

STATEMENT OF THE ROLE AND MISSION OF BOWLING GREEN STATE UNIVERSITY

PREAMBLE

The mission of the University is to uphold, promote, and implement the educational values essential for the continuation of a free society. In carrying out this mission, the traditional values held by the University community will be relied upon and strengthened. These values are stated in the undergraduate catalog as follows:

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

The extent to which these goals are met depends upon the intellectual and cultural environment of the University, the wisdom and dedication of the faculty, and the intellectual curiosity, ability and energy of the students. To achieve this end, the University strives to attract the most qualified students and faculty committed to goals of productive research, quality education and scholarly achievement.

The Role and Mission Committee finds these general goals of the University to be excellent ones and hereby affirms that they should continue to be the academic goals of Bowling Green in the future. The Committee recognizes, however, that the University and higher education itself have changed since previous catalog and mission statements were written. Internally, the University has changed through the expanded scope of programs at both the undergraduate and graduate levels, and the image of Bowling Green has shifted from primarily a regional and residential university to an institution with an increasingly national and international focus. Externally, the world has become more interdependent through vast changes in technology and communication, and the emergence of a world economy. In the light of the vast changes both internal and external, it is the aspiration of many students, former students, faculty and administrators for Bowling Green to establish an identity among the academically distinguished universities of this country. Therefore, the Committee proposes the following specific goals for faculty review and approval.

A. Constituencies

In the past there has been substantial emphasis on increases in numbers of students as indices of Bowling Green State University's success. In the future, in part at least because of the Ohio Board of Regents' ceiling on enrollments, growth in numbers will be nonexistent or severely curtailed. We propose that the emphasis for the next decade be on: (a) improving the caliber of undergraduate students; (b) increasing the proportion of graduate and professional students; (c) increasing the diversity of the student body, and (d) improving the quality of life for students. Goals 1 through 8 deal with these thrusts. The reader should note that specific quantitative targets are stated in the case of only two of the goals. This does not mean that specific targets should not be set in the cases of the other goals. Rather, the omission of such targets should be interpreted as indicating a need for further faculty discussion before they are set. These attributes of a university tend to be interrelated, and a significant improvement in any one of these components will have spill-over effects into other areas. Because of the enrollment ceiling set by the Ohio Board of Regents, Bowling Green has a unique opportunity for directing its resources toward an enhancement of the

qualities of the students who attend. Accordingly, an aim of the University is to increase the financial aid and scholarships for academically qualified students.

Student body composition, even in a state university, is a function of University choice, and the quality of the students who apply and attend will depend on the financial opportunities available and the quality of the academic programs that are offered. Students enrolling at Bowling Green should have the intellectual and career motivations to benefit from the expertise of the faculty and to have the capacity for successful academic performance in meeting the degree requirements of the University.

Future growth of the University should be measured in terms of quality rather than quantity. Because the growth of Bowling Green as a state university can no longer be measured by the number of students who attend, the opportunities for growth lie in improving the academic skill and talent levels of the student body. Accordingly, it is a goal of the University to become the first choice of Ohio high school students with the highest academic qualifications. A reasonable and achievable measure of progress toward this goal would be a sequential improvement in the average ACT scores of the incoming freshman classes for each year over the next ten years. The available pool of high school graduates in the State of Ohio will remain sufficiently large that colleges and universities with a reputation for excellence will be in a favored position for attracting students.

A related goal is to increase and make more productive the coordinated efforts of the University in the recruitment and subsequent granting of necessary financial aid and scholarships to academically qualified minority students. The culminating goal is to increase the number of minority students who enroll and graduate from the university. There is a need to increase the number of students coming from Hispanic populations as well as from other minority constituencies. To enable Bowling Green students to develop a deeper awareness and appreciation of all minorities, attention should be given to the diversity represented by handicapped/ disabled students in addition to the racial and ethnic subgroups of the larger population. The faculty in the various departments of the University should be encouraged to continue the development of special curricular programs for all minority students of high skill and promise.

The University should promote more of an international and intercultural dimension within its student body and across its academic programs. In order to enrich the cultural diversity of its campus, a goal of Bowling Green State University is to recruit substantially larger number of academically qualified foreign students. This goal necessarily implies that support services will be provided as necessary for improving English proficiency and for making housing and food services available to those students on a 365 day per year basis. The recommendation to recruit additional foreign students assumes that education is one of our most important national resources and that educated persons in positions of national leadership will become increasingly important for the reduction of international conflicts. The multicultural dimension of education at Bowling Green may be further enhanced through the use of visiting or exchange faculty from foreign countries, through incorporating a greater degree of cultural pluralism into the University's curricula and extracurricular programs, and through further development and promotion of study abroad programs.

An ancillary goal related to the University becoming more diverse and less provincial is to attract increasing numbers of academically qualified students from out-of-state. The success of the University in recruiting more undergraduate students from outside the state of Ohio will in large measure depend on enhancing the reputation of Bowling Green for the quality of its academic programs. The merits of our outstanding programs should be publicized and the recruitment talents of graduates of the University should be enlisted. The University should explore ways of reducing tuition costs for highly qualified students from out-of-state, including the feasibility of negotiating reciprocal fee waivers with other states or convincing the Ohio Board of Regents to change its funding formula.

Generally, academically distinguished universities have a higher proportion of graduate students than is currently the case at Bowling Green. To improve our national and international reputation, growth at the graduate level is essential. While the University will continue to maintain a strong undergraduate emphasis, it is a goal of the University to increase substantially the number of its graduate students over the next ten years. This is to be accomplished through more active recruitment of top quality graduate students, enhancement of existing graduate departments or areas, and the development of selected new graduate programs. The anticipated gradual student growth at the graduate levels will necessitate a similar reduction in the number of undergraduate students on the main campus. A greater proportion of graduate and professional students, relative to undergraduates will invigorate the intellectual environment of the entire University community.

The University should be more concerned with the growing numbers of "non-traditional students," whose educational and career experience patterns, preparatory backgrounds, special qualifications, interests, and life/career aspirations require special recognition and response on the part of the University. These are the students who have experienced an interruption of their formal education for a variety of reasons and are seeking to acquire the skills and knowledge a university has to offer. In recognition of these new constituencies seeking higher education, it is a goal of the University to attract on a yearly basis an increasing number of non-traditional students and to respond appropriately to their levels of preparation, experience, needs and interests. The response vehicles will most likely be the programs, or adaptations thereof, of the several undergraduate and graduate areas of the University and the on and off campus offerings of the Office of Continuing Education, Regional and Summer Programs, and the availability of evening credit courses.

A state-assisted university has an inherent mandate to make its educational programs, services and the professional expertise of its faculty available to governmental agencies, business firms, educational institutions and other organizations, groups and individuals. Through the provision of such services the university not only contributes to the society in which it exists, but benefits directly in return. Not only does the skill-base of the faculty increase, but the overall understanding of the university by outside constituencies may be increased. Accordingly, the University endorses the desirability of providing consulting and research services to clients in Ohio and elsewhere through organized University programs and through individual faculty-client relationships, so long as such activities are consistent with faculty members' contractual obligations and professional responsibilities.

B. Academic Programs

The success of Bowling Green in attracting quality students at both the undergraduate and graduate levels will depend in large measure on the quality of the academic programs that are offered. The University presently offers 189 undergraduate programs, 60 masters' degree options, and PHD degrees in nine different areas. The quality of these programs needs to be periodically reviewed to ensure that they are producing educated persons. The scope and nature of the knowledge and skill required of an educated person has been altered irreversibly through technological advances in recent decades and will continue to change in the future. Programs must be developed to incorporate new subject matter and new modes of learning into the curriculum. Continuing effort is necessary to collect, organize, and interpret the expansion of knowledge in order to illuminate social values and goals as well as to advance them.

Undergraduate Programs

Concerned with excellence and the possibility of changing the composition of students, Bowling Green must marshal the resources of its faculty and staff to build on its traditional strengths. The University's strengths have been the quality and breadth of undergraduate instruction, the accessibility to students of programs of instruction not usually available at comparable institutions, and a distinguished record of research. A goal of the University must be to maintain and enhance

the excellence of undergraduate education, which is and should remain the cornerstone of the institution. To keep pace with the innovations in education, departments should review their curricula to ensure that they offer a clearly defined sequence of courses with clearly defined goals, contents and methodologies; the general education skills should be integrated into this experience. We should consider offering more problem and value centered teaching, more seminar classes, introductions to the major, and capstone experiences. The University should also consider mandatory advising. It should consider increased support for special programs by finding models other than the often restrictive SCH driven system.

A central mission of BGSU is to provide its undergraduate students with a "practical liberal education." Emphasis on a practical liberal education recognizes two central needs of students: preparation for a career and preparation for life as an educated person. To ignore or slight either would deprive our students of their futures. Higher education can afford to be neither an "ivory tower" that turns its back on the world while touting the intrinsic benefits of learning, nor a specialized "trade school" which provides training for jobs and, in doing so, neglects preparation of the student for life. The University should strive to provide the broadest possible education, and permit the student to see the world from a perspective wider than the confining limits of the contemporary culture. A practical liberal education cannot be defined as specific numbers of credit hours in specific areas. The fundamental concern should be with the quality of the education which the University is providing.

Endorsement of the principles of a practical liberal education implies that undergraduate education at Bowling Green State University should include as a minimum: (a) a core of common learning to provide students with functional understanding of the arts and humanities, natural sciences, social and behavioral sciences, and cultures other than their own; (b) skills in writing and reading, speaking and listening, computation and mathematics, problem solving and critical thinking, and decision making and value analysis. Ideally these skills should be taught as integral parts of those courses already in the major fields and the core of common learning. The proliferation of new courses aimed specifically at those skills should be discouraged. Additional components of a practical liberal education include (c) a concentration in a major field, with attention to preparation for a career and for life beyond the career; (d) a means of guiding and supporting students as they become educated generally and in their major specialization; (e) a means of socializing students to the realities of life in a complex and culturally diverse world. These considerations imply several further goals for the University.

Curricula options must be available to accommodate the career interests of students and to recognize the value placed on educated professionals within our society. Accordingly, a goal of the University is to offer professional degree programs. The professional degrees have as their primary emphasis the development of skills, concepts, and sensitivities essential to professional competence. The professionals must function as practitioners who exhibit both technical competence and a broad knowledge of their specialty field. However, care must be taken to assure that the demands of career preparation do not drive out the liberal component. Space in professional degree programs must be provided to permit students to develop an understanding of the other areas of human accomplishment and to hone their abilities to communicate through speaking, reading, and writing. Further, professional students should study the natural and physical sciences, the social sciences, and the humanities. Those enrolling in these programs should be encouraged to select offerings which will equip them to function and to interact with the total society, to adapt to changing social conditions, and to function as contributive and educated persons.

The University should recognize the growing importance of the international component in undergraduate programs, resulting from three trends. First, as citizens, today's students will be confronted throughout their lives with issues that transcend national boundaries and local experiences. The political, economic, and cultural worlds in which they will live will require an understanding of events and forces that shape them and an appreciation of other customs and cultures. Second, much of the economic future of Ohio lies in international trade. Third, students

from other nations can be expected to be a larger proportion of BGSU's student body in future years. For these reasons, the University recognizes an important mission of providing its students an education with an international and intercultural dimension. So interdependent are the political, economic, and cultural worlds that an understanding of the international issues and values that shape them within the context of other cultures and customs is now necessary for both good citizenship and basic education.

It is also important for Bowling Green to recognize the multicultural dimensions and ethnic pluralism within and adjacent to our national boundaries. In recognition of the cultural diversity of North America, the basic principles of due process, and the importance of a profound regard for the integrity of other persons, a mission for the University is to create an environment which will uphold, promote and instill multicultural values in students, faculty and staff. The multicultural dimension of educational programs holds a special place in the transformation of undergraduate students into educated persons at Bowling Green. Racial and ethnic minorities are underrepresented among the undergraduate constituencies at this University. If the University is to be more successful in attracting minority students, academic programs and the social climate must have something to offer them. Additionally, it is important for the typical student, faculty, and staff at Bowling Green to develop a deeper awareness and appreciation of the differentials in life styles and historical heritages among subgroups of the American population.

Graduate Programs

While Bowling Green has and will continue to maintain a strong undergraduate emphasis, the enhancement of existing graduate departments and the development of selected new graduate programs will benefit the University. For development in graduate education is not inimical to continuing excellence in undergraduate education. The prestige and recognition accorded to a university at the national and international levels depend in large measure on the quality of the students who elect to study there and on the quality of the programs that are offered to those who attend. To improve our reputation as a mature university, growth at the graduate level is essential. Accordingly, quality programs at the graduate level will be designed to attract a larger number of graduate students, to enhance the research productivity of the faculty, and to create a more cosmopolitan atmosphere on campus.

While Bowling Green will not likely achieve the breadth of graduate offerings that are characteristic of much larger, well-established institutions, an important and realistic goal of the University is to improve and enhance the graduate programs that already exist on campus. Many of our programs are positioned to advance in terms of their quality and visibility. This advancement will, in part, depend on an outlook that reaches far beyond Northwest Ohio in the recruitment of new faculty and graduate students. Additionally, special care must be taken to ensure that when vacancies become available in faculty positions, positions for graduate students, and positions for administrative staff, these are filled with particularly skilled individuals. A few well-placed, highly visible, and active faculty, and the presence of qualified graduate students to stimulate and support them in teaching and research can have a tremendous effect in advancing graduate programs. It is likely that strengthening graduate programs in this manner will attract additional graduate students and enhance the overall reputation of the University.

Other opportunities for growth in graduate programs must be explored through an examination of societal need, market demand, and uniqueness of programs. A realistic approach in meeting such opportunities is to draw upon existing strengths and the unique qualifications of the faculty in specific departments to offer programs that do not duplicate those readily available at other state universities. Toward this end, it is a goal of Bowling Green State University to initiate new PHD programs in selected areas. In preparation for new PHD programs, the administration should upgrade the current academic self-study process and make greater use of external review teams. The initiation of new PHD programs should be based upon a clear demonstration of the high quality

of the department's faculty and strong evidence for the excellence and feasibility of the proposed program.

Opportunities for growth in strong departments that do not currently have PHD programs must be explored by initiating new programs at the master's level. New program planning at the master's level should build upon existing faculty strengths and open up new possibilities for the development of quality programs especially through exploiting interdisciplinary areas. We have seen repeatedly where points of overlap between the more fully established disciplines become the new centers for academic development and innovation. New directions are often forged by opening communication links between departments and by combining the faculty expertise from two or more disciplinary areas. If programs at the master's level in one of these more specialized areas are perceived as needed and if they represent academic combinations not readily available elsewhere, students might realistically make the decision to attend Bowling Green.

In furtherance of the University's desire to seek additional ways to encompass community linkage, opportunities that are compatible with business and organizational needs must be explored. In assessing alternative areas for growth most likely to reap the greatest benefit to the University, both internal self-study and outside consultants should be utilized. Toward this end, the review processes should be oriented toward developing appropriate new professional programs. Review of the existing structure and content of graduate programs may also suggest new ways of redesigning these programs to meet opportunities that are emerging in the growth-oriented sectors of the American labor force. The same review mechanisms may identify other graduate programs that either have failed to measure up to desired levels of quality or that have outlived their historical usefulness and as a consequence should be eliminated.

C. Learning Environments

Quality graduate and undergraduate education by definition encompasses a strong research component. Because of this every effort must be made to support and enhance the environment in which research takes place. Research is the search for new knowledge and, as such, it is an activity in which all students and faculty members should be engaged. It is likely that graduate and undergraduate students will be highly rewarded by an environment in which research is a central activity.. Opportunities for student financial support, laboratory and computer experience, as well as for data collection and analysis and conceptual inspiration all increase to the extent that research is enhanced on this campus. Students at all levels benefit from individuals who are actively involved in the research process, whose research is cited in textbooks and professional journals, and who lend their expertise in evaluating the projects and papers in which students are engaged.

Improvements can be made in both the formal and informal curricula to create an environment more conducive to serious intellectual work, steady development of moral character, and responsible preparation for a career. BGSU can provide, in a large university setting, some of the best experiences which occur in smaller colleges and universities. The University should allocate its resources to provide the personalized qualities of education available at a small school and the range of opportunities available at a large one. Using the resources of a large university, Bowling Green can advance this goal by (a) increasing the number of quiet places on campus where students can pursue artistic and intellectual interests; (b) integrating advanced educational technology, such as microcomputers, into living and learning areas to serve as centers for intellectual activity; (c) encouraging positive attitudes toward human rights among members of the faculty, administration, and staff so that they may serve as role models and mentors in this area; and (d) offering a wide variety of intellectual, cultural, and artistic activities and events.

In promoting the personalized qualities of education, the University systems must be sensitive to student feelings, behavior, attitudes, beliefs, understandings and values. Accordingly, it is a goal of the University to recognize that the developmental tasks essential to each individual must be

fostered. The primary forms of essential learning include (a) the development of competencies in intellectual, physical/ manual, and interpersonal realms; (b) the functional uses of emotions; (c) the clarification of identity through examining values and goals; (d) the acceptance of diversity and increased tolerance in interpersonal relationships; (e) the creation of purpose in life-style and vocation; and (f) the development of integrity and morality.

In the process of enhancing learning environments, the University should try to help individuals understand their own needs and aspirations in light of the vast drama of the human condition. Toward this end, an additional goal of the University is to provide opportunities for students to develop a sense of personal fulfillment within the context of an interdependent society. This is a necessary goal in the preparation of students for active involvement and participation in the public domains of community, state, and nation. The sense of security and well-being at the individual level depends in large measure upon the types of mediating links that are established with the totality of modern culture.

D. Faculty and Resources

The principal role of a member of a university's faculty is to generate and acquire knowledge, to assimilate this knowledge with previous knowledge and experiences, and to transmit this knowledge to the students and to the world. All faculty members should commit themselves to continually improving their teaching ability. Good teaching cannot be sustained for long periods of time in any discipline without knowledge of the frontiers of that discipline acquired through creative scholarship. For faculty members directly and continuously engaged in research inspire students, increase their motivations, and enlarge their opportunities to become educated. Therefore, in order to achieve excellence in educational programs and recognition as a mature university, Bowling Green State University must recognize and support achievements by the University's faculty in both teaching and research.

A primary goal of Bowling Green State University is to develop, maintain and recognize effectiveness and excellence in teaching. Effective teaching is an essential part of satisfactory faculty performance and should be a necessary condition for promotion to higher ranks. Annual evaluations should include recognition of good teaching, and the University should continue to find ways to recognize and reward truly exceptional teachers. The faculty should be sufficiently flexible to adjust to significant new educational demands, and the institution must foster that flexibility by providing for continued faculty development with appropriate resources.

A further goal is to take such steps as are necessary to mobilize and enhance the research and scholarly productivity of the faculty. This goal is grounded in the assumption that educated persons must be taught by creative and productive scholars. As members of a university faculty, scholars are expected to make the findings of research in their disciplines available to students through effective teaching. However, effective teaching should be regarded as a necessary, but not sufficient, condition for satisfactory performance in all departments of the University. All faculty members are expected to make continued and substantial contributions to their respective fields through published research and other recognized scholarly activities. Although research takes different forms in different disciplines, it is a given that all faculty should meet nationally prevailing standards of excellence in their respective fields.

A related goal is to recruit the most creative and productive faculty and administrative staff possible at Bowling Green State University. The greatest care should be taken to recruit the best candidates in the field, and there should be accountability for hiring decisions at all levels. Long-range goals should be established for the size, mix, and quality of the faculty. In addition to probationary appointments, visiting appointments of established senior scholars and artists in residence should be established, especially in connection with terminal degree and doctoral programs.

It is widely recognized that there is a fundamental unevenness in the present faculty of the University. Some departments are highly productive with established national reputations, while other departments are characterized by little scholarly productivity and by declining academic programs. In order to maximize the creative productivity and teaching effectiveness of the faculty, a policy of differential departmental and individual teaching loads should be instituted. Productivity in terms of publications and creative activity is dependent upon the amount of time faculty members have for these activities. The faculty with the highest potential will be able to realize it only if they have reasonable teaching loads that recognize these differences. Distinctions should be made between graduate and non-graduate teaching faculty. Further, the feasibility of a new designation of "research faculty" should be explored. Faculty so designated would have significant reductions in teaching loads, which they would be expected to justify through increased publication, grant-writing, and other forms of scholarly or creative activity.

An important further goal is to continue to upgrade and maintain the library, equipment, laboratory and other resources necessary for teaching and research. The University has made excellent progress in upgrading the library in recent years, and should strive toward membership in the Association of Research Libraries. There should also be a continuing significant commitment to keep computer facilities, scientific equipment, and facilities up to date.

To support the research and teaching activities of the faculty, an important goal of the University is to significantly increase the level of external funding for research and education. This goal will require additional effort by Bowling Green's faculty to obtain outside support for their research activities. In turn, the administration should support productive departments and research centers with appropriate faculty replacement, equipment, secretarial assistance, and budgetary relief. There should also be a continuing review of University units to determine whether resources can be reallocated for increased effectiveness. Moreover, the University should undertake to increase significantly its endowment to provide more funds for scholarships, fellowships, and grants.

In recognition of the central importance of professional standards of evaluation, the principles of academic freedom and faculty governance are affirmed. This principle holds that the faculty must have the freedom to teach and to perform research unimpeded by the threat of loss of jobs due to personal opinion, or by social stigma due to the nature of their investigations, provided only that these investigations be relevant to the professional area of training within which they are charged with teaching and research. Moreover, participatory governance on the part of faculty must exist at all levels of the University, because no set of managers or administrators has the necessary expertise to understand what is required for the transmission of knowledge and their performance of research in such a vast array of sometimes unallied professional disciplines. At the same time, the structure of governance should be as efficient and non-redundant as possible, so that faculty energies are not depleted in excessive service activities.

EPILOGUE

The implementation of the role and mission of the University will require the coordinated efforts of many academic and administrative units. Existing administrative units should receive the charge to carry out those aspects of the mission that fall within their jurisdiction. Special ad hoc committees should be appointed only in those cases in which the goals of concern are not covered by the existing committee structure, or in those cases in which existing committees do not, or cannot, effectively carry out the objectives with which they are charged. In all cases, the appropriate administrative unit should be held accountable for implementation of the mission of the University. This should include translating the goals into achievable quantitative objectives and developing realistic plans for attaining the objectives.

The current role and mission statement does not suggest a radical departure from the traditional goals of the University. Instead, the concern has been to translate abstract and traditional goals into more specific policy-oriented directions. Many of the goals are attainable through effective management of existing

resources. Other goals will require expanding the financial base of the University. In the case of graduate programs, the funding formula established by the Ohio Board of Regents provides significant opportunities for expansion and development. In other cases, creative administrative leadership will be required for attaining desired goals.

In the process of developing the role and mission statement, many more objectives for the University were identified than were included in the present report. The hopes and aspirations of the University's faculty are many and varied. Most of the specific goals that were incorporated grew out of the process by which the faculty were involved in reflections of what the role and mission should be. The open hearings conducted by the subcommittees, the two addresses to the faculty by President Olscamp, the final reports of the subcommittees, and the statements submitted by individual faculty members were all an integral part of the process by which the role and mission statement was formulated. The final reports submitted by the subcommittees contain a large number of recommendations for the implementation of the University's goals. Not all of them are feasible, given the current budgetary resources of the University, but many of them are. The appropriate administrative units will receive copies of the subcommittee reports, and the recommendations for goal implementation should receive serious consideration.