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***Not a 'five-minute university'*****BGSU recognizes achievements in student assessment, durable learning**

It was abundantly clear at an awards ceremony earlier this month that BGSU understands the importance of fostering the type of education that sticks with students long past graduation.

The Student Achievement Assessment Committee (SAAC) presented awards to eight University programs for their efforts to create lasting learning experiences for students. On hand to view the presentation was Karen Solomon, BGSU's liaison with the North Central Association of Colleges and Schools' Higher Learning Commission.

Winning the "SAAC Lunch Awards" were the departments of psychology, romance languages, marketing and English, plus the College of Musical Arts, the School of Art, the MBA degree programs and Orientation and First Year Programs.

Part of achieving enduring impact involves not just testing students' knowledge but also assessing one's teaching methods as reflected in student learning. SAAC Chair Dr. Milton Hakel, Ohio Eminent Scholar in psychology, reminded those gathered that the original Latin root of "assess" is *asidere*, or "to sit beside." "We must be coaches and mentors in addition to simply measuring achievement," he said. "That is the path to true, student-centered assessment."

Some of the challenges, he said, include "How do you get students to become active, lively learners? How do you get students to seek feedback? How do you get students to want to be assessed?"

The committee reviewed 346 reports over the last four years and chose 40 finalists (posted on the SAAC Web site), whose work was on display at the event. Nominations were based on specific years' efforts. The finalists all demonstrated that they had focused on the University learning outcomes they wanted to promote, and then developed action steps to enable students to achieve those outcomes.

Not all the finalists came from academic departments. "Student learning takes place beyond the traditional classroom," Hakel said. From dining services to the psychology department, faculty and staff have internalized the belief that to be a "premier learning community," as set out in our mission statement, the University must set clear expectations, promote intellectual engagement and active participation, and undergo institutional transformation.

"True learning," Hakel added, "goes beyond knowing to being able to *do* what you know."

Also key is the awareness that learning takes place in a community and through communities. "We learn from each others' results and build on our learning," he said.

Hakel praised the winners and the rest of the finalists for having helped Bowling Green move beyond being a "five-minute university." He showed a video of comedian Don Novello as Father Guido Sarducci proposing the "Five-Minute University," in which, for \$20, Father Sarducci would teach students only what they would remember in five years.

The audience laughed as Father Sarducci gave his examples: In Spanish, what you can expect to remember is *Como esta usted? Muy bien*. In economics: supply and demand. In business: buy low, sell high. In theology (since he is a priest, after all): Where is God? Everywhere. To graduate, he asks you those items, you answer, receive a diploma and a Polaroid photo, and you're a college graduate!

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Afterward, Hakel said “It’s funny, but it’s too close to the truth.” Attendees had been challenged to sketch out a deep and durable learning intervention—one that students would retain for longer than five years. The finalists and winners all showed excellent approaches to fostering durable learning.

Provost John Folkins commented, “As professors and academics, student-centered assessment is at the heart and base of what we do.” Praising the University’s development of creative and well-rounded assessment methods, he decried the increased national focus on standardized tests, saying they “sterilize the educational process.”

A positive step, he said, is BGSU’s foray into using electronic portfolios, which are valuable tools for student self-assessment as well as presentation to prospective employers.

Nate Oshaben, a graduate music education major who also received his undergraduate degree at BGSU, showed his e-portfolio to the audience. “When I communicate with prospective employers, it’s a very good way to lay out everything I’ve done with my student teaching,” he said. His e-portfolio contained clips of him working in the classroom as well as examples of problem solving he has engaged in and his reflections on what he has learned. “We can view tapes of our student teaching, enter the data and see what we’ve done,” he added. The results can be stored in the portfolio.

Hakel said the next round of assessment reports will be due June 15. “We can show the progress we’re making at putting student learning at the center of this university.”

Note: Oshaben’s portfolio is on the Web at <http://joshab.with.bgsu.edu>. General information about the portfolio software is at <http://Epsilon.with.bgsu.edu>. The SAAC Web site is at [www.bgsu.edu/offices/provost/Assessment](http://www.bgsu.edu/offices/provost/Assessment).

***President’s Lecture Series*****Schools are key in reaching potential of democracy**

“The schools are the final frontier in the march to democracy and full freedom,” said Dr. Patrick Finn in his President’s Lecture Series address March 17. The author of *Education with an Attitude: Educating Working-Class Children in Their Own Self-Interest* believes if teachers and parents are to help the nation’s working-class children reach their potential, they must inspire a new type of motivation to achieve.

All citizens possess three types of inalienable rights, he said: civil rights, which have been secured by the courts; political rights, provided by the legislature, and social rights. Finn contends it is the job of the schools to secure social rights, and the schools are not performing their duty.

The urban activist, author and professor emeritus of education at the University of New York at Buffalo described social rights as the right to decent standards of clothing, shelter and health care, and the right to “live life as a cultivated human being and to participate in the common culture.”

Moreover, he added, without social rights, it is hard for citizens to exercise their civil and political rights—without the knowledge of the culture gained through education, people are less likely to have the awareness or the necessary skills and information needed. Thus, schools have a large role to play in bestowing those rights as well.

Despite its purported basis in equality for all, he said, the American educational system is fairly rigidly divided into working-class and higher-class schools, with resources divided very unequally between them. More importantly than the tangible, physical resources of books and materials, those resources consist of the way education is conducted.

From the unspoken but widely held belief that “poor people are not as smart and certainly don’t work as hard as rich people—that’s why they’re poor people,” to its converse, “rich

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people are more intelligent and work much harder—that's why they're rich," Finn said, come two widely different methods of teaching and of dealing with students that reinforces class roles in the society.

Finn said he believes the country has been functioning under the "myth of meritocracy," which holds that even those from the lower classes who are more intelligent and work harder will naturally rise to the top, and that teachers will recognize these high achievers and help them to move beyond their social class.

In a system reminiscent of Thomas Jefferson's "aristocracy of talent," Finn said, "we believe that this unequal distribution of resources is fair. I believe this model has entered the American psyche, and I want to explode that myth."

Citing studies by Dr. Jean Anyon, a prominent author and political economist of education, that analyzed the education delivered in working-class versus wealthier schools, he outlined striking differences between the two.

She found that working-class students were educated to be obedient wage laborers while richer kids were educated to be creative thinkers and leaders.

Poor and middle-class kids are prepared to take their parents' respective places in the work force. Social rights are distributed along class lines, Finn said.

"All education is either empowering or domesticating," he said. "The richer the school, the more striking is the empowering education," which directly impacts one's ability to participate in democracy and exercise the rights of citizenship.

It is no wonder, then, that often students from poorer schools are not motivated to succeed, he said. And when the "oppositional identity" assumed by students who have a history of oppression with their teachers, such as Koreans in Japanese schools, Palestinians in Israeli schools or African-Americans in white-led schools, is thrown into the mix, students reject any learning offered by what they perceive as an alien culture.

While some people are motivated by an intense interest in learning itself or in a particular subject, which is intrinsic motivation, and others by a desire to get good grades in order to get into college or a job, or extrinsic motivation, Finn described a third type of motivation that he promotes among teachers, parents and children in working-class schools.

That is the motivation to learn in order to help others and to work for social justice. Called Freirian motivation after Paolo Freire, a Brazilian educator who believed that the purpose of literacy is to engage in a struggle for justice, this type of motivation holds the promise of hope for change in poor schools, Finn said.

Just as civil and political rights were not secured without conflict, though, neither will social rights be achieved unless parents and teachers agitate and act on behalf of children, who cannot do it for themselves. Finn said one of his goals is to give parents the skills and knowledge they need to act.

He would like to see universities offer professional education from a Freirian perspective, as well as a minor in working-class education.

"The classroom is the site of the struggle for social rights, and till everyone has secured those rights, we have failed to meet the full potential of our democracy," Finn concluded.

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### **Holocaust remembrance opens with film series**

The International Film Series on Thursday (March 24) will feature "Train de Vie (Train of Life)," the first of four Holocaust-related films leading up to a two-week visit by a German scholar in late April and early May.

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Dr. Norbert Kampe, director of the House of the Wannsee Conference Memorial and Educational Site in Berlin, will discuss the significance of the conference and the tragedy of the Holocaust during appearances at BGSU and elsewhere in northwest Ohio, beginning April 25.

The Wannsee Conference was the January 1942 meeting at which high-ranking representatives of the Nazi Party, German governmental ministries and the SS discussed cooperation in the "Final Solution"—the planned deportation and murder of all European Jews.

Kampe is the featured guest scholar for "Deadly Discrimination: Re-viewing the 'Final Solution' and its Consequences," a collaborative project between BGSU and the Ruth Fajerman Markowicz Holocaust Resource Center in Sylvania. His visit will include discussions in Bowling Green, Findlay, Sylvania and, on Holocaust Remembrance Day, May 6, at Toledo's McMaster Center. There, he will address an expected 250 northwest Ohio high school students at the Mayor's Diversity Breakfast.

Also among the project events is an April 26 performance of "Tikvah: A Concert of Hope and Remembrance," an oratorio by Dr. Burton Beerman, music composition. Kampe will introduce the multimedia production with Philip Markowicz, a Sylvania resident and Holocaust survivor who inspired Beerman to compose "Tikvah" ("Hope"). The 7:30 p.m. performance is set for Bryan Recital Hall in the Moore Musical Arts Center.

All showing at 7:30 p.m. in the Gish Film Theater, the Holocaust-related films preceding Kampe's visit are, after "Train de Vie," "Rosenstrasse" on March 31, "Muslime si pom-hat (Divided We Fall)" on April 7 and "Amen" on April 14.

On April 28, Kampe will introduce "The Wannsee Conference," a 2002 German film that reenacts, on location, the Jan. 20, 1942, meeting. A question-and-answer period will follow the presentation, also part of the International Film Series.

More details about the remembrance project and related events will be forthcoming in Monitor in April.

**IN BRIEF****'Scholarship of Engagement' forum to focus on reward standards**

All faculty and academic administrators are invited to attend an open forum on the scholarship of engagement, from 1-2 p.m. Thursday (March 24) in 207 Bowen-Thompson Student Union.

Guest consultant and presenter Dr. Lorilee Sandmann, associate vice president for public service and outreach at the University of Georgia, will focus on the development of standards for engagement scholarship as BGSU works to integrate the scholarship of engagement into its faculty recognition and reward system.

Sandmann is a national leader on issues related to the development of standards on the scholarship of engagement, including the evaluation and documentation of engagement scholarship.

**CALENDAR****Monday, March 21****BG@100 Open Forum**, 11 a.m., 317

Bowen-Thompson Student Union.

**Canadian Studies Lecture**, by Canadian writer Diane Schoemperlen, 4:30-6 p.m.,

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101B Olscamp Hall.

**Human Rights Film Festival**, "Calling the Ghosts," 1996, about rape as a weapon of war, and "Behind the Labels: Garment Workers on U.S. Saipan," 2001, 6-8 p.m., Union Theater. Call 2-7897 for more information or to arrange to borrow films for class use.

#### Tuesday, March 22

**Solo Theatrical Performance**, "Us? Talking across America," a theatrical cross-country exploration of national character by Ray McNiece, actor, poet and singer, 12:30 and 7 p.m., McBride Auditorium, BGSU Firelands. Sponsored by BGSU Firelands' Student and Campus Activities, Peace and Justice Club and area Voices for Peace and Justice. For more information, contact Larry Smith at 2-0840 or LSmithDog@aol.com.

**Henry A. Garrity Documentary, Film and Lecture Series: Films in French**, "Raja," 2003, France/Morocco, directed by James Doillon, 7:30 p.m., Gish Film Theater, first floor, Hanna Hall.

**Women's History Month Keynote Speaker**, "The Price of Motherhood," presented by Ann Crittenden, author, economist and award-winning journalist, 7:30 p.m., Lenhart Grand Ballroom, Union.

**BGSU Jazz Guitars**, directed by Chris Buzzelli, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center.

**Movie**, "Bridget Jones: The Edge of Reason," 9:30 p.m., Union Theater. Sponsored by University Activities Organization.

#### Wednesday, March 23

**Center for Family and Demographic Research Spring Speaker Series**, "Chronic Communication Disorders and Quality of Life," presented by Rod Gabel, communication disorders, noon-1 p.m., 314 Union.

**Brown Bag Lunch**, "Mom, I Want a G.I. Joe!: Feminist Mothers Raising Sons," with Jeannie Ludlow, women's studies; Cynthia Mahaffey, general studies writing, and Rebecca Ferguson, human resources, noon-1 p.m., 107 Hanna Hall.

**Dissertation Defense**, "Dense Sets of Common Cyclic Vectors of Jordan Operators," by Juan Marin, mathematics and statistics, 1:45 p.m., 459 Mathematical Sciences Building.

**Baseball** vs. Oakland, 2 p.m., Steller Field.

**Dissertation Defense**, "The Praxis of Sagacious Rhetoric: Sage Philosophy and the Rhetoric of African Philosophy," by Omedi Ochieng, School of Communication

Studies, 2-4 p.m., 310 West Hall.

**Provost's Lecture Series**, "The Stratifications of Normativity: Race, Governmentality, and Minority Formations," presented by Roderick Ferguson, American studies, University of Minnesota, 6:30 p.m., 201A&B Union. Reception to follow. Part of the Sexualities and Borders Symposium (see below).

**Faculty Artist Series**, Bryan Chamber Series, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center.

#### Thursday, March 24

**Scholarship of Engagement Forum**, presented by Lorilee Sandmann, associate vice president for public service and outreach, University of Georgia, 1-2 p.m., 207 Union.

**International Film Series**, "Train de Vie (Train of Life)," 1998, France/Belgium/Netherlands/Israel/Romania, directed by Radu Mihaileanu, 7:30 p.m., Gish Film Theater, first floor, Hanna Hall.

**College of Arts and Sciences Visiting Writer**, Aimee Bender, University of Southern California, will read from her work, 7:30 p.m., Prout Chapel.

**Student Composers' Forum**, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center.

#### Friday, March 25

**Movie**, "Bridget Jones: The Edge of Reason," 7 and 9:30 p.m., Union Theater. Sponsored by UAO.

#### Saturday, March 26

**Tennis** vs. Ball State, 1 p.m., Keefe Courts.  
**Bowling Green Philharmonia**, 8 p.m., Kobacker Hall, Moore Musical Arts Center.

#### Sunday, March 27

**Movie**, "Bridget Jones: The Edge of Reason," 9:30 p.m., Union Theater. Sponsored by UAO.

#### Monday, March 28

**Dissertation Defense**, "The Impact of Residential Learning Communities on Students' Civic Engagement in Four-Year, Public, Midwest Universities," by Suhua Dong, Higher Education Administration Program, 9:30- 11:30 a.m., 444 Education Building.

**Human Rights Film Festival**, "Life and Debt," 2001, about Jamaica's economic woes at the hands of the International Monetary Fund, 6 p.m., Union Theater.

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### Continuing Events

#### March 23 and 24

**Symposium**, "Sexualities and Borders," keynote address at 6:30 p.m. Wednesday (see above), then from 9 a.m.-5 p.m. Thursday, 201A and B Union. "Paint!" a theatrical performance by Sile Singleton, will be held at 8 p.m. in the Union Theater. Sponsored by the Department of Ethnic Studies in conjunction with the Institute for the Study of Culture and Society.

#### March 25 and 25

**Threshold Student Festival of Electroacoustic Music**, featuring works for tape alone, instrument and tape, interactive computer, solo laptop performance and video by students from BGSU, Ball State University, Cincinnati College-Conservatory of Music, Indiana University, Oberlin Conservatory and the University of Michigan. Concerts will begin at 8 p.m. Friday and at 11 a.m. and 3 p.m. Saturday, Bryan Recital Hall, Moore Musical Arts Center. For more information, contact

Elainie Lillios, 2-9482. Hosted by the College of Musical Arts.

#### Through April 6

**Art Exhibition**, "Natura Morta," digital collage by Karen La Vallee Norton, Little Gallery, BGSU Firelands. Gallery hours are 9 a.m.-5 p.m. Monday-Friday.

#### Through April 7

**BFA Senior Thesis Exhibition**, Dorothy Uber Bryan and Willard Wankelman galleries, Fine Arts Center, and the Union galleries. Bryan and Wankelman gallery hours are 10 a.m.-4 p.m. Tuesday-Saturday and 1-4 p.m. Sundays. Hours in the Union galleries are 7 a.m.-midnight Monday-Saturday and 10 a.m.-midnight Sundays.

#### Through April 15

**Planetarium Show**, "Spirits from the Sky: The Star World of the Pawnee." Showings are at 8 p.m. Tuesdays and Fridays, 7:30 p.m. Sundays and at 2 p.m. Saturday, April 2. \$1 donation suggested.

## JOB POSTINGS

### FACULTY

**Psychology**. Visiting Assistant Professor. Call Dale Klopfer, 2-2835. Deadline: April 4.

**Leadership and Policy Studies**. Lecturer. Call Julia Matuga, 2-7317. Deadline: April 30.

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](http://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

View job descriptions at: [www.bgsu.edu/offices/ohr/employment/BGSU\\_only/](http://www.bgsu.edu/offices/ohr/employment/BGSU_only/)

The following positions are advertised on and off campus.

**Laboratory Technician 2 (C-016-Rf)**—Psychology. Pay grade 5. Full-time, grant-funded position. The deadline for employees to apply is 1 p.m. Friday, March 25.

**Library Assistant (C-017-Rf)**—Library/Access Services. Pay grade 5. Full-time position. Deadline: 1 p.m. Friday, April 1.

### ADMINISTRATIVE

View job descriptions at: [www.bgsu.edu/offices/ohr/employment/adm\\_staff/](http://www.bgsu.edu/offices/ohr/employment/adm_staff/)

**Associate Director of Gift Planning (V-023)**—Office of Development, University Advancement. Administrative grade 16. Deadline: April 8.

**Coordinator of Student Organizations and Community Service Program (R-020)**—Office of Campus Involvement,

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Student Affairs. Administrative grade 14. Deadline: April 8.

**Assistant Athletic Director for Marketing and Corporate Relations (R-018)**—Intercollegiate Athletics. Salary commensurate with education and experience. Review of applications began March 21 and continue until the position is filled.

**Assistant Football Coach (R-019)**—Intercollegiate Athletics. Salary commensurate with education and experience. Review of applications will begin March 21 and continue until the position is filled.

Assistant Women's Soccer Coach (R-021)—Intercollegiate Athletics. Salary is commensurate with education and experience. Review of applications will begin April 4 and continue until the position is filled.

**Assistant Women's Swimming Coach (R-022)**—Intercollegiate Athletics. Salary is commensurate with education and experience. Review of applications will begin April 4 and continue until the position is filled.

**Assistant Athletic Director for Financial Affairs (R-009)**—Intercollegiate Athletics. Administrative grade 16. Review of applications began Feb. 14 and will continue until the position is filled.

**Psychologist (V-147)**—Counseling Center liaison to the College of Arts and Sciences. Administrative grade 14 (unlicensed) or 17 (licensed). Review of applications began Feb. 18 and will continue until the position is filled.

**Psychologist (V-147)**—Counseling Center liaison to the Office of Residence Life. Counseling Center Outreach Coordinator. Administrative grade 14 (unlicensed) or 17 (licensed). Review of applications began Feb. 18 and will continue until the position is filled.

**Assistant Director, Student Union (R-007)**—University Dining Services. Administrative grade 16. Review of applications began Feb. 28 and will continue until the position is filled.

**Coordinator for Greek Affairs (V-145)**—Student Affairs (re-advertised). Administrative grade 12. Review of applications began Jan. 31 and will continue until the position is filled.

**Residence Hall Director (V-013)**—Residence Life. Administrative grade 13. Review of applications will continue until the position is filled.

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## OBITUARY

There were no obituaries this week.