Monitor Newsletter February 10, 1997

Bowling Green State University

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Ribeau concerned by likely impact of governor's proposed state budget

The Ohio Board of Regents expressed deep disappointment at a state budget unveiled last week by the governor's office that calls for 3.4 and 3.8 percent increases the next two years, far below what the Regents had requested.

For Bowling Green, the news was worse. The projected state subsidy numbers, 2.3 and 1.7 percent hikes, were termed "extremely bad news for the University" by President Ribeau.

Also, tuition increases have been capped at 3 percent, although the trustees, through a second vote, can add another 1 percent that can be used for undergraduate student financial aid.

Bowling Green's subsidy percentages are lower than what the governor's budget calls for because of the way the enrollment-based formula for distributing funds is calculated.

The 2.3 percent for the main campus translates into about $1.6 million in additional state subsidy next year, an amount that Ribeau says is unlikely to cover mandated increases. Utility costs, for example, rise substantially each year as do health care expenditures. Other revenue outlays for items such as library books and research equipment are in jeopardy as are salary increases and the University's technology initiative.

"Much of what we have begun in the past year is threatened by this proposed budget and it is imperative the final outcome is changed to further benefit higher education," Ribeau said. That opportunity will come during the next several months when the state's legislators will be debating and revising the budget recommendations, before it heads back to the governor for final approval.

Ribeau and his fellow university presidents will be doing all they can to present higher education's case to the General Assembly. "It will take more than just the presidents, though," he said.

Higher education needs alumni, faculty, staff and students to lobby legislators for more funding.

"The proposed budget is lodged in the past, not built for the future, which demands more responsive, high performance campuses able to meet the changing needs of Ohioans. While our proposed plan and budget did indeed prepare our campuses to perform for the future, the proposed budget traps our colleges and universities in the past. It is truly a budget of missed opportunity," said Elaine Hairston, chancellor of the Ohio Board of Regents.

Ohio's higher education financing system of having high tuition and low public support costs Ribeau. "The state has a long history of underfunding higher education; it is 41st in providing public support. Because public support is low, tuition is high in Ohio; the ninth highest average tuition in the country. It's a combination that is having a detrimental effect on the state," he said.

Already fewer of Ohio's graduating high school students are participating in higher education than those in most other states. Only 51 percent of Ohio's young people go on to college. A major factor is the high tuition costs that have resulted from low state support for colleges and universities.

"I have great concern that Ohio's rising tuition rates are placing an undue burden on students and their families. It's a disturbing trend that needs to be reversed," Ribeau said.

"Nearly every job in the future in Ohio will require some advanced education and public education can play a significant role in moving the state forward, but we're getting little help from the state, which, ironically, stands to be the greatest benefactor of having an educated citizenry," he said.

Hrabowski to speak on forming bonds with business, non-profit sectors

Freeman Hrabowski III, president of the University of Maryland Baltimore County, has been invited by President Sidney Ribeau to speak to the campus community as part of the Presidential Lecture Series. Hrabowski will share the wealth of his experience and ideas on developing campus and corporate partnerships to help further the University's goals of sustaining its programs and reaching out to an even greater number of citizens of the state.

Hrabowski is "an engaging and enthusiastic speaker," Ribeau said in urging the whole community to attend. The lecture will take place at 2 p.m. Thursday, Feb. 13. in 101 Otscamp Hall, continued on page 2

President to recommend ending ERIP

President Ribeau plans to recommend to the Board of Trustees at its March meeting that effective July 1, 1998 no new participants be accepted into the Early Retirement Incentive (ERIP) and Supplemental Retirement (SRP) programs.

He based his decision on the findings of the ERIP/SRP Analysis Committee, which examined the programs "in relation to their original intent and current impact on the institution with regard to numbers of full-time faculty as well as financial implications."

The ERIP/SRP was approved by the Trustees in 1989 and since then about 250 faculty have retired. The president at that time also was authorized and instructed by the board to limit the employment of replacement faculty to assure the cost effectiveness of the early retirement program and to monitor its impact on academic programs and its financial viability.

No university in the state has maintained an ERIP/SRP plan as long as Bowling Green and currently, only Bowling Green has such a plan.

In his State of the University address on Jan. 17, Ribeau said that after studying the ERIP/SRP report, he would report his findings to the campus community in February. He added that he would be looking at several questions regarding the program's effectiveness, its effect on the size and quality of the faculty and cost.

With projections showing that large numbers of faculty, including those at Bowling Green, would retire from the nation's colleges and universities in the mid- to late-1990s, a major goal of the University's ERIP was to provide an attractive incentive plan for early faculty retirements. Doing so would enable the University to hire quality replacements before there was a surge in demand for faculty nationally in the mid-1990s.

The ERIP/SRP Committee concluded that the goal had been "substantially met and that the initially stated rationale for the ERIP seems much less valid today."

Also, it seems apparent that the retirement program has contributed to a reduction in the size of the University's full-time faculty, the report stated. Since 1990, the full-time faculty has been reduced by more than 70 people and, according to the ERIP/SRP Committee "roughly half of that number can be attributed to the ERIP."

The other half of the reductions came largely from massive state budget cuts the University faced in 1991-92 which led to many faculty vacancies not being filled.

It also appears as though the ERIP may have had a detrimental effect on the quality of academic programs. Losing so many senior faculty and not having the funds to replace some of them has led

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ERIP
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dean and department chairs to voice concern that the thinning faculty ranks is harmful to academic programs.

“We need to do more to make it attractive for faculty to stay; things like improved compensation packages, hiring additional faculty, improving student-faculty ratios and providing updated equipment. A strong faculty is key to the quality of education we provide at Bowling Green,” Ribeau said.

And, finally, the ERIP is expensive, the committee concluded. On average, the ERIP buyout cost for each retiree is more than two times his or her final academic year salary.

In addition, retired faculty participating in the SRP receive one-third of their academic year salary for teaching 8-9 credit hours for one semester, That works out to an average rate of $2,500 for each credit hour taught.

In the current fiscal year, the University is spending more than $7 million on the ERIP and SRP. A continuation of the programs would involve higher costs. Ribeau said that “given our mission, values and priorities, we need to ask ourselves whether terminating these programs and redirecting the $7 million, which will be freed up over a five-year period, toward other priorities might be greater benefit to the University.”

“As an example,” he noted, “75 additional full-time assistant professors at $46,800 each including benefits, could be hired for $3.3 million per year, which is about half of what the University will spend on the ERIP and SRP programs in 1996-97.”

Ribeau said it is the administration’s responsibility to allocate resources and that his recommendation will free up the funding needed to meet other University priorities. “We need to be thinking about the welfare of the University and its goals,” he said.

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followed by a reception.

In his State of the University address in January, President Ribeau stated that “it is a critical and urgent priority that we develop a plan to identify new resources to support the BGSU learning community.” He emphasized that “we should not expect the state’s funding of higher education to increase at a rate substantially above the rate of inflation for many years to come... If we continue to rely on traditional funding sources, our programs are destined to grow smaller and weaker. We must find other means to sponsor and generate revenue.”

Ribeau was invited to Bowling Green by President Ribeau in recognition of his success in making UMBC a regional and national leader in establishing beneficial relationships with corporate officials, state and federal agencies and the non-profit sector. Through these partnerships, UMBC has created opportunities for collaborative research, technology development and economic growth, as well as a wide variety of opportunities for students to advance their educational and professional careers.

Ribeau said he invited Hrabowski because “More than most leaders in higher education today, he understands the critical importance of a close collaboration between higher education and the business community in order to solve the complex social, economic and political problems of our time,” while preserving the unique roles of each.

Hrabowski is equally at home in the humanities and the natural sciences, Ribeau said, and has fostered major partnerships in these areas as well as in the fine and performing arts.

He is a consultant to the National Science Foundation, the National Institutes of Health, the National Research Council and the U.S. Department of Education, and is past president of Maryland’s Humanities Council.

His own research focuses on science and math education, with special emphasis on issues involving minority participation.

Ribeau said the ERIP recommendation will be forwarded to the trustees for discussion at their Feb. 21 meeting. He also said he will recommend that departments have the flexibility, beginning July 1, 1996, to hire retired faculty to teach part-time on an as-needed basis and be paid at a special retired-faculty rate.

The deadline for 1997 retirements has been extended to Feb. 28 for retirement between June 1 and Sept. 1. The 1997 ERIP list is now almost full, with 52 of 59 places taken. Those who have removed their names from the 1997 list may have their names reinstated, even if this increases the number on the list to more than 59.

It may be that a few faculty members whose names are on the 1997 list may choose to withdraw their applications and apply instead for ERIP retirement in 1998. Spaces will consequently be opened by this action and new applications for these spaces will be approved based on BGSU seniority. Application for these spaces must be made by Feb. 28.

State Teachers Retirement System members who plan to retire between Jan. 1 and July 1, 1998 must apply by June 30, 1997. On July 1, applications will be prioritized based on full-time years or service at the University. Although the program expires on July 1, 1998, retirements can still occur on Aug. 1 or Sept. 1, according to STRS policy.

The total number of faculty members who may participate is at least 5 percent of STRS membership at Bowling Green, which has typically been between 55 and 60. If the maximum number is reached at a point within a group of faculty members who all came in the same year, all members of that “class” will be allowed to participate.

Faculty who have been selected as fellows for this spring and next year in the Institute for the Study of Culture and Society were announced last week by Vicki Patraka, English and ICS director.

The institute’s purpose is the production of scholarly and creative activity in the traditional humanities and arts disciplines as well as in cultural studies, feminist studies, ethnic studies and other interdisciplinary areas.

The fellows this spring and the titles of the projects they will be working on include Loren Lomasky, philosophy, “Good, Better, Best: A Theory of Reason and Value;” Thomas Muir, School of Art, “Metal Vessels;” and Jack Santino, popular culture, “Personal, Private, and Public: Display of Symbols in Northern Ireland.”


Those selected for spring 1998 are Federico Chalupa, romance languages, “Ethnicity, Social Self, and Narrative in the Andean Region;” and Jaak Panksepp, psychology, “Impulsive Children in Ritual: A National Scandal in the Making.”

In any one year, as many as six faculty may receive institute appointments to pursue research or creative work for one semester. During the semester, institute scholars and artists will be relieved of teaching responsibilities in order to devote their time to projects that enhance their intellectual efforts and enrich the University community and the community-at-large.

Institute scholars and artists are required to discuss their work in the institute’s biweekly seminars, University forums and in some form of community-oriented activity.

During their residency, scholars and artists also are expected to carry out a colloquium seminar (“Conversations at the Institute”) or similar activity to share their perspectives on the nature and importance of the research or creative process in which they are involved and comment on its larger pedagogical implications.
Campus community asked to review University Functional Mission Statement

The following version of the University's current Functional Mission Statement is provided for review by the campus community.

This document, mandated by the Ohio Board of Regents, defines the University at the state level by describing Bowling Green's particular mission within the larger network of state universities in Ohio.

The mission statement will assume even greater importance in the future as a guide in one aspect of Ohio's new funding formula for higher education. The "performance funding" portion of Bowling Green's state allocation will be based on how well the University carries out its aims as set forth in the document. The Ohio Board of Regents and perhaps the legislature will use the statement to determine the University's biennial performance funding allocation, according to Les Barber, executive assistant to the president and committee member.

Last semester, President Ribeau directed the Committee on the Mission of the University to examine the statement as it was adopted by the Board of Regents last year and recommend any changes needed to bring it into accord with the University's new vision statement, core values and institutional priorities.

Because the original document had to be submitted to the regents at the time Ribeau became president, the committee requested any suggestions that might guide it in its work be sent care of Barber at 2-2214. Comments and suggestions made before Feb. 24 will be most useful.

The members of the Committee on the Mission of the University are: Sherlon Brown, educational foundations and inquiry; Dawn Glanz, American Culture Studies; Alberto Gonzalez, interpersonal communication; Tara Gore, Undergraduate Student Government; Arjun Gupta, mathematics and statistics; David Kent, economics; Pat Kitchen, Classified Staff Council; Hal Lande, Faculty Senate; Joan Morgan, Administrative Staff Council; Simon Morgan-Russell, English, and Eileen Sullivan, graduate student trustee.

I. INSTITUTIONAL IDENTIT Y

A. Summary of the purpose of the institution.

Bowling Green State University is dedicated to providing quality learning programs in a residential learning environment, an environment that promotes academic and personal excellence in students as well as appreciation of intellectual, ethical, and aesthetic values. Wisdom, sound judgment, tolerance and respect for other persons, cultures and ideas are hallmarks of an educated person and characteristics that the University hopes to develop in its students.

As a Doctoral I institution, its primary emphasis is, and will remain, undergraduate education. That emphasis is greatly enriched by a supplemental focus on both masters and doctoral education. That focus is organized structurally as one of technical and graduate education. That focus is organized structurally as one of technical and graduate education. That focus is organized structurally as one of technical and graduate education.

The specific essential purposes of Bowling Green State University, in brief, remain the discovery and transmission of knowledge, as well as its application wherever appropriate. In fulfillment of these purposes, this University seeks specifically:

- to educate undergraduate students in an array of majors consistent with the ideas described above and in such a manner that students attain the personal and professional skills and broad educational foundations necessary for effective life-long learning. This University further seeks to provide students with a specific workforce advantage, both through coursework and through such programs as cooperative internships. In all cases, the ultimate goal is graduation with the baccalaureate (or (in the case of Firelands College) the associate degree);
- to graduate students in a limited number of masters degree programs which provide them with a foundation of excellence for professional careers and/or for further pursuit of research enterprises;
- to educate post-masters degree students in a selective number of doctoral degree programs which will be nationally competitive and which will prepare them for careers as specialized professionals, researchers and educators;
- to serve the citizens of Ohio, the nation and the world through the creation and transmission of knowledge, as well as through applications of that knowledge. As a logical extension, the University also serves by developing a range of public/private partnerships, especially within Ohio, in fulfillment of our public service goals.

B. Comparative emphasis given to instruction, research and public service.

As a Doctoral I university, Bowling Green seeks to maintain an appropriate balance in its emphasis on instruction, research and public service. Scholarship and creative activity inform the University's instructional activities and fuel its public service mission. All three work together—commonly in a seamless manner—-in fulfillment of the University's mission and goals.

Different departments throughout the University (and even individual faculty members within departments), consonant with OBOR work-load guidelines, give varying emphasis to the three interrelated areas of teaching, research and service, depending on their individual missions and abilities. At the same time, in evaluating faculty performance for merit considerations, a typical department among the 14 at BGSU currently offering the Ph.D. degree will express its weighting emphasis (on average), as follows: 40 percent for instruction, 30 percent for research and 20 percent for service. In masters-level departments the weighting may be closer to 50 percent instruction, 30 percent research and 20 percent service. And, in baccalaureate-only departments, the proportions may be on the order of 70 percent instruction, 10 percent research and 20 percent service. These proportions are consistent with the University's goals and aspirations for the future.

C. Relative emphasis given to undergraduate education, baccalaureate instruction and general education.

Bowling Green's mission and primary goals, articulated in the University's Role and Mission Statement and prioritized several years ago, remain viable for the future. That is, the University will continue to be guided by twin "overarching" goals: 1) "to maintain and enhance the excellence of undergraduate education" and 2) "to improve and enhance the graduate programs that already exist on campus."

Consistent with the recognized character of Doctoral I institutions, and consistent with its appropriate role among the Ohio state-assisted colleges and universities, Bowling Green provides balanced instructional attention to baccalaureate (including general and technical) and graduate education. That balance has traditionally placed primary emphasis on the education of our undergraduate students and has been a key part of the Bowling Green tradition from the beginning. It will continue to provide the foundation of institutional planning for the future as well.

More than 80 percent of Bowling Green's students and about 90 percent of its student credit hours are at the undergraduate level, a proportion the University expects to maintain in the years ahead. Bowling Green believes in the critical importance of providing its undergraduates with what the Role and Mission Statement calls a "practical liberal education." One aspect of this is a curriculum that prepares students in the core skills and values of the American liberal arts tradition, skills and values which foster critical thinking and problem solving, develop strong communication abilities and provide the individual with the flexibility for lifelong learning and for the rigors of participating intelligently and sensitively as citizens of our country. All BGSU undergraduates are required to fulfill a set of core requirements in primary general education areas. In many ways, the University is a leader in higher education with 1) its "general education core" requirements, including a global/international component, with 2) its institution-wide "cultural diversity" requirement, and with 3) its organized, efficient skills programs, such as the General Studies Writing Program in the English department.

The second, more "practical" aspect of a "practical liberal education" is the baccalaureate major (and, sometimes, minor). Overall, the major and minor comprise approximately 30-70 percent of a typical undergraduate's program of study. The largest single group of majors, those in arts and sciences, constitute 36 percent of our undergraduate students. Over the years, we have added majors in areas of evolving state and national need (somewhat under 20 percent of them in education and 15 percent in business). Beyond the traditional education, business and health areas, current examples include "international area studies," "technical writing," "women's studies," "environmental studies" and "visual communication technology."

Firelands College, a two-year branch which is organized structurally as one of the academic colleges, maintains a separate campus in Huron, Ohio. As a regional campus, it provides major educational opportunities for citizens of Erie, Huron and Ottawa counties. As an integral part of BGSU, Firelands offers general education and pre-professional curricula designed to facilitate transfer to senior institutions, programs that lead to technical associate degrees which prepare people for work settings and continuing education opportunities (usually in cooperation with the main campus) to meet the professional and personal development needs of the region.

The University's goal for the future is to maintain and enhance the existing proportional relationship between general education and baccalaureate, specialized education. However, BGSU aspires to strengthen the general education component in all specialized majors and to continually adjust the curriculum in the latter to meet changing needs in Ohio and the nation. Bowling Green is also committed to improving the quality of its undergraduate programs and to enhancing the student learning environment, especially in such areas as the new instructional technologies now becoming available.
The University plans to maintain its present attention to graduate education at approximately the current 10 percent level (measured by student credit hours). The graduate student population is not expected to grow much larger than it is now, but BGSU does expect, on an occasional basis, to propose highly selective new graduate programs whereby "niches" develop to provide unique programs within the framework of Ohio graduate education. While serving the needs of the region and the state, it is expected that all graduate programs—particularly at the doctoral level—will be nationally competitive.

D. Relative emphasis on research.

It is the University's goal to maintain the present levels of attention given to the creation, dissemination and application of knowledge. BGSU is committed to enhancing the environment in which creative activities, research and scholarly productivity of the faculty take place, as part of the University's overall effort to enhance academic excellence and opportunity.

Graduate students enrich the intellectual environment of the campus. Their presence, and their enhancement of the research environment in particular, assists those undergraduate students with a proclivity toward independent scholarship in identifying and developing career options. Furthermore, the graduate students also add to the robustness of faculty scholarship.

Bowling Green's graduate programs have grown in stature, capability and effectiveness over the past two decades. Many of them have benefited in major ways from Ohio legislative and Ohio Board of Regents initiatives such as "Academic Challenge," "Research Challenge" and the "Ohio Eminent Scholar Program."

Examples of some of our recently developed graduate programs are: American Culture Studies Ph.D.; Policy History Ph.D.; Masters of Industrial Technology; Psychology Ph.D.; Photocatalytic Sciences Ph.D.; Applied Philosophy Ph.D.; Masters of Special Education and Creative Writing MFA. In addition, several research institutes and centers, including the MidAmerican Center for Contemporary Music and a "MatNet"-Associated Materials Science Center, have been developed during the last decade.

E. Relative emphasis on public service.

A goal cited in the official Role and Mission Statement of the University is "to make its educational programs, services and the professional expertise of its faculty available to governmental agencies, business firms, educational institutions, and other organizations, groups, and individuals." Another official goal is to increase the numbers of students from under-represented groups who enroll and graduate from the University.

Partly because of its historical evolution from a state normal college, BGSU continues to serve the public schools of northwest Ohio and elsewhere in a variety of ways—from formal student teachers' contracts to one-on-one collaborations between individual teachers and professors. Colleges such as Musical Arts offer regular enrichment programs for elementary and high school students. A particularly influential program of work occurred several years ago when the University's English department participated in OBOR's Early English Composition Assessment Program. Area high school and junior high curricula still benefit (along with the students) from the collaborative work done at that time on programs to teach effective expository writing.

BGSU is one of the founding members of the Bowling Green Community Development Foundation. Its Research/Enterprise Park exists to serve business and industry by offering direct access to University resources—students, personnel and services.

At the college and department levels, there are many examples of important public service: the special MBA program offered on-site in Toledo for the Dana Corporation; the Center for Governmental Research/Public Service; the Center for Materials Science; the Center for Quality, Measurement and Automation; the Canadian Studies Program; the Speech and Hearing Clinic; the Creative Arts Program in Music for young children and the psychology department's Crisis Intervention Program for public schools and other agencies.

II. CONSTITUENCIES SERVED

A. Students—Current, former and potential, both undergraduate and graduate.

Bowling Green currently serves, and will continue to serve, a predominantly Ohio-based student population. The University assesses its success in serving this group in a variety of continuously monitored, continually evolving ways.

Annual institutional reports to the Ohio Board of Regents on numbers of FTE students and numbers of SCH's by type, as well as other data, provide one kind of measure of success over time in attracting and graduating students.

The Office of the Vice President for Student Affairs has a specialist position for institutional research. That individual's job includes continuously assessing the level of student satisfaction with various student-support systems and their relationship to academic programs. The Office of Institutional Research carries out related activities on a more institution-wide basis.

Many key academic programs—especially broad-based ones such as General Studies Writing (freshman composition)—have internal assessment components which produce annual evaluations of student success rates and which stimulate curricular revision on a regular and continuing basis.

Student evaluations are effectively required of all teaching faculty and graduate students on a regular basis. These evaluations are analyzed each year at the department/program level (each semester for graduate students) so as to provide personal and departmental feedback to instructors and to inform the processes of reappointment and/or of awarding merit pay to faculty. Summarized results of student evaluations are subsequently reviewed as well at the college and vice presidential levels for individual faculty who are being considered for tenure and/or promotion.

Peer reviews—both internal and external—of faculty performance in the classroom (as well as in scholarship and service) are required evidence in support of tenure and promotion recommendations at every level.

Curriculum committees in every academic college monitor the development and adaptation of departmental/program curricula. These committees review proposed changes in the departmental/programs and stimulate ideas for curriculum revisions in a broad-based way. Also, a University-wide Undergraduate Council monitors the general education curriculum and reviews all other major changes in a department's curriculum or specializations.

Many departments have developed internal assessment programs within their majors—including such things as senior theses or capstone courses—to monitor the quality of student learning, as well as their curricular and teaching efforts.

Many departments/programs and most of the colleges conduct exit surveys (sometimes actual interviews) of graduating seniors, and regularly scheduled alumni surveys as well, to gather information about student and former student perceptions of the quality and usefulness of their educational programs at BGSU.

At the present time BGSU is engaged in a process—along with other universities throughout Ohio and the midwest—of developing a coherent, consistently applied program for assessing student learning. This initiative has been stimulated by the North Central Regional Accrediting Association.

B. Public Agencies—local, state and national.

Departments and programs of the University regularly serve the needs of such entities as school districts, mental health agencies, safety organizations and a variety of national and international public service initiatives.

Assessment of the institution's success in these endeavors is measured both quantitatively and qualitatively in the following ways:

• Direct evaluative reports are commonly received from the agencies served.

• The numbers of specific service programs are maintained on an annual basis.

• The numbers of individual faculty and staff consultancies in support of such services are maintained on an annual basis.

• In many academic programs, advisory panels provide continuous monitoring and feedback directly from the external, public sector.

• In the field of education, student field experiences and formal student teaching provide a continuous feedback loop in which assessment of individual students and the program at large is gathered from cooperating teachers and administrators in the public schools.

C. Private Sector Agencies and Businesses.

In this area the University receives assessment information through a continuous feedback loop. Through such things as advisory panels and direct reports from cooperating businesses or agencies, information is received about the quality of service faculty and students are providing through such regular avenues as contracted programs of work, consultancies, student internships and student co-op assignments. In addition, records are maintained on an annual basis of the numbers of programs, numbers of students on assignment and numbers of consultancies in order to monitor the University's continuing service efforts.

BGSU is especially proud of its Co-op Program. In any given year, more than 1,000 undergraduate students are in internship positions. This cooperative education program provides students with valuable work experience prior to choosing permanent occupations. In turn, it provides the cooperating businesses with an opportunity to try out potential employees.

D. Citizens of the region.

BGSU serves the citizens of this region in Ohio with a large number of direct programs.

Many academic majors and minors offer classes in evening and weekend time frames so that all interested citizens, including those bound by personal or work schedules, can take advantage of
the opportunities offered at the University. Assessment occurs through the regular academic mechanisms, especially student evaluations of instructors.

In addition, the Office of Continuing Education brokers a large number of extension and other outreach efforts, including many formal academic classes and many non-credit enrichment activities. Continuing Education has its own internal assessment program to continuously monitor the quality and numbers of its offerings.

The University offers a very large number of cultural activities and programs which are aimed not only at an internal audience of students and staff, but at the public at large. Examples include many sports events, of course, but also a wide variety of others. Theatrical performances, music, dance, art shows and individual lectures or open conferences on a wide range of topics are illustrative of this area of University service to the community. Assessment occurs regularly through formal evaluations offered by media critics, through records of attendance and—in competitive fields—through win-lose records and numbers of earned awards.

E. Academic Disciplines.

In the academic fields of study it is the disciplines themselves which provide the most specific assessment processes—most commonly through formal regional, national and even international organizations and associations. Many fields, including education and business, have formal accreditation processes and criteria which individual colleges or departments must meet on a regular basis in order to maintain an accredited status within the higher education community. At the university level, of course, this is also true in a global sense because the regional accrediting agencies, such as the North Central Association, conduct similar university-wide accrediting reviews on a ten-year cycle.

Within specific disciplines, however, the assessment process is conducted in a variety of ways. In the fields of English and foreign language, for example, the Modern Languages Association conducts regular surveys of curricular and teaching practices and publishes the analyzed results back to the membership. This is typical of many national umbrella organizations.

Another critical and well-known form of assessment is handled through both discipline-based and private sources of publication—books as well as journals. Faculty efforts in scholarship are continuously monitored and judged by the quality of the journals and publishers who accept their work, but also by subsequent printed feedback from academic reviewers publishing in the same or related publications.

In a parallel way, the academic professional associations almost uniformly offer the avenue of conferences to provide opportunities for scholarly and artistic presentations in a direct, person-to-person manner. Feedback and assessment are immediate in this model.

Additional available measures are the numbers of faculty serving as officers and committee chairs or receiving recognition and awards from professional associations, as well as the numbers serving as editors or reviewers for professional journals.

III. GOALS AND PRIORITIES

Bowling Green State University, in common with all the state-assisted colleges and universities in Ohio, has two ongoing goals:

1. To provide top-quality undergraduate and graduate education for the citizens of Ohio and others at an affordable price.
2. To continue its refinement of assessment programs and accountability measures in all areas of student learning and business practices.

BGSU’s specific goals and priorities as set forth in the official Role and Mission Statement can be organized and stated in relationship to the twin “overarching goals” as outlined below.

A. To maintain and enhance the excellence of undergraduate education.

1. Continue to improve the teaching excellence of faculty by enhancing the faculty development program and by continuing reforms of the annual process of evaluating faculty teaching and student learning.
2. Adjust and enhance the undergraduate and graduate curricula, as well as student learning resources in the library, the labs, telecommunications and computing; also, by conducting thorough study and outreach efforts on the teaching/learning process in relationship to the new, developing technologies.
3. Provide the personalized qualities of education available at a small school and the range of opportunities available at a large one.
4. Encourage additional commitment to and efforts in community and public service.
5. Continue to increase the diversity of the student body and thereby provide access to underrepresented and place-bound student populations.
6. Continue to encourage and develop an international perspective for all students.
7. Continue to improve the caliber of undergraduates admitted to the University and to challenge them appropriately in their academic programs.

B. To improve and enhance graduate programs.

1. As in “a” above, increase the diversity of the students.
2. As in “a” above, enhance teaching excellence and effective student learning.
3. As in “a” above, improve technology and its application to learning and scholarship.
4. As in “a” above, stress international perspectives and build community/public service.
5. Continue to explore the benefit of adding selective graduate programs when existing faculty strengths and unique curricular opportunities at BGSU prove beneficial to the overall improvement of the state’s leadership in higher education.
6. Continue to strengthen research activities in areas of faculty strength and student interest.

C. Priorities—Among the specific goals stated above, those which will receive greatest emphasis in this year and next are stated below:

1. Enhancing technology and technology-related learning. This will happen through a major technology initiative which is under way and which builds on earlier investments.
2. Enhancing teaching excellence at all levels and renewing commitment to undergraduate education. This will happen through a major planning process which the University’s new president, Dr. Sidney Ribeau, has already begun. This initiative will not constitute a lengthy, formal strategic planning process, but will be a more efficient, multi-armed study leading to a more coherent vision, a more coordinated set of core values and a more focused image for the University. This study will proceed with an environmental scan and an internal project directed toward building community.
3. Developing and enhancing the public-service mission of the University. This will involve a focus on increasing the relevance of the institution’s mission through the development of “partnerships” between programs of the University and both private and public sector organizations, to the mutual benefit of these organizations and BGSU’s educational and research efforts.
4. Building community internally and externally. This involves fuller, more satisfying, more collaborative participatory governance of the institution, and it involves the creation of more effective partnerships and strategic alliances with public and private agencies external to the University.

The following faculty joined the University last semester.

Stefanie Dennis has joined the staff of Jerome Library as assistant professor and reference librarian. She will also provide library-user education. She previously held the same position in the library of Buffalo State College in New York and was also cataloger at the Center for Inquiry in Buffalo.

Her areas of interest include distance education, independent learning and using new technologies for more innovative library instruction. Dennis holds a bachelor of music in music history from Ohio State University and a master of library science from the State University of New York at Buffalo.

Tony Caeti is an assistant professor in the criminal justice program. He is completing a dissertation for his doctorate in criminal justice at Sam Houston State University, where he also received a master of arts in the same subject. His bachelor of arts degree, in political science, is from Colorado State University.

Before coming to Bowling Green, Caeti taught in the College of Criminal Justice at Sam Houston State University. Caeti’s research interests include juvenile justice and delinquency, gangs and gang-intervention policy, police administration and management and legal issues in criminal justice.

David Meel came to the department of mathematics and statistics from Carnegie Mellon University, where he spent a post-doctoral year exploring the impact of e-mail-based dialogue journal writing in a large lecture college calculus course. He received his Ed.D. in mathematics education from the University of Pittsburgh. He also holds a masters degree in mathematics from South Dakota State University and a bachelor of arts from Houghton College.

Meel’s research interests lie in the areas of development of methodologies to aid student learning of undergraduate mathematics concepts, the interplay of technology and assessment, and the examination of the origin of errors in student work.
Berns and Erickson help steer teacher preparation into the 21st century

The nature of education for and about work is changing, and Bowling Green faculty are helping to guide and implement that change. Robert Berns, chair of the department of business education, along with Patricia Erickson, family and consumer sciences, has received three grants totaling $303,000 from the Ohio Department of Education to develop teacher-education programs to prepare teachers, students and university faculty to meet the challenges of the future, particularly as they relate to vocational education.

No longer is it sufficient to train for a specific job, as that job may become obsolete. Indeed, many of the jobs of the future do not even exist today. So how can vocational, elementary and secondary teachers prepare their students for work? Part of the answer is to know more about teaching and learning, Berns and Erickson say, and to understand the workplace and the way people do their jobs.

"The way workers work has changed considerably. Most workers must make decisions they would not have made in the past. Higher-order thinking skills, creativity and decision making are needed," Berns said, which means curriculum must equip students for these realities.

In 1994, President Clinton signed the School to Work Opportunities Act, which seeks to link education to work and back again in an ongoing cycle of learning and career development. A year later, Ohio received a grant with which to implement the program. Berns is administrator of a $73,000 grant to design a plan for integrating School to Work concepts into pre-service teacher education throughout Ohio and for preparing university faculty to meet the needs of students preparing to become teachers.

"This is all part of a movement nationally to bring relevance to education. The project will have significant impact on the preparation of all teachers throughout the state," Berns said.

University faculty must be better prepared to anticipate changes and demands in the workplace so they may keep curriculum current. One aspect of the project is to design a prototype conference or seminar for university faculty responsible for preparing new teachers.

Bowling Green is the lead institution for this project, with Berns serving as principal investigator. Under his leadership, faculty from Bowling Green, Kent State University, Ohio State University, Wright State University and Youngstown State University will collaborate.

Bowling Green faculty serving on the work team include Leigh Chiarello, Marcia Rybezynski and Cindy Gillespie, all of educational curriculum and instruction; Tom Chibucos, chair of the Department of Family and Consumer Sciences; Erickson; Larry Hatch, chair of the Department of Visual Communication and Technology Education and Kathy Siebenaler Wilson, business education. Les Sternberg, dean of the College of Education and Allied Professions, represents Bowling Green on the State University Education Deans group that is co-sponsoring the project with the School to Work office in Columbus, an interagency organization providing leadership for School to Work in Ohio. Lisa Willson, a business education masters student, is a graduate assistant on the project.

One of the many programs included in School to Work is vocational education. Since Bowling Green has long been a major institution in teacher preparation, the Ohio Department of Education granted Berns and Erickson $30,000 to design a new system for preparing teachers who will be teaching vocational education on the high school level.

The idea behind the new licensing is to incorporate a blend of school and work experience into certification requirements that raise standards while presenting a workable program to students. The grant will help fund the redesign of vocational teacher education programs based on the new licensure standards. "We saw the need for changing the programs, raising standards and better meeting people's needs," Erickson said.

Another goal is to make the process of becoming certified more efficient. For many years, for example, Erickson has been making visits to schools around the state to observe teachers giving training in such areas as child care or food service, working with them one-on-one on becoming certified or maintaining their certification in those areas. By institutionalizing the processes instead, great financial savings can be achieved, she said. This is particularly important now with the more than $1 million in federal budget cuts to Ohio education already.

An ongoing grant, for $200,000 per year, directed by Berns, funds the Northwest Ohio Vocational Education Personnel Development Center. This center is one of five operating in Ohio which prepares individuals entering secondary teaching directly from industry. Those who have not had prior teacher preparation.

An overall goal of the projects is to increase the number of university students going into vocational teacher education, including the areas of family and consumer sciences, which has a significant need for new teachers throughout the state, and business and marketing education, which has seen a steady increase in teacher openings in recent years.

The new licensing process should be helpful to the many people who received education degrees in the 1980s but were unable to find teaching jobs because of the poor job market at the time. Now, many of the people who have since gone into other professions, would like to return to their original interest and become vocational education teachers, utilizing their work experience and their academic degrees.

Grant collaborates on national project

William E. Grant, American Culture Studies, has been selected to participate in a national project to integrate computing technology into the teaching of American Studies under the auspices of the American Studies Association Crossroads Project.

Grant is one of several faculty from interdisciplinary American Studies and closely related fields contributing to the effort.

ACS graduate students Kenneth Dvorak and Catherine Lavender are participating with Grant in developing an experimental seminar in "Computing for American Culture Studies" which will incorporate student research into hypertext documents.

Participating faculty will also engage in "The Crossroads Conversations," an on-line collaborative dialogue about the long-range impact of new technologies on American Studies and cultural studies. These "Crossroads Conversations" will culminate with a dedicated issue of the scholarly journal Works and Days, as well as other possible projects in print and electronic form.

The American Studies Crossroads Project, based at the Georgetown University Center for Electronic Projects in American Culture Studies, is an international Internet and curriculum-development project sponsored by the American Studies Association and funded by the Annenberg Foundation/CPB Project, the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and Georgetown University.

Robert Berns and Patricia Erickson have received grants to redesign state teacher preparation programs.


Christopher Mink, psychology at Finland College, authored "Enhancing Self-Esteem in the Community Mental Health Setting," which appeared in the American Journal of Orthopsychiatry.

E. San Juan, ethnic studies, authored five poems in Returning a Borrowed Tongue, 1995; wrote the preface to Inside Ethnic America: An Ethnic Studies Reader, 1996; authored "Configuring the Filipino Diaspora in the United States," which appears in Place and Ethnic Relations 96/97, 1996; authored "From Postcolonial to AlterNative National Allegory: Narratives of Nation/People and Work/System in Philippine Writing," in Nationalism vs. Internationalism, 1996.


Jeanne M. Wright, coordinator of the Center for Women's and Gender Studies, authored "Partnership" program on dealing with offenders of the University's alcohol policy to the Sourcebook-Promising Practices: Campus Alcohol Strategies.
Catholic luncheon
The 3rd Annual Lenten Luncheon of the BGSU Association of Catholic Faculty and Staff will be held at noon on Thursday, Feb. 13 in the Towers Inn Restaurant. Rev. Jim Bacc, campus minister for More at Oxford University. He holds a Doctor of Theology degree from Oxford University. His talk will be on "Spirituality Today: Perspectives and Advice for Busy Catholic Faculty and Staff" and will include insights on finding God in ordinary activities, finding holiness in others and doing a better job of arranging schedules and balancing time.

Lunch is $6 and will consist of soup, sandwich, chips, dessert and beverages. Reservations must be in by Monday, Feb. 10. Call 352-7555.

Young voices needed for children's chorus
The newly formed Bowling Green Children's Chorus is still accepting auditions. Created by College of Musical Arts faculty Mark Munson, Isabel Barbara O'Hagan and John Patraka, the chorus is designed to provide a fun and educational experience for children from grades four through six.

So far, 21 children have enrolled; the directors would like to have a total of 30-35 chorus members. Boys especially are needed, O'Hagan said.

Interested children and their parents should contact one of the next two rehearsals at 4 p.m. on Feb. 11 or 18 at Kenwood Elementary School. Regular rehearsals are held on Tuesdays from 4-5:15 p.m. A tuition fee of $50 is payable at the time of the audition. The chorus is a nonprofit organization.

ICS provost lecture series speakers to address cultural issues
The Institute for the Study of Culture and Society will present a Spring 1997 Provost's Lecture Series in the Humanities, Arts and Social Sciences, Vicki Patraka, English and ICS director, has announced.

The three-lecture series will focus on the theme "Border Crossings: Conversations Across Disciplines and Cultures."

The first talk will be at 2 p.m., Thursday, Feb. 27 and will feature international performance artist Coco Fusco of Temple University. Other speakers in the series will be Third World scholar Barbara Harlow on April 4 and African-American cultural critic Michael Awkward on April 18.

"Bringing these nationally known scholars and artists to our learning community at Bowling Green means an attempt to cross the borders between the known and unknown; to gather a group of scholars, artists and individuals who are dedicated to cultural equity and international rights; and to create a potential meeting place for cross-cultural dialogue and alliance," Patraka said.

Fusco, who will appear in the Lenhart Grand Ballroom of the University Union, will present a documentary history of her past and forthcoming work, "Performance and the Power of the Popular: Cultural Fusion in the Americas."

She is the author of English Is Broken Here (1995), a collection of essays on art, media and cultural politics, along with the prize-winning article "The Other History of Intercultural Performance."

Harlow of the University of Texas at Austin will address the topic of new ways of telling stories at the end of the 20th century in relation to human rights and reporting and what she calls "committing truth," in "Cultural Struggles in Narrative: Human Rights Reporting and Truth Commissions."

Stephen M. Quality, technology systems, received $6,000 from the America Association of Airport Executives to develop and update AAAS's accreditation material.

Roger E. Thibault, environmental programs, received $50,168 from the Ohio Board of Regents to provide teachers with information about the subject of extinction.

D. Darby Williams and Deborah Knigga, Firelands College, received $150,000 from Private Industry Council for training/retraining of unemployed persons in a broad range of occupational areas in response to the job market of northern Ohio.

Clyde Willis, health and human services, received $18,145 from the Ohio Department of Health to maintain a state-wide network of Ohio's colleges and universities on AIDS education.

HaoWen Xi, physics/astronomy, received $25,480 from the Research Corporation for a study to abstract some conceptual insights from 3D simulations that could extend understanding of the large-aspect-ratio weakly dissipative system.

Faculty senate asked for input on ERIP
President Ribeau is planning to recommend the discontinuation of the Early Retirement Incentive Program. Faculty Senate was informed by Charles Middleton, provost and vice president for academic affairs, at its meeting Feb. 4.

Middleton said, between now and the March meeting of the Board of Trustees, the president would like to hear comments and advice from the faculty before making his final recommendation. Ribeau, who was unable to attend because he was in Columbus, plans to call the March 4 senate meeting for further dialogue.

"The president could have made his recommendation at the February meeting of the board, but he preferred to have a wider discussion since there are widely divergent viewpoints on campus. He also wanted to encourage community building by allowing everyone a chance to state their position and hear responses from others."

The ERIP needs to be part of the ongoing discussion about institutional priorities as the University heads into the next century. Middleton added.

In a letter to the Faculty Senate Executive Committee distributed to the senate, Ribeau outlined his reasons for recommending the programs not be continued. (See page 1 story.)

The program encourages the departure of talented and able people who might otherwise stay. Middleton added, and is not productive in institution building. It actually erodes the ratio of students to faculty, which is detrimental to the quality of education, he said.

Faculty can address their opinions and thoughts on the issue to the Faculty Welfare Committee, which is reviewing the findings of the ERIP/SSP and the provost's conclusions, or to their representative on the Committee on Academic Affairs, or to the president himself.

Middleton said he is preparing a hard copy of communicating with Ribeau.

At the meeting, several senators raised questions about the committee's report and asked for additional information. One concerned the academic impact of ERIP, which Middleton agreed needs to be addressed. Another senator pointed that ERIP was designed in part to avoid catastrophe in case of financial exigency. "It's sometimes kinder to buy someone out rather than fire them," he noted, adding that the present state budget situation could present just such a case.

In other business, the senate voted on four charter revisions. The first defined what a quorum is and when it is needed to conduct senate business. The second established attendance requirements for senate and University standing committees and added that if these standards are not met, committee chairs may remove members from the committee. The third dealt with the organization of standing committees and instructed all committees to elect a chair in April or May before committee meetings so that committee members may begin work immediately.

The final resolution states that newly elected committee members will take up full membership and voting rights immediately after spring commencement and defines who may serve as chair.

Faculty/staff grants
Jacqueline S. Nathan, School of Art, received $8,699 from the Ohio Arts Council in support of the writing of a full year of programs and services including five exhibitions.

Jaak Panksepp, psychology, received $10,000 from the Wright-Patterson Air Force Base for continuing a study to develop new and sensitive behavioral models in animals that can be employed for future toxicological work related to various projects.

Stephen M. Quality, technology systems, received $6,000 from the America Association of Airport Executives to develop and update AAAS's accreditation material.

Charles C. Stocker, Firelands, received $16,328 from the Ohio Board of Regents to fund efforts to address the needs of the workforce in the Firelands College service area and the need for an area of educational opportunities and services.

Obituaries
Larry Emison
Larry Emison, 56, of Bowling Green, died Dec. 19 in Wood County Hospital. He was a retired employee of the Maintenance Department.
Monday, Feb. 10
Seminar: Accommodating the Student with a Disability in Your Classroom, Rob Cunningham, affirmative action and disability resources. will discuss the rights and responsibilities of students and faculty, focusing on the balance between the student’s right to reasonable accommodations and the high academic standards that must not be compromised. 3:30-5 p.m., Jerome Library Conference Room.

International Film Series. M. Mastro (The Monster) (1998), directed by Roberto Benigni (in Italian with English subtitles), 8:15 p.m., Gish Film Theater. Free.

Tuesday, Feb. 11
United Way Penny Drive 8 a.m.-5 p.m. Union Foyer. Sponsored by University Ambassadors.

Presentation, “Mourning, Memory and Public Display in Northern Ireland,” by Jack Santino, popular culture and current scholar in residence with the Institute for the Study of Culture and Society. 2-4 p.m., 114 College Park. Free.

Film Perspectives on Colonialism Series. A New World (1993), directed by Alejandro Blumenstein (in Spanish with English subtitles), 7:30 p.m., Gish Film Theater. Free.

Marié Cinema, Bonheur d’occasion (Secondhand Happiness), (in French with English subtitles), 7:30 p.m., La Maison Francaise. Free.

Wednesday, Feb. 12
Café Conversation, Conversation in French, free coffee and cookies, 3:5 p.m., La Maison Francaise. Free.

Women’s Basketball hosts Kent 7 p.m., Anderson Arena.

Faculty Artist Series. Jerome Rose, piano, 8 p.m., Bryan Recital Hall.

Theatre Production. Isn’t It Romantic? An Elsewhere Production by Wendy Wasserstein. 8 p.m., 411 South Hall. For ticket information, call 2-2719.

Thursday, Feb. 13
Luncheon. 3rd Annual Lenten Luncheon, Rev. Jim Back will speak on “Spirituality Today: Perspectives and Advice for Busy Catholic Faculty and Staff.” Cost is $15, reservations due by Feb. 10. Towers West Restaurant. For more information, contact Rev. Dan Zak at 2-7555 or e-mail: zakdar@bgsu.net.

Presidential Lecture Series, “Campus and Corporate Partnerships,” Freeman Hrabowski III, president of the University of Maryland Baltimore County, speaks about UMBC’s leadership in establishing corporate and nonprofit partnerships, 2 p.m., 101 Otsego Hall. Free.

Dance Performance, Kayaga of Africa. For more information call the Office of Student Activities at 2-2543. 7:30 p.m. University Union Ballroom. Free. A Black History Month event.

Theatre Production, Isn’t It Romantic? See Feb. 12, 8 p.m., 411 South Hall. For ticket information, call 2-2719.

Friday, Feb. 14
Computer Workshop, “Creating Web Pages II: Using Authoring,” a follow-up to previous workshop. Review basics of writing HTML code and help to design web pages, free to all faculty and staff. Sponsored by the Center for Teaching, Learning and Technology. 2-4 p.m., 126 Hayes Hall. To register, call 2-6989 or e-mail ctl@bgsu.edu.

Banquet, “A Tribute to Black Womanhood,” semi-formal, free admission for women, with a nonperishable food item for the Sparrow’s Nest shelter. Admission for men is $7. 6 p.m., 101 Otsego Hall.

Science Fiction Film Series. The War of the Worlds (1953), directed by Byron Haskin, 7:30 p.m., Gish Film Theater. Free.

Movie, Romeo and Juliet, 8 and 11 p.m., 111 Otsego Hall. Admission $2.

Concert, Bowling Green Philharmonia, 8 p.m., Kobacker Hall. Free.

Theatre Production, Isn’t It Romantic? See Feb. 12, 8 p.m., 411 South Hall.

Saturday, Feb. 15
Seminar, “Investing for Beginners,” learn how to use CDs, insurance, stocks and annuities. Discover how to allocate your financial assets to accomplish your objectives within your time frame. Robert McGee, instructor. Fee. Call Continuing Education at 2-6181. 9 a.m.-1 p.m., Room 1104A Offenbacher West.

Women’s Basketball hosts Eastern Michigan, 1 p.m., Anderson Arena.

Theatre Production, Isn’t It Romantic? See Feb. 12, 2 and 7 p.m., 111 South Hall.

Men’s Basketball hosts Eastern Michigan, 3:30 p.m., Anderson Arena.

Men’s Swimming hosts Western Kentucky, 5 p.m., Pool-SRC.

Hockey hosts Western Michigan, 7 p.m., ice arena.

Disney and Other Family Movies Series, A Kid in King Arthur’s Court (1995), directed by Michael Gottlieb, 7:30 p.m., Gish Film Theater. Free.

Movie, Romeo and Juliet, 8 and 11 p.m., 111 Otsego Hall. Admission $2.

Sunday, Feb. 16
Concert, Collegiate Chorale Concert, 3 p.m., Kobacker Hall. Call 2-8171 or 800-589-2224 for ticket information, noon-6 p.m. weekdays.

Monday, Feb. 17

At Firelands
Presentation, Robert Bly, author of poetry, novels, and essays, will speak at East Lounge and McBride Auditorium, noon and 7:30 p.m., respectively. Reception and book signing will follow the evening program. Free.

ERIP retirement info
This information is provided by the Office of Academic Affairs to assist faculty members who might be planning to retire and who have questions about where they stand on the “seniority list” at BGSU. Participation in the early retirement incentive plan is limited to 5 percent of the University’s State Teachers Retirement System membership, which will be 59 for the 1997 and 1998 retirement years. If more than 5 percent apply, priority must be given to those with the longest service.

Following are the approximate numbers of faculty members at the indicated years of service categories, as of the end of the 1996-97 academic year. These calculations are already reduced by the number of STRS members who had applied to retire in 1996-97 as of Jan. 29, 1997.

<table>
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Senior assistant/associate professor - leadership studies (2 positions). Call 2-7477. Deadline extended: March 3.


ADMINISTRATIVE STAFF
Director (M-003) - college access programs. Deadline: Feb. 14.


Supervisor of mass spectrometer facility (V-052) - chemistry. Deadline: Feb. 15.

Affirmative action officer (M-001) - affirmative action and disability resources. Deadline: March 1.

Director of student housing and residence programs (V-006) - division of student affairs. Deadline: March 3.

Executive director of computer services - office of provost/vice president for academic affairs. Call 2-2915. Deadline: March 5.

CLASSIFIED STAFF
Please contact Human Resources (2-8412) for information regarding the following listings. Posting expiration date for employees to apply: Noon, Feb. 14.

Delivery worker - inventory management. Pay grade 4.

Student services counselor - multicultural affairs. Pay grade 7.