward our new vision and mission statement, just as the dissent was passionate in the '60s and '70s. This is not a time for magical thinking or party-line dogma. Our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers.

so much power can have chilling effect on the free exchange of ideas. Just read the *Chronicle*. Across academe, administrative expenditures have risen while the ratio of tenure-track to non-tenure-track faculty has fallen. We struggle for resources even as we lose the vital power to dissent. So faculty, who are closest to both scholarship and students, must find ways to be heard. And we must stay informed.

To be heard, the Faculty Assembly talks to President Broad and her staff. Occasionally, we talk to board members or legislators. And we make resolutions. Resolutions don't always get immediate results.

For example, the assembly has asked for representation on the Board of Governors. We asked the state to fix our benefits package. We requested a more

# August

**30 Monday**

New parking decals must be displayed by 8 a.m. (227-7301)

# September

**1 Wednesday**

Drop/Add activities close, 5 p.m.

Late registration and schedule changes in Cullowhee.

**2 Thursday**

Catamount football—vs. West Virginia State. 7 p.m. Whitmire Stadium/Waters Field. (227-7338)

**3 Friday**

Board of Trustees Quarterly meeting— 9:30 a.m. Board room of H.F. Robinson Building.

Lady Catamount soccer—vs. UNC Asheville. 4 p.m. Schrader Field. (227-7338)

**4–6 Saturday–Monday**

Labor Day holiday.

**7 Tuesday**

All classes resume, 8 a.m.

Ticket sales begin—for September 24, Mountain Heritage Day Spotlight Concert featuring mandolin virtuoso **Sam Bush**, living legend in bluegrass and acoustic music circles. Other performers include Whitewater Bluegrass Company, featuring Western alumnus and Grammy Award-winning banjoist Marc Pruett, and Frogtown Four. Admission: \$10 Western students; \$15 all others. 7:30 p.m. Ramsey Regional Activity Center. (227-7722)

# WCU

August 30–September 19, 2004

# Calendar

Look for regular updates on the university's Web site at [www.wcu.edu/cal.html](http://www.wcu.edu/cal.html)

**8 Wednesday**

Appalachian Folklife series—  
“Mountain People, Mountain Land: Cataloochee Community.” 7 p.m. Auditorium, Mountain Heritage Center, H.F. Robinson Building. (227-7129)

Presentation—“The New American Revolution: How Our Freedoms Challenge the World,” by Ralph Peters, noted military strategist, news correspondent, and novelist. 7:30 p.m. Recital Hall, Coulter Building. (227-7307)

**11 Saturday**

Catamount football—vs. Nicholls State. 4 p.m. Whitmire Stadium/Waters Field. (227-7338)

**14 Tuesday**

Employee Appreciation Day  
Welcome Back Luncheon and celebration  
11 a.m.–2 p.m. Ramsey Regional Activity Center. (227-7100)

**19 Sunday**

Presentation—“Tools and Tales from the Open Hearth: 18th–Century Cooking and Foodways,” by Kay Moss. 2:30–4 p.m. Mountain Heritage Center, H.F. Robinson Building. (227-7129)

### Submissions:

Send news items and calendar notices to *WCU Calendar*,  
1601 Ramsey Center,  
Western Carolina University,  
Cullowhee, North Carolina 28723 or e-mail to:

**Reporter@email.wcu.edu.**

Submit items for the university's online calendar at least one week prior to the event.

## EXHIBITS

*Mountain Heritage Center*  
August SLIDESHOW SPOTLIGHT:  
“Bells in the Valley.” A centennial history of Western Carolina University.

September SLIDESHOW SPOTLIGHT: “Islands in the Clouds” tells the story of the Blue Ridge Parkway from its Depression-era origin to its current popularity as a tourist highway.

### Gallery A

Migration of the Scotch-Irish People—Permanent

### Gallery B

“The Crafting of Mountain Music,” August 25 through January 5, 2005. An interpretation of the historical musical instruments common to the Southern Appalachian region.

### Gallery c

“All Things Iron: Practical and Decorative Ironware,” through December 17, 2004. More than 200 iron items dating from the 1600s to the 1900s including implements, blacksmith and farrier tools, and lighting devices. Through December 2004

### Lobby

“People of the Land: Cherokee Heritage Sites in the Cullowhee Valley.” The latest reports on the finding of summer archaeological digs in the Cullowhee Valley.

“The Dulcimer: An Appalachian Folk Tradition,” through June 2005. Traces the development of the dulcimer from its origins to today's traditional folk instrument.

This issue contains excerpts from the written texts of addresses given at the August 19 General Faculty Meeting; they will vary slightly from the versions as delivered. The speeches appear in full on Western's Web site [www.wcu.edu](http://www.wcu.edu)

## ▲ WESTERN NAMES CHIP SMITH DIRECTOR OF ATHLETICS

Joseph C. "Chip" Smith, former director of athletics at Morehead State University, is the new director of intercollegiate athletics at Western Carolina University.

Chancellor John W. Bardo announced Monday, August 23, the selection of Smith to fill a vacancy created by the departure of C. Jeffery Compher, who became executive associate director of athletics at the University of Washington on August 16.

Smith's appointment, effective September 6, follows a national search by an eight-member committee through a process that included on-campus interviews with five candidates selected from a field of more than 50 applicants.

Formerly director of athletics at Eastern Kentucky University, Smith also has held positions at Virginia Military Institute, University of North Carolina-Charlotte and University of North Carolina-Chapel Hill.

"Chip brings to the university a great deal of experience as a sitting athletics director. He has worked in the Southern Conference and knows many of the key people in the conference. When I checked his references at other universities in the conference, I received nothing but extremely strong reviews," Bardo said.

"Jeff Compher did an excellent job positioning this university for the future. We were searching for an athletics director who will be able to build on what Jeff has done and who shares the university's values regarding student-athletes. We have found that person in Chip, who was able to articulate clearly our goal: to be the best. We want every



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student-athlete to have the opportunity to graduate. We expect our student-athletes to learn citizenship and to learn to win with a sense of ethics. We call that 'winning the right way.' Chip is committed to that approach to university athletics," Bardo said.

A native of Greensboro who was raised in Siler City, Smith earned his bachelor's degree in education at UNC-Chapel Hill in 1978, where he played football for four years under legendary coach Bill Dooley. He earned his master's degree in athletics administration at UNC-Chapel Hill in 1989.

He began his career in athletics as a high school teacher and coach, first at Hickory High School and then at Garinger High School in Charlotte. He worked as ticket manager for the Durham Bulls baseball club before joining the Educational Foundation Inc. at UNC-Chapel Hill in 1983 as assistant to the executive director of the athletics fund-raising organization also known as the Rams Club.

Smith said he is anxious to return to his home state and join a university "on the rise."

"This opportunity to join Western Carolina University at such an important time in its history is an honor. I couldn't be more excited to be a part of the enthusiasm surrounding the university and Catamount athletics," he said. "Dr. Bardo is a dynamic leader who has energized the campus. I look forward to working with him and the entire campus community to continue the strides toward excellence in athletics and throughout the university."

The Reporter is published by the Office of Public Relations. Bill Studenc, editor. Mail faculty/staff notes, events, notices, and changes of address to: The Reporter, 1601 Ramsey Center, or send them via e-mail to: [Reporter@email.wcu.edu](mailto:Reporter@email.wcu.edu).

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