

New provost lays out vision Improving student engagement, education high priority

By Susan Green



Stephen Kopp, the new provost, recently sat down with Susan Green to discuss some of the key initiatives he has planned for the University.

During last spring's Spotlight on Learning you said Ohio University is positioned to become a model learning community. How do you define a learning community?

What is a university if it isn't a learning community?

A learning community looks at the essence of learning, what it means and how it relates to society's expectations of higher education. It includes innovative learning practices that engage students in active learning experiences.

This active participation in the learning process, rather than absorbing facts, is engaged learning. It is more than dropping in to class, listening, memorizing and regurgitating the information for an exam. Engaged learning is not a totally new idea, but it is gaining momentum.

This movement is already underway at Ohio University, as was evidenced during Spotlight on Learning in May.

Why is it important for Ohio University to move in this direction?

Higher education will be under increasing scrutiny in terms of how students are learning and what performance indicators are being used to indicate effective programs.

Historically, social expectations of higher education emphasized literacy and computation skills, the ability to write, to communicate orally and the ability to do standard mathematical computation. Traditionally, in four years you learned everything you needed to know for the rest of your life.

The expectations of an educated person are quite different today. College graduates are expected to think across disciplines. They are not only expected to write clearly and communicate

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University plans Sept. 11 observance

The Ohio University and Athens communities will join the nation in commemorating the events of Sept. 11. A vigil is planned at 6:30 p.m. Wednesday, Sept. 11 on the College Green. It will feature musical selections, readings and comments by Ohio University President Robert Glidden and other campus and community leaders.

"We will remember those who died, honor those who responded to the tragedy and encourage hope for the future," said Dean of Students Terry Hogan.

The full schedule of events for Ohio University's observance can be found at www.ohio.edu/reflections/.



Ohio University students held a candlelight vigil last year to remember those who lost their lives on Sept. 11.

Rick Fatlica

Continuous accreditation process to focus on quality improvement

By Tina V. Bryson

Ohio University has joined a select group of institutions participating in a continuous accreditation process. The University recently signed an agreement with the Higher Learning Commission, North Central Association of Schools and Colleges, to participate in the Academic Quality Improvement Project (AQIP).

AQIP is a new approach to accreditation that was opened for the first time in Spring 2000 to institutions in the states covered by the Commission.

"We studied the process for a year before determining it would be a good fit for the University," said Gitanjali Kaul, associate provost. "This process promotes a different type of relationship between the University and the commission."

For Ohio University, the new relationship with the Commission will provide both continuing NCA accreditation for the institution and support, encouragement and recognition for its continuous improvement efforts. In joining the project, the University agrees to participate in a cycle of workshops, assessments, reports and activities that

will enable it to strengthen its core educational systems and drive continuous improvement.

"We have a long and successful history as a self-reflective, forward-thinking institution," Kaul said. "Characterized by strong internal leadership, Ohio University has in place the strategic and operational planning processes necessary to launch a quality improvement initiative such as AQIP."

As a participant in AQIP, the University's accreditation process will change. Instead of the traditional reviews every 10 years, the University will be required to have an on-going interaction with NCA, including submitting small annual reports. NCA will conduct a mini review every three to five years, which will be followed by a reaffirmation of accreditation every seven years.

"As long as we participate in AQIP, reaffirmation of accreditation will be a simple validation process," Kaul said. "We are committed to sustaining a learning-centered university and lifelong learning for our students. This process is one step in achieving that."

Traditional NCA Reaccreditation

1. Frequency of interaction with NCA

Self-study and team visits typically occur every 10 years.

The AQIP Alternative

Interactions and reviews will occur on a three-to-five year cycle. Site visits may take place once in a seven-year period (or more often if the institution wishes). In addition, an institution has other opportunities to interact voluntarily with peer institutions and with NCA.

2. Contacts between NCA and institutional personnel

NCA communicates primarily with the Chief Executive and with Self-Study Committees.

Leaders and leadership teams across the institution may be involved, including faculty, staff, administrators, students and others, as the institution wishes.

3. Activities and feedback

The institution typically spends two years studying itself and putting together a comprehensive self-study report prior to receiving a visit and written report from a NCA team.

The institution completes a succinct self-assessment using a quality-based instrument, receives peer feedback, and then develops (with additional peer input and support) a plan for improvement over the next 3-5 years. The cycle then repeats, to foster continuous improvement.

4. Costs

Participation in AQIP is likely to cost an institution more than conducting a traditional self-study and hosting a site visit. But the additional costs are investments many institutions will find they must incur to become more competitive and more responsive stakeholders.

An institution already mounting a serious quality initiative should find it less costly to combine its efforts with AQIP than to engage in a traditional reaccreditation process unaligned with its quality program.

A modern-day miracle: Live organ donation

By Karen Deardorff and Amber MacDonald

David Moore's story is one of struggle and fortitude, but you would not be able to discern this from his big grin and jovial demeanor. Eleven years ago, he received a kidney and pancreas transplant due to a 30-year bout with diabetes that started when he was a child. Because of high toxicity levels in his medication, Moore's kidney failed and doctors had to place him on dialysis and a waiting list for another kidney transplant.

Anticipating a minimum three-year wait for a new kidney, he couldn't believe it when family friend Schuyler (Sky) Cone offered him a wonderful gift — one of her kidneys.

Moore, broadcasting technician with the University's Telecommunications Center, laughed when he recounted how Cone told his wife, Vicki, she wanted to donate her kidney to him. "She was ordering beauty supplies from Vicki and at the end of the conversation she blurted out, 'Oh, by the way, I want to donate my kidney to David.'" Cone's decision to become a live donor meant Moore didn't have to wait three years. If all went well with the medical tests, the transplant could be done in a few months.

Cone, assistant professor in the School of Human and Consumer Sciences, and her husband, Howard Fokes, Facilities Management renovations and maintenance assistant, have been friends with the Moores for several years. Because Moore had an O positive blood type, he could

only receive O positive organs and blood. Cone fit the bill and wanted to do something to help.

"David was truly ill. The risk was worth it," she said.

Although thankful, Moore was scared and hesitant at first when Cone told him of her decision. He asked her to think the decision over carefully and call in a couple weeks if she still wanted to proceed. Two weeks later she called back eager to get started.

After tests confirmed they were medically matched, Cone and her husband had to talk to a social worker to make sure they were emotionally prepared for the operation. The last step was choosing the date for the surgery.

"I suddenly realized what a fabulous mechanism the human body was," Cone said as she was preparing for the surgery. "I appreciated life more than ever before."

Cone's kidney was removed using laparoscopic surgery. Instead of an incision in the patient's side from front to back, the removal was done through four small operating ports which were simply dressed with band-aids. The extraction incision was closed with an absorbable stitch and dressed with skin tapes.

Moore had mixed emotions before the surgery. "So much could go wrong. One little thing and the whole transplant would've been out the window. I am very fortunate to have had very few setbacks and a very good quality of life," he said.



Schuyler Cone and David Moore

Rick Patuca

From the editor's desk

As a fairly new addition to the Ohio University family, I have been struck by the University's impact beyond Athens. There are many faculty and staff making a name for the University outside of the region. And many others whom are building into the lives of students who go out and further the mission.



Tina Bryson

I think that's something to be proud of and that we shouldn't take for granted. This focus will be reflected in *Outlook* this year as we broaden the scope of coverage.

Outlook will continue to cover faculty and staff news, as well as policy changes, the budget and other issues that affect the institution. However, you will also see articles that are sim-

ply for your information, such as the "Donkey Coffee" feature, personal profiles like "Room 321" and rotating features like the recommended book from Ohio University Press.

To enhance our expanded focus, new design elements will also be incorporated. Don't let the new items throw you;

Outlook is still the faculty and staff publication.

We are Ohio University and proud of it. We are impacting the world with groundbreaking research. We are impacting the region with visionary initiatives. We are impacting students, their families and the local community. These are the stories *Outlook* will bring to you this year.

Scholarship & Research

Brian Hoyt: On a mission

By Corinne Colbert

Brian Hoyt has an evangelist's fervor for learning by doing. When he talks about it, he uses his whole body — eyes lit up, hands gesturing, body leaning forward.



Brian Hoyt

But it's not just talk. A former business consultant, plant manager and business owner, Hoyt — now assistant professor of business management at Ohio University-Lancaster — has spent more than a decade developing a unique approach to project-based learning.

"My forte is in doing real business, not regurgitating somebody else's ideas from a textbook," he said. "I learned in business when I was actually applying those principles and concepts."

Since the late 1980s, when he first entered academia, Hoyt has eschewed traditional education's emphasis on theory over practice for hands-on experience. Moving beyond classroom experiments, though, Hoyt has forged a long series of partnerships between his classes and actual business clients.

The apex of his approach is the Virtual Business Training Center, an online business resource center that offers training, market research, project management and other features to businesses. The center also functions as a business lab and virtual internship for Hoyt's students at Ohio University-Lancaster.

The Web-based center integrates compressed video, desktop videoconferencing and Internet tools such as live chat, e-mail and interactive databases, to link members of project teams — whether they are from a small to medium-sized business or students working for a business client.

"It's not about technology for its own sake — it's the technical components that can help us stay connected to the business partner and increase interaction and access to data," he said.

To Hoyt, online technology isn't merely an alternative to business projects; it's the only way to go. It's more efficient, increases communication among far-flung team members and is more likely to yield a successful project.

A prime example is the work Hoyt's classes did for the National Natural Water Bottlers Association. The association wanted to find distributors that could better move its members' products from spring to store. The students tackled the problem as a question of service and loyalty: Determine which services build customer loyalty, then find distributors who excel in those services. Starting in fall 2000, various classes designed surveys for Lancaster-area shoppers, conducted market research and analyzed data. The result was a set of criteria the association — or any business — could use to measure a vendor's ability to deliver superior customer service. All communication was virtual — the client was located in Montana — and the results were posted online.

Although he admits to some "dog failures," Hoyt remains passionate about his vision of project-based learning. And like a true evangelist, Hoyt is spreading the word: He's published a number of papers on the center in peer-reviewed journals, as well as presenting at professional conferences.

"I am hell-bent on finding ways to deliver project-based approaches to undergraduate business programs," Hoyt said.

Outlook Ohio University

Outlook is published the first and third Wednesdays of the month during the regular academic year for faculty and staff by University Communications and Marketing, part of the Division of University Advancement. More than 6,400 copies are distributed through campus mail. *Outlook Online*, the electronic publication, is sent to employees via e-mail on the second and fourth Wednesdays.

News Editor: Tina Bryson

Online Editor: Tasha Attaway

Contributing Writers: Susan Green, Jack Jeffery, George Mauzy and Jennifer Kirksey Smith, University Communications and Marketing; Karen Deardorff and Amber MacDonald, Facilities Management; Paul Warner, Office of Sports Information; Corinne Colbert, freelancer; Matt Gallagher, *The Athens Insider*.

Vice President for University Advancement: Leonard Raley

Printer: Ohio University Printing Resources

Check *Outlook Online* at www.ohio.edu/outlook



Robert Lee



Summer Recap

(clockwise from top) Ohio Football Picture Day 2002 (the Bobcat holds Christopher Robey, Ben Robey signs an autograph for a little fan); OU Jazztet performs during "Jazz at Noon" on the College Green (Tim Cummiskey, guitar; Joh Eshelman, keyboard; Matt James, assistant professor in the School of Music, saxophone and Guy Remonko, professor School of Music, drums); Minority-Males in Engineering and Technology precollege summer program car demo; and Ohio Valley Summer Theatre presents "Damn Yankees" and "The Miracle Worker."



Rick Fatca



Robert Winters



Navajo Code Talkers exhibit opens

Warriors: Navajo Code Talkers debuted Sept. 3 at The Kennedy Museum of Art. This compelling exhibition features 40 black and white portraits of Navajo Code Talkers by Japanese photographer Kenji Kawano. The photographs highlight the Navajo U.S. Marines that defied Japanese intelligence during World War II with their unique and undecipherable "code" based on the Navajo language. The exhibit runs through Nov. 24.

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Room 321

By Susan Green

The walls are lined with mysterious tools. Cabinet drawers contain shims, pads, corks, springs and felts. A giant lathe dominates one side of the room. Instrument cases litter the floor. A mellophone flattened by a road roller hangs above the door.

This is where Rick Seiter, band instrument repair technician for the School of Music, spends his days. He's one of only 10 on-site university repair technicians in the nation and one of two in Ohio.

Easy going and jovial, Seiter is responsible for keeping all School of Music and Marching 110 instruments in tip-top condition. He works on more than 350 instruments a year.

Seiter's interest began in high school. "My father was an electrical contractor and I spent many summers working with him, that's where I acquired my mechanical ability." He also played saxophone and one summer decided to marry his manual dexterity with his love of music to learn instrument repair.

"I went into the local music store and asked if I could work there and learn repair," he said. "They said no. I was devastated." In retrospect it's clear to Seiter why his offer was rejected. Summer is the busiest time of year. It's the only time schools can sacrifice all of their instruments and repair technicians are too busy to train anyone. "It would have been impossible for me to learn anything in two months," he said.

After spending three years as a music education major at Ohio University, Seiter decided he really wanted to be a band instrument

repair technician, so he packed his bags and headed to Allied Music in Elkhorn, Wis., to enroll in their year-long repair program.

He makes time in the summer to give a vinegar solution bath to all of the school's brass instruments. In addition, Seiter takes



Rick Fatica

Rick Seiter has been in the band instrument repair business for 25 years. He said it's fun, rewarding and the best job he's ever had.

time to mentor high school students interested in instrument repair.

Seiter is also in the process of designing for-credit classes for Ohio University music majors to learn the basics of repair. Last summer he offered a graduate credit repair workshop at the University for band directors. Interestingly, band instrument repair is a very popular second career for retired band directors.

Does he ever have days where he can't look at another flute? "Yep," but he said, "This is the best job I've ever had. It's fun. It's rewarding. I'm not going anywhere — I'm staying."

Miracle

Continued from Page 2

When Moore received his first transplant, the procedure was still considered experimental. Doctors only gave him an eight-year estimate on his new kidney and one year on the pancreas — a estimate he has far exceeded. With medical advancements, doctors assured him the operation would be smoother the second time around.

The transplant took place June 21,

at The OSU Medical Center. Cone's kidney is expected to last 15 years in Moore's body and his pancreas is working even better with the new kidney. Although Cone admitted to getting tired easily after the surgery, she was waiting in her Grover Center office to meet her Precollege advisees on July 23. Moore said he couldn't be happier and hasn't felt this good in a long time.

Booknotes

Ohio University Press/
Swallow Press present

"There was this she saw, he was wild. There was this she knew, she loved his wildness," begins "Going Over," a window into the passionate interior life of an Appalachian woman.

Sometimes it's possible to pick up a book and hear the words being spoken by the characters as if you were sitting across the table from them. This is the sensation you'll have as you read through "The Handywoman Stories" by Lenore McComas Coberly.

Whether the story describes the civil defense preparations of a small West Virginia town in World War II, the same town years later dealing with an influx of hippies, or the return of a woman to her roots after decades up north, the voices are convincing and true.

"The Handywoman Stories" themselves are driven by characters shaped by the place they have

lived most all of their lives. They deal with economic depression, mine and war deaths, the arrogance of community leaders and what might have been, but was not, a stultifying environment. Their tools are astonishing resourcefulness, steadfast friendship and always humor.

"These stories are heartwarming and heart-rending. They are sweet, emotional, down-home tales that stir the soul and often bring a tear to the eye." —W. P. Kinsella



University units move to increase accessibility

By George Mauzy

Several Ohio University Facilities Management departments relocated during the summer.

University Human Resources and the Office of Professional Development have moved into the new Human Resources-Training Center at 169 West Union Street, formerly the site of Athens Lumber. The \$4.6 million project includes a 24,500-square-foot, two-story building consisting of office and professional training space. Features of the building include two 100-seat classrooms, two classrooms that seat about 40 people and two 20-station computer labs. A 98-space parking lot is located behind the building.

On July 1, Parking Services left its former location at the Ohio University Police Department in Scott Quad and relocated to the University Garage located at 100 Factory Street. The office, now under the management of Teresa Trussell, records management assistant, and Sherry Barnes, director of transportation and parking services, has announced one major policy change.

In an effort to increase productivity and efficiency, all Ohio University faculty, staff and students must register their vehicles with Parking Services before

receiving a new parking permit. This can be done in person or online by visiting the Parking Services Web site (www.facilities.ohiou.edu/parking). In addition to offering online vehicle registration, the office's Web site includes updates on construction projects or special events that affect parking, information on disabled, seniority, visitor, contractor and vendor parking and downloadable forms for ticket appeals.

The Office of Renovations also moved during the summer. It can now be found at the old dance studio on Factory Street. The move has consolidated the Renovations staff and created more working and office space at the Facilities and Auxiliaries building for the Facilities Management Information Technology staff. The IT staff had previously been divided between its current location and the HDL Center, where it rented office space.

"These moves are a direct result of the University's longtime plan to relocate service-oriented units to the perimeter of campus," said Gary North, vice president for administration. "These units need to be accessible, because they often have visitors, so one of our goals is to house them in buildings with available parking and that have easier access to the public."

Forecast for fall Bobcat sports

By Paul Warner

Cross Country (Men)

The Bobcats return a trio of the Academic All-MAC team from a year ago in senior Brandon Grinwis and juniors David Houchens and Todd Pashak. With that, coupled with team freshmen of the year Jason Linton and Drew Frum, they will seek to improve on last season's 24th-place finish at the Regional Championships.

Cross Country (Women)

Senior Mary Reynolds headlines a talented group of runners on the women's team. Reynolds, who led the Bobcats in all five meets she competed in, finished 13th at the MAC Championships and turned in her best time of the year at the Central Collegiate Championship with a third-place finish.

Fellow senior Tracy Weitthoff also returns as last season's most improved runner along with Kelly Felter – last year's team freshman of the year.

Field Hockey

First the bad news: The 2002 Bobcats will have to do without two of their best players from a year ago – All-American selections Ali Johnstone and

Lauren Mazziotto, who both graduated. Now the good news: Ohio has another star-in-waiting in junior Liz Holtzman, who was among the nation's top scorers, plus a strong supporting cast – including seniors Kristin Auge, Kelly Taylor, Andrea Voros and Jenn Watt – that has the defending East Division and MAC tournament champions looking to qualify for the NCAA Tournament in back-to-back seasons for the first time in school history.



Football

All the buzz this summer has been swirling around the return of senior running back Chad Brinker – and rightfully so. The Bobcats' top star will hit

the field for the first time in nearly 11 months after undergoing surgery to remove a cyst lodged between the back of his brain and his skull last October. Brinker's return should provide the Bobcats the offensive spark that was absent so many times last season and return Ohio to respectability in the MAC after a disappointing season.

Soccer

The Bobcats will look to build on the banner season of a year ago in which they won their second regular season title and first outright. Despite a heartbreaking overtime defeat in the semifinals of the MAC Tournament, Ohio returns a solid nucleus featuring All-Ohio selections Christel Schiering and Abby Leopold. Schiering, a member of the second team, posted team highs of 11 goals and 23 points last season while also earning a spot on the Academic All-Ohio team. Leopold took third-team honors after leading the team in assists. She's also a member of the MAC Academic Honor Roll.

Volleyball

With five returning starters – including two members of last year's MAC All-Freshman team – the Bobcats seem poised to make a return to conference tournament play this fall. Super freshmen Katie Smith and Briana Adamovsky return, along with seniors Michelle Gil and Tracy Binegar, to provide the punch for an Ohio team that is just one year removed from its first ever East Division title. Head coach Mike Lessinger enters his third year at the helm after leading the Bobcats to a 20-win season in 2000.

Faculty/staff help campaign

By Tina V. Bryson

The Faculty/Staff Campaign is a critical component of the Bicentennial Campaign. The total campaign seeks to dramatically transform the campus, the University and the educational experience of current and future generations of Ohio University students.

To date, faculty and staff have contributed \$9 million toward the overall goal of \$200 million and campaign participation has climbed to 57 percent.

"I would encourage all faculty and staff to think of Ohio University as their university, and since it is their university it is a good idea to give some money – no matter what the amount – to show their support," said Louis Wright, faculty/staff campaign co-chair.

There are three easy ways to participate: make a gift online, make a pledge online, or enroll in a payroll deduction program.

"The goals of this campaign are ideally suited to the core interest of faculty which is providing more opportunities for endowed faculty chairs and named professorships, research, interaction with undergraduates, endowments and scholarships," said Samuel Crowl, faculty/staff campaign co-chair. "The end result of this campaign is central to what faculty care about."

Although the \$6 million goal was ambitious, faculty and staff rose to the occasion to support the University. The major remaining goal is to increase participation to as close to 100 percent as possible.

"Many departments, schools and colleges have special funds for scholarships, endowed chairs, etc., but I would like to particularly encourage giving to the new Super Scholarship Fund," Wright said. "These monies will be used to fund need-based scholarships to Ohio University."

The scholarship bears the name of the University's eighth president, Charles Super, who was known as a great advocate of students. The Super Scholarships will initially be offered to first-year students who demonstrate financial need; students who otherwise might be unable to pursue their educational dreams.

The scholarship fund will be created and initially funded by faculty and staff. The goal is to secure enough funding through the faculty/staff portion of the campaign to provide a strong and growing endowment.

For more information, visit www.ohio.edu/campaign.

Parking expected to be juggling act

By Jack Jeffery

Parking spaces on campus will be at a premium Saturday, Sept. 7. The day will be a moving experience in more ways than one for the approximately 3,700 new students moving into the residence halls.

Football and band fans also will flock to campus for the Bobcats' 2002 home gridiron opener which coincides with Band Day. Approximately 800 students from 12 high schools across the state will be at the stadium. They will perform "America the Beautiful" with the Marching 110 during pregame and join the band for another song at halftime.

To help with the traffic flow, the 25 buses transporting the band members are scheduled to park near the credit union when not dropping off or picking up students.

The football game's kickoff has been pushed back to 8 p.m. to allow most parents of new students to leave campus before the fans begin arriving.

"We are doing all we can to make sure the needs of parents, students, community members and fans are met," said Julio Freire, assistant athletics director for facilities and operations. "There has been much planning and teamwork by departments across

campus to ensure the day is a success."

Because of the game, there will be some parking restrictions. Lots 132 and 133, next to Peden Stadium, and lot 134, across South Green Drive, will be closed except for football parking. The closings shouldn't cause an inconvenience since the lots aren't near residence halls. Also, lots 127, 128 and 129, around the Convocation Center will be closed to the general public and limited to football parking at 4 p.m. Those still unloading students will be allowed to leave without paying and latecomers needing to move in will not be charged to park.

Are you ready for some futbol?

Look for the new grass surface at Chessa Field. New additions to the soccer complex include drainage and irrigation systems, a larger grass playing surface and a press box.

Watch the football Bobcats attack opponents on FieldTurf, the new state-of-the-art synthetic-grass playing surface at Peden Stadium. The durability of the multipurpose surface will enable Ohio University to host a wide variety of events, including high school band competitions.

First home football game:
Sept. 7 at 8 p.m. vs. Northeastern
(Band Day and Hall of Fame Day)

First home soccer game:
Sept. 6 at 4 p.m. vs. Fairfield

'Speak Words' brings speech alive

By Matt Gallagher

Play with words and someone is bound to get burned. Juggle adjectives, spin verbs, stand a profound idea on its head, and you've sparked a poetic circus, a festival of the spoken word for ranting madmen. The Donkey Coffee stage welcomes you to spout your trout, fry your fish and butter your blueberry waffles—poetically speaking, of course.

Spoken word at Donkey Coffee is about playing with words. Scrap is divine, so give voice and life to the coffee-stained pieces of notebook muse left abandoned in shoe boxes and jean pockets across the nation. Whether you read from a Betty Crocker recipe book, lyrics you wrote for your dog in the middle of that dreary class or a muse you

pulled out of the moon, there's an open microphone with your name on it and a packed house that will take on your every word.

Packed houses are a Sasquatch sighting in Athens during the summer. It's rare to see a packed room in the summertime when no music is involved, especially in a place where they don't serve beer or beer nuts and smoking is relegated to the sidewalk. With mere coffee and smoothies to lure in the palate, Donkey Coffee spoken word night managed a packed house in the middle of July because people were genuinely interested in sharing each other's words.

But the people at Donkey go to bed early, so get there ahead of time and get your name on the list, some

caffeine in a glass and a chair to rest your bones. Sign-up happens at 8:30 p.m. Words start spouting at 9, it's over by 11, and we are safely tallying sheep by the stroke of midnight.

Turn on, tune in and drop in. Donkey Coffee will make a poet out of you, even if you do other people's taxes for a living.

—Courtesy of *The Athens Insider*

"Speak Words" is held every other Tuesday, starting Sept. 9 at 9 p.m. Donkey Coffee and Espresso is located at 17 1/2 W. Washington St. For more information, call 594-7353.

Perspectives

Why I teach?

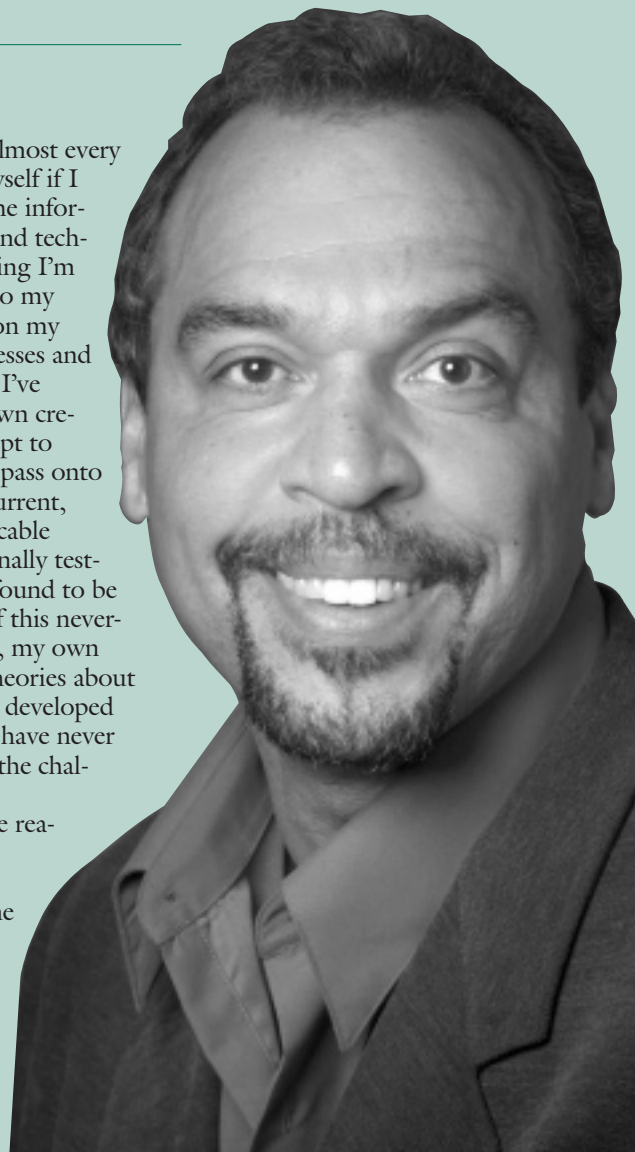
I am probably one of the most unlikely suspects to have ever become a university professor. My history with the world of academia is spotty at best. In my freshman year of high school, the Chicago public school system and I agreed to part ways and I remained estranged from the world of academia until a professor at a community college in Chicago encouraged me to investigate the Iowa Playwrights Workshop.

After obtaining my master's degree, I was persuaded by a friend, after much cajoling, to teach a playwriting class at Northwestern University. There I met students who were much like I imagined I was at that age: curious, thirsty for knowledge, suspicious of authority, but in search of a path by which to begin a journey. I felt as if I owed it to them to do what had been done for me: to illuminate a path and, if needed, to serve as an example of what could be.

I've been teaching now for 15 years and I am evermore wary of slipping into the complacency that marred my early education. Because of this ever-vigilant caution, I constantly review my own viewpoints and methods of working as a pro-

fessional writer. Almost every morning, I ask myself if I honestly believe the information, theories and techniques about writing I'm about to pass on to my students. I question my own writing processes and recent discoveries I've made about my own creativity in an attempt to ensure the ideas I pass onto my students are current, relevant and applicable ideas I have personally tested—ideas I have found to be true. As a result of this never-ending evaluation, my own convictions and theories about writing have been developed to a level I would have never achieved without the challenge of teaching. Altruism aside, the reasons I teach are purely selfish. Teaching makes me a better writer, a better artist and a better person.

Charles Smith
Professor
School of Theatre



Kopp

Continued from Page 1

effectively orally, but visually as well and to make use of whatever multimedia necessary to get the job done. The expectation is that they continue to learn and grow.

So, we need to leverage every resource we have to improve student engagement. That's no small task.

How do you change the academic landscape to reflect social expectations?

It will be difficult for people to unlearn 100 years of pedagogy, but it starts with revising the pre-college program, improving freshman engagement, elevating the role of faculty and implementing the new general education program.

Right now the greatest transition we need to make is redefining the role faculty play in the educational process. Their current role as lecturing experts is almost passé. In order to engage students professors need to be mentors or facilitators rather than didactic lecturers, guiding students through the study of a subject and focusing on how students can use that knowledge.

This is not without difficulty. But the power of this is that once students are engaged in an experiential way and understand principles that are context oriented but have generalized application to other concepts, they begin to think in those terms.

Does engaged learning help to answer the question: What is college for?

Yes, and the University's new general education program helps answer that question and gets at the essence of what it means to be an educated person in the 21st century. It will also define Ohio University as a model learning community.

True learning changes how students see the world, how they make decisions and enhances their understanding. It lays the foundation for lifelong learning.

The question we are asking ourselves is: How do we reach into the innate curiosity that every human being has and release it to where the curiosity becomes a driver for what students are learning?

What will it mean to be a graduate of Ohio University?

It means that graduates leave the University well prepared to enter the workforce, enriched and confident that they are prepared for the challenges ahead. And more importantly, that they have the enduring capacity and motivation to continue to improve who they are as a person and as a citizen, and to make a difference in the world around them.

Next week's *Outlook Online*:

-Glidden Sept. 11 video clip
-Faculty promotions and tenure

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