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Bowling Green State University

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Michael Marsden, new coordinator of undergraduate recruiting, would like to make every day at Bowling Green a "Preview Day."

"Preview Day," scheduled this year on Nov. 10, is an effort by the admissions office and the University as a whole to attract prospective students to the campus and give them a first-hand look at what Bowling Green has to offer.

Dr. Marsden, in his new role as recruiter, is attempting to involve the entire University community in a recruiting process, not just once a year, but every day.

"I will be asking every person at Bowling Green to become recruitment conscious," Dr. Marsden said. "One person cannot be responsible for University recruitment."

'Our message must be clear and honest'

"We have quality faculty, programs and student services, and our task is to communicate what we have to the public," he added. "We have to get more outstanding students onto the campus."

Academically strong students are what the University will be striving for in the next decade. Provost Ferrari, in his remarks to faculty and staff on Sept. 24, noted a goal has been set to increase the quality of the freshman class.

"We believe that in terms of quality faculty and program mix, we have a first-rate institution. At the same time, we are concerned that in recent years, composite ACT scores of incoming students have undergone a gradual decline."

Such a trend, he added, jeopardizes the long-range vitality of the institution.

Dr. Ferrari said that Bowling Green, which has long been known as a popular residential institution, will have to present itself as a "quality residential institution" in the 1980s. "Whether we are successful in conveying that image will make or break us," Dr. Ferrari said.

He added that efforts to attract greater numbers of gifted students will not be made at the expense of special programs which the University has introduced to bring in students who were under-prepared in their high school work.

Locating those gifted students which the University is seeking should be no real problem. Every year the admissions office receives college entrance test scores from some 30,000 students who have asked that the scores be sent to Bowling Green.

Dr. Marsden said it will be a matter of sorting out the academically gifted students from this lottery of approaching them on a more personal basis. Some individual colleges and departments are already involved in this follow-up, Dr. Marsden said.

In addition to sending those prospective students printed brochures, however, Dr. Marsden said a crucial step will be actually bringing them to the campus, where they can meet the faculty and staff and see Bowling Green's facilities.

Critical to that visit, Dr. Marsden said, will be faculty and staff willingness to meet with the students and convey to them that Bowling Green is everything which it has been marketed itself to be. "If your message must be clear, unified and honest," Dr. Marsden said.

Dr. Marsden noted that all faculty and staff will be asked sometime in the near future to join a welcoming committee, whose members will be assigned by the admissions office to meet various individuals and groups which visit the campus.

A University-wide admissions committee also is being created to help develop recruitment policies. One function of that committee will be to offer workshops on recruitment technique and philosophy to the University community at-large, Dr. Marsden said.

In addition to doing some long-range admission and recruiting planning, Dr. Marsden said some attempts at short-range strategy also are being made.

Dr. Marsden said that an application fee scholarship to students with significantly high ACT composite scores is also being considered.

A University task force has been created to examine ways in which the electronic media can be utilized in recruitment. Another task force has been formed to study the feasibility of establishing a residence hall for scholars.

Alumni clubs are being asked to refer academically gifted students to the admissions office and to sponsor out-of-state students to Bowling Green.

Retired faculty and staff are also being considered as a recruiting tool, Dr. Marsden said, and the admissions office is reaching out to areas not previously contacted.

Dr. Marsden noted that the most effective recruiting device has always been, and will continue to be, word of mouth. "This is particularly important with our gifted students," he said.

For that reason, it is important that students who choose to attend Bowling Green find everything they are looking for when they get here, Dr. Marsden said.

Provost Ferrari already has challenged the faculty to make University programs "rigorous and challenging."

"I hope there can be an overall more careful assessment of grading," Dr. Ferrari said, adding that the University must achieve a balance in its grading, emphasis on teaching and advising.

The great paradox, he said, is that faculty in recent years indicated a belief that admissions standards have been lowered; but new student grade point averages actually have remained constant during those years.

In the next 5 years, the battle may be won'

Noting that the University as a whole must begin to insist on competence in certain basic skills for students in all major programs, Dr. Ferrari said, "I hope the number of courses in which proficiency in the basic skills is not required will become fewer."

Of the urgency of the entire recruiting issue, Dr. Marsden said, "According to nationwide predictions, based solely on birth rate, recruiting will be the major issue in higher education in the next 5 years at Bowling Green, according to Michael Marsden, coordinator of University recruiting. Dr. Marsden has urged all faculty and staff to become involved in the recruiting process. James Bialland (right), has found advising a "must" for his public relations majors.
Faculty urged to strengthen standards

President Moore

In his remarks to faculty and staff at the opening general session Sept. 24, President Moore commented on the mission and goals of the University, signifying that "the essential worthwhileness of our addressing the mission of our institution is to seek excellence far more than uniqueness and to enhance those areas in which we are strengthed and not distraced; to identify those areas which should be strengthened and enhanced; and, finally, to decide on areas where our involvement in the next few years will be located."

"The overall mission of the University is to provide first-rate learning opportunities, rigorous and sensitive preparation of individuals in progress, and to advance the frontiers of knowledge...how we will respond will determine this University from others and will be the mark by which our relative success or failure is measured."

President Moore listed four conditions which the University should have if it is to be successful during the next decade: a commitment to maintaining a high quality student body, a change in the academic calendar and an expanded program of private fund-raising. Commenting on building and maintaining a quality student body, the President said, "...it is in the relative success or failure we have to put our strongest effort."

He continued, "Attracting and retaining a quality student body will be more difficult in the next decade with an admissions policy which favors those students who are both able and good, but after that it is up to the faculty to see that performance standards are rigorously applied and projects in the intellectual challenge into the content of courses that are useful, the able student will transfer."

Dr. Moore also stated his desire to see an increased emphasis on the academic calendar that was adopted for the academic year 1981-82 to increase the number of private fund-raising events. "I consider our efforts for funding the Library to be a high priority," he said. "Between now and the end of the decade, I would like our fund-raising efforts to be so successful that we could start more scholarships and grants to the BGSU Foundation and eliminate it as an item in the annual education budget."

Dr. Moore also listed some student-related changes which he feels are important. These included assuring that all graduates have attained reasonable levels of competence, recruiting students to learn more about other cultures, exposing students to a wide variety of artistic expressions, emphasizing the importance of integrity and ethics to students; and giving students an opportunity to become involved in more "real" educational experiences outside the classroom and a personal commitment to physical fitness for students.

The President said, "I see this University in 1979 as being on the brink of national recognition for its outstanding reputation in several fields..."Yet in spite of our advantages as a University, we will judge our insti­ tution, curricula and personnel no longer by upward extrapolation from a familiar past but as a start of a far more constraining future."

Provost Ferrari

Strengthening the academic standards and reputation of the University should be the top priority of all faculty this year, Provost Ferrari said in his address to the general session Sept. 24.

"Bowling Green's future success and attractiveness during the 1980s depend upon faculty dedication to excellence and effective teaching," Dr. Ferrari said. "I think that a genuine strengthening of the academic substance of the University can occur only if we recognize the importance of faculty presence and centrality in establishing and maintaining the fundamental academic integrity, expectations and standards of the University," Dr. Ferrari said.

"The dedication to teaching and advising as it is translated by faculty into daily behavior in the classroom, performance hall, laboratory, teaching studio or faculty office will set the genuine tone and pace of the intellectual climate of the University."

Dr. Ferrari noted that revitalization of the general education program (a must for 1979-80) could not be accomplished if "we avoid the selection of appropriate courses and course objectives because of political expediency and compromise, or because of a concern for FTEDs or student credit hour equity among departments, or because of unspecified qualities which are too often tend to set faculty against one another or to undermine the quality of general education as well as the quality of all of our professional programs."

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"I feel that the pressures of inflation, which we have already attained distinction;" he said. "I feel that the pressures of inflation, which we have already attained distinction;...I sense that we are edging toward serious difficulties and dilemmas: sooner or later we are going to have to reduce expenditures...and yet we must make collective decisions wisely so that the hitherto attractive educational program of the University is not weakened, but improved and strengthened."

"...We face the question of how we are going to make those collective decisions...I think we should determine them, if we can." Dr. Kinney also addressed the dilemma of each faculty member. "He feels two competing and contradictory pressures. One of these is to attract students to his course...to do this, there is a tendency to modify his course, his behavior and attitude toward students, to change his grading pattern, to try to get good teaching evaluations from his students, to be attractive and appealing to students."

"On the other hand, there is his own training, experience and standards of his students, the need to offer something for everyone, we have lost some of the breadth and coherence to our offerings and options. To some extent we have sacrificed our efforts in general education for narrow departmental concerns." He continued, "It is becoming more apparent that there are too few faculty...interested in teaching freshmen, and that there are too few faculty who believe such teaching is important."

"I hope the Faculty Senate can be a place where we can compose our differences after we point out our heresies, where expression of our ideas about goals and purposes can be made, developed, and agreed upon."

"I hope that throughout the year we can have open forums about our ideas for the University, we would like it to be, what we would like it to be, what we would like it to be."

"I am hoping that the Faculty Senate this year can assist in the development and formation of a campus agency to assist individual professors to find ways to improve their instruction." "I am hoping that the Faculty Senate this year can assist in the development and formation of a campus agency to assist individual professors to find ways to improve their instruction." "I am hoping that the Faculty Senate this year can assist in the development and formation of a campus agency to assist individual professors to find ways to improve their instruction."

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"...We must make the Senate and its committees more effective in voicing ideas, resolving them into agreement, and taking action," he said.

Drs. Marso, Litwin head new offices

Two promotions were announced by Provost Ferrari at the opening convocation for faculty and staff Sept. 24. Ronald Marso has been named vice provost of continuing education, regional and summer programs. James Litwin, acting director and senior research associate in the University Divi­sion, has been appointed director of the newly-created office of institutional studies.

Dr. Marso previously directed off-campus and summer programs. His new appointment represents a consolidation of those two offices and con­ tinuing education, evening programs, workshops and extension programs.

"By bringing together all these offices, the University can provide personalized attention, information and assistance to all prospective students, whether they be undergraduate, graduate, evening, non-credit, summer or extension students," Dr. Litwin said.

Dr. Marso's new office will be located in McGuffin Center.

In announcing Dr. Litwin's appointment, Dr. Ferrari said the new position was created in order to "enhance the University's research capabilities in assessing the growth and development of students." Dr. Litwin will conduct studies on the impact of institutional policies, practices and climate of student learning and behavior.

One of Dr. Litwin's first priorities in the new position will be to perform studies to determine why students leave the University before graduation.

Program will bring professionals to campus

Within the next few weeks, a structured program to bring professionals to Bowling Green, according to Provost Ferrari. Dr. Ferrari has been com­missioned by President Moore to formulate such a program, which will bring to campus professional people to maintain the University's reputation in their fields.

According to Dr. Ferrari, the association will be in residence at Bowling Green for varying periods of time, sharing their expertise with both students and faculty in an attempt to widen students' occupational vistas and improve existing course offerings.

Dr. Ferrari said Bowling Green has always attempted to bring such people to campus, but the activity will be the first year a conscious effort has been made to do so on a structured, University-wide basis.

Monitor

Monitor is published every two weeks during the academic year for faculty and staff of Bowling Green State University. Deadline for the next issue, Oct. 22, is Tuesday, Oct. 16. Edi­tor: Linda Swalsgood. Additional Staff: Anne Hoyt. Change of address notices and other information should be sent to: Monitor, 306 Administration Building, Bowling Green, Ohio 43403.
Faculty

Grants

William Jackson, environmental studies, $3,000 from the Ohio Education Foundation to conduct a routine mosquito surveillance program. The grant also enables faculty and students to treat mosquito breeding sites.

L. Jaffan Jones, music composition history, $2,500 from the National Endowment for the Humanities to research Arabic characteristics of Maltese music. Dr. Jones also received a full-time summer faculty research associateship to pursue her studies.

Donald B. Lewenthal, psychology, $25,000 from the Public Health Service, Dept. of Health, Education and Welfare, to continue and expand a psychology training program in conjunction with the University's Psychological Services Center.

Richard Lineback, philosophy, $17,000 from the National Endowment for the Arts to conduct a re-indexing project of articles and books published in English in countries other than the United States. The materials will be indexed and published in a hardcover, double-volume bibliography and also will be recorded in the Center's computerized information bank.

Ronald Marso, education, has received five grants from the Ohio Dept. of Education and Ohio Board of Regents to conduct extension workshops on "Mainstreaming the Individualized Education Program." An $11,600 grant from the state and an $800 grant from the Syracuse City Schools will be used to conduct an institute on "Problem Solving as a Unifying Concept of the Other Math Basics.

A workshop on "Individualized Instructional Strategies for Secondary School Personnel" will be conducted with an $11,016 grant from the state and a $1,080 grant from the Fulton County Schools.

Dr. Marso will conduct an institute on "Career Guidance Skills: Problem Solving for Elementary Teachers" with a $15,940 grant from the state and a $1,040 grant from the Putnam County Schools. The purpose of this institute is to provide professional development which will enable pre-service and in-service teachers to function effectively with handicapped children and youth in the schools.

Don Bright, business education, $5,000 from the Ohio Dept. of Education to conduct a workshop on "Integrating Business Education Activities in the Business Education Curriculum." This workshop will be developed in the workshop will be forwarded to the Office of Education for quantity reproduction in accordance with provisions of the state training plan.

Donald Campbell, management, $6,866 from the Division of Vocational Education, Ohio Dept. of Education, to provide training programs for teachers of business and office education in the state. He also received $4,500 from the Ohio Dept. of Education to conduct a workshop on "Integrating Office Education Activities in the Business Education Curriculum.

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William Mann, biology, $37,613 from the Public Health Service, Dept. of Health, Education and Welfare, to continue the operation of the medical technology program.

This is the fourth grant to the program, which is a joint enterprise of St. Vincent's Hospital and Medical Center in Toledo.

Melvin Hyman, speech, $36,000 from the Office of Education, Dept. of Health, Education and Welfare, to support the operation of the hearing clinic and the program in speech pathology and audiology.

David P. Ehrlich continues as chair of industrial education and coordinator of graduate studies and research. Thomas R. Jensen coordinates the cooperative internship program and Robert Lesir is coordinator of technical laboratories.

Technology school announces new chairs

Two faculty from the School of Technology have been appointed chairs within the school.

William E. Brewer is the new chair of computer design and construction technology.

Barry D. Piersol is the new chair of telecommunications.

Reappointed a chair in the
Income restrictions for Work-Study have been greatly expanded to include many more University students, Kayser added.

Students eligible for the Work-Study Program are hired in the same manner as any other student—according to guidelines in the Student Employment Handbook mailed early in September to all department supervisors. Work-Study funds are available to all eligible academic year employees and to non-profit, off-campus agencies who seek student help. Students can, in some cases, receive an academic credit for work done in the program. Kayser noted a special effort will be made this year to attract graduate students to the Work-Study Program and to enlist the eligible off-campus employers.

"We would like to see the Work-Study Program attract graduate students who are not able to obtain assistantships at Bowling Green," Kayser said.

Kayser said her primary goal this year, however, will be to find enough students willing to work so that all the Work-Study funds can be expended.

Art therapy program awaits Regents' OK

A University program in art therapy has been approved by the Academic Council and Board of Trustees and now awaits final endorsement by the Ohio Board of Regents.

Dorva Krueger, art, who is serving as curriculum coordinator for the program, which will be offered in the College of Health and Human Services, expects Regents' approval late fall quarter or early winter quarter.

Krueger said the program is designed to train students for positions in hospitals, institutions, special schools and even prison settings. "The art therapist must be prepared to work with the elderly, emotionally disturbed, mentally ill and mentally retarded," she added.

Krueger explained that art is therapeutic for a number of reasons. "When we work creatively, we do several things," she said. "We set a goal—we risk doing something we have never done before. We experience barriers and we find ways to get around them. And we come away feeling able. The person who finds he can express himself in art can say, 'I can do this, I can do other things as well.'" Although art therapists are important in their own right, Krueger said they frequently work with medical personnel and psychologists to help uncover mental and emotional problems.

Because of the nature of their work, art therapists must acquire a wide variety of skills, Krueger said. "The art therapy curriculum includes courses in education, special education, psychology, sociology, social work, philosophy and home economics, as well as art." When approved by the Regents, Bowling Green's will be the first undergraduate program of its kind in an Ohio state-assisted school. It will be a firm foundation for graduate study, Krueger said.

"In past years, we have spent every dollar," she said. "The amount this year is large. It will be a real challenge to use it all."

Grants available for study abroad

Persons interested in graduate study or research abroad for the 1980-81 academic year may apply for the Grant until Oct. 15 for a Fulbright-Hays Grant.

Selection is based on the academic and/or professional record of the applicant, the validity and feasibility of the proposed study plan, the applicant's language preparation and personal qualifications.

Last year, Christopher J. Ford, a graduate student in the College of Musical Arts, received a Fulbright grant to study saxophone in France.

Further information and applications are available from Barbara Benner in the research services office, 120 McCaff Center.