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Monitor Newsletter January 16, 2007

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BGSU Monitor

JANUARY 16, 2007

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GeoJourney students use iPods to enhance learning

A field-based geology course offered by BGSU has harnessed the technological power of the Apple iPod to the study of the Earth's ancient beginnings.

GeoJourney, the nine-week trip across the United States for Bowling Green undergraduates, uses every function of the small but mighty device to boost students' understanding of physical/historical geology, American and Native American culture studies, environmental studies and even critical thinking.

Dr. Joe Elkins, director of GeoJourney, said he believes his program is the first to maximize all the iPod's capabilities. "I see it as the next frontier. We have classroom-based and Web-based teaching. Now we can use the iPod as well. It supports the broadest range of course materials and offers complete portability."

The iPod is especially suited to meet the needs of GeoJourney, which, because it is conducted in an outdoor environment, comes with special challenges in the presentation of course material. Geology is a field in which the ability to visualize topography and "not only how the earth looks today but its evolution is a key element," Elkins said. There are many effective visual aids available, but they could not be used on GeoJourney until the iPod was brought into the course.

Turning wasted time into educational time

The class travels in vans from coast to coast, using parklands and cities to conduct interdisciplinary field investigations. The itinerary is designed to give students first-hand experience in a wide range of geographic environments.

Some projects require several days of fieldwork and project reports or maps. At night, campfire lectures and discussions, along with reading assignments and written exams, enhance the educational experience.

But the time spent traveling from place to place was a problem. "We wanted to turn that wasted time into educational time," Elkins said. He had experimented with using a screen in one of the vans to show instructional videos and with using a microphone to broadcast lectures to the three vans, but the process was cumbersome.

And though each student has an extensive resource book of written materials, there was the problem of carsickness for some, limiting even the reading that could be done en route. The iPod audio files functioned much like books on tape, offering another avenue for learning.

An "ah-ha" moment

A revelation came at Christmas 2005 in an Atlanta Apple store, where Elkins' sister-in-law introduced him to the iPod and its potential applications for teaching. "I began to see that we could take this and really run with it," Elkins said.

Upon his return to Bowling Green, Elkins and his assistants began converting instructional videos and documentaries to .mp4 files, PowerPoint-assisted lectures to podcasts, figures and images to .jpg files, audio CDs to .mp3 files and Microsoft Word documents to .txt files. And all were loaded onto the iPods in preparation for the next class.

That was how each member of this fall's GeoJourney cohort came to be provided with a fifth-generation, 60-gigabyte iPod, complete with a small harness and 9-volt charger. The vans were outfitted with cigarette lighters for each seat for plugging the chargers into.

The students, well acquainted with the iPod, took to it immediately, Elkins said.

"You want students to be interested in the material and exposing themselves to it as much

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as possible," he said. "Field trips are most effective when students know why they are going and are prepared for what they should be looking for."

Caitlin Rex, a sophomore Honors Program student from Bowling Green, said having the iPods enhanced the overall experience of GeoJourney. "It was a nice way to get the information across and an alternative to reading. There is a great deal of reading with the course, and the iPod provided a variation on that."

"One of the advantages of the iPods is they offer the ability to replay lectures or videos," Elkins said. Students can review sections they need more work with and do additional exercises if need be. "It puts them more in control of their learning," he said.

Using the new to study the old

An unusual juxtaposition of eras took place early in the trip last fall when, in a study of the importance of the buffalo to all aspects of Plains Indians' lives, students were called on to skin a buffalo and tan its hide, working with obsidian knives and the animal's brain matter in the ancient style of the Indians in South Dakota. Neither Elkins nor his wife, Nichole, co-director of GeoJourney, had any experience in this area so they were in the same position as the students.

In preparation for the novel experience, they and the students watched a video on their iPods of two Oglala Sioux performing the task. "It really gave us a better idea of what to expect and how to go about it," Elkins said.

Recordings of Native American music on the iPods provided another dimension to the study, along with video of traditional ceremonies.

En route to Louisiana, students were able to view materials about the topography of New Orleans and the impact of Hurricane Katrina before they arrived in the city. After a geological tour, they used software on their iPods to create contour maps of the area of the sort city planners would use to plan future development based on geological features.

The exercise "gave them a wider view of the situation and the relationship of humans to the environment," Elkins said.

Similarly, during an eight-hour drive to Seattle, students were able to study materials on Mount St. Helens.

"The videos were probably the most helpful part for me," Rex said. "They were a good way to prepare for the day."

The students didn't use the iPods only while traveling or in their tents at night. The Elkinses developed several special iPod-based exercises to do while at the actual sites. For these, students wore their iPods on their arms in their special holsters.

Studying critical thinking with the iPod

Because GeoJourney takes place away from campus and many of its students are also in the Honors Program, it was difficult for those students to take the program's required critical thinking class. Again, the iPod was called into use.

With the help of senior Bethany Nanamaker, a member of the IMPACT learning community who has extensively studied critical thinking, Elkins created a series of podcasts using a PowerPoint presentation and recorded lectures to deliver the curriculum. Students applied the skills they were learning to analyze selected articles from the GeoJourney resource book from a critical thinking standpoint.

Rex said the iPods worked especially well for the course. "Joe recorded the lectures, and the slides highlighted everything. It was really nice and very helpful in getting all the concepts," she said.

Her opinion was shared by the others, according to Elkins. "The students all reported their



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experience with the critical thinking course was very positive.”

Enthusiastic response, increasing applications

Even though GeoJourney has been going successfully for several years, this year’s group using the iPod all said they could not imagine the course without it, Elkins said.

And when the Elkinses presented “iTool or iToy?: The Use of iPod on a Field-Based Introductory Geology Course,” last October at the annual meeting of the Geological Society of America, “most of the geology professors we talked to saw it not only as something just for field-based trips, but for classrooms as well,” Elkins said.

“The iPod gives us different ways to learn,” Rex summed up.

Building an identity that is distinctly BGSU

Interim Provost Dr. Mark Gromko discusses strategies for building on BGSU’s successes and continuing to develop a distinctive university identity.

With its growing recognition for innovation in teaching and scholarship, BGSU is gradually forming a distinct identity and reputation. Key words increasingly synonymous with our institution include “student success,” “critical thinking about values,” “residential learning communities” and “faculty learning communities,” among others.

Importantly, our work is garnering national attention. For example, BGeXperience is featured in the American Association of Colleges & Universities’ new report, “College Learning for the New Global Century.” What’s more, we are one of just five universities to receive the 2007 Council for Higher Education Accreditation (CHEA) Award for Institutional Progress in Student Learning Outcomes. In addition, we were one of five institutions recently cited by the Carnegie Foundation for the Advancement of Teaching for successes in curricular engagement.

We have long been recognized within the state and region for our teacher preparation programs, powerful research programs, and signature programs in the performing and visual arts, among others.

The risk in making a list of successes is in leaving some worthy accomplishments out. I apologize for omissions in this brief celebration of successes, and turn now to ask the most difficult question that confronts us: How do we build on our successes and continue to develop a distinctive university identity?

Given the quality and commitment of our faculty and staff, it is clearly within our reach to forge a strong identity for BGSU. Doing so is essential to our long-term success. We need to be widely and immediately recognized—by students, colleagues, legislators and the public generally—as a public university that is both committed to excellence and distinctive in its approach to higher education.

Asking the question

What would university distinctiveness look like? Allow me to seed the field with a few ideas.

- If the BG Perspective program devised a general education curriculum that emphasized skill development equally with breadth of knowledge requirements, and if students saw that curriculum as interesting and exciting rather than a series of hoops—that would be distinctive.
- If faculty from across the University employed a coordinated approach to performance-based assessment, one that took advantage of available technology and electronic portfolios—that would be distinctive.
- If we were to create courses and curricula that took best advantage of service-learning, and continued to build on existing collaborations involving academic affairs, student affairs and community partners—that would be distinctive.



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We have a large number of first-year programs and have received recognition for them. The overall experience for first-year students is not unified, however, and there is no sophomore-year follow-up.

- If we reorganized our first-year programs so they not only offered a coherent experience for first-year students but also integrated or aligned with the majors—that would be distinctive.

We have a number of academic programs that are recognized for excellence in research. And we have many faculty members who are highly productive in their research and/or creative fields. The full value of this research expertise is not always recognized, however. How can we better capitalize on this intellectual resource, a resource that other, less distinguished institutions don't have?

- If we were to develop a University-wide approach to introductory-level courses that emphasized development of skills in inquiry and critical thinking, such that first- and second-year students benefited directly from the research expertise of our faculty—that would be distinctive.

Identifying our path

From the ideas above, we can extract a few principles that help underscore our search for a stronger identity.

- University-level distinctiveness must build on existing programmatic strengths.
- Our efforts must reach across units, preferably across colleges.
- A distinctive university identity will serve social needs and involve community partners.
- The expertise and habits of mind developed through faculty research and creative activities can energize our student population and contribute to student success generally.
- The intellectual growth and successes achieved by our undergraduate and graduate students must be supported by rigorous and ongoing assessment of student outcomes. These can then be shared with internal and external constituencies.

This is the challenge we must meet to continue to stand out in the increasingly difficult fiscal, political and competitive environment of higher education. As interim provost, I am determined to help the University improve its visibility in the state and region; amplify its successes in providing a high-quality education for its students; reach out to and partner with community organizations and individuals, and pursue research and creative activity of the highest caliber. I am also keenly aware of the need to identify short-term goals that have the potential for concrete outcomes.

Building on our successes

Accordingly, I have identified goals for the semester, organized within three conceptual groupings. The goals do not represent new initiatives, although they do call on the involvement of faculty and staff in ongoing work.

Advancing Curriculum and Pedagogy by Making Best Use of Research Expertise. A challenge is to nurture our students to help them develop the same intellectual skills and abilities possessed by faculty. Ideally, this should begin in lower-division classes, particularly general education classes.

In addition, those same skills can be brought to bear on the question “What and how much are our students learning?” and thereby improve teaching and learning. The habits of mind important to successful research can contribute to the substantial progress we have made in assessment of student outcomes.

There are several concrete efforts, already begun, which we can pursue to further our progress in these areas. We not only have well-developed statements of learning outcomes, we have rubrics designed for evaluating students' development of the skills and abilities described in the learning outcomes (see www.bgsu.edu/offices/assessment/Rubrics.htm). These rubrics need refinement and validation. The director of BG Perspective is providing leadership in that effort. We also have, in the form of electronic portfolios, a technology tool that allows students to document their accomplishments (see www.bgsu.edu/offices/assessment/eportfolios.htm).

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The concrete goal, then, is to develop assignments or projects (often referred to as performance-based assessments or authentic assessments) that students can capture in a digital format and place into their electronic portfolios as artifacts documenting what they have learned. Students who have developed electronic portfolios at BGSU have reported an increased sense of satisfaction and confidence in their developing abilities.

The BG Perspective Committee will be taking the lead in using electronic portfolios in this way. I also look to other groups and organizations, such as the Honors Program or residential learning communities, to expand their use of performance-based assessment of student learning outcomes.

Alignment/Coherence in Academic Programs. We often think about academic program development one program at a time. But students are a part of many programs, and their experience of them might be improved through alignment of purpose or the continuation of repeating themes. Increased emphasis on University learning outcomes and the documentation of student development through electronic portfolios, as described above, is one way to create greater coherence to students' learning experiences at BGSU.

Due to the appointment of a director of service-learning, we are now well positioned to develop more service-learning opportunities. Such opportunities could help ground students' academic experiences in the context of community-based problems and applications. We are now also in a good position to create more opportunities for the development of skills, such as writing or inquiry, in a wide variety of courses.

First-year programs provide an important opportunity and challenge to the alignment and coherence of academic programs. In order to assemble the coherent multiyear program we envision, we may have to restructure some of those programs.

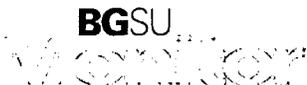
Rewarding and Supportive Climate for Faculty Work. Our faculty members are our greatest resource. It is imperative that we continue to invest in their ongoing development and success. The Center for Teaching, Learning and Technology has been increasing the number of faculty served and the variety of programs offered. Faculty learning communities have been particularly successful. In recognition of that success, the Ohio Learning Network has named BGSU the regional center for faculty learning communities.

As a result, we will be hosting a Student Success Summit on March 22 and 23. The featured speaker will be Dr. L. Dee Fink, director of the Instructional Development Program at the University of Oklahoma. Also featured will be a teaching and learning fair, where members of the BGSU community can share and display their best strategies for promoting optimal learning. I invite and encourage all faculty members to take advantage of this opportunity.

We will also be inviting academic departments and programs to participate in a pilot implementation of the student-ratings-of-instructors form produced by the IDEA group at Kansas State. The IDEA form is based on 30 years of research and has many advantages over the homegrown forms used by many programs. It is a sophisticated form that will contribute to the usefulness, reliability and validity of student ratings of instructors. I invite the participation of all interested academic units.

Putting ideas into action

This semester, I will be organizing the resources of the provost's office to pursue those of the above goals that can be achieved in the near term. It is also my hope that this communication will stimulate your thoughts and conversations in a way that leads to action. If you need advice or suggestions on how to pursue any of the ideas above, please feel free to write to me at mgromko@bgsu.edu.



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National report highlights BGSU program

A report released Jan. 10 by the Association of American Colleges and Universities (AAC&U) calls on colleges and universities across the country to do a better job of preparing graduates for the global economy.

The report, "College Learning for the New Global Century" cites BGSU's BGeXperience as one of the programs nationwide that is implementing a new set of principles of excellence in education.

AAC&U released the report from its National Leadership Council for Liberal Education and America's Promise (LEAP) initiative. The 10-year initiative began by bringing together high-level business, education, labor, philanthropy and policy leaders to consider the needs for higher education in the 21st century. The LEAP report identifies essential aims, learning outcomes and guiding principles for a 21st-century college education, and recommends concrete changes colleges can make to achieve those goals.

The BGeXperience program, which is designed to provide first-year students with a foundation for dramatically enriching their four-year learning experience, emphasizes ethical integrity, reflective thinking and social responsibility. The report notes that the program demonstrates "the principles in practice" for fostering civic, intercultural and ethical learning.

"BGeXperience introduces students to the practice of critical thinking about core human values and ethics as part of a broader context for learning," explained Dr. George Agich, BGeXperience director. Agich, President Sidney Ribeau and Dr. Donald Nieman, dean of the College of Arts and Sciences, attended the Washington, D.C., meeting at which the report was presented.

"This recognition is yet another indicator that a BGSU education is on target for preparing our students for the global community," Ribeau said.

Speaking to his advisory council Jan. 11, Ribeau said BGSU was central to the discussion of higher education practices, for which 20 colleges and universities—most of them private—were cited in the AAC&U report. Bowling Green has already implemented many of the effective educational practices the report suggests that colleges and universities adopt.

In addition to first-year seminars and experiences, such as BGeXperience, those suggested practices include:

- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity and global learning
- Service- and community-based learning
- Internships
- Capstone courses and projects

"The quality of learning, not the possession of a diploma, will determine whether the next generation can keep our economy and our democracy strong," said AAC&U President Carol Geary Schneider.

"By asking students to think critically about values questions without prescribing a specific set of conclusions, BGeXperience aspires to educate more ethically aware and thoughtful citizens," the report adds. "Those who are interested can also pursue service learning, take upper division courses that explore values in the disciplines and even become BGeXperience peer facilitators later in their undergraduate careers."

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Conference to highlight need for students to be globally competitive

Speakers from Time magazine, The Economist and other prominent organizations will be on campus Friday (Jan. 19) for a conference on the urgent need for students to use their education to become globally competitive.

Organized by the BGSU Students Initiative for Global Competitiveness, the conference will focus on inspiring, motivating and encouraging students to compete and collaborate globally. It will be held from 9:15 a.m. to 5 p.m. in the Lenhart Grand Ballroom of the Bowen-Thompson Student Union.

The conference is the brainchild of Jake Gallardo, a senior international studies major who last summer organized a "Young Global Leaders Summit" at BGSU on relations between the United States and the Muslim world. Coming from the Philippines, he was dismayed by American students' complacency about their security in the global marketplace. Students across the globe are working much harder than many U.S. students to attain the success and freedom of expression found in the United States, he says. "These highly educated and motivated people are BGSU students' competition, and they are determined to win."

"The conference is a testament to the energy of our students and their engagement with the key issues of the day," commented Dr. Donald Nieman, dean of the College of Arts and Sciences. "These students are asking important questions that we all should be considering and, in the process, taking charge of their own education."

Nieman added that alumni and friends were helping students realize their vision. "Without the generous support of Dean's Council members," he noted, "the college would not have the wherewithal to provide financial support for this important initiative. Together, our students and alumni are making this possible."

Conference committee member Victor Massaquoi, a doctoral student from Sierra Leone majoring in communication studies, also sees the conference as a hopeful event in a world of economic and political conflict. "This student initiative is a wonderful way to facilitate cross-cultural education," he said. "If young scholars and professionals decide to work together, with mutual respect and understanding, then we can make the world a better place."

Among the day's events is a noon panel discussion on "How to Globalize Your Education." Panelists will be Nicole Anderson, director of education abroad at BGSU; Dr. Christina Guenther, chair of the German, Russian and East Asian languages department, and Barbara Laird, director of Academic Enhancement.

The day's speakers begin at 9:30 a.m. with Yusuf Omar, consul general for the South African Consulate-General in Chicago. A lifelong human-rights advocate, he has extensive experience in the field of promoting direct foreign investment.

The keynote address, at 10:30 a.m., will be given by Robert Lane Greene, global agenda correspondent for Economist.com. Also an adjunct professor of global affairs at New York University's School of Continuing and Professional Studies and a frequent commentator on radio and television, Greene writes daily political analysis for Economist.com, covering American politics and international issues. He has written regular columns for the New Republic Web site as well, and his work has appeared in the New York Times, the International Herald Tribune and Slate.

Dr. Henry Silvert, a research associate and statistician for the Conference Board, will discuss "Are They Really Ready to Work?" in a 1 p.m. session. A not-for-profit organization, the Conference Board is the preeminent business membership and research organization. Best known for the Consumer Confidence Index and the Leading Economic Indicators, the Conference Board equips the world's leading corporations with practical knowledge through issues-oriented research and senior executive peer-to-peer meetings.

"How to Build a Student for the 21st Century" will be presented by Sonja Steptoe, senior



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correspondent and deputy news director for Time magazine in Los Angeles. Steptoe was co-author of Time's Dec. 18, 2006, cover story on "How to Build a Student for the 21st Century: How to Bring Our Schools out of the 20th Century." The Emmy Award-winning journalist and Duke Law School graduate began her career at the Wall Street Journal and has been a national correspondent for CNN/Sports Illustrated and People. She is also the author, with Olympic athlete Jackie Joyner-Kersey, of *A Kind of Grace: The Autobiography of the World's Greatest Female Athlete*. She will speak at 3:30 p.m.

The conference is made possible through support from the colleges of Arts and Sciences and Business Administration, the management department, the Center for International Programs, Continuing and Extended Education and private donations.

The conference is free and open to the public. To attend, email Gallardo at jakemg@bgsu.edu.

IN BRIEF**State of the University address slated**

President Sidney Ribeau will deliver his annual State of the University address at 10 a.m. Feb. 2 in the Lenhart Grand Ballroom of the Bowen-Thompson Student Union.

The campus community is encouraged to attend this important event.

Remembering Adam Stephenson

A memorial service has been planned for Adam Stephenson, a third-year mechanical engineering student from Chagrin Falls, who died Dec. 14. The service will be held at 8 p.m. Monday (Jan. 22) in Prout Chapel.

Temporary change noted for Office Depot orders

Conversion processing involving Office Depot will be required in preparation for the PeopleSoft FMS go-live on Feb. 5. As a result, the Office Depot Web site will not be accessible for ordering from 5 p.m. Wednesday (Jan. 17) until 8 a.m. Monday (Jan. 22). Users are asked to complete all transactions by 5 p.m. Wednesday.

Significant dates listed for AFIN/FMS conversion

In preparation for conversion from AFIN to FMS, the following significant dates for completing and converting financial transaction processes have been established. Please note these dates and plan appropriately to complete any purchases needed during early 2007.

- Jan. 19 (Friday) – Last day for the Business Office, Purchasing and Grants to receive online (PO, RXQ, PDQ, OC) or paper documents for processing in AFIN. Receiving documents (RC) will continue to be available through Jan. 25. Travel and business entertainment reimbursements will continue using the current process.
- Jan. 22 – HCM will begin using FMS information for chartfield and location codes.
- Jan. 25 – Last day for Receiving documents (RC) to be submitted online or by paper for processing in AFIN.
- Jan. 31 – Last day for AFIN. Normal monthly reports to be produced.
- Feb. 1-4 – Conversion from AFIN to PeopleSoft FMS system. Systems will be unavailable for use during the conversion period.
- Feb. 5 – FMS system goes live. BGSU financial transactions will begin to be completed using the new system.



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The FMS system will contain historical financial information at the general ledger level for the 2005-06 fiscal year and for the period spanning July 1, 2006, through Jan. 31, 2007. Any budgets that were open in AFIN on Jan. 31 will be manually rebuilt in FMS and available for process completion.

As of Feb. 5, all University financial transactions will be processed in FMS, and the purchasing and business offices will no longer accept paper documents used in AFIN to initiate the creation of purchase orders and to process vendor invoice payments. Departments will be required to use the online FMS system for these financial transactions.

BG@100 FMS training is offered for staff members who need access to transact financial business. Contact the BG@100 project office at bgsu100@bgsu.edu for training information.

Complete, return FMS Security Request Forms

The BG@100 project office is preparing the security set-up for Oracle/PeopleSoft Financial Management Solutions in anticipation of the conversion to FMS.

Employees who have completed Requestor and Budget Administrator training will be receiving an FMS Security Request Form by email. Employees are asked to complete the forms as outlined in the email and return as soon as possible to Mike McComas at the BG@100 project office, 414 E. Wooster St.

Employees who are scheduled for training sessions in the next several weeks can anticipate receiving their FMS Security Request Form during the training session. Questions regarding the project or the FMS Security Request Form may be directed to: BGat100@bgsu.edu.

Cross-reference chart posted for Agency/Org, Department Cost Center numbers

As of Feb. 5, all University financial transactions will be processed using the FMS system. With the conversion to the new system, agency/org numbers will be changed to Department Cost Center (DCC) numbers to identify each specific budget within FMS.

Cross-reference tables have been created to allow employees to obtain the DCC number for each budget. The tables are available in Excel and pdf format and may be found at the Agency/Org/DCC cross-reference link on the project home page: www.bgsu.edu/offices/cio/page838.html.

University forms such as Leave Reporting and Travel Expense Reports, obtained online, will be updated to ask for Department Cost Center numbers. The updated forms will be available following the FMS implementation. Email the project office with questions at BGat100@bgsu.edu.

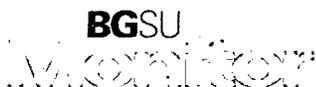
Personnel updates announced

Interim Provost Dr. Mark Gromko has announced the following appointments:

Dr. Dan Madigan, English, will serve as interim vice provost for academic programs and will assume a variety of duties, including management of the Transfer Assurance Guides course submissions, the pilot project on student ratings of instructors, and several committee responsibilities.

Dr. Steven Cornelius, musical arts, will be Provost Associate, and will work with Undergraduate Council and on curriculum issues.

Dr. Louis Katzner, chair and Trustee Professor of philosophy, will chair the Program Review Committee for spring semester.



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Monday, Jan. 15

Dr. Martin Luther King Jr. Day. Classes canceled, offices closed.

Tuesday, Jan. 16

BGSU Firelands Event, "Where Is the 'Justice' in Ohio Criminal Justice?" by Staughton Lynd, lawyer and renowned scholar, peace and social justice activist, 11:30 a.m.-1 p.m., Cedar Point Center, BGSU Firelands. Sponsored by the BGSU Firelands Chapter of the Young Democratic Socialists.

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

Movie, "Saw III," 9:30 p.m., Bowen-Thompson Student Union Theater.

Wednesday, Jan. 17

Brown Bag Luncheon, "How About Making a New Year's ReVolution instead of a ReSo-lution?" a welcome-back session, noon-1 p.m., Women's Center, 107 Hanna Hall.

Men's Basketball vs. Miami (Ohio) University, 7:30 p.m., Anderson Arena.

Faculty Artist Series, Jane Schoonmaker Rodgers, soprano; Kevin Bylsma, piano, and guest soprano Emily Benner, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center.

Friday, Jan. 19

Student Global Competitiveness Conference, 9:15 a.m.-5 p.m., Lenhart Grand Ballroom, Union. To attend, email jakemg@bgsu.edu. Sponsored by the Students Initiative for Global Competitiveness.

Women's Research Network, "Toledo: Images of the 19th and 20th Centuries," by Barbara Floyd, director of the Ward M. Canaday Center for Special Collections, University of Toledo, 1:30-3:30 p.m., Women's Center, 107 Hanna Hall.

Concert, BGSU Wind Symphony, directed by Bruce Moss, with guest conductors John Whitwell, Michigan State University, and Mark Camphouse, George Mason University, and featuring Kevin Schempf, clarinet, 8 p.m., Kobacker Hall, Moore Musical Arts Center. Part of the 49th annual Band Music Reading and Directors Clinic. Tickets are \$5 for students and senior citizens and \$8 for other adults. To order, contact the box office at 2-8171.

Movie, "Saw III," 9:30 p.m., Union Theater.

Saturday, Jan. 20

Women's Basketball vs. Central Michigan, 1 p.m., Anderson Arena.

Swimming vs. Buffalo, 1 p.m., Cooper Pool, Student Recreation Center.

Concert, BGSU Concert Band, directed by Carol Hayward, featuring doctoral candidates I-Chen Yeh, piano, and Jeffrey Heisler, tenor saxophone, 2:30 p.m., Kobacker Hall, Moore Musical Arts Center.

Concert, high school honor bands, directed by guest conductors John Whitwell and Mark Camphouse, 3:30 p.m., Kobacker Hall, Moore Musical Arts Center. Part of the Band Music Reading and Directors Clinic.

Sunday, Jan. 21

Black History Month (BHM) Event, Martin Luther King Jr. unity march and reception. March begins at 4 p.m. at the union and proceeds to Olscamp Hall. Reception follows from 5-7 p.m., 101 Olscamp. Sponsored by the Black Student Union.

Movie, "Saw III," 9:30 p.m., Union Theater.

Continuing Events Jan. 19 and 20

BHM Event, "Agape: Loving Others as God Loves You," fourth annual Gospel Fest, 7 p.m., Lenhart Grand Ballroom, Union. Friday's performance is \$7 for students and \$10 for nonstudents; Saturday's performance is \$10 for students and \$20 for nonstudents. Cost for the full weekend is \$15 for students and \$25 for nonstudents.

Through Jan. 17

Art Exhibition, 57th annual Faculty/Staff Exhibition, Dorothy Uber Bryan Gallery, Fine Arts Center. Gallery hours are 10 a.m.-4 p.m. Tuesday and Wednesday.

Through Jan. 18

Art Exhibition, Robert "Bud" Hurlstone Commemorative Exhibition, Willard Wankelman Gallery, Fine Arts Center. Gallery hours are 10 a.m.-4 p.m. Tuesday-Thursday.

Through Jan. 31

Art Exhibition, "Vision of Memories: The Chronicles of a Lifetime of Travel," paintings by the late Dr. Fujiya Kawashima, Asian studies and history, Union Gallery. Hours are 8 a.m.-9 p.m. Monday-Saturday and 10 a.m.-9 p.m. Sundays.

B O W L I N G G R E E N S T A T E U N I V E R S I T Y

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Jan. 19-March 2

Planetarium Show, "Nine Planets and Counting," 8 p.m. Tuesdays and Fridays and 7:30 p.m. Sundays, BGSU Planetarium, 112

Physical Sciences Lab Building. \$1 donation suggested. Stargazing follows planetarium show on Fridays and Sundays if weather permits.

JOB POSTINGS

FACULTY

There were no jobs posted this week.

Labor Postings

<http://international.bgsu.edu/index.php?x=facinfohires>

Contact the Office of Human Resources at 419-372-8421 for information regarding classified and administrative positions. Position vacancy announcements may be viewed by visiting the HR Web site at www.bgsu.edu/offices/ohr/.

Employees wishing to apply for these positions must sign a "Request for Transfer" form

and attach an updated resume or data sheet. This information must be turned in to Human Resources by the job deadline.

CLASSIFIED

On-campus classified:

www.bgsu.edu/offices/ohr/employment/BGSU_only/page11151.html

Off-campus classified:

www.bgsu.edu/offices/ohr/employment/cl_staff/page11145.html

ADMINISTRATIVE

www.bgsu.edu/offices/ohr/employment/adm_staff/page11137.html

OBITUARY

Mae Myers, 90, died Dec. 20 in Bowling Green. She was retired from the payroll office.

