

# Window on Wake Forest

Published for employees of Wake Forest University

February 2001

## Giving credit to hours

*In a move designed to bring Wake Forest in line with prevailing national standard, academic 'credits' will be replaced with 'hours'*

In a move advocated by many faculty members for years, Wake Forest will switch from the academic credits system to an hours system. The move, which occurs in fall semester, will bring the University in line with most comparable institutions in the country.

New students who enter the University in fall 2001 will earn hours instead of credits for their coursework; in general, a class that meets three hours per week will be worth three hours toward the total of 112 hours required for graduation, said Paul D. Escott, dean of the College. The faculty approved a conversion formula that makes a four-credit course under the old system worth three hours under the new one. Students who have already begun their coursework under the credits system will remain on that system until they graduate. Both systems will run concurrently for up to six years until the transition is complete.

"For many years, we have been in a somewhat anomalous position compared to other institutions. Most other institutions have a system of hours, and we are one of the comparatively few schools on a credit system instead," Escott said. "It has led to a lot of complications and confusion through the years, especially when a student takes a course at a university near home over the summer or when a student for any reason transfers credit in. The conversions aren't clear, and the student might end up with less credit than he or she or even the department expected. This will put us more in line with what is typical in American higher education."

The faculty voted unanimously to approve the conversion after examining the work of the curriculum review

committee formed as part of the Plan for the Class of 2000. Faculty members have been examining their courses to decide if they are happy with the standard conversions or if they need to change courses to clearly reflect the values assigned. But all in all, Escott said, the conversion from credits to hours will not make a substantive change in the curriculum or in the amount of work students must complete to graduate. Students may, on average, have to take one more course to graduate under the hours system.

"The conversion is not the central purpose of the curriculum review," Escott said. "This was something that was decided upon as part of that process, but once we get through the practical challenges of putting it in place, nobody's going to think much about it anymore. It's more important that we reaffirm the importance of a broad liberal arts curriculum."

Claudia Thomas Kairoff, chair of the curriculum review committee and associate dean of the College, said Wake Forest had an hours system up

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WAKE FOREST  
UNIVERSITY



Classics faculty members (left to right) Patricia Marshall, Robert Ulery, John Andronica, James Powell, and Mary Pendergraft: making the ancient contemporary.

## Alive after all these years

*Classics department faculty promote new classroom techniques, new media and liberal-education benefits in the teaching of the ancient world*

They say Latin is a dead language. Don't tell that to the students in Robert Ulery's courses, for whom Latin is very much alive and well. Ulery's students not only have to decipher the complicated grammar, but they also have to speak it.

"I was quite frightened at the beginning when I found out we were going to have to speak Latin in class. I wasn't sure if I'd be able to figure out what he was saying, but now I'm

pretty used to it," said Michelle Buckius, a first-year student from Long Island, N.Y., who took intermediate Latin with Ulery in the fall. "When you translate, you read the sentence and plug in all the words to make it make sense. When you're just talking to someone, it forces you to think faster."

That's exactly the effect Ulery is hoping to achieve with his experiment to replace translation of the Latin reading into English with a series of

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## Classics

*continued from page 1*

questions and answers in Latin. Students aren't so much learning ordinary conversation as they are learning to read and interpret using Latin instead of English. Only a handful of professors around the country are attempting this method, but Ulery, a professor of classical languages, is helping to spread the idea through presentations at various professional meetings and work on textbooks that would apply the idea to reading the ancient authors.

"If you use Latin as a conversational medium, your reading can be more fluent," Ulery said. "The simple repetition of the questions and answers leads eventually to comprehension. And it is comprehension either in the thought of the language itself, or in a simultaneous mental English. The important thing is to keep the English from being written down, memorized or otherwise fixed."

Using Latin as the medium of instruction is one way faculty members in the Department of Classical Languages are working to make their subject matter more engaging and more accessible to students. The professors see it as their mission to be "stewards and transmitters of the legacy that has come down to us from antiquity," according to John Andronica, professor and chair.

"It is our responsibility to master the corpus, and then, as best we can, to pass it on unimpaired to our successors," he said. "In the classroom what is needed are efforts to be creative in the use of new pedagogical and technological developments to keep alive the texts and their spirit, and to explore as much as possible the ancient world and much about the modern that may serve to illuminate the texts and be illuminated by them."

Once the core of higher education, classics—the study of Latin and Greek and the world they served—has taken a backseat to courses of study that some would consider more practical. When the first American colleges were formed in the 17<sup>th</sup> and 18<sup>th</sup> centuries, classics ruled the curriculum, says Associate Professor James Powell. Now it has disappeared entirely from many colleges. Some reasons for the shift include the explosion of knowledge that has produced more disciplines and the democratization of higher education with its accompanying increase in numbers of students. But it's also a

matter of a fading interest in the study of anything that doesn't appear practical and oriented toward helping a student find a job after graduation.

"The high-minded approach, which I happen to agree with, is that the study of classics and indeed of all the liberal arts is inherently good and you don't need to justify it further," Powell says. "But there's a practical argument for studying classics also. Employers are saying that in this rapidly changing technological world, it's impossible to train students specifically because the technology will be outdated by the time they graduate. What the employers need are people who are intellectually engaged, who know how to think analytically and to learn. Then they can teach them the specifics."

Not all students are a hard sell. Tim Williams, a sophomore Latin and history major from Blacksburg, Va., said studying the language has made him a better writer and analytical thinker. "People always say they can't believe I'm a Latin major, that I'm never going to make any money at that," he says. "But I'm doing something that challenges me and brings me enjoyment, and I think that's what's important in life. It's making me a more well-rounded individual, and I don't think the whole point of college is to worry about what job you're going to get after graduation."

At Wake Forest, the commitment to the discipline remains strong although student interest has waned over the years. "Some of Wake Forest's outstanding students have done a great deal of work in the Department of Classical Languages," said Paul D. Escott, dean of the College. "The value of the classics for a liberal arts education remains great, and the questions addressed by the major Greek and Roman writers have abiding significance."

When Wake Forest first opened, all students were required to study Latin and Greek for all four years. By 1869, those requirements had been relaxed, and 66 percent of the students studied Latin, while 37 percent studied Greek. Those numbers have steadily declined so that now only 5 to 6 percent of Wake Forest students study Latin, and 1 percent study Greek. This year, seven students are majoring in Latin, Greek or classical studies; seven are minoring in those subjects. Additional students take courses in the department, of course, and one of the more popular courses, taught by Powell on mythology, has 85 students enrolled for the spring semester. The department has developed several new courses,

including one on the Age of Pericles and another on the Age of Augustus as well as a first-year seminar on Cleopatra that was designed to cross media to engage students in the ancient world.

"The current generation has been shaped by video and music. We suspect today's students have a decreased ability to process certain kinds of knowledge if they are not packaged in those formats," Ulery says. "Much of the work in Latin requires memorization, and for many of these students, it's the first time they've been asked to do that."

The faculty members hope that being aware of these propensities will help them infect students with their passion for Latin and Greek. "The appeal of studying the classics is the sheer intellectual thrill of encountering an author across the gap of centuries in that author's own language," Ulery says.

Part of the difficulty in getting students interested in Latin and Greek begins long before they reach the college level, Powell said. Latin isn't exactly the most popular foreign language course in high schools, aside from those students who study it to help increase their verbal scores on the SAT. The number of public high school students who enroll in Latin actually has increased in recent years, but a nationwide survey by the American Council on the Teaching of Foreign Languages found that the number of students taking Latin was only 189,000 in 1994-95, up from 164,000 in 1990-91.

"Teaching language to adults is a difficult proposition because the brain is wired to learn language as a child. If we were starting at age 9 like in the old days, it would be a different story," Powell says. "The brain is in the wrong shape to learn at this age, and the two-year language requirement is not as long as it seems when you want students to learn to read something as sophisticated as Virgil and Plato."

Associate Professor Mary Pendergraft is working on a project through the Joint Committee on Classics in American Education that will detail what each state requires of its high school Latin teachers. There is a shortage of qualified Latin teachers, and even those who meet requirements are often strapped for time as they must pack mythology, culture and civilization, along with the language, into their classes. "Teaching is a spectrum," Pendergraft said. "We are partners with the high school teachers, and any support we can give to them is good for the education of our students." ▲

— Ellen Dockham

# WFU Briefs

Debate materials win top award  
The Office of University Advancement has received recognition from its peer institutions in the Southeast for one of the University's largest-ever institutional projects: the 2000 Presidential Debate.

The office's debate entry received the Grand Award in the institutional projects category from District III of the Council for the Advancement and Support of Education (CASE). Wake Forest also won the Grand Award for graphic identity programs with its submission on debate-related materials including the logo, poster, magnet, signage and printed publications.

Wake Forest won several other awards in the CASE competition. The University Editor's Office won an Award of Excellence for its total publications program and an Award of Excellence in Photography for a photo of Dr. Cecil Price that appeared in Wake Forest Magazine. The Babcock Graduate School of Management won Merit Awards in the Media Relations Programs category and in the Publications Programs category. ▲

## Window on Wake Forest

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## Credits to hours continued from page 1

until the 1970s, when the University briefly experimented with a schedule that included a January term that necessitated using credits. When the University returned to the semester format used today, it was a technological nightmare for the registrar's office to change from the credits system. "It was more for the University's convenience that the credits system stayed in place," Kairoff said, "but it created a headache for the faculty because most other universities use hours. The faculty in general feels that the hours system is a more accurate and honest representation of what we're doing, and it should avoid a lot of those headaches. In this age of globalization when students are encouraged to do some of their coursework abroad, for example, the hours system will make it much less complicated."

For now, the complications and headaches rest with the registrar's office and the information systems department, since they are charged with completing the technical aspects of the conversion. Jay Dominick, assistant vice president for information systems, said he has four to five employees working part-time on rewriting the student registration software and expects to have five or six on the job full-time by May to meet the August deadline. "It's a lot of systems programming that doesn't necessarily get seen by anybody but it's very complicated, very tricky," he said. "It's stuff that just has to be right. It will take a lot of time, a lot of effort, a lot of care, a lot of working through new processes."

Registrar Dot Sugden expects to hire some temporary help to get her department through the crunch of work but says she's pleased with the handling of the workload so far. "So many of our functions will remain constant that it won't be that much of a problem," Sugden said. Representatives from the registrar's office are meeting with each department to review the conversion table and answer any questions. The office will be producing two course schedules, one in credits and one in hours, for the duration of the transition period. "Anytime you have new programs, there is a potential for something to occur," she said. "However, we have scheduled in a great deal of testing so we feel that if we do have any problems, they should be minimal."

Sugden especially wants to make

sure advisers get their questions answered. "At Wake Forest, advising is a critical part of the education process. We feel like it really makes for a more successful academic career for the students to have this advising throughout the four years," she said. "The advisers will have a transition period where they're going to have some advisees on credits and some on hours. They will have to do a little bit of extra work to make sure they are clearly using the right value for a particular student." ▲

—Ellen Dockham



(Top to bottom:) Paul Escott, Jay Dominick and Dot Sugden have plans in place to avoid possible headaches.

## at the Medical Center

Nutrition Center appropriation Congress has awarded another \$691,000 to the Center for Research on Human Nutrition and Chronic Disease Prevention at the School of Medicine.

The school will use the appropriation toward construction of the fourth floor of the center's building, which will be used for research laboratories in cancer biology and radiation oncology. Construction began in October and will take about one year to complete.

Violence is a learned behavior The strong association between exposure to violence and the use of violence by young adolescents illustrates that violence is a learned behavior, according to a new study published by Wake Forest researchers in the *Journal of Pediatrics*.

"This study has tremendous implications," said Robert H. DuRant, vice chair of pediatrics and an author of the study. "Even if children and adolescents are exposed to other risk factors that have traditionally been linked to youth violence and weapon carrying, adolescents are not likely to engage in violence if social learning from exposure to violence does not occur."

In the study, DuRant found that several variables may increase the likelihood that a student would participate in a violent act. In addition to exposure to violence (which had the highest correlation with the use of violence scale), they include multiple substance usage, interest in a gang, cigarette smoking, male gender and symptoms of depression.

New insight into heart failure A study of patients with life-threatening symptoms of heart failure showed that one-half had a little-understood form of the disorder, Medical Center researchers reported in *New England Journal of Medicine*.

Doctors previously believed that most heart failure was a weakening of the heart muscle that kept it from pumping enough blood (systolic heart failure). In recent years, however, they have recognized a second

form of the disorder: the heart can empty normally, but doesn't fill with enough blood (diastolic heart failure).

William C. Little, chief and professor of cardiology, said the study shows that diastolic heart failure is a common cause of pulmonary edema (fluid in the lungs) and needs more attention.

Adult day center survey planned In an effort to determine the state of the field of adult day services, The Robert Wood Johnson Foundation has awarded \$400,000 to the Department of Psychiatry to assess the scope and adequacy of adult day services in the United States.

The study, the first of such magnitude, will be under the direction of Partners in Caregiving, a national program on adult day services which has been supported by the Foundation since 1987. The census will seek to determine how many adult day centers exist and where they are located.

Cholesterol drug reduces strokes A drug already being used to lower cholesterol and prevent heart attacks sharply reduced strokes in patients who already had heart disease, according to a study in the Jan. 23 issue of *Circulation: Journal of the American Heart Association*.

The drug, pravastatin, reduced strokes by 20 percent, compared to placebo, in patients with heart disease or high cholesterol, said Robert P. Byington, professor of public health sciences (epidemiology), and colleagues in the Prospective Pravastatin Pooling Project. The study "offers a major new way to lower the stroke rate," Byington said.

Pravastatin was also noted to have a beneficial effect in patients taking aspirin and in patients on blood-pressure-lowering drugs, two therapies already known to prevent strokes. "Our analyses show benefit on top of the known benefits of these drugs," Byington said. ▲

# February at Wake Forest

## ONGOING EVENTS

Art Exhibit. "The Entropic Garden" and "Mind Fields" curated by Joel Beck and Christian Viveros-Faune and Kathy Goodell. SFAC Gallery, M-F 10 a.m.-5 p.m. & Sat - Sun 1-5 p.m. Call 758-5585 for info. Showing Feb. 9 - March 25.

Please note: *Calendar items are subject to change. You can access various University calendars online by clicking the "Calendar" button on the home page.*

**1**

THURSDAY  
Women's Basketball vs Duke. 7 p.m. LJVM Coliseum. For more information call 758-3322.

**2**

FRIDAY

**3**

SATURDAY  
Men's Basketball vs Virginia. 8 p.m. Away. Raycom-Jefferson Pilot to televise. For more information call 758-3322.

**4**

SUNDAY  
Women's Basketball vs UNC. 2 p.m. Away. For more information call 758-3322.

**5**

MONDAY

**6**

TUESDAY  
Music Repertory Hour. The music department presents Repertory Hour. 11 a.m. Brendle Recital Hall. Free. For additional information call 758-5026.  
Men's Basketball vs UNC. 9 p.m. LJVM Coliseum. Raycom-Jefferson Pilot to televise. For more information call 758-3322.

**7**

WEDNESDAY  
Seminar. Dr. Charles Allen, professor emeritus, will be presenting a seminar titled "The History of the Biology Department at Wake Forest." 4 p.m. Room 125, Winston Hall.

**8**

THURSDAY  
Founders' Day Convocation. Mary Ann Glendon, author and Harvard University professor, will be the featured speaker. 11 a.m. Wait Chapel. Free.  
Women's Basketball vs NC State. 7 p.m. LJVM Coliseum. For more information call 758-3322.

**9**

FRIDAY

**10**

SATURDAY  
Men's Basketball vs Florida State. Noon. Away. Fox Sports Net South, HTS, Sunshine Network to televise. For more information call 758-3322.  
Secret Artists Series. Denyce Graves and the Winston-Salem Piedmont Triad Symphony. 8 p.m. Wait Chapel. Admission. For tickets/information call 758-5757.



Mary Ann Glendon will speak at Founders' Day convocation

**11**

SUNDAY

Women's Basketball vs Clemson. 1 p.m. LJVM Coliseum. Regional sports networks to televise. For more information call 758-3322.  
Senior Voice Recital. Emily Orser, soprano, will perform. 3 p.m. Brendle Recital Hall. For additional information call 758-5026.  
Ethics & Honor Film Series. "Husbands and Wives" directed by Woody Allen. 8 p.m. 1308 Worrell Professional Center. Free.

**12**

MONDAY

Faculty Meeting. 4 p.m. Pugh Auditorium. Refreshments served at 3:30 p.m.

**13**

TUESDAY

Music Repertory Hour. The music department presents Repertory Hour 11 a.m. Brendle Recital Hall. Free For additional information call 758-5026.

**14**

WEDNESDAY

Last day to drop courses.  
Ethics and Honor Lecture. John Feinstein, best-selling author and commentator for NPR and ESPN, will speak about college athletics and Ethics. 3 p.m. Pugh Auditorium. Sponsored by American Ethnic Studies and the Year of Ethics and Honor Committee.  
Men's Basketball vs Georgia Tech. 7:30 p.m. LJVM Coliseum. For more information call 758-3322.

**15**

THURSDAY

Women's Basketball vs Florida State. 7 p.m. Away. For more information call 758-3322.

**16**

FRIDAY

Winter Volunteer Weekend. Meeting of the various volunteer groups For additional information call 758-5264. Through Sunday.  
Medical School Parent's Weekend. WFU Medical School Parents' Weekend. For additional information call 716-4589. Through Sunday.  
Broyhill Executive Lecture. Lady Margaret Thatcher, former Prime Minister of Great Britain, will give the lecture. 7 p.m. Wait Chapel. Free. For additional information call 758-3778.  
Theatre Production. "Off the Map," by Joan Ackermann, directed by Cynthia Gendrich 8 p.m. Mainstage, Scales Fine Arts Center. Admission \$12 adults, \$5 students, call 758-5295 to reserve tickets. Also showing Saturday and continuing Wednesday, Jan. 21. - Sunday, Jan. 25.

**15**

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**16**

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**17**

SATURDAY

Giles-Harris Competitions. The Giles-Harris Competitions in Music. Directed by Louis Goldstein and Kathryn Levy. 10 a.m. & 2 p.m. Brendle Recital Hall. For additional information call 758-5026.  
Men's Basketball vs Maryland. 1:30 p.m. LJVM Coliseum. Raycom-Jefferson Pilot, ESPN-2 to televise. For more information call 758-3322.  
Information session. For Wake Forest evening and fast-track executive MBA programs. 9-11 a.m. 1117 Worrell Professional Center. Free. Open to Wake Forest employees. For more information call 758-4584.

**18**

SUNDAY

**19**

MONDAY

Women's Basketball vs Maryland. 7:30 p.m. LJVM Coliseum. For more information call 758-3322.

**20**

TUESDAY

**21**

WEDNESDAY

Men's Basketball vs Clemson. 7 p.m. Away. For more information call 758-3322.

**22**

THURSDAY

Film. "Big Night." 7 p.m. In Annenberg Forum, Carswell 111. Free Discussion to follow.

**23**

FRIDAY

Babcock Leadership Series. Jim Davis, vice president of global marketing, SAS Institute will give the lecture 2 p.m. 1312 Worrell Professional Center. Free. For additional information call 758-3778.

**24**

SATURDAY

Men's Basketball vs Duke. 1 p.m. LJVM Coliseum. CBS to televise. For more information call 758-3322.  
Opus 5 Concert. Opus 5 will perform. 8 p.m. Brendle Recital Hall. Free. For information call 758-5026.

**25**

SUNDAY

Women's Tennis vs South Carolina. Home. For more information call 758-5640.  
Women's Basketball vs Georgia Tech. 1 p.m. Away. For more information call 758-3322.

**26**

MONDAY

Student Union Concert. Ben Harper and the Innocent Criminals with special guest Jack Johnson. 8 p.m. Wait Chapel. For tickets call 722-6400.

**27**

TUESDAY

Music Repertory Hour. The music department presents Repertory Hour. 11 a.m. Brendle Recital Hall. Free. For additional information call 758-5026.

**28**

WEDNESDAY

Senior Recital. Krista Duran, Harp. 8 p.m. Brendle Recital Hall. For more information call 758-5026.

# Hours Etcetera

Art Gallery  
Scales Fine Arts Center  
758-5585/758-5795  
10 a.m.-5 p.m. Mo-Fr  
1-5 p.m. Sa-Su

Athletics Ticket Office  
Bridger Field House  
499 Deacon Blvd.  
758-3322 or 888-758-3322 (DEAC)  
8:30 a.m.-5 p.m. Mo-Fr

Barber Shop  
Lower level, parking lot side,  
Taylor House  
758-2443

Benson University Center  
Normal Hours:  
7:30 a.m.-1 a.m. Mo-Sa  
9:30 a.m.-1 a.m. Su

**BENSON CENTER OFFICES**  
Room 335, 758-4869  
8:30 a.m.-5 p.m. Mo-Fr

**FITNESS LEVEL**  
758-4821  
Normal Hours:  
7:30 a.m.-11 p.m. Mo-Th  
7:30 a.m.-7 p.m. Fr  
11 a.m.-6 p.m. Sa  
Noon-11 p.m. Su  
Closed holidays and school breaks.

**SERVICE CENTER** (second floor,  
Benson Center inside food court,  
758-4808; Fax, 758-4380)  
11 a.m.-9 p.m. Mo-Th  
Noon-7 p.m. Fri  
2 p.m.-6 p.m. Sa  
1 p.m.-8 p.m. Su

**MEETING ROOMS**  
The Benson Center provides  
meeting rooms of various sizes and  
configurations. Reservation request  
forms are available in Room 335  
during regular business hours.

**INFORMATION DESK**  
3rd floor, Benson Center  
758-5255  
7:30 a.m.-11 p.m. Mo-Sa  
9:30 a.m.-11 p.m. Su

**DISCOUNT TICKETS**  
Discount tickets for Carmike  
theaters, Warthogs baseball,  
Carowinds Amusement Park, and  
Emerald Pointe Water Park are  
available in Room 335, Benson and  
at the Service Center.

Bookstore  
Taylor House  
General Book Department:  
758-5142  
Supply Department:  
758-5145  
Textbook Department: 758-4154  
Fax number: 758-4677  
Shop online @  
www.deaconshop.com  
Hours: 8:30 a.m.-9 p.m. Mo-Fr

Brendle Recital Hall  
For schedule and bookings, call Jay  
Lawson at 758-5104.

Campus Calendar  
If you are planning  
any function to be  
held on campus,  
please contact  
Mary Ann Justus  
at 758-4696.

Campus Recreation  
**SWIMMING POOL**  
Reynolds Gymnasium  
Recreational swimming:  
2-5 p.m. Su  
6:30-8:30 p.m. Mo, We  
Lap swim:  
11 a.m.-1 p.m. and 4-6:30 p.m. Mo-Fr  
7-9 a.m. Tu and Th  
ID required

**REYNOLDS GYMNASIUM/  
RACQUETBALL COURTS**  
Hours:  
Noon-10 p.m. Su  
3 p.m.-11 p.m. Mo-Th  
3 p.m.-10 p.m. Fr  
10 a.m.-8 p.m. Sa  
Except when in use by classes,  
approved special groups or  
intramural sports.  
ID required  
Faculty/Staff Fitness Classes began  
Jan. 27, 2001.

**FITNESS**  
Yoga  
12:05-12:50 Mo and Wed  
Benson Center  
Spinning (group stationary cycling)  
12:05-12:50 Mo-Fr  
Call 5838 to reserve a spot

Group Strength  
5 p.m. Tu and Th Benson Center

Water Exercise  
5:30-6:15 p.m. Mo and Th

Contact Campus Recreation at 758-  
5838 for a full schedule or for more  
information.

Faculty and staff Fitness Pilot  
Program  
Call Marcille Sexton at ext. 3490 for  
placement. Limited enrollment

**SPORTS  
EQUIPMENT CHECKOUT**  
204A Gym  
Hours:  
5-11 p.m. Mo - Th  
5-8 p.m. Fr  
1-5 p.m. Sa-Su  
ID required

**INDOOR TENNIS CLUB**  
For hours, fees and other informa-  
tion, call 758-5634 or 758-5629.

**TENNIS COURTS AND FIELDS**  
Open for play except when in use  
for varsity practice, classes or  
intramural sports. Reservations  
must be made through the Campus  
Recreation, Room 214, Gymnasium,  
or call 758-5838.

**WEIGHT ROOM**  
104 Reynolds Gym  
Hours:  
4-7:30 p.m. Mo, We, Fr  
3-7:30 p.m. Tu, Th  
Closed Sa-Su  
ID required



Chaplain  
Ed Christman, 758-5210  
109 Wingate Hall

**CAMPUS MINISTRY**  
48 Kitchin Hall  
758-5248

**THURSDAY MORNING WORSHIP**  
11 a.m., Davis Chapel

Computing Services  
**INFORMATION SYSTEMS  
SUPPORT CENTER**  
Room 256, Information System  
building  
E-mail help: [issc@wfu.edu](mailto:issc@wfu.edu)  
On-line self help: [sos.wfu.edu](http://sos.wfu.edu)  
Hours of operation:  
8 a.m.-9 p.m. Mo-Th  
8 a.m.-5 p.m. Fr  
Closed Sa  
1 p.m.-9 p.m. Su  
Consultants available for all  
computer-related questions. For  
telephone help, call 758-HELP.

Copy Centers  
**PROFESSIONAL CENTER COPY  
CENTER**  
1123 Worrell Center  
758-4543  
Hours: 8:30 a.m.-5 p.m.

**REYNOLDA HALL COPY CENTER**  
09 Reynolda Hall  
758-5251  
Hours: 8:30 a.m.-5 p.m. Mo-Fr  
Fax: 758-6074

Deacon Shop  
Kitchin House  
758-5606  
Fax number: 758-4469  
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Non-emergencies:  
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Two weeks prior to performances  
and through final show.

University Club  
The Wake Forest University Club  
fosters relationships across campus  
by providing social and cultural  
activities for faculty, staff and their  
families. Membership is open to all  
levels of employees and their  
spouses. For more information and/  
or a membership form, please call  
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provide radio stations WFDD (88.5  
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call University Police for weather-  
related updates.

# Faculty Focus

## Anthropology

▲ **JEANNE SIMONELLI** and Duncan Earle of the University of Texas-El Paso published an article titled "Help Without Hurt: Community Goals, NGO Interventions and Lasting Aid lessons In Chiapas, Mexico" in the journal *Urban Anthropology*, Vol. 29 (2) 97-141. She was awarded the 2000 Prize for Ethnographic Poetry at the annual meeting of the American Anthropological Association, San Francisco in November. Her collection, titled "Conflict Zone: Expressions of Fieldwork in Chiapas," is based on her experiences in Mexico. At the conference, Simonelli was organizer for a session entitled "Alternate Visions: Understanding Conflict and Conflicting Understanding in Chiapas: Presentations in Honor of June Nash" and was co-presenter of a workshop entitled "How to Write for a General Audience."

Babcock Graduate School of Management

▲ **FREDERICK HARRIS** participated in the National Bureau of Economic Research Meetings on Financial Market Microstructure in Cambridge, Mass., on Dec. 8. Harris has had two papers accepted for publication in the *Journal of Financial Markets*. The papers are "Security Price Adjustment Across Exchanges: An Investigation of Common Factor Components for Dow Stocks" and "Common Factor Components Versus Information Shares: Alternative Approaches to Price Adjustment and Price Discovery."

▲ **JIM MAKENS** addressed the Radio Advertising Bureau Convention held in Dallas.

▲ **KELLY MOLLIKA** had her research, "When Others Retire Early: What About Me?" co-authored with Rocki-Lee DeWitt, published in the December 2000 issue of *Academy of Management Journal*.

▲ **GARY SHOESMITH** has had two papers published: "A Further Interpretation of Friedman's Hypothesis: The Cointegration of

Component CPI Indexes" was published by *Economics Letters*. "The Time-Series Relatedness of State and National Indexes of Leading Indicators and Implications for Regional Forecasting" was published by *International Regional Science Review*.

Calloway School of Business and Accountancy

▲ **MICHAEL LORD** has had two papers accepted for publication. "Acquiring New Knowledge: The Role of Retaining Human Capital in Acquisitions of High-Tech Firms," will be published in the *Journal of High Technology Management Research*. The paper was co-authored with Annette L. Ranft of the Calloway School of Business and Accountancy. "Constituency-Based Lobbying as Corporate Political Strategy: Testing an Agency Theory Perspective" will be published in *Business and Politics*.

## Chemistry

▲ **WILLIE L. HINZE** edited a monograph titled "Organized Assemblies in Chemical Analysis-Vol. 2-Bile Acid/Salt Surfactant Systems," (JAI Press Inc., Stamford, CT, 2000, 346 pp.) He published "Bile Acid/Salt Surfactant Systems: General Properties and Survey of Analytical Applications," in *Organized Assemblies of Chemical Analysis, Vol. 2*, JAI Press, Inc., Stamford, CT, 2000 (1-70). Co-authors were Wenzhi Hu, Frank H. Quina and Imdad Ullah.

## Communication

▲ **MARY M. DALTON** presented an invited lecture, "Deconstructing Cinderella: Putting the 'Critical' in Critical Media Studies," at The J. Fred and Mary Corriher Catawba College Community Forum on Jan. 16.

▲ **ANANDA MITRA** published an essay titled "Gender and Computer Use in an Academic Institution: Report from a Longitudinal Study" in *Journal of Educational Computing Research*, volume 23,

Number 1, 67-84. The piece was coauthored with Stefne Lenzmeier, Timothy Steffensmeier, Rachel Avon, Nancy Qu and Mike Hazen. Mitra also served as the guest editor for this issue of the journal and wrote the "Introduction to Special Issue" 1-3. He presented an invited workshop on "Needs Assessments: Taking the Pulse of Communities," at the annual conference of the Virginia Recreation and Parks Society on Dec. 3, 2000 at Hot Springs, Va.

## Humanities

▲ **MAYA ANGELOU** received the prestigious National Medal of the Arts for the year 2000 at a ceremony on Dec. 20 in Constitution Hall in the nation's capital. The medals were presented to 10 artists and arts patrons, and were bestowed by President Bill Clinton and First Lady Hillary Rodham Clinton.

## Music

▲ **PATRICIA A. DIXON** was a guest artist (classical guitar) at the N.C. School of the Arts for the week of Intensive Arts in December 2000. She presented a lecture/performance/workshop on South Andean music.

▲ **DAN LOCKLAIR** wrote "Reynolda Reflections" which was performed by the Mallarmé Chamber Players on Dec. 12. His compositions "Magnificat" and "Nunc Dimittis" (Montréal) for choir and organ was performed by the Choir of Men and Boys of St. Paul's Cathedral, London, on Nov. 18. "Poems 'n Pairs," (A Set of Two Choral Cycles for Children's Voices and Piano), had several movements performed by the 2000 Elementary Honors Chorus of the North Carolina Music Educators Association at the Stevens Center on Nov. 12. "A Pilgrim's Lot" was premiered by the Wake Forest Wind Ensemble in Brendle Recital Hall on Dec. 5. "Gloria" was performed by the Amadeus Choir and the Hannaford Street Silver Band at the Metropolitan United Church in Toronto on Dec. 13. "Creation Canticles" was performed by soprano Phyllis Bryn-Julson and organist Donald Sutherland in Griswold Hall of Peabody Conservatory of Music in Baltimore on Oct. 22. "Shepherds Rejoice" were broadcast on NPR's "Performance Today" on Dec. 18 performed by the Bel Canto Company.

## Philosophy

▲ **ROBERT M. HELM** was recently honored with an award at the International Symposium of Philosophy in Greece. The award recognized his contribution to the science of philosophy and the cultural development of Greece.

## School of Law

▲ **JOEL NEWMAN** wrote "Islamic and Jewish Perspectives on Interest," which appeared in *89 Tax Notes 1311* (Dec. 4, 2000). The article was reprinted in Vol. 21 of *Tax Notes International* (December 2000) and in Vol. 31 of *The Exempt Organization Tax Review* (January 2001).

▲ **GEORGE K. WALKER** attended the American Law Institute Federal Judicial Code Members Consultative Group meeting in Philadelphia. He submitted a paper, "Remedies for Humanitarian Law Violations in On-International Armed Conflicts," to the Second Meeting of Experts of the International Institute of Humanitarian Law Research Project on Humanitarian Protection in Non-International Armed Conflicts in San Remo, Italy. The Government of Norway sponsors the project. Walker gave a lecture, "Admiralty Litigation Under the Foreign Sovereign Immunities Act of 1976, as Amended," at the Maritime Law Association's Annual Meeting in New York City. He gave a lecture, "Information Warfare and Neutrality," to Virginia and North Carolina Naval Reserve Judge Advocates at their meeting in Raleigh.

# Staff News

## Registrar

▲ **HALLIE ARRINGTON** attended the Software Research Northwest (SRN) User Group Conference in Colorado Springs, Colo., and the annual meeting of the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO) in Greenville, SC.

## The choices women make

*Sociologist Hattery's new book examines factors that account for women's choices to stay in the work force or stay at home*

**W**hen mothers of young children decide to stay in the work force or stay at home, their beliefs about the appropriate roles for mothers can be as important as economic factors in the decision, says Angela Hattery, assistant professor of sociology at Wake Forest.

Her new book, "Women, Work and Family: Balancing and Weaving," examines the ways mothers with young children resolve the job-family conflict. Sage Publications published the book in January.

Hattery interviewed 30 married women, including 10 mothers who stayed at home full-time, 10 mothers who were employed full-time and 10 mothers who were employed part-time. She selected women from various economic groups with various numbers of children, but each of the women had an 18-month-old child at the time of the interviews.

"The interviews suggest that economic need is only one of a host of factors which determine the labor force participation of mothers with young children," said Hattery.

The data illustrates that mothers resolve the job-family conflict in four

different ways based on their beliefs about motherhood or their "motherhood ideology," Hattery said. She identified four types of mothers: conformists, non-conformists, pragmatists and innovators.

"I hope people can find themselves in these pages and feel validated," Hattery said. "A lot of women feel that they are the only ones doing it this way. So this is a way of validating multiple options for balancing work and family."

Conformists believe that the only way to be a good mother is to stay at home. This model of intensive mothering developed in the late 1940s in post-World War II America, Hattery said. Although moms were often home with their children before then, they were not able to devote themselves primarily to childrearing.

"The work of running a household without the help of modern appliances and convenience foods prevented women from focusing completely on their children," Hattery said. But, by the 1950s, women began "not staying at home being housewives, but being mothers."

The conformists are likely to stay at home even when this requires tremendous financial sacrifice.

The non-conformists reject the intensive motherhood ideology, believing that they can work and still be good mothers. They feel a responsibility to provide economically for the family, feel entitled to pursue their own career interests and believe professional childcare benefits their children.

The pragmatists, although they tend to subscribe to the stay-at-home mother model popularized in the 1950s, make their decisions about employment based on practical considerations. With input from their husbands, they conduct a cost-benefit analysis weighing the pros and cons of working. Some decide to work, while others decide to stay at home. The pragmatists tend to idealize fulfilling, well-paying part-

time employment, Hattery said. But, many are frustrated about not being able to attain that goal.

The innovators accept the stay-at-home mother ideal, too, but reject the standard methods of achieving a balance between work and family.

"Innovators create new ways of meeting the demands of both their roles as caretakers and economic providers for their families," Hattery said.

Strategies they use include working shifts that do not overlap with their husbands' or working from home. Some of the innovators in the study who worked considered themselves stay-at-home moms because they did not use outside childcare. They balanced schedules with fathers and found ways to work without compromising what they saw as their duties as mothers.

The conformists, the non-conformists and the innovators were happy with their decisions to either stay at home or to work despite the financial stress or time pressures they faced. The pragmatists, whether they chose to work or not, were the most dissatisfied with their situations. Pragmatists staying at home full-time felt guilty about not contributing financially to their families and about not pursuing the careers they had worked so hard to attain. Those pragmatists who were employed full-time felt guilty about not spending more time with their children.

"Satisfaction with work situation has more to do with what you think you should be doing than what you actually are doing," Hattery said.

Options for child care played a significant role in employment decision-making particularly for the pragmatists, Hattery said. She devotes a book chapter to the various ways child care strategies are selected and created in order for mothers with young children to weave work and family together as seamlessly as possible.

In her interviews with mothers, Hattery also found that employed mothers and stay-at-home mothers were critical of each other's choices. She hopes the book will help bridge the divide between these women.

"I would love it if women who go to work would understand better those who stay at home, and that women who stay at home would better understand that choice." ▲

—Cheryl V. Walker

## Milestones

**S**taff members who are observing anniversaries of their employment in February (recognition is for one year and for five through 50 years at five-year intervals:)

### 1 year:

T. GAIL ANDERSON, Assistant to the Director, Human Resources  
 WANDA K. BROOKS, Financial Specialist, Stores  
 ANGELA L. GOULD, Legal Secretary I, Legal  
 TIMOTHY J. GRUBBS, Telecommunications Tech, Information Systems  
 GINA L. JARRETT, Library Assistant II, Professional Center Library  
 KEVIN H. JASPER, Analyst/Programmer II, Information Systems  
 JAMES R. LEWIS, Computer Support Technician II, Information Systems  
 RUDOLPH L. MITCHELL, Custodian, Facilities Management  
 SYLVESTER A. SCOTT, Custodian, Facilities Management  
 M. ROBERT VIDRINE, Academic Computing Specialist, Education

### 5 years:

SHELLY B. DIXSON, Lead Accounts Payable Representative, Financial and Accounting Services  
 JAMES R. BUCKLEY, Associate Director, Benson Student Center  
 RENA WILLIS, Administrative Assistant, Information Systems  
 WAYNE T. JARVIS, General Maintenance Mechanic, Athletics

### 10 years:

JAMES Y. HUNDER, Security Supervisor, Police Department  
 THOMAS W. SLATER, Police Officer, Police Department  
 LUZ E. ACEVEDO, Custodian, Facilities Management

### 30 years:

CHARLIE T. RICHIE, Superintendent, Facilities Management

### For Sale

▲ Near Wake Forest. Roomy cottage; 2 BR, 1 BA, hardwood floors in BRs, 2 rooms carpeted. Large corner lot, basement, garage and storage area. \$89,900. Call 896-0626 or leave message at 758-5521.



Angela Hattery: 'Economic need is only one factor.'

Meet . . .

## Doris McLaughlin

Editor's note: *this is another in a regular series of profiles to acquaint members of the Wake Forest community with their colleagues. If you have suggestions of subjects for future profiles, please call 758-5760.*

It's hard to believe that Doris McLaughlin is relatively new to Wake Forest. As she approaches her one-year anniversary as director of equal opportunity and employee relations manager, she's flourishing as if she's been part of the community for years.

McLaughlin bid farewell to the University of North Carolina-Charlotte after 17 years to join Ralph Pedersen, then the newly appointed director of human resources at Wake Forest. Pedersen, who worked with McLaughlin for six years at UNC-Charlotte, phoned McLaughlin after he accepted his new position at the University to ask if she would join him in Winston-Salem.

"To my surprise, Doris said she would think about it. Of course, I'm persona non grata at UNC-Charlotte now," laughs Pedersen. "Doris is a talented lady who deals with some complex problems. I feel fortunate to have someone with almost 20 years experience in higher education in her position."



"When I thought about a change, I hadn't thought about Winston-Salem," says McLaughlin. "But when Ralph called

to ask me to take this job, the timing was right to make a change."

Thriving on the unpredictable nature of her work, her day might include helping to resolve problematic situations between coworkers, conducting investigations, and, if necessary, recommending disciplinary actions. She also interprets policies and procedures, oversees employee training, addresses affirmative action compliance issues and helps conceive and implement employee recognition programs.

"Coming from a public university to a private one means I've had to adjust my mode of thinking," she says. "In a public institution policies and regulations are usually dictated by the state. At Wake Forest, the people who make policies and regulations are here."

Recently, some employees brought to her attention a change in the Winston-Salem bus schedule that meant they would be arriving late for work. When she looked into it, the Winston-Salem public transportation system changed the bus schedule again to accommodate the University's employees.

"This is more of a family and work environment," she says. "I can become involved in an employee's personal life and feel a connection other than just work."

An avid sports fan and self-described incurable romantic who enjoys old movies on TV when she has time, McLaughlin hopes to travel to Canada and Italy someday and would like to resume playing tennis. Each year, in early February, she takes a day off from work around her birthday to reflect and to make plans and set goals for the coming year.

"I hope people will come by to see me even when they don't have a problem," she says. ▲

—Kim McGrath

## When conflicts arise

*Reynolda Campus' new mediation program seeks to assist those with differences in ironing them out*

With every relationship there is the potential for problems. Employees and students who find themselves faced with a difficult situation involving another member of the Wake Forest community have a new way to solve their problems.

The Campus Mediation Program offers students and staff with conflicts the opportunity to work through a neutral mediator who facilitates a problem-solving process. The parties themselves define the issues and work toward a mutually agreed upon solution.

A pilot program in place since the beginning of the academic year involves two residence halls, Davis and Collins, and employees in the offices of Facilities Management and University Police. A steering committee planned to open the mediation program to all students this semester and eventually to all University staff. For the time being, faculty will be excluded from the program unless a student requests that a faculty member consider mediation.

"University Police, working with individuals in human resources and the University Counseling Center, realized that there are many situations where mediation would have been helpful in resolving problems," said Bruce Sanspree, special projects coordinator for University Police and member of the steering committee. "Mediation provides a professional way of handling disputes before they escalate, and it offers participants a fair and informal environment in which to work on a solution."

According to research conducted by committee members, mediation programs are very successful in dealing with a variety of different conflicts.

"This is not a fly-by-night sort of trendy thing," explains Johnne Armentrout, a member of the steering committee and assistant director of the University Counseling Center. "Programs such as this are being used all over the country in other universities and in the court system. I think it is an extremely valuable resource."

Mediators receive intensive training because they must be capable of facilitating mediations that touch on a variety of different subjects—from roommate or neighbor disputes about loud radios and other disruptions to conflicts between staff members over workplace environment or responsibilities. Mediations are conducted by peers, allowing student disputes to be mediated by fellow students and staff members to work with individuals on their own level.

"I think people respond more openly with peer mediation, and they feel like the mediator understands their point of view more easily," Armentrout said.

Another important aspect of mediation is its confidentiality. Virtually no records are kept and the decisions reached in mediation are not binding.

"Both parties must be interested and willing to participate in the mediation and can discontinue the mediation at any step," says Doris McLaughlin, director of equal opportunity and campus employee relations manager. "This is strictly on a voluntary basis. It is not formal, in the sense that there are no records maintained. It is also less threatening to employees than the traditional grievance process."

Other options for redress or pursuit of grievance remain open if a resolution is not reached. But, Armentrout says, parties involved in the process usually leave the mediation satisfied, often with the relationship still intact.

"On a campus as small as this one, we have lots of intertwining relationships," says Armentrout. "Inevitably, there will be conflict. If we can resolve that conflict in such a way as to maintain the best, most productive relationships between people, then this is more desirable than other methods. When you see it happen, it's almost magical. Mediation can emphasize what that relationship was and what part of that relationship the disputants want to preserve."

Staff members who are interested in pursuing mediation can call 758-4814 or 758-4945. ▲

—Christine Underwood