Monitor Newsletter April 26, 1999

Bowling Green State University

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Charles Middleton's successor as provost and vice president for academic affairs won't be in place until Jan. 1 at the earliest, President Sidney Ribeau said last week.

Speaking to Faculty Senate April 20, Ribeau said an interim replacement will be appointed effective June 1 — the same day Middleton assumes his new position as vice chancellor for academic affairs for the University System of Maryland (USM).

A national search for the next provost will begin at the same time, the president said.

In Maryland, Middleton will oversee the provosts and academic programs of USMs 13 member institutions. The 12th largest university system in the nation, it has nearly 100,000 undergraduate students, 30,000 graduate students, 6,300 full-time faculty, more than 600 academic programs and an operating budget of nearly $2 billion.

USM Chancellor Donald Langenberg said Middleton "will be a great asset as we continue to raise the academic bar for all of our institutions."

Ribeau said Middleton's departure after three years at Bowling Green "leaves me with mixed emotions."

"It is a wonderful opportunity for him and adds to his already impressive academic credentials," the president said. "That a system as prestigious as Maryland's sought him for this key position is a compliment to both Bowling Green's academic program and the work Dr. Middleton has been doing at this University."

"In a short period of time he has made a major contribution to Bowling Green's progress," Ribeau added. "He had very specific objectives when he first arrived, and he has met them. I wish him well and know that Maryland's higher educational system has attracted a man of enormous talent, energy and integrity."

Middleton came to BGSU in 1996 from the University of Colorado at Boulder, where he had been dean of the College of Arts and Sciences for eight years.

The holder of master's and doctoral degrees in history from Duke University, he is a specialist in British history, particularly its politics and society of the early 19th century.

Faculty Senate hears email update, approves program reconfiguration

Faculty Senate heard an update on the email system April 20 from Ann-Marie Lancaster, vice provost for technology and chief information officer.

Receiving senate approval at the meeting was the continuing of criminal justice, gerontology and social work programs into a Department of Human Services.

Also approved, each after extensive discussion, were a revised high-school articulation policy and a charter amendment regarding faculty involvement in the system.

Addressing the email problems, Lancaster apologized for what she acknowledged was "a great inconvenience," and said the system "is now stable and working."

She outlined technical difficulties which arose with the spring-break conversion to the new system, as well as two April outages which were caused by "denial of service attacks." The first flooding of the system probably came from outside the University, she said, and the second was an inside, "strategic attack designed to bring down the system."

The faculty was being tracked, and additional security is being added to the system, Lancaster said. But demand for technology support has delayed response to others, she said, citing attachments as one example.

"I'm not sure if those problems with attachments have been resolved, but information has been added to the Web to help those still having trouble. The Web page will continue to be maintained, she noted.

"Demand for technology support has just exploded" in the last year, Lancaster said, asking senators to "just work with us Information Technology Services."

Spring cleaning

Becky Wichard, facilities services, had a sunny spring day for washing windows recently at the Child Development Center.

A top student affairs administrator at North Dakota State University in Fargo is BGSU's new assistant vice president for student affairs and dean of students.

Wanda Overland, who earned her doctoral degree in higher education administration from Bowling Green in 1996, will replace Gregory DeCrane, who is retiring after a 30-year career in student affairs administration at the University. She is expected to begin her new duties in late June.

"I enjoyed both the University and the city when I was there as a graduate student, and I am looking forward to returning. There are a lot of exciting things happening at Bowling Green, and I hope I can provide the leadership that will develop and enhance those programs and projects," she added.

A native of North Dakota, Overland received her bachelor's and master's degrees from North Dakota State in 1975 and 1983, respectively.

After earning her undergraduate degree, she taught high school home economics for two years before returning to her alma mater to work as a residence hall director while completing her master's degree.

Overland named dean of students

Later, she was executive director of the Young Men's Christian Association and assistant dean of student affairs at North Dakota State.

After earning her doctoral degree, she returned there in 1993 as assistant dean for student life and director of the Memorial Union, the position she currently holds.

As assistant dean, Overland is responsible for the management and budget of the student center, including all student organizations housed in the building and all student activities held there. She also supervises a staff of 20 full-time employees, three graduate students and more than 80 student employees.

In addition, she serves as an adviser to the fraternity and sorority system and the student government association.

While completing her degree at Bowling Green, Overland worked in the Office of Planning and Budgeting and the Office of Institutional Planning and Research, where she co-authored the annual freshman survey report and directed production of the University's annual Resource Planning Handbook.
BGSU gets high marks from surveyed alumni

Every wonder how BGSU graduates fare in "the real world" after they leave our hallowed halls? Here's the long awaited report:

Well enough, according to the first alumni survey in 20 years, that the University should be pleased with the results, reports Bill Knight, director of institutional research.

His office developed and sent questionnaires to all 1991 and 1996 baccalaureate graduates, with the goal of collecting data on employment status, continued educational activity, satisfaction with the University, and familiarity and satisfaction with BGSU Alumni Association programs and services.

The major findings:

• Almost 70 percent of respondents from both years had full-time jobs related to their majors, and the vast majority were satisfied or very satisfied with the way that the University prepared them for employment, according to Knight. Most found their graduation jobs in a timely manner, and nearly all who were required to take a certification examination passed it.

• Nearly all 1991 alumni had taken additional college courses, and many had earned additional degrees. "Nearly all alumni who took additional college courses are satisfied with the way that the University prepared them," he indicated.

• The vast majority of alumni agreed that having a college education has improved the quality of their lives. More than 90 percent of alumni would choose to attend BGSU if they could start over again, more than two-thirds would choose the same major and more than 90 percent would encourage others to enroll at BGSU,

Members of the class of 1996 most often credited individuals—especially faculty—as significant influences, while 1991 alumni mentioned activities most.

"BGSU's faculty and staff, programs and services, and the general institutional climate were cited as most helpful and positive," Knight noted, while changes to the curriculum, providing more "real-world" experiences in the classroom, advising and career services were among the areas identified as needing improvement.

As for maintaining ties with their alma mater, the majority of respondents have read "At BG" magazine and voiced satisfaction with it. Most, however, were unfamiliar with other programs and services for alumni, including the alumni association's Web site.

Keeping in touch with BGSU, networking and career assistance were roles that the majority of respondents felt that alumni chapters should fulfill," Knight said.

Complete questionnaire results are posted on the Web at: http://www.bgsu.edu/offices/ut/studies/alumni/coverpage.htm.

Faculty Senate

(Continued from page 1)

tries to respond. She told them to email either her (alanacs@bgsu.bgsu.edu) or Toby Singer of ITS (singer@bgsu.bgsu.edu) if they have email problems that can't resolve.

President Sidney Ribeau said many people had contacted him about the situation, which, he added, is "to a point where it's very untenable." He promised resolution of the technical problems, improved communication about what's happening and proper support for Lancaster and ITS.

On action items, the senate:

• Unanimously agreed—without abstentions—to forward approval of the Department of Human Services proposal to the Board of Trustees for informational purposes. Board action isn't required because the reconfiguration is within a college (health and human services) rather than between colleges, which would require a board vote.

The combination of the three programs won't bring changes in the degrees offered by each. It should help promote interdisciplinary programming among the three areas and reduce administrative assignments, among other advantages listed in a written outline.

• Approved, with five dissenting votes, a revised attendance policy that had been sent back to committee earlier this year.

The policy removes prior ambiguities, requiring, for instance, that students complete courses to meet articulation within the first 60 credit hours at the University.

Such courses may not be used to satisfy general education requirements, according to the policy, but they will count toward graduation if they're at the 100 level or above. That difference was explained as a matter of fairness for students who don't have deficiencies to make up when they come to campus.

The senate also heard that comments on the proposed responsible technology use policy will be taken for another week or so.
Entrepreneurs on ‘Breakfast’ menu

BGSU alumnus Larry Davenport, partner-in-charge of entrepreneurial services in the Toledo office of Ernst & Young LLP, will describe the challenges and rewards of serving entrepreneurs at Friday’s (April 30) “Breakfast in BG.”

Davenport, who directs E&Y’s Northwest Ohio Entrepreneur of the Year program, will also discuss who entrepreneurs are and why they should be recognized for their achievements in “Entrepreneurs Extraordinaire!”

The buffet breakfast will begin at 7 a.m. in 101 Oelcamp Hall. Davenport’s presentation will begin at 7:45 a.m. and conclude by 8:45 a.m. Cost is $8 per person, and Wednesday (April 28) is the deadline to make reservations with Carol Sanner, University advancement, at 2-2708.

A CPA and a 1972 University graduate, Davenport has worked at E&Y since 1972 and was named a partner in the firm in 1983.

At the University, he is active in the College of Business Administration Dean’s Advisory Council and the BGSU Foundation Board of Directors.

Chorale, narrative to be presented

“A Joyous Sunrise, Let Freedom Ring,” a symphonic chorale and narrative focusing on Martin Luther King’s “I Have a Dream” speech, will be presented at 3 p.m. Sunday (May 2) in Kobacker Hall, Moore Musical Arts Center.

The composer, Fred Wilson, will direct, while the narrator will be Les Sternberg, dean of the College of Education and Human Development. University music students will comprise the orchestra, and the chorus will include faculty, staff, students and singers from area churches. About 50 children from Detroit’s Gardner Elementary School will also take part.

The audience will be involved in the opening and closing hymns of the program, which is free and funded in part by the University’s Ethnic Cultural Arts Program.

For more information, contact either Fred or Ruth Wilson at 352-5107.

May continuing education

The continuing education office will offer the following classes in May. Call the office (2-8181) to register or for more information.

Reducing Workplace Stress. 9 a.m.-4 p.m. May 3, 2 College Park Office Building, $99.

Applied Food Service Sanitation, 1:30-4:30 p.m. Tuesdays and Thursdays, May 4-18, Wood County Health Department board room, $140.

Media 100 User Certification, Level I, 8 a.m.-5 p.m. May 10-11, Technology Building, $995 per session.

Media 100 Editor Certification, Level II, 8 a.m.-5 p.m. May 12-13, Technology Building, $995 per session.

Adobe After Effects for Digital Video Specialists, 8 a.m.-5 p.m. May 14-15, Technology Building, $795 per session.

Cinco de Mayo to be celebrated

Bowling Green’s annual Cinco de Mayo Festival is set for 1-6 p.m. Saturday (May 1) in the Wood County Junior Fair Building.

Entertainment will include Imagenes Mexicanas, folkloric dancers from Toledo; mariachi music; a magician; an international costume contest for children and adults; and to end the day, a Latino talent show.

The festival will also feature authentic Mexican food, bingo and raffles. Admission is free.

For more information, call Marsha Olivarre, business education, at 2-3001.

ITS extending test scanning hours

Information Technology Services will extend test scanning hours for final exams the week of May 3. Hours will be 8 a.m.-6 p.m. Monday-Friday and 8 a.m.-noon Saturday.

The window at 301 Hayes Hall will be open from 8 a.m.-6 p.m. daily during finals week.

viewpoints

Another perspective on caring for students

Professors Neil Browne and Sue Keeley wrote a provocative essay that was published in the (March 15) Monitor, titled “Suppose we really cared about freshmen.” This essay was also circulated to all faculty in their mailboxes, which is when it came to my attention. As a philosopher in education whose research work centers around caring, I am pleased to have this topic come up for discussion, for colleagues to read about how they care about caring. I hope that what I have to say here will add to the discussion that is thus far a contribution to the conversation. I think some effort to clarify what caring means, and then consider its implications for education, will go a long way toward alleviating some of Brownes’s and Keeleys’s concerns.

What is caring?

Milton Maysroff (1971) initiated current interests in caring by describing caring as a means to individual growth and self-actualization.

Maysroff is careful to distinguish “care” from “well-wishing, liking, comforting, maintaining, or having an interest in.”

Care involves an appreciation of the other and respect of the other, it is not something that is imposed on the other. To care for another I must know the other directly and indirectly, explicitly and implicitly.

Notice that caring is not described as a personal attribute, a personal disposition, like how we describe a person as being an honest person, or a trustworthy or courageous person.

Caring must involve another. Nel Noddings (1989) contributes to this notion in her description of caring as anything that can describe myself as caring if I have established a caring relationship with another—my caring must be received by the other and be reciprocated in some way.

Caring does not mean caring for another person, such as liking or loving someone. People do not have to like or love each other in order to care. People need to do develop the ability to be receptive and open to other people and their ideas, willing to attend to them, and listen and consider their possibilities. Care does not entail that people agree with each other. Care means people are open to possibly hearing others’ voices more completely and fairly. Caring is an attitude that gives value to others, by denoting that others are worth attending to in a serious or close manner. An attitude of acceptance and trust, inclusion and openness, is important in all caring relationships.

What are the implications of caring for education?

Charles Bacon and I have interviewed several university professors who described caring as a focus for their education.

These people defined caring in terms of trying to be approachable and welcoming to their students, placing their emphasis on the learning process and on learning conceptually, offering students a say in what they are learning so they can experience engaged learning, and being concerned with making their classrooms safe, supportive environments where engaged learning can take place. A caring approach to education commits teachers to treating their students as whole beings, not just minds. It also commits teachers to treating their students as unique, concrete subjects rather than disembodied, disembodied, generalized others.

Caring is time-consuming and wrenching to the self. It involves a great deal of work for teachers, but it does not cost in resources the way that Browne and Keeley fear. Caring is good pedagogy; in that caring teachers are more likely to be successful in teaching their students. This is because caring teachers attempt to relate to their students at a personal level, and by doing so they more learn about their students’ lives, thus increasing the chances that they can engage new ideas to students’ previous experiences and interests and help students understand.

Caring teachers give students the message that what they have to say is valuable and will be attended to. Caring teachers receive student contributions in a generous, serious and close manner. These teachers acknowledge, rather than ignore, what goes on outside of the classroom as being relevant for learning. Each student is treated as a unique and whole person who is respected, accepted and perceived as being worthy of caring. In a setting full of these messages, students are more likely to feel safe and trust that they can open up and expose their thoughts and ideas. With a willingness to open up and risk, the students’ opportunities for actively engaging in the learning process are enhanced.

A caring approach is limited in that it depends on students who are willing to relate to their teachers, and there are always some students who are unwilling to be in such a relationship. There are also many forms of false caring: when teachers act like they care but they really do not, when teachers are “enabling” or “pandering” to students’ immediate desires, or when teachers are only willing to “care” for students as long as they mirror qualities the teacher admires, for example. It is vital that the true teachers work to establish with their students not be violated in caring relationships. But caring is not a waste of time, it is an investment in our students. And caring does not mean teachers lower their standards for their students. The results are quite the opposite. We are all more motivated to work for people who notice our efforts, and we are less likely to “slack off” when we know someone values our contributions and is attending to our work. A caring approach to education does not mean that teachers accept everything and do not critique students’ work, or that teachers emphasize application skills. There is nothing in caring that commits us to that kind of course of action. But caring does commit us to making time for our students, in the classroom as well as out. It means making ourselves available to students and attempting to be approachable. It means working to create a welcoming classroom environment, and helping students to get to know each other and feel supported in their efforts to understand. Caring cannot be imposed on students; it must be willingly received, for it is not an individual virtue or disposition but rather a reciprocal relationship.

Barbara J. Thayer-Bacon, Educational foundations and inquiry

Chang among ‘Who’s Who’ at Chinese premier’s speech

Stephen Chang, geography department chair, had a front-row seat to history April 13 at the New York Economic Club event where Chinese Premier Zhu Rongji addressed many of the biggest names in business and politics.

“Everybody who’s anybody was there,” I guess I was the only one not to wear a tuxedo, Chang said with a laugh.

“The chairman of Dupont, the chairman of FedEx, Motorola, Merrill Lynch, Eastman Kodak, the former commodity secretaries for Nixon and Bush ... It was a Who’s Who.”

Normally a black tie affair, last week’s event was different, he said. “The Chinese delegation did not want to wear tuxedos, so the New York Economic Club went out notices telling everyone to wear business suits. No exceptions. The seating and guest list was very tight; because of security, there were no last-minute changes. If you were going, you went, and there was no such thing as someone going in your place,” he said.

Following protocol, the premier spoke in his native language, “even though he speaks perfect English,” said Chang, who was invited by a friend. “At one point, he even corrected the translator. She didn’t get it, he said exactly right, and he corrected what she said.”

The purpose of his U.S. visit was “very clear,” he said. “He’s economic offensive, to try to get China back into the WTO (World Trade Organization),” Chang said.

“He’s a blunt, very persuasive speaker,” Chang said.

“He has a way of framing his remarks so that even if he’s speaking of a tough concept, he makes it easy to listen to. He makes his points without offending the audience.”

“He related to us that President Clinton had called him earlier that afternoon, wanting to talk to him about joining WTO. So I guess he was very successful,” Chang said.

The premier’s speech was carried by C-Span and covered by all the major news outlets.
Firelands College hands out awards

Firelands College honored its finest, both on and off campus, at its April 16 recognition banquet.

Among the award winners were Victory Odale, mathematics, who received the Distinguished Teacher Award, and George Mayer, general chairman of Firelands’ University Center campaign, who took home the college’s most prestigious service award, Links to Progress.

Cedar Point, which last month donated $1 million to the University Center campaign, won the Community Service Award, while the Dean’s Special Recognition Award went to Frank Glenn, speech.

Odale is the 14th recipient of Firelands’ top teaching award, since joining the faculty in 1993, his activities have included organization of “Math Counts” competitions and advising the Minority Student Union.

His bachelor’s degree in mathematics and education is from Lagos (Nigeria) University. He has master’s and doctoral degrees from Temple University.

The Links to Progress Award won by Mayer goes to the person or organization who has been both a “significant link in the chain of growth” of Firelands, and instrumental in linking it “to the broader human community.”

In addition to his chairmanship of the current University Center campaign, Mayer, a banker, is a member of the college’s Business Advisory Council and a former president of its advisory board.

Construction is expected to begin next year on the $5 million center, which will provide lifelong learning opportunities and bear Cedar Point’s name.

The amusement park has also aided hands in other ways, contributing to its selection for the Community Service Award. Among them: serving since 1986 as the site for the annual Physics Day with the Ohio Section of the American Association of Physics Teachers; a host of school students and science teachers from four states conduct experiments at the event each May.

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Nominees sought for Ferrari Award, ASC ballot

Nominations are being accepted for the 17th annual Michael R. Ferrari Award. A group of Trustees honor the university’s interim president during 1981-82, the award is presented to an administrative staff member.

The recipient will be chosen by a committee of administrative staff representing each of the vice presidential or presidential areas. Promotion of the position held by nominees won’t be considered, selection will be made based upon information supplied through the nomination process.

A letter of support and three-to-five additional letters of reference must accompany nominations, which are available in the Faculty Senate and human resources offices; the bookstore, the union information desk, and the Administrative Staff Council Web site.

ASC is also seeking self-nominations from administrative staff interested in being on the ballot for election to three-year terms on council.

Self-nomination forms provided via email should be completed and returned to Joyce Blinn, Study Skills Center, 213 Moseley Hall, by 5 p.m. Friday (April 30).

Monday, April 26

Affirmative Action series, “No Real Winners: Analyzing Harassment in Academia,” 10-11:30 a.m., Pullitzer Conference Room, Jerome Library. For more information on the event, which will also serve as a sexual harassment prevention workshop, call affirmative action, 2-8472.


Used CD sale, 10 a.m.-4 p.m., Education Building steps. Sponsored by Trusters. 3 p.m., Community Suite, Student Union. The meeting will follow a 2 p.m. session of the boards Financial Affairs/Facilities Committee, which is expected to hear a technology infrastructure update.

Burlap to Cashmere Concert, 7 p.m., Lenhart Grand Ballroom, Student Union. Sponsored by the Fellowship of Christian Students.

Bowling Green Summer Musical Theatre Auditions, 6-10 p.m., Moore Musical Arts Center. The summer production of “Guys and Dolls” is scheduled for July 9-10 and 16-17, and Aug. 27-28. For more information, call E. Eugene Dybdahl at 2-8623.

Tuesday, April 27

“Maverick,” a five-member western swing band from Tulsa, Okla., will perform at 10 a.m. and noon, and again at 10 a.m. Thursday (April 29), in Kohacker Hall, Moore Musical Arts Center. The band is also performing at northwest Ohio schools this week, sponsored by Arts Unlimited.

BGU No Dirt Day, 10 a.m.-3 p.m., Student Union Field. Healthy living doesn’t include dieting will be encouraged for more information, call Claudia Clark, Counseling Center, at 2-2081.

Project update on Student Union renovation and expansion, Ohio Suite. Design materials will be on display from noon-7 p.m., with presentations scheduled at 2:30 p.m. and 5:30 p.m.

Softball hosts Miami, doubleheader, 2 p.m., Softball Field.

Women’s Entrepreneurial Network, 4:30 p.m., Women’s Center, 107 Hanna Hall.

Planetarium, “They Found a World of Ice and Beauty: Polar Exploration at the Ends of the Earth,” 8 a.m., 51 donation.

Wednesday, April 28

Sexual harassment prevention workshops, 10-11:30 a.m. and 1-2:30 p.m., Pullitzer Conference Room, Jerome Library. For more information, call affirmative action, 2-8472.

Brown Bag Luncheon, noon-1 p.m., Women’s Center, 107 Hanna Hall. “Ecofeminist Visions,” with Jeannie Ludlow, American culture studies.

Baseball hosts Ball State, 1 p.m., Sellel Field.

Senior Honors Project Presentation and Reception, 3-5 p.m., Alumni Room, Student Union. If planning to attend, notify the Honors Program office, 2-8450.

Women Graduate Student Support Group, 5-6:30 p.m.,...