

2-2-1998

Monitor Newsletter February 02, 1998

Bowling Green State University

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Recommended Citation

Bowling Green State University, "Monitor Newsletter February 02, 1998" (1998). *Monitor*. 485.
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MONITOR

VOL. 22 NO. 23 ◆ FEBRUARY 2, 1998

Nonprofit Organization
U.S. Postage
PAID
Permit No. 1
Bowling Green, Ohio

Tuning in: Faculty/staff can help prevent student suicide

Among college students, accidents are the leading cause of death. Suicide is number two.

The University is not immune from the problem: this past fall semester, two students committed suicide. Out of 550 students who sought help at the counseling center last year, 56 were currently exhibiting suicide issues, 115 had reported past suicide issues and 15 had already been hospitalized in the past due to suicide issues. Such issues might include, for example, thinking about hurting

It's a myth that if you ask someone about it, you're putting the thought of suicide into that person's head. The thought is already there and it might just be a relief to the person that someone has finally noticed."

Other signs include "sudden changes in behavior," Carek said. "That's really important: a sudden withdrawal, crying a lot, depression, hiding weapons. But the reverse is also something to look out for, such as people who become suddenly outgoing and garrulous. If someone has been

"People need to go out of their way for people in trouble. It's not always easy to do, but if we are truly a community, we need to reach out to others."

— Roman Carek

oneself, making gestures toward that end or actually attempting suicide.

"So, it's no miniscule thing," Roman Carek, director of the counseling center, said. "One suicide is one too many."

According to Carek, "Statistically, you might expect to have one or two suicides a year, but it really fluctuates. We've gone a number of years here where there were none, but during two out of the last three years, we've had suicides during exam week. One fall semester, I was called to the hospital 13 times with student suicide attempts and all of those were serious attempts."

"People tend to give off signals that perhaps you need to be attuned to," Carek said. "Statements such as, 'I can't take it anymore,' 'You people would be happier if I were gone,' or 'I'm going to disappear some day' may be a beginning plea for help."

What can a person say to someone who has made such statements?

"You should ask them what they meant by that and if they really feel like no one cares about them," Carek said. "People shouldn't be afraid to ask someone if they are thinking about suicide.

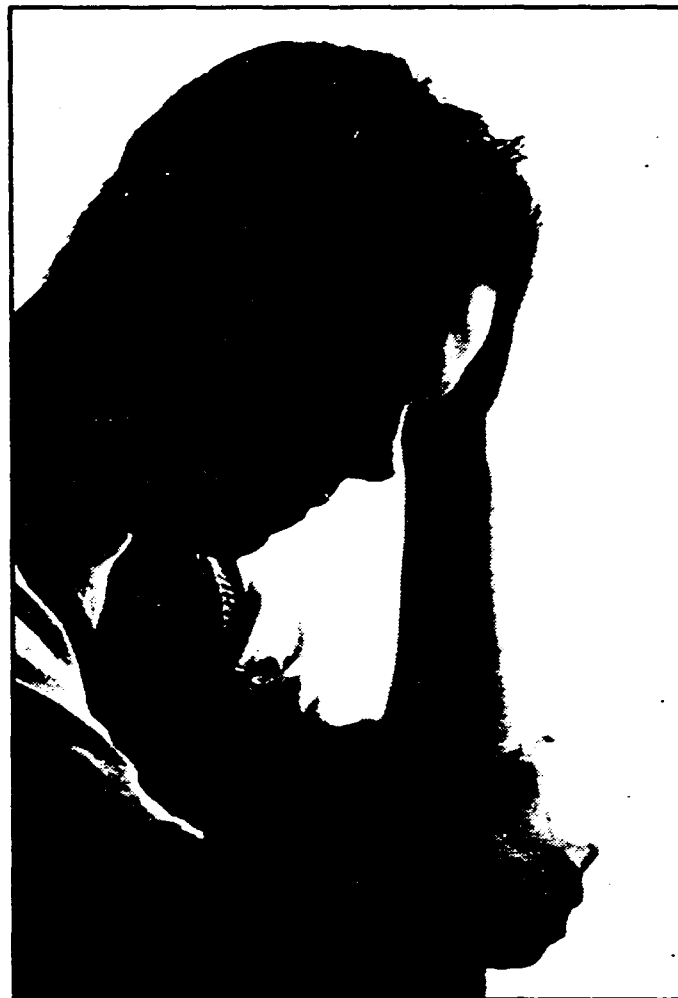
down and they are suddenly happy, it may be that they made a decision and believe they have found a way out of their misery. Also, people sometimes begin to give away their possessions. Getting one's life in order is a signal—people who suddenly begin getting their insurance policy in place, for instance."

In a university setting, Carek said, "you can see some of the signals in class. For example, if a student who normally participated a lot withdraws, looks troubled or just stops coming to class with no explanation."

"I'm not sure how often faculty really tracks that, but it does warrant some sort of follow-up. Especially with the University's emphasis on retention, there should be some way that tracking that could be folded into the system."

"Bowling Green has a strong history of looking out for students," Carek said. "Every year, we get phone calls from faculty and the residence advisers about students."

In many instances, a faculty member will call the counseling center for advice, he said. "For example, if they read something disturbing in a student's journal



that the student is writing for class, or a student says something in class that is kind of alarming. There is a lot of concern shown by faculty and staff here."

What should faculty and staff do if they detect disturbing signals?

"People need to go out of their way [to help] people in trouble. It's not always easy to do, I know. You feel like you're intruding, but if we are truly a community, we need to reach out to others," Carek said.

If faculty begin to notice that a student seems troubled, Carek said, "they should just ask to see the student after class and say, 'I'm worried about you. Is something happening? How are you?'"

"The person may tell you it's none of your business, but at least you tried."

"And faculty do that here—we've had several calls from faculty who are calling from their office to refer a student to us while they're still talking to the student in their office."

When people do commit suicide, those around them "always look back and think of all the things that they

attend Education 101, an informal 90-minute information session offered during Orientation and Registration. The session is facilitated by counseling center staff and parents are informed where their children can go in cases of rape, discrimination, etc., he said.

"People don't think of college as a place for problems," Carek said. "But many times students bring their problems with them."

A wide range of problems are exhibited by students who come to the counseling center, Carek said, with depression heading the list, followed by relationship problems, family concerns, anxiety, school problems, general stress and eating disorders.

Students who exhibit psychiatric symptoms, such as those evident in bipolar disorders or various types of psychosis, are referred to psychiatrists, while those with drinking/drug problems and eating disorders receive help at the Counseling Center in conjunction with the Center for Wellness and Prevention and/or Student Health Services.

Carek said the Counseling Center has seen a definite increase in its caseload this school year. "We have a waiting list of between 30-50 students. With our limited staff, what do we do when we're suddenly inundated with students, especially when three out of five students have serious concerns and we need to get them in quickly?"

"A number of us in student affairs have recommended that the University look into having a fall break, or at least a long weekend during October, because tensions do build up during that semester just like in the spring," Carek said. "We saw a definite increase in the waiting list around the first of November...I know of another university which had student counselors interview the same students every week to gauge how they were doing during the fall and there was a build-up of stress evident. They proposed a fall break and the university went along with

"Maybe people need to take more risks, need to bother people sometimes, especially when they have a concern."

Students are referred to the center from a variety of sources, Carek said: self-referrals, friends, faculty, residence advisers and parents.

Each summer, parents of new students are invited to

the idea and it really has helped."

The Counseling Center is open every weekday year-round, closing only on major holidays.

For emergencies, The Link, a 24-hour hotline, is available. The service is affiliated with Behavioral Connections, the umbrella mental health organization for Wood County, and is staffed by community and student volunteers who receive extensive training, Carek said.

"That service has helped prevent a number of suicides," Carek said. "We try to cover all the bases so that students don't fall through the cracks." ◆

Summer hours policy set

Over the past few months, a great amount of dialogue has occurred regarding the question of summer hours of operation. Based upon input from across the University, University hours of operation from Monday through Friday for the summer of 1998 will fit within one of the following patterns:

- Starting times may vary between 7:30 a.m. and 8 a.m.

- Closing times may vary between 4:30 p.m. and 5:30 p.m.

Flexible working schedules will be allowed as long as individual employees do not exceed their normal hours of work per week. Small work units with limited staff may have only telephone coverage on Friday afternoons. Each work unit is encouraged to work with its supervisor, director, dean or divisional vice president to insure that appropriate levels of service coverage are maintained.

A complete list of hours of operations for individual offices will be available on the BGSU Web site by mid-March. ◆

Ohio's universities impact economy

The \$342.7 million spent in 1995-96 by BGSU and its employees, students and visitors was a major contributor to the state's economic health, according to a study released Jan. 28 by the Inter-University Council.

The study, *Ohio Education Portfolio 1995: An Economic Impact Statement*, comprises data from Ohio's 15 public

universities. A major finding shows that these institutions return to Ohio's economy more than nine times the state's \$1.37 billion investment in higher education.

"The state's public universities are truly engines of economic development and job creation."

—Ohio Education Portfolio 1995: An Economic Impact Statement

universities.

A major finding shows that these institutions return to Ohio's economy more than nine times the state's \$1.37 billion investment in higher education.

"While the value of the educational programs and services provided by Ohio's 15 public universities and colleges has long been recognized, less understood is the extent to which these institutions contribute to Ohio's economic vitality—and to the prosperity of the communities of which they are a part," the report noted. "Yet, like the manufacturing firms, high technology enterprises and service industries that are at the heart of Ohio's economy, public universities are truly engines of economic development and job creation."

The study was conducted with information from audited 1996 fiscal year financial reports, calendar year 1995 payroll and tax records and academic year 1995-96 enrollment data. William Knight, director of institu-

tional research, provided the Bowling Green data.

The data show that northwest Ohio's three major public universities have a tremendous impact on the economic viability of the region and the state.

Perhaps most significantly, some 19,800 jobs are directly or indirectly attributable to operations at

BGSU, UT and MCO. That includes 7,879 persons employed at the schools (2,483 at BGSU, 3,512 at MCO and 2,884 at UT).

In addition, 11,921 jobs are the result of in-state purchases and capital expenditures by the three schools (2,792 at BGSU, 5,039 at MCO and 4,100 at UT). The estimate is based on a conservative employment multiplier of 40 external jobs created for every \$1 million spent in the local economy.

Employee spending also benefits the region. According to the study, employees from the three schools pumped \$230.1 million into the state and local economy through a variety of payments, purchases and savings transactions. That included \$84.1 million at BGSU, \$70.2 at MCO and \$75.8 million at UT.

The study also showed that:

- for every state dollar invested, BGSU generated an additional \$2.10 from other sources; MCO generated an additional \$6.24 for operat-

ing expenses from other sources, primarily patient care revenues in the MCO Hospitals; and UT generated an additional \$1.82.

- in 1995-96, the three schools and their employees, students and visitors spent an estimated \$965.3 million in Ohio (BGSU, \$342.7 million; MCO, \$235.6 million; and UT, \$388 million)—with each dollar put back into the economy at least one more time—for a total impact of \$1.9 billion.

- students at the three institutions spent an estimated \$253 million during 1995-96 for off-campus housing, food, transportation, books, clothing, laundry, insurance, utilities and other expenses. That included \$120.4 million at BGSU, \$782,000 at MCO and \$131.9 million at UT.

- the universities generated an estimated \$26 million in local and state taxes in fiscal year 1996 from employees, students and visitors. Employees paid \$10.3 million at BGSU, \$4.8 million at MCO and \$10.9 million at UT.

Another factor that aids local economies is research funding awarded through federal, state and private grants. In 1995-96, BGSU received \$14.8 million, MCO \$21.1 million and UT \$26.4 million.

Construction projects also add to the economic health of the area. The three universities spent \$67.5 million on capital improvements during the 1996 fiscal year, including \$17.8 million at BGSU, \$16.8 million at MCO and \$32.9 million at UT. ♦

Private giving tops \$1 million for month

For only the second time, private giving to BGSU has topped the million-dollar mark for a one-month period.

During December, the University received \$1,095,910 in cash and marketable securities. "It is an achievement worth celebrating," J. Douglas Smith, associate vice president for University relations and director of development, said.

"This reflects the hard work of our development staff, but more importantly, it reflects the growing commitment and support among alumni, faculty, staff and former employees."

The \$1.1 million is 32 percent more than the amount raised in December

1996 and brings total giving for the 1997-98 fiscal year to nearly \$3 million.

In both number of donors and amount raised, the largest category was alumni giving. During the month, 3,780 alumni donated \$486,500.

Smith said he was greatly pleased to see an increase from the University's friends, who made 3,746 gifts totaling more than \$426,750, up \$80,000 from December 1996.

Many of those, Smith said, came from employees and former employees. One of the larger gifts, \$80,000, came from the estate of Dr. John Davidson, a professor emeritus of marketing, who died Feb. 25, 1997. Four other major gifts came from retired faculty, Smith said.

"When I came to Bowling Green, I said that our University family was going to have to step forward and support our efforts. We are seeing that happening," he added.

Other totals include \$64,600 from businesses/corporations, more than \$29,000 in matching gifts and \$79,000 from foundations.

In November 1985, giving topped \$1 million, but nearly all of that came from one gift. As part of the University's 75th anniversary campaign, Dr. Harold and Helen McMaster of Perrysburg donated \$1 million. ♦

in brief

Summer Research Fellowships available

The provost is pleased to announce the availability of summer fellowships to support the research and scholarly endeavors of faculty members who are midway through the probationary period. The fellowships are expected to result in findings and publications which enhance the reputations of the recipients, their departments and the University.

Awards of up to \$10,000 may be used for summer compensation (including benefits) and other research-related expenses. Recipients are expected to devote all of their time and effort to the project. They may neither engage in summer teaching nor receive summer salary support from other internal sources. External support to supplement these awards is encouraged and University policy and procedures regarding remuneration must be followed.

Those eligible for the summer fellowships include full-time, probationary faculty who are currently in the third or fourth year of their probationary period, are not being considered for tenure or promotion to associate professor in 1998-99, and will remain at BGSU for at least 24 months beyond the end of the summer of 1998. Prior recipients of Alumni Summer Research Fellowships are not eligible. Fellowships may not be held simultaneously with FRC Fiscal Year 1999 (July 1, 1998 - June 30, 1999) research grant awards.

Guidelines appear on the Office of Sponsored Programs and Research (SPAR) Web site at www.bgsu.edu/offices/spar. Applications (including an original and five copies) must be submitted to SPAR (106 University Hall) by 5 p.m., March 2. Decisions will be announced by April 20. Awards will be granted between May 20 and Aug. 9. ♦

Focus groups to offer feedback

A series of focus groups that will help gauge prospective students' perceptions about BGSU and provide information for marketing strategies will be conducted in four Ohio cities in the next two weeks.

High school students and their parents will take part in the sessions in Cincinnati, Columbus, Cleveland and Toledo. The Maffett Research Group of Cleveland will conduct the focus groups. Members of the University's marketing committee and representatives of the admissions office will be observing each of the sessions.

Also, focus groups will be held on campus to determine faculty and staff reaction to possible marketing strategies. ♦

Ribeau to host presidential roundtable

Four northwest Ohio presidents will share their views on "Diversity as a Value in Higher Education" during a television program airing tonight from 10-11 p.m. on WBGU-TV (Channel 27).

Led by host President Sidney Ribeau, this presidential roundtable discussion also features President Frank McCullough of the Medical College of Ohio, President Daniel Brown of Owens Community College and President Frank Horton of the University of Toledo. Marlene Harris-Taylor, WBGU-TV, will serve as moderator.

The event is part of a series of discussions on race relations held on the campuses of BGSU, UT, MCO and OCC this academic year. The series was developed as an avenue for northwest Ohio's higher education community to participate in the national dialogue on race initiated by President Bill Clinton last fall.

Last semester, discussions took place at UT and OCC. On Feb. 5, a campus forum will be held at MCO to discuss "Race and the Canon: What Should be Taught and Who Should Teach It?"

The four-campus dialogue concludes April 16 with a forum at BGSU on the topic of "Race, Higher Education, and the New Millennium." This forum is expected to feature a member of President Clinton's national Advisory Board on Race Relations.

For more information, contact Marshall Rose, affirmative action, at 2-8495. ♦

Tax forms, information available

Federal and state tax forms, instruction booklets and publications for 1997 are now available in the lobby of Jerome Library. Forms and instructions are free. Internal Revenue Service publications may be photocopied. ♦

MONITOR

Published for faculty and staff of Bowling Green State University

University Vision Statement:

Bowling Green State University aspires to be the premier learning community in Ohio and one of the best in the nation. Through the interdependence of teaching, learning, scholarship and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

BGSU is an AA/EEO educator and employer.

Office of Public Relations, 516 Administration Bldg., Bowling Green State University, Bowling Green, Ohio 43403

Phone: (419) 372-8586. Fax: (419) 372-8579

Email: monitor@bgsu.edu

World Wide Web: <http://www.bgsu.edu/offices/pr/monitor/>

Editor: Suzanne Kashuba

Writers: Shannon McFarlin and Bonnie Blankinship

Photographer: Gary Gurdosh

Contributors: Clifton P. Boutelle, Marilyn Braatz, Deb McLaughlin, Gardner A. McLean Jr., Teri Sharp and Linda Swaisgood

Copy deadline: 5 p.m. Tuesday for following Monday during the academic year. (Published every other week during the summer.)

Secrets to success:

College finds the right mix for recruitment, retention

What does it take to successfully recruit and keep students? At the College of Musical Arts, it involves a comprehensive approach that blends communication, personal attention, relationship-building and collaboration with other University programs.

The college has long been a leader in the BGSU community in student recruitment and retention. This did not come about by accident, college sources say, but through careful planning and learning from experience. Though some of what the college does is specific to music students, many of its practices could be emulated by other areas.

Richard Kennell, associate dean of the college, explained that the college's approach to recruitment involves five problem/solution areas. Outlined below, these five strategies for success are shared during Kennell's summer workshop during the National Workshop for Music Administrators at DePaul University's School of Music.

• **What is recruitment?** First, all college personnel share an understanding and a definition of what exactly 'recruitment' means: "getting the right message to the right person at the right time and in the right way."

This definition guides many of the efforts, Kennell said. Each faculty member participates as appropriate, according to individual opportunity and responsibility.

Teaching is the top priority. If you have excellence in that area, recruitment falls into place."

• **Diverse students, varied messages.** The second main point: having a "theory of the student." It is important to understand both how students are diverse and in what ways they are similar, Kennell said. Messages must be fairly sophisticated and varied in order to communicate effectively with diverse students. For example, experience has shown that music students tend to want very specific information, so the right message usually means detail.

Often it is necessary to send multiple messages in order to communicate all the needed information. "We've found that trying to have one slogan to explain what you're about misses many people," Kennell said.

• **Communicate and follow-up.** Managing the college's messages is the third prong of the approach. The college has developed a sequential system of communication with students through printed materials, follow-up letters and personal calls that gradually provides the prospective students with a broad pic-

ture of the music program and enough detail to answer many questions.

• **Timing is everything.** Getting the message out at the right time is crucial. "The most powerful time is when students ask," Kennell said. This means answering requests for information as quickly as possible, ideally within 24 hours. "If we wait six weeks to get back to students, we may have lost them," he added.

• **Long-term contact.** The fifth aspect of the recruitment approach is simply managing the complexity of



From one-on-one lessons to large ensemble classes, music students have plenty of opportunities for interaction with faculty. Here, Nancy Lutes instructs Christopher Brooks, a sophomore music education major from Middletown, Ohio, on bassoon, and Todd Davidson conducts a Jazz Lab Band I class.



hosting its own "Music Discovery Day" in 1980. This Columbus Day event provides an opportunity for high schoolers and their parents to visit the college, meet the faculty and get a taste of what studying music seriously is like. About 300 students and their parents usually take part.

"We also have many different music camps during the summer," Trantham said. Students are also always welcome to spend a day on campus observing classes and rehearsals. "We want to get the message to them that 'if you come here, you're not going to get lost.'"

Both he and music history teacher Mary Natvig also attend each Saturday Audition Day to meet with students and parents, an excellent time to convey information, give feedback and build relationships. Natvig has recently started a list serv students can use to ask further questions and keep in contact.

Retention in action: one-by-one. "The administration's role is to provide opportunities for faculty to interact with students, and the faculty

makes the personal contact with those students. We sincerely believe an individual can make a difference," Kennell said.

Trantham is a good example of a faculty member whose personal efforts have made a difference. Since public school music curricula generally no longer focus on music theory, students coming into college are not as well prepared in the basics as they once were. In response, Trantham has developed a set of materials for high school students that they can use to learn the basics of music theory such as key

wedding cake, Kennell said. At the top is the individual music teacher, with whom students take private lessons each week. This offers a natural opportunity to discuss problems or ask for advice—valuable tools for retention.

Next comes the chamber music teacher, who deals with a larger group of students, then the large ensemble teachers. At the broadest level, students take academic music courses and general education courses as part of their overall learning experience. "Students' needs are evaluated in each tier," Kennell said. "It's about focusing on the gap between where the student is at present and where he or she wants to be, and helping the student through the maturation process."

However, it is not uncommon for a student who sincerely loves music to nevertheless decide that the serious study of it is not for him or her. In that case, the faculty teams with those in other areas to help that student find the right fit somewhere else within the University.

"We always remember that we're training some people, but we're educating everybody. We're part of an institution," Trantham said. ♦

"Studio teachers...make phone calls, give concerts, make school visits. The emphasis is on building honest, exciting, professional relationships with students."

— Richard Kennell

ity. The college has been fortunate in that its faculty have always been willing and enthusiastic about doing all they can to help students, both before and after they enroll at Bowling Green.

New faculty are immediately given the opportunity to get involved in student recruitment. "If we all agree on the messages we want to send, the culture of the college starts to teach itself, and will be absorbed by all in it," Kennell said.

The primary focus, however, can never be on recruitment, Kennell stressed.

ture of the music program and enough detail to answer many questions.

• **Timing is everything.** Getting the message out at the right time is crucial. "The most powerful time is when students ask," Kennell said. This means answering requests for information as quickly as possible, ideally within 24 hours. "If we wait six weeks to get back to students, we may have lost them," he added.

• **Long-term contact.** The fifth aspect of the recruitment approach is simply managing the complexity of

professional relationships with students.

Admissions, alumni and events. The college also enjoys an excellent relationship with the admissions office, Kennell said. "Together, we're stronger," he said.

In addition, many college alumni are now music teachers in northwest Ohio and can serve as ambassadors for the program as well. "We've received tremendous support from them and are always looking for ways to get more involved with them," said Gene Trantham, who teaches music theory. He recently visited the school of an alumnus in Oak Harbor to deliver a teacher in-service on learning styles, for example.

The college offers many opportunities for high school students to get to know the faculty and the University.

In addition to the University's Preview Day in the fall, the college began

Grant applications due soon

Faculty members are reminded that February 13 is the deadline for applications for Instructional Improvement Grants which provide allocations of up to \$1,000 for innovative projects that lead to a demonstrable improvement in pedagogical skills and have a positive effect on student learning. Application materials are available in the department/school offices or from the Provost/VPAA office (2-2915). ♦

State of the University

9 a.m. Refreshments
9:30 a.m. Address by
President
Sidney Ribean
Thursday Feb. 19
101 Olscamp Hall

Rhythms of the world



Photo by Jeremy Martin

Wayne White (left) and Bryan Moscioli (right) perform traditional music in commemoration of Martin Luther King Jr. Day. They participated in a drum circle, featuring University students—one of the highlights of a 24-hour music and dance marathon held Jan. 23-24 at the United Christian Fellowship Center, 313 Thurstin Ave.

campus calendar

Monday, February 2

International Film Series, Moscow Parade (Prorva), 8:15 p.m., Gish Film Theater. Free.

Television program, "Diversity as a Value in Higher Education," northwest Ohio roundtable discussion led by President Sidney Ribeau, 10-11 p.m., WBGU-TV, Channel 27.

Tuesday, February 3

Forum, "Bringing History to Life," with Christy Matthews, Director of African American Interpretations and Programs at Colonial Williamsburg, noon luncheon, \$5, 12:30 presentation is free, Towers Inn, McDonald West. Reservations: Mary, 2-2340. Sponsor: arts and sciences, in conjunction with popular culture.

Faculty Senate, 2:30 p.m., Assembly Room, McFall Center.

Affirmative Action Issues Forum, "Ethnic Notions," a video discussion roundtable reviewing the critical role of the media in creating and sustaining racial stereotypes, 3-4:30 p.m., Faculty Lounge, Student Union.

"Music from Bowling Green at the Manor House," Bowling Green Opera Theater under the direction of F. Eugene Dybdahl, 7:30 p.m., Wildwood MetroPark Manor House, 5100 West Central Ave., Toledo. Free.

Wednesday, February 4

Master class with Grammy Award-winning pianist Emanuel Ax, 11:30 a.m., Bryan Recital Hall, Moore Musical Arts Center. Free.

Black History Month, Poet Nikki Giovanni, 7 p.m., Lenhart Grand Ballroom, Student Union. Free.

Festival Series Forum, hosted by Paul Hunt, musical arts, 7:30 p.m., Bryan Recital Hall, Moore Musical Arts Center. Free.

Festival Series, Saint Paul Chamber Orchestra with pianist Emanuel Ax, 8 p.m., Kobacker Hall, Moore Musical Arts Center. Tickets: \$20, \$30 and \$37. Reservations: 2-8171.

Thursday, February 5

Administrative Staff Council, 1:30 p.m., Alumni Room, Student Union.

Workshop, "Preventing Sexual Harassment," 1-3 p.m., Taft Room, Student Union. Sponsor: affirmative action.

Conversations About Race: Higher Education and The American Dilemma, a series of discussions on race relations held on four northwestern Ohio campuses, continues with "Race and the Canon: What Should Be Taught and Who Should Teach It?," 6:30-8 p.m., The Dana Conference Center, Medical College of Ohio, Toledo.

Men's basketball hosts Northern Illinois, 7 p.m., Anderson Arena.

Friday, February 6

Black History Month, Brown-bag Lunch Book Discussion on the works of African American authors, 11:30 a.m., Faculty Lounge, Student Union. Free.

Lecture, "Ethics and Race," with Charles Mills, University of Illinois, Chicago, 4-6 p.m., 105 Olscamp Hall. Free. Sponsors: ethnic studies and philosophy.

Saturday, February 7

Women's swimming and diving hosts Ball State, 1 p.m., Cooper Pool, Student Recreation Center.

Men's tennis hosts Indiana State, 2 p.m., Central Fitness Club, Toledo.

Men's swimming and diving hosts Ball State, 4 p.m., Cooper Pool, Student Recreation Center.

Men's basketball hosts Ball State, 7 p.m., Anderson Arena.

Sunday, February 8

Men's tennis hosts DePaul, 9 a.m., Laurel Hill, Toledo.

Men's tennis hosts Dayton, 2 p.m., Shadow Valley, Toledo.

Choral/orchestra concert, featuring A Cappella, Collegiate Chorale and Philharmonia, 3 p.m., Kobacker Hall, Moore Musical Arts Center. Admission charged. Call 2-8171.

Monday, February 9

Valentine's Day candygram sale for Mortarboard, 10 a.m.-4 p.m., foyer, Student Union. (Candy delivered Feb. 13.)

Program, "Understanding Your Grief—Part I," the first of four sessions geared to students dealing with the aftermath of a death and their support persons, with psychologists Craig Vickio and Claudia Clark, Counseling Center, 6-7:30 p.m., 320 Saddlemire Student Services Building.

International Film Series, Gonza the Spearman, a 1986 Japanese film, 8:15 p.m., Gish Film Theater. Free.

Continuing Events

January 13-February 6

Exhibit, "By Example," internationally acclaimed designer and BGSU alumnus Rick Valicenti uses interactive and process-oriented methods to examine client-designer collaboration through video and print, 10 a.m.-4 p.m. Tuesdays-Saturdays, 2-5 p.m. Sundays, closed holidays, Dorothy Uber Bryan Gallery, Fine Arts Center. Free.

January 14-February 7

Art exhibit, "The Body of a House," a series of eight oil canvasses by Robert Beckmann, 10 a.m.-4 p.m. Tuesdays through Saturdays and 2-5 p.m. Sundays, Wankelman Gallery, Fine Arts Center. Free.

January 30-March 6 & March 17-April 24

Planetarium show, "Alphabet Universe, the best of space from A to Z," 8 p.m. Tuesdays and Fridays, 7:30 p.m. Sundays, 2 p.m. Saturdays, Feb. 21 and March 21, 112 Physical Sciences Building. \$1 donation suggested.

Ongoing

Public skating, 8-10 p.m. Wednesdays, Fridays and Saturdays; 3:30-5:30 p.m. and 7-9 p.m. Sundays. Cost: \$2 with student I.D./\$1 skate rental; not offered during varsity hockey team home games. Information/confirmation: 2-2264.

Continuing Education Classes

Feb. 5-March 12: Foreign Travel - An Independent Approach— Learn how to get the most from foreign travel from the experts, *Blade* travel columnists Roger Holliday and Claudia Fischer, and Roger Anderson, political science, 7:30-9:30 p.m. Thursdays. Fee: \$45 or \$80/ couple.

Feb. 6: Developing Effective Meetings - Professional Training & Development Series—Learn how to successfully organize and conduct a meeting, 8-10 a.m. Friday. Fee: \$40.

Feb. 7: Rubber Stamping - Advanced—Learn more elaborate ways to decorate cards and other useful items, 10 a.m.-noon, Saturday. Fee: \$20.

Feb. 10-March 10: Calligraphy Design I & II—Enhance your calligraphy designs, 7-9 p.m., Tuesdays. Fee: \$60.

Feb. 17-March 3: Keys to Successful Investing—Learn how to choose investments that will enable you to reach your financial goals, 7:30-9:30 p.m., Tuesdays. Fee: \$25.

Feb. 20: Oral Communication Skills - Professional Training & Development Series—Make conversations more productive, 8 - 10 am, Friday. Fee: \$40.

Feb. 21: Scrapbooking—Organize, store and beautifully preserve your photos, 10 a.m.-noon, Saturday. Fee: \$30.

Feb. 26-March 26: Creative Experience I—Translate everyday experiences into creative writing, 7-9 p.m., Thursdays. Fee: \$45.

Feb. 28: Aromatherapy—Learn how to relax with extracted herbal oils, 9 a.m.-noon, Saturday. Fee: \$25.

For more information, including locations, or to register, call continuing education, 2-8181.

"Strengthening Cultural Diversity in Education"

Friday, Feb. 27 • 8:30 a.m.-4 p.m. • 101 Olscamp Hall

"Preparing Today's Youth for a Different Tomorrow" Ako Kambon, president, Visionary Leaders Institute

Free to participants. • Registration (required) by Feb. 18. For further information, contact 2-9346.

Sponsor: Project FEED (Future Educators Enhancing Diversity), supported by a grant from the Ohio Department of Education, administered by the special education department, College of Education and Human Development. ♦

job postings.....

FACULTY

(Unless otherwise noted, all faculty positions are for assistant professors, although candidates at other ranks who possess exceptional and unique background and skills will be considered.)

Art (computer art). Tenure-track position. Call 2-2786. Deadline: March 5.

Business education. Tenure track position. Call 2-2904. Deadline: Feb. 2.

Technology systems (electronic technology). Tenure-track position. Call 2-2439. Deadline: Feb. 27.

Telecommunications. Tenure-track position. Call 2-2138. Deadline: Feb. 6.

Visual communication and technology education. Two tenure-track positions (architecture/environmental design studies and training and development). Call 2-2437. Deadline: Feb. 13.

Assistant or associate professor - visual communication and technology education (visual communication technology). Tenure-track position. Call 2-2437. Deadline: Feb. 13.

Contact human resources, 2-8421, for information regarding the following:

CLASSIFIED

Posting expiration date for employees to apply: noon, Friday, Feb. 6.

Custodial worker (2-6-1) - facilities services. Pay grade 2.

Library media technical assistant 2 (2-6-2) - library/ Curriculum Resource Center. 12-month, part-time position. Pay grade 6.

ADMINISTRATIVE Associate director of residence life for housing and operations (V-005) - residence life. Deadline: March 2 or until filled.

Assistant director of residence life for educational initiatives (V-006) - residence life. Deadline: March 2 or until filled.

Associate director of residence life for business affairs (V-007) - residence life. Deadline: March 2 or until filled.

Area coordinator (V-008) - residence life. Deadline: March 2 or until filled.

Residence hall director (V-009) - residence life. Deadline: March 2 or until filled.

Director (V-004) - graduate studies in business. Deadline: March 2.

Assistant golf course director/head men's golf coach (M-073) - intercollegiate athletics. Deadline: Feb. 11.

Production manager (V-010) - Student publications. Deadline: Feb. 6.

Support services supervisor (M-003) - University computer services. Deadline: Feb. 6.