6-1-1978

Monitor Newsletter June 01, 1978

Bowling Green State University

Follow this and additional works at: http://scholarworks.bgsu.edu/monitor

Recommended Citation
http://scholarworks.bgsu.edu/monitor/31

This Book is brought to you for free and open access by the University Publications at ScholarWorks@BGSU. It has been accepted for inclusion in Monitor by an authorized administrator of ScholarWorks@BGSU.
At University, excellence in teaching defies definition

Can anyone identify good teaching? What do you think? The best job he can,“ the chemistry professor says. “It’s like reading journals—no one checks to see if you’re doing it. It should be assumed everyone does it.”

Kenneth W. Rothe would like to see teaching awards reintroduced. He thinks special skills must be developed to teach undergraduates, especially so-called non-majors.

“Generally when a faculty member is teaching graduate students, he is teaching about something in which he’s very interested. He is discussing a research, in which he is an expert. Undergraduate teaching takes a lot of thinking, a lot of hard work,” Dr. Rothe says.

Dr. Wills said university professors should be as involved in the teaching process as secondary school teachers.

“When a freshman enters the University, he is only three months out of high school,” Dr. Wills says. “There has been no great transformation during those few months.”

Dr. Wills says knowledge of one’s subject matter and the ability to teach undergraduates are equally important for university teachers.

Furthermore, he believes teaching and research are compatible and indeed interdependent responsibilities.

Many faculty members say they should be evaluated by their peers, as well as by students. Students, however, may fail to win special Achievement Awards, which were given only partly on the basis of teaching quality.

Administrators and faculty members, however, are still concerned about teaching effectiveness. Many instructors find themselves engaged in a juggling act—with scholarly research, teaching and service in the school competing for their energy.

(See Faculty Profiles, Pg.2)

Many believe the award system should be reintroduced.

“Young teachers are awarded for good teaching, it shows the University is committed to instruction,” says Larry Wills, associate professor of education and assistant to the dean of the College of Education.

The subject matter specialist cannot do his job unless he looks for a response in his students, Dr. Wills believes.

“It gets professors to ask, What can I do to improve?” he says. The Parent’s Club Awards were usually for $1,000 and six awards were given each year. Later, some awards were made for $500 each, to increase the number of prizes.

The Special Achievement Awards were given for various kinds of special service, to both faculty and staff. They were for varying amounts of up to $1,500 each.

For students, however, David Newman thinks it is too difficult to evaluate teaching at the college level.

“In a university setting, it’s not cut and dry,“ Dr. Newman says. “There are too many interfering variables—too many different kinds of students, too many different goals, too many different courses."

“I don’t think every faculty member is a professional person and has integrity and will do the best job he can,” the chemistry professor says. “It’s like reading journals—no one checks to see if you’re doing it. It should be assumed everyone does it.”

Peter Facione, director of the University Division of General Studies as UD 100, a two-credit-hour, satisfactory-unsatisfactory course.

As a result, there are fewer new students wandering aimlessly about the University, or depending on Campus Fact Line to answer all their questions.

Incoming students have the opportunity to enroll in the University Seminar Program, an introductory course to University life taught by a mentor team composed of a faculty member, a staff member and an upper division student.

The teams try to help students academically and personally by looking at opportunities and confronting special problems each freshman or transfer student at Bowling Green may have.

The seminar has been offered every spring for the past 25 years. This year we only had 28 sections in the fall, and 40 in the winter, and two in spring.

“We’re anticipating more students in the seminar next year,” Dr. Scherer says. “Last year we only had 28 sections in the fall.

Because of the shortage of volunteers, Dr. Scherer is looking for alternate ways to staff the sections next year, but hopes it will not be necessary to do so.

To receive a passing grade for the seminar, a student must attend and participate in class and complete five written analyses and a quarter-long activity.

The analyses may be reaction papers to interviews, articles or campus events, and the quarter-long activity consists of a library project.
Faculty members ask, 'What is a good teacher?'

Is the effective teacher rigid or flexible, demanding or uninterested, a purist or a relativist, a friend or a tyrant?

No two faculty members agree on what makes an effective teacher. Some do not believe they should be concerned with classroom techniques at all. "Being an excellent teacher is something people may strive for," says Rex Lowe, professor of biology and a recipient of a Parents Club Award for excellent teaching. "But good teaching stems from a general enthusiasm about one's topic. I've never really worked on teaching or lecturing techniques." "But when you've done well, it's nice to be recognized," Dr. Lowe says.

"What's important for a teacher are enthusiasm and a friendly and helpful attitude. And a teacher has to be genuinely excited about his field. He can't conceal enthusiasm. Part of that is a commitment to research. We don't want to be textbook readers," the biologist says.

Gerald Rigby, professor of political science and director of the criminal justice program and the recipients of the Parents Club award, believes teaching techniques are not a proper concern for the faculty member.

"The college teacher is first and foremost a subject matter specialist," Dr. Rigby says. "It's the student's responsibility to undertake the learning process. We're in the business of being a community of scholars. Some who come to the university come voluntarily because they want to be with people who know something."

"I'm a little uncomfortable with the conception I'm a good teacher," Dr. Rigby says. "I insist on excellence — that an A should really be an A. And some students say I'm unfair and unreasonable."

"Some people I studied with were not good teachers," Dr. Rigby recalls. "But my guess is that profound effect they had on me — because they were scholars."

Virginia Leland, professor of English, will retire this spring. She received a Parents Club award in 1974. Both her parents were college professors, and she believes early training has helped her to be a teacher well as a scholar. "A teacher ought to know his or her subject thoroughly, and keep on learning every day, even the best of his students as well as from scholarly journals," Dr. Leland says.

"I was really distressed when the teaching awards were dropped," Dr. Leland says. But I was originally opposed to student evaluations. I knew some colleagues who were quietly doing a wonderful job, but were not popular among students. But I found that students did recognize those teachers."

"I think you do have to motivate students," Dr. Leland says. "But sometimes I feel I have to do it over again."

Joseph C. Buford, professor of geography and a recipient of one of the Union Active Office Teaching Awards this year, approaches the job of teaching from a different position. "I enjoy teaching, there's no question about it," Dr. Buford says. "But it's so difficult to measure good teaching. I don't know how it should be rewarded. You can stack up someone's publications, and count them, or weigh them. But how do you measure teaching? What is good teaching? Some people say the awards are a popularity contest. They may be right."

"You have to be an actor, you have to have enthusiasm," Dr. Buford says. "Everybody in the class isn't waiting for pearls of wisdom to fall from your lips."

"I'm concerned when students aren't in class. I want them to participate. You have to look for improvement, for some kind of mark from them. If you get an expression, some response, to show you are getting across," Dr. Buford says.

Wallace DePue, professor of music, is disturbed about the need to balance many hours of teaching against a desire to compose. He has composed two operas. One of them, "D. Jekyll and Mr. Hyde," was performed here in 1974. He received a Parents Club Award in 1973.

"In order to teach effectively, I have to take all the free time between quarters to plan. I don't believe in flying by the seat of my pants. I want to be prepared, so when the time comes for something to happen in class, it will happen," Dr. DePue says.

"The composer is somewhat skeptical about his popularity as a teacher."

"I'm a mean as a rattlesnake in the classroom," he says. "But I guess I like the students and it must radiate to them."

Dr. DePue says he demands high standards of his students, not only in music, but also in academic writing. And he believes being knowledgeable about music's fluid and effective in the classroom are equally important.

"If I teach you something, and I look in your eyes, and I see you're not getting it, I have to teach it over again," he says. "I'd rather have a student show honest stupidity than false intelligence."

"In teaching, you have to remember you're dealing with people," Dr. DePue says.

The Board of Trustees has recommended promotions for 45 faculty members and final probationary contracts for 15 faculty members for 1978-79, with tenure thereafter. Those receiving promotions are the following:

Ronald Jacobi and Robert Masser, to professors of art; Robert Early, to associate professor of English; Glen R. Frey, to associate professor of geography; Doe C. Steinker, to professor of geology;

Thesis awards to be given

Three graduate students will receive Distinguished Dissertation Awards at the June commencement exercises.

The awards are presented in recognition of originality in research design, creativity in the use of methodology and research techniques, organization and presentation of research, contributions to knowledge in the discipline, and excellence in scholarship.

The recipients are Russel A. Barkley, psychology, a June 1977 graduate. "The Prediction of Differential Responsiveness of Hyperkinetic Children to Metahycine," by Michael J. O'Neal, English, March 1978 graduate, "A Linguistic Examination of the Stylistic Style of Three English Decadent Poets: Arthur Brooke, Ernest Dowson and Lionel Johnson," by James Michael Murphy, psychology, a June 1977 graduate, "The Role of Catecholamines in the Mediation of Starvation- and Amphetamine-Induced Locomotor Arousal in Mice," by Allen S. White to professor and James R. Wilcox, to associate professor of speech communication; David Hyslop to associate professor of business education; Gerald Aston, to associate professor of economics; Charles Chitale, Philip Haas, and J. David Reed, to professors of economics; Randy Tomlinson, to professor of popular culture; John R. Burt, to associate professor of Romance languages; R. George Thomas, to professors of sociology; and Steven B. Hunsaker, to associate professor of mathematics.

Peter G. Knobler, to associate professor of philosophy; Lewis P. Fuller, to associate professor of physics; Jack Pankseyp, to professor, and Russell A. Veitch, to associate professor of psychology; John G. Nacher, to associate professor of popular culture; and Robert J. Seifert, to associate professor and chair, to assistant professor, and until the completion of his doctoral dissertation, Robert J. Fulcher, to associate professor of physics; Jaak Panksepp, to associate professor of psychology; Steven B. Hunsaker, to associate professor of popular culture; and Richard Messer, to assistant professor of geology.

The recipients are Arjan K. Gupta, to professor of mathematics, and to associate professor of philosophy; Lewis P. Fuller, to associate professor of physics; Jack Pankseyp, to professor, and Russell A. Veitch, to associate professor of psychology; John G. Nacher, to associate professor of popular culture; John R. Burt, to associate professor of Romance languages; R. George Thomas, to professors of sociology; and Steven B. Hunsaker, to associate professor of mathematics.
BOOKS

PUBLICATIONS
Richard J. Wright and Gary L. Bailey, "Chapter Central Collections, attended the first conference of the National Council for Curriculum and Instruction," in the April issue of "American Physical Education."}

JANIS PALLISTER

For Health, Physical Education and Recreation Midwest District Convention in Indianapolis, Sep. 3. Lois Rock, Center for Archival Collections, a program on archivist preservation to the Ohio Association of Historical Societies and Archives in Greene, May 15. John Samp, performing studies, and Marilyn Shrade, music composition, two faculty members, received a return from a concert tour in Berlin this spring. The tour included a three-hour piano recital and recorded one recital for the Belgian Phonographic Society.

Faculty, staff leave University for retirement

The following faculty and staff members will retire from the University during the summer months:

Florence E. Cook, associate professor emeritus of health and physical education, came to the University in 1966. She received her bachelor's degree from her master's from Western Reserve University.

Mary Dagoug, staff assistant, University Division, came to the University in 1964. She attended Northwestern University.

Joseph E. Barnum, emeritus of journalism, has taught at Bowling Green since 1968 and served on the editorial board of Journalism from 1968-1973. He received his bachelor's degree from the University of Denver and his Ph.D. from Michigan State University.

Robert J. Keele, professor emeritus of health and physical education, taught at the University since 1955. He received his bachelor's degree from Brooklyn College, and his master's and doctoral degree from Columbia University.

J. Paul Keiser, emeritus of music, has taught at Bowling Green since 1968. He received his bachelor's degree from William Penn College, bachelor's and master's degrees from Indiana University, and his doctorate from the State University of Iowa. He has been a member of the faculty of the University of Chicago since 1960.

James W. Conger, emeritus of music, has taught at the University since 1946. He received his bachelor's degree from the University of Kentucky and his doctorate from the University of Chicago.

Malind S. Loophiem, professor emeritus of music, has taught at Bowling Green since 1965, and served as chairman of the department from 1966-1967. He received his bachelor's degree from the University of Colorado and his master's and doctoral degrees from Princeton University.

Elaine Mackey, associate professor emeritus of home economics, has taught at the University since 1947. She received her bachelor's degree from Ohio State University, and her doctorate from the American Dietetic Association.

Mary Jane Pallister, professor emerita of speech, taught at the University from 1949-1959, 1962, 1966 and 1967 to 1969. He received his bachelor's degree from the University of Iowa, and his master's and doctorate degrees from Ohio State University.

Marilyn R. Shepherd, professor of educational studies, has been at the University since 1969. She is certified by the Northwest Ohio School of Commerce and also attended Bowling Green.

Helen Skinner, professor emerita of music, has taught at the University since 1964. He received his bachelor's degree from Houghton College and his master's and doctoral degrees from the State University of Iowa.

Mary A. Watt, professor of health and physical education, emerita, has taught at the University since 1964. She received her bachelor's degree from Eastman School of Music, University of Rochester.

James C. Wright, associate professor emeritus, psychology, and assistant director of the Personal Development and Life Planning Center, came to the University in 1947. He received his bachelor's degree from Michigan College and his master's and doctoral degrees from Ohio State University.


Board of Trustees

This is a summary report of the Board of Trustees meeting May 18 at the Parkside Campus. The official minutes are available at the President’s Office in McP Fahr Center.

The Trustees...

- Elected officers.
- Welcomed Robert C. Ludwig to the Board.
- Heard a report from University President John F. Lipaj.
- Heard a Finance Committee report and authorized $800,000 for a new College of Technology laboratory annex. The Board approved opening the annex program to numerous carriers.
- Transferred a parcel of land to the City of Bowling Green for a waste water treatment facility.
- Approved the annexation of a School of Technology.
- Honored Harold R. Marquardt, a faculty member who died April 22.
- Heard a report from Faculty Senate President-elect David Roller.

Elections

John F. Lipaj was elected chair of the Board of Trustees. Albert M. Dyckes was elected vice-chair, and Richard A. Edwards, secretary.

New trustee

Robert C. Ludwig was appointed to a nine-year term on the Board of Trustees.

Mr. Ludwig is a 1965 graduate of Bowling Green and has been chairman and chief executive officer of LK Restaurants and Motels. He is a member of the Bowling Green State University Foundation and is a member of the Advisory Committee to the College of Business Administration.

Mr. Ludwig succeeds Donald G. Simmons, whose term expired March 31.

Overview

Security director

William R. Bees, personnel and disaster services director for Portage County, was appointed the new director of campus security and safety, effective July 1.

Names changed

Academic Council recently approved a split of the department of quantitative analysis and control. The new department is called Department of Mathematics and Statistics.

The change will give appropriate identification to the programs in the QAC Department.

Academic Council decided.

At the same time, the department of mathematics was renamed the Department of Mathematics and Statistics, to avoid confusion concerning course offerings.

Boys’ State

Bowling Green will be hosting Buckeye Boys’ State from June 17-25. The week-long event, which is being held at Bowling Green for the first time, attracts 1,400 young men to the campus.

During the week, the University Division will offer the participants the opportunity to register for one of seven one-credit courses dealing with politics, political bodies, and government.

Finance committee

The Board authorized borrowing $800,000 in University funds for a new College of Technology laboratory annex.

The Board approved spending $211,188 for repair and renovation of existing facilities.

Annual report

The Board voted to open the tax deferred annuity program of Bowling Green for any college conforming with 1970 guidelines set by the Board. Previously, the program had been restricted to three companies.

Facilities report

The Board voted to ask the Ohio General Assembly to transfer a parcel of land - 2,966 acres - to the City of Bowling Green for a waste water treatment facility.

The parcel will supplement a piece of land purchased in the city in 1973 for the same purpose.

Technology School

The Board approved the creation of a School of Technology.

The school will be established from the Department of Industrial Education and Planning and will be part of the College of Education.

Grants, contracts

The Board has accepted $2,356,686 for the fiscal year to date, compared to $4,871,337.70 last year.

Harold Marquardt

The Board approved a resolution honoring Harold Marquardt, professor of college student personnel and chair of the Academic Program Council, who died in an automobile accident April 22.

Dr. Marquardt held the College of Education faculty position in 1970.

The Board commended Dr. Marquardt for his teaching and advising and his service to the University, for his professional and scholarly activities, which included research projects.

Conference will expose roots of mass culture

More than 50 people from as far away as California have registered for a three-day conference at Cedar Point amusement park this summer.

Co-sponsored by the popular culture department and Cedar Point, the conference will be held in conjunction with a conference analyzing the reasons Americans have continued to need amusement parks - making the theme of the conference the entertainment business a multi-billion dollar industry.

Speakers at the conference will include, among others, Russell Nye, the Pulitzer Prize-winning biographer from Michigan State University; Mario Tuzzi of Eastern Michigan University, and Robert Cartmell, associate professor of art history at the State University of New York and a consultant to the Smithsonian Institution.

The popular culture faculty and its students will approach the amusement park, and the roller coaster in particular, not as participants in the leisure activity of about 60 million Americans each year.

Mr. Browne says a survey is being mailed to graduates to evaluate their time to teach the students. Faculty members are donating their time to teach the course.

The approximately 25 people who take the course for credit will be asked whether they have taken any classes begin — one on American literature, the other on the history of entertainment. In preparation for the lectures, there will be a session, and a seminar will follow the course. Students’ grades will be based upon their performance in the seminars and upon a ten-to-thirty-page paper relating some aspect of the entertainment industry to their field of study.

Conference on mass culture

A total of 360 participants are expected by the time the conference begins June 30.

The registrants will invest as much as $200 in transportation, lodging and meals.

Dr. Browne says the summer conference and course will be paid for by the nationally and by Cedar Point, with no contributions from the State of Ohio or from Bowling Green. Faculty members are donating their time to teach the course.

The approximately 25 people who take the course for credit will be asked whether they have taken any classes begin — one on American literature, the other on the history of entertainment. In preparation for the lectures, there will be a session, and a seminar will follow the course. Students’ grades will be based upon their performance in the seminars and upon a ten-to-thirty-page paper relating some aspect of the entertainment industry to their field of study.