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Kiosk


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AHC focuses on finding funds

This year the U is asking the state legislature for \$37 million to help educate medical and other health-professional students. Without the funds, officials say, a crisis is unavoidable.

As everyone knows, all toothaches begin Saturday night. But suppose treatment for your toothache has to wait, not just until Monday, but until next Friday, because you live in a rural part of Minnesota that lost its dentists to retirement and couldn't replace them. Worse, now suppose you have to drive 40 miles to find a doctor because your local family physician went the way of the local dentists.

It won't happen tomorrow, but like a snowball poised on a mountain top, a financial crisis threatens to set off an avalanche that could all but smother Minnesota's prime source of health care professionals.

That source, of course, is the University's Academic Health Center (AHC), which supplies two thirds of the state's doctors, as well as most of its nurses, dentists, pharmacists, and other health professionals. The snowball is a growing shortage of funds for training these professionals, largely the result of cutbacks in Medicare and clinical income earned by University physicians. What happens in the next few years will likely determine whether the University fills the health care needs of the state in the next century, or whether that role will pass to other universities and medical centers.

Double whammy

The problem stems from two main causes. First, the Balanced Budget Act of 1997 has reduced the payments Medicare makes in support of medical residents. The flow of Medicare dollars follows a complicated formula, but basically these dollars are paid to hospitals and clinics in which University residents work and train, says Katherine Johnston, chief financial officer for the Academic Health Center. The University actually pays the residents, and the hospitals and clinics reimburse the U. This money is not part of the AHC budget, but its loss hurts. Johnston says that these losses will mount over the five years following passage of the legislation, and by the end of fiscal year 2002 the cumulative loss to the state of Minnesota will

amount to nearly \$100 million, of which about \$50 million is for University programs.

Second, medical education depends heavily on income earned by University physicians in private practice conducted at University clinics, and those practices are taking a hit from managed care.

"About a third of our budget comes from the physicians who practice here," says Medical School dean Alfred Michael. "Private practice accounts for about \$110 million of the Medical School's \$340 million annual budget."

But managed care organizations have been reluctant to send patients to University doctors because they cost more than other physicians. That's because U doctors teach medical students and residents, and are also more likely to see the difficult cases. Restrictions on reimbursements imposed by managed care have forced U doctors to see more patients to make up the difference. This may

generate more income to support the teaching of medical students and residents, but it leaves the University physicians with less time to do it. And how does one teach, let alone treat, adequately under imposed time constraints?

Not enough hours

"In managed care, you're supposed to see patients in less time—say, about 10 minutes," says gynecologist and assistant professor June LaValleur. "That's ridiculous for some patients." LaValleur had increased her patient load to offset managed care-induced losses to the point where she was working 70 hours a week. When she wound up in intensive care with an abnormal heart rhythm, her cardiologist thought the rhythm might have been induced by stress, so LaValleur cut her work week down to 50 hours.

As faculty physicians are forced to spend more time seeing patients, they are left with little time not only to teach but to perform research. Recently the National Institutes of Health, the number one source of federal health-related research funds, saw Congress increase its budget by \$2 billion, or 15 percent. Competition for the extra research funds will be keen, and University faculty will be at a disadvantage if their research time is limited.

These changes are coming at a time of revolution in health care, with more and more medical education happening in clinics and outpatient areas and less in university hospitals, Michael says. This shift costs money. Also, doctors and nurses of the future will need special skills to deal with advancements in technology and an aging population.

Funds for a new paradigm

The Minnesota Legislature has responded to the growing crisis by creating the Medical Education and Research Costs Advisory Committee (MERC) and trust fund within the Department of Health to fund clinical training sites for medical residents and students in nursing, pharmacy, dentistry, and medicine (in their third and fourth years). For fiscal year 1998, sites where AHC students train received about 42 percent of the \$17.8 million total, but funding is only guaranteed for one more year.

The University has already taken measures—including selling its hospital, decreasing the number of residents, and consolidating its physician private practice plans to compete more effectively in the health care marketplace. Raising tuition is not an option when the U ranks among the most expensive three or so public medical schools in the country. And as for offering more residencies of the shorter, less expensive kind, the U is currently the leading producer of primary care physicians, whose residencies last three years. (The longest are for surgeons, lasting

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

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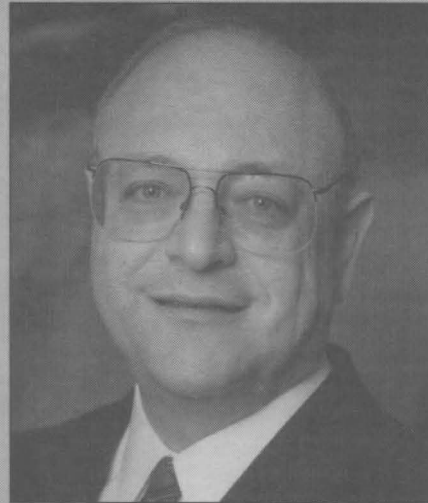
Memo to managers

By Mark G. Yudof

As I've said on many occasions, one of my major goals as president is to foster a culture of service at the University of Minnesota. To do so, I'm encouraging various administrative groups to give managers service-oriented leadership training, and I'm doing likewise with a group of my own. Here are some ideas that underlie a service culture as I see it.

First, I believe that as a people-centered organization we must provide services that are high in quality and designed to meet the needs and expectations of the individual. And I am proud that through outreach programs and internships, we train succeeding generations to serve the wider community—instilling values that bridge gaps created by economic or social inequality and extending the University's tradition of community building.

This same spirit involves all of us at the University in a constant exchange of services. You may serve by stocking the shelves of a bookstore, and you are served by others when you pass through



a cafeteria line. These interrelationships—without which the U could not function—give us a common bond and a shared set of concerns. They define us as a community.

Who benefits from good service? For undergraduate students, clean streets, classrooms, grounds, and housing make the day-to-day experience livable and enjoyable. In fact, such qualities are a prime factor in recruiting good students—and are fast making us one of the friendliest public research universities in America.

Among faculty and staff, well-maintained

labs and offices, timely paychecks, landscaping, etc. boost morale and loyalty. Similarly, renovations and the conscientious maintenance of our buildings preserve our 150-year heritage—justly a source of pride for all Minnesotans.

So I would urge all service providers to get beyond a narrow approach to their jobs and take a wider view of overall functions and operations. Solve the whole problem, not just your piece of it, by working together. See every encounter through the clients' eyes; if you don't have an answer, make a call to help them out. Don't simply bounce people from one building to another.

I would also suggest that all of us are paid not just to act but to think. (To paraphrase Descartes: "I serve, therefore I think!") More than in most organizations, you have discretion in decision-making. Use it; don't just react with mechanical sameness to every situation.

Finally, give everyone the same respect and courtesy you'd like to receive. Everyone should be treated as valued colleagues—a word, incidentally, derived from the same root as "college."

On their behalf and my own, thank you!

Y2K: De-bugging the millennium

Come next New Year's Eve, the people on the Year 2000 readiness team are planning to celebrate. Leading up to that moment, they will be hard at work to make sure the University takes care of its Y2K problems.

And just in case there are any unexpected glitches, they'll be on call at the turn of midnight to fix whatever needs fixing.

"There's bound to be a lot of nuisance sorts of things," says project director Ken Hanna. But for overall readiness at the U, the team is confident.

"The elevators will work. Payroll will work. We'll have heat and electricity," says Steve Cawley, acting chief information officer.

By now, just about everyone knows about the Y2K problem, resulting from a space-saving decision by programmers to identify years by only the last two digits. Unless equipment and software are fixed or replaced, some computers will think the year 2000 is 1900.

With the year 2000 less than a year away, the University team is tracking 426 projects, some big and some small. "A little over half are complete. Over the last four months we completed more than 200 projects," Cawley said in December.



"We'll be in good shape on the projects we know about," he says.

What worries the team are the projects they don't know about, most of all faculty research projects. It's easier to keep track of administrative systems than projects that are under the control of individual principal investigators (PIs).

"It's not as if every research program has a problem," Cawley says. "But even if it's a small number we have to find them." One uncorrected problem could "end up corrupting several years of research data."

To reach out to PIs, the readiness team has been "writing them letters,

offering them training seminars to bring them up to speed, directing them to resources," Cawley says. "We encourage faculty to take this seriously, to ask for help." As long as a problem is identified in the near future, it can be taken care of, he says.

"Procrastination is the enemy of good year 2000 work," Hanna says. People should think of the deadline as June 30, not December 31, he says.

"We anticipate that in the last six months of 1999 a lot of folks who procrastinated will be competing for

resources and products," Cawley says. "There will be vendor shortages. If you don't get your order in early for a replacement piece of equipment, you could be in trouble."

Besides all the other reasons to be ready, granting agencies are now asking for year 2000 certification on any grant renewals or new grants. "That definitely is a wake-up call, when a faculty member gets a certification request and there's money

tied to it," Cawley says. "That's actually helping us to raise attention."

The general counsel's office will review all certification statements. Individual faculty members will work through the Office of Research and Technology Transfer Administration.

Most of the Y2K fixes are being handled at the

college level. "The deans are now very interested," Cawley says. "That's very important. The faculty will pay more attention to the deans than they will to Morrill Hall."

Hanna has set up 10 oversight committees, each one looking out for a geographical location. "Each committee is working the problem from a local view. Forty-some collegiate units are in the harness and pulling hard," he says.

In most cases, colleges and departments have been able to handle the replacement costs. "There is a central loan fund available to colleges that have true hardship," Cawley says. "At this point hardships haven't been identified."

In some cases, fairly expensive pieces of equipment will have to be replaced. For

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Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words.

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Potential changes in academic staff appointments

The Senate Subcommittee on Academic Appointments is refining proposed appointment changes for some P&A positions. If implemented, the changes could affect the entire P&A employee classification.

Charged with investigating the nature, conditions, and composition of academic appointment categories and proposing reforms, the subcommittee is expected to recommend that:

- the University thoroughly overhaul its academic appointment classifications in a manner allowing accurate assessment of the number of employees in each academic appointment type;
- a critical core of tenured/tenure-track faculty be maintained;
- P&A staff engaged primarily in teaching ("faculty-like") be reclassified as faculty (presumably non-tenure track); and
- staff currently on short-term contracts be recommended for multiple-year contracts after a probationary period of three to five years.

The subcommittee's recommendations have yet to be endorsed by the Faculty Senate and will require subsequent consideration by central administration and the regents.

Difficulties can be expected in implementing such a major change in policy. Several areas still require detailed exploration, including possible changes in benefits for reclassified staff, other financial and practical implications, and whether P&A staff primarily engaged in research should also be reclassified as faculty.

The Academic Staff Advisory Committee (ASAC) initially agreed that the University must address unacceptable

working conditions for some P&A staff, particularly reliance by some departments on temporary and part-time staff without providing benefits or job security even after many years of service. ASAC also supports hiring by the year instead of by term, as well as two- or three-year contracts after an appropriate probationary period.

ASAC also believes, however, that a major policy and job classification overhaul provides an opportunity to address appointment terms, working conditions, and improper classifications for all P&A staff, not just those targeted as "faculty-like."

Moving some P&A to "non-regular faculty" may make good sense, but ASAC is concerned that reclassified P&A may become second-class faculty. ASAC is also concerned about diminished significance and recognition of the remaining P&A class. While the Senate may have the right and responsibility to suggest a reorganization of P&A working conditions and appointments, such an effort must include a key P&A voice through ASAC.

ASAC will hold a forum to discuss this issue and the P&A salary plan on Thursday, January 14, 3 to 5 p.m., in 2-470 Phillips-Wangenstein Building. All P&A staff are encouraged to attend, to discuss this issue with your colleagues, and to respond through the ASAC Web site. A description of the perceived need for reform, additional background, and a link to the subcommittee report are on the Web site at www1.umn.edu/ohr/asac under "What do you think?" An e-mail feedback form is available at that site.

ASAC will continue to provide updates on this issue on the P&A list-serve and the Web site.

—Gerald Baldrige
ASAC rep to the Senate Committee on Faculty Affairs (SCFA)
Member, ASAC Governance and Representation Subcommittee

Media watch

Seemed as though the announcement that the U completed its 1,000th pancreas transplant last month aired a thousand times on WCCO-AM. David Sutherland, Department of Surgery, conducted the interview with surgical precision. The notable accomplishment was also mentioned in the *Star Tribune* and the *Pioneer Press*... Yes, that really was a pink flamingo visiting veterinary medicine's small-animal clinic last month. Harriet, a 30-year-old pink flamingo from the Como Zoo, was undergoing radiation therapy for a tumor on her foot. WCCO-4, KSTP-5, KMSP-9, and KARE-11 furnished coverage. Ralph Farnsworth, Department of Animal Science; provided pink pointers... Another bird story: Grammy Award-winning songbird Amy Grant released an eagle that had recently been rehabilitated at the Raptor Center. *People* magazine ran a large color photograph of the event in its "Star Tracks" section... When the College of Education and Human Development received a \$1 million gift from Cornelia W. Ooms Beck to establish the Robert Holmes Beck Chair of Ideas in Education—created in memory of former Regents' Professor Robert Beck—WCCO-AM and WMNN-AM shared the wealth... The Human Rights Center celebrated its 10th anniversary recently, in conjunction with the 50th anniversary of the Universal Declaration of Human Rights. David Weissbrodt, center director, was

widely quoted in the *Star Tribune* and other metro media... Martin Sampson, associate professor of political science, and Barbara Frey, Law School assistant professor, provided insight in the *Star Tribune* on Operation Desert Fox, the most recent bombing campaign against Iraq... The *Star Tribune* reported on the U's first-ever policy on consensual relationships. Carol Carrier, vice president for human resources, and Carol Chomsky, associate professor of law, were quoted... Various metro and outstate media reported that Steven Bosaker has accepted the position of Governor-elect Jesse Ventura's chief of staff, and that Gregory Brown, previously an attorney in the Office of the General Counsel, has been appointed interim executive director and corporate secretary to the Board of Regents—Bosaker's former position... Wayne Sigler, director of admissions, provided data and insight for the *Star Tribune* story about early freshman applications being up thirty-one percent from this time last year... Other story topics in the news that quoted U faculty and staff included the Asian economic situation, Parkinson's disease, campus housing, men's and women's intercollegiate athletics, cloning, Y2K, urban transportation, immunization, gambling, organ transplants, alternative medicine, domestic partner benefits, investment portfolios, urban air quality, nutrition, and dieting.

—Mike Nelson

Notice a musical staff?

No, I don't mean the kind of musical staff that contains clefs, notes, and words like *arpeggio* that glide effortlessly over your palette when spoken. I'm talking about staff members of the University of Minnesota who are doing something musical. Take a lunch-hour stroll past practice room 105 at Ferguson Hall on the first and third Thursdays of the month and you just might be lucky enough to hear the glorious sound of multi-part harmony echoing through the hallway. Other segments of the University Staff Chorus and Staff Orchestra meet in practice room 105 immediately after work the same days or on the Wednesday before.

They're preparing for a day in May when the University will be celebrating the contributions of University staff to the U and to the community at large. Conducted by Dave Hanson, a master's graduate of the School of Music, the staff chorus and orchestra will project their talents from the steps of Northrop Auditorium in a Staff Day concert. They will then be bused to the St. Paul Student Center for an encore performance.

If you have musical talent and are interested in performing with the staff chorus or orchestra, there is still plenty of time (until March 1) to get in on the celebration. Singers can contact Janet Anderson at 5-1940. Instrumentalists can call Pat Tollefson at 6-7369.

U can Count on US: University Staff.

—George Hoh
Principal User Services Specialist
Member, Civil Service Committee

Letters

I was so impressed by the writing of the promotional piece on the overnights at the Bell and the promo on the Blue Heron bookshop (December *Kiosk*: "A holiday gift guide," written by Jim Thielman).

I found the humor and light-heartedness to be such a great touch for a holiday piece. Promoting the Brandenburg opening was well done in the context of talking about his new book and the opportunity for a signed edition. And, as a Blue Heron staff member, I can tell you that you zeroed in on a great choice with *Grossology*; all I have to do is call it to the attention of kids and adults in the store and it almost always sells itself.

The Bell Museum is dependent on the generous donations of its patrons and, while limited by budget constraints, it HAS to make its presence and mission known to both the general public and the University community. Efforts such as your Gift Guide go a long way in accomplishing that goal and are the cooperative gestures that help make the University a little more cohesive as an institution.

I want to thank you for a job extremely well done.

Mary DeWitt
Bell Museum of Natural History

■ Steven Bosacker, who took a leave as executive director of the regents to be head of Governor-elect Ventura's transition team, will be Ventura's chief of staff. He is the new governor's first permanent appointment.

■ Regents approved the supplemental budget request to the 1999 legislature, asking for \$15 million to make Nicholson Hall a Center for Freshman Studies and \$2.2 million to plan a Center for Microbial Genomics in St. Paul. The requests are being made in an off-year for building projects, but President Yudof said both would have big payoffs.

■ Early freshman applications to enter the U in fall 1999 are up 31 percent, the regents were told. Nobody is sure of the reasons, but officials say more students may be aware that they are guaranteed a place in the freshman class if they meet academic requirements and apply by Dec. 15.

■ A revised policy on faculty development leaves was approved by the regents. Goals are to bring the single-quarter leave policy into congruence with semester conversion, improve the sabbatical leave program, and increase participation. The revised policy is an interim policy and will be effective until June 30, 2001.

A new competitive single-semester program will be at full salary. One important change is that probationary faculty will be eligible to apply after two years on faculty. The tenured faculty eligibility requirement will be increased from three to four years, but this year those with three years of service "may apply without prejudice" for a leave during the 1999-2000 academic year. Participation level remains capped at 4 percent.

After six years of service, faculty may apply for a sabbatical leave of one or two semesters, to be compensated at one-half salary and full benefits. Faculty granted sabbatical leaves of two semesters or longer may compete at the college level for supplemental funding to cover an additional 25 percent of their recurring salary (not to exceed \$20,000). The salary supplement pool will be increased from \$310,000 to \$750,000 in 1999-2000 and \$1.5 million in 2000-01, with cost shared two to one with colleges.

■ Regents also approved policies on sexual harassment and nepotism and consensual relationships. "We have begun thinking about implementation," Vice President Carol Carrier said. Julie Sweitzer, acting director of the Office of Equal Opportunity and Affirmative Action, has drafted administrative procedures, and a number of training sessions have already been held.

■ Faculty salaries are moving in the right direction in market comparisons after two years of "fairly significant increases," Carrier told the regents. On the Twin Cities campus, where the gap is most pronounced, the salary rank for full professors moved from 28th out of the top 30 universities in 1995-96 to 26th in 1997-98, and the estimate rank is 23rd in 1998-99.

For associate professors, the estimate is 20th in 1998-99, up from 27th. For assistant professors, the 1998-99 estimate is 20th, up from 24th. Estimates are based on the assumption that other institutions gave average increases of 4 percent. The average increase at the U in 1998-99 was 7.2 percent; the median was 6.87 percent.

Remembering the unspeakable

An art exhibition opens

Until 1943, there was no word to describe a deliberate effort to exterminate a people. Then, a young United Nations worker named Raphael Lemkin cobbled together the word genocide: "gen" (from the German "genos," meaning race or kind) and "cide" (from the French) or "cida" (from the Latin)—both meaning to cut down or kill. The word was first used to describe Nazi Germany's efforts to excise Jewish people from the human race.

Since then, many words have been written about the Holocaust, but there has been relatively little artistic response. Now, the University has invited artists from all over America and Europe who have worked with this theme to participate in an exhibition.

"Absence/Presence: The Artist's Memory of the Holocaust and Genocide," opens January 7 at the Nash Gallery in Willey Hall. It is one of the largest such exhibitions ever.

Among the artists is University of Minnesota associate professor of art Joyce Lyon. Born in Queens, New York, in 1943—the same year Raphael Lemkin constructed the word genocide—Lyon was the daughter of parents who had immigrated to America in 1937, leaving behind her grandparents. Through most of her life, she was never told what had happened to them—only that they had died during World War II.

About a dozen years ago Lyon happened to see a 12-hour documentary on the Holocaust. Then, in an unlikely synchronicity of events, she discovered a picture of her grandparents standing by a chair similar to some Adirondack chairs she herself had just purchased. And she began drawing pictures of her backyard at night. There, with the chairs' wood slats illuminated by light from the house, the spaces between the slats became dark, shadowy bars.

"...there was something about the spaces (of the chairs) in the photograph and the spaces of these two chairs with their little thin legs in the garden at night that connected and I thought, 'Oh, I'm supposed to do this,'" she says.

As she began asking her father questions about the deaths of her grandparents, she learned they had died in a Polish concentration camp. Her pursuit, she says, "was a way of knowing and honoring those grandparents and it was also, I realized maybe a little later, my attempt to get to understand my father better."

Still, she says, "...it probably took me two years before I found the language that I wanted to use in my own work," finding the language in working with place and



Associate professor of art Joyce Lyon

combinations of places.

As part of the huge exhibition at the Nash, Lyon's work is represented among others that portray not only the Holocaust but other genocides—in Armenia, in America, in the former Yugoslavia, in Africa. It also embraces artists who have chosen a variety of media to express their own stories: One artist made a film, another built a room filled with paintings, another used fabric for wall hangings, another made lithographs. They used paint, charcoal, film, wood, fabric, slides, ceramics, clay, even toys.

Many of the artists are not survivors of the events they depict.

The exhibit will run through February 25. It is free of charge.

—J.B. Eckert



From the exhibition: My Parents II, by Henry Koemer.

Unearthing the roots of the killing fields

The Center for Holocaust and Genocide Studies examines the 20th-century's dark side

In the Jones Hall offices of the Center for Holocaust and Genocide Studies, acting director Stephen Feinstein fetches a document that demonstrates the relevance of—and need for—the recently founded center.

It's a flyer handed out by self-styled "activists" in St. Cloud shortly after the still-unresolved kidnapping of Jacob Wetterling. "WHERE ARE OUR MISSING CHILDREN?" the headline demands. The flyer cites several dubious and dubiously attributed quotations concerning the abduction and murder of children in the United States—50,000 a year, according to the flyer, most, according to an unnamed "chief of detectives," taken in order to be "Sacrificed in Ritual Murder."

But the flyer is not chiefly concerned with tripping the alarm about stranger abductions. At the bottom of the flyer is another headline. This one reads: "JEWISH RITUAL MURDER." Clearly, the poisonous defamations of the Protocols of the Elders of Zion still circulate around Stearns Country.

It was that flyer, and similar sentiments expressed from time to time in the St. Cloud area, that led indirectly to the formation of the U's center, Feinstein explains. Prompted by the flyer, Myron Kunin, CEO of the Regis company, a hair products and styling salon corporation headquartered in the Twin Cities,

began donating money to St. Cloud State University's Center for Holocaust Studies. In turn, Regis was invited to attend an exhibit on the Holocaust at the Minnesota Museum of American Art. Feinstein, a history professor on leave from the University of Wisconsin—River Falls, was the show's curator.

The Regis Foundation underwrote a touring version of the exhibit, then expressed interest in establishing a permanent holocaust and genocide curriculum at the U, where courses in the Holocaust had been taught for several years through Continuing Education and Extension.

"Jewish institutions in the area didn't handle the subject particularly well," Feinstein says. "The Regis Foundation thought a center might be a better idea than simply establishing an endowed chair because a center would have outreach beyond the U, while the U would lend the center resources and credibility



From the exhibition: (above) *Vukovar, a reflection on destruction after the collapse of Yugoslavia and subsequent ethnic cleansing, by Vesna Kittelson. Below: Road to Aleppo, full-room installation about the Armenian genocide of 1915. By Robert Basamian.*



Photo by Tom Foley

that it wouldn't have otherwise."

Since the center was founded in fall of 1997, Feinstein—who is also curator of "Absence/Presence: The Artistic Memory of Holocaust and Genocide," which opens January 7 at the Nash Gallery in Willey Hall—has taught four courses a year. Although he regularly begins courses with a lecture on who is a Jew, Feinstein emphasizes that the center is not just concerned with anti-Semitism or the Final Solution but with the whole topic of genocide.

"That's why the center is called 'Holocaust and Genocide Studies,'" he says. "If we had called it 'Holocaust Studies' it would have limited the applicability of our programs. We don't want to exclude any kind of discussion about genocide, past or present." In his courses, for example, he has used a book called *American Holocaust* about the decimation of the Indian population following European contact. "It's one of the most gruesome books on the subject of genocide I've ever read," he says.

Recent events in Bosnia and Rwanda make it clear: genocide did not end with Hitler's death. "Prejudice does not necessarily lead to genocide because people have hated people in all times and places," he says. "But the fact is that the 20th century has had quite a record of large-scale killing." That killing began with the first World

War, four years of self-genocidal brutality in which the European powers seemed intent on destroying, as the saying has it, the flower of their own manhood. Brought to perfection on the Western Front, the technology of mass slaughter converged with the uprooting of the old order and the rise of pseudoscientific theories of racial and ethnic purity. Together, the three forces made up a deadly combination. It is no coincidence that the first outbreak of uniquely 20th-century genocide—the deliberate, systematic attempt to exterminate a particular ethnic population—closely followed World War I when the Turkish state, born out of the ashes of the multi-ethnic Ottoman empire, massacred, starved, and/or worked to death one million of its Armenian citizens.

"Another thing that happened is that in the 20th century, the concept of the Other becomes much more visible," says Feinstein. "That came about as one of the indirect results of modernization.

"Take, for example, the Jews. Before emancipation, they had their own clothing, their own ghettos, their own particular occupations—they didn't infringe on the general population. Once emancipation took place, there was the potential for assimilation, the possibility of the Other becoming part of you, of marrying your children. The early 20th century was obsessed with the 'blood question.' In

America, in some ways, we found the easiest solutions—segregation in the South and reservations for the Indians."

Feinstein believes the center is evidence that study about the Holocaust and genocide is moving out into ever wider circles. At the U, the original courses on the Holocaust started out in Jewish studies and are now cross-listed in history. "I suspect that eventually these courses will end up as part of global studies, which means that anyone taking that major would have the opportunity of seeing genocide in a global context."

"I'm glad the U decided to establish this center," he says, "because this is a marketplace of ideas not under control of a religious group or other organization that has to be mindful of political pressure."

Which is not to say that there are not pressures unique to the center's mission. Feinstein describes Holocaust-deniers—who often try to cloak themselves with a pseudoscholarly air of objectivity—as a "consideration" rather than a threat. Still, as he jokes, "This is probably the only historically significant subject taught on this campus where people come in and question whether the events really took place."

—Richard Broderick

AHC

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seven or eight years.)

To ease the shortfall, the AHC has included two big-ticket items aimed at health-professional education in its FY 2000–01 biennial request to the Legislature. First, it seeks \$37 million in recurring funds to support health-professional education. This will include \$8.6 million to support Medical School education and research that had been supported by patient care revenues generated by faculty physicians. It also includes funds to shift the education of health professionals to community settings such as clinics and surgical centers

What happens in the next few years will likely determine whether the University fills the health care needs of the state in the next century, or whether that role will pass to other universities and medical centers.

and to move toward interdisciplinary and technologically enhanced education.

In the second item, the AHC asks the legislature to commit \$130 million in recurring funds for the health department's MERC trust fund. AHC programs are expected to receive 40 to 45 percent of those funds.

Even with this added state support, funding gaps will remain, says Frank Cerra, senior vice president for health sciences. But if the support isn't forthcoming, the consequences could be dire indeed.

"If we do not receive the funding requested, we will move rapidly into a financial crisis, education programs will begin to contract, research programs will begin to erode, and we will begin a slide into mediocrity," he says. "We would need a miracle to avoid it."

"I think managed care should step up to the plate and partially fund medical education," says La Valleur. "Minnesota is cited as one of the best places to live, but I'm afraid of what will happen."

To Michael, the looming crisis represents a "new paradigm" as the federal government shifts the burden of graduate medical education. But in the end, it comes down to sick people and what the state is going to do for them.

"What kind of physicians do you want for the state? This school is to a great extent responsible," he says. "Training health professionals who have the requisite knowledge for the 21st century is the issue. It's us being prepared to grab hold of the change."

—Deane Morrison

Quality's happening here

A December workshop makes it clear: quality service is at the top of the U's agenda

It was Morrill Hall's basement that caught Jim Campbell's eye when he visited campus in December. "I didn't think you could put a shine on that floor," says Campbell, chairman, president, and CEO of Norwest Bank Minnesota.

An alumnus, as well as past chair of the U Foundation Board of Trustees, Campbell knows the U very well. And he's convinced that Morrill Hall's basement floor is symbolic.

"I've seen a transformation here in the last couple of years," he says of the University in general. "It's an employee pride that transcends and translates into customer service. My sense is that there's something going on in this organization."

Campbell was on campus December 16 as one of a number of speakers to address a standing-room-only crowd of managers and supervisors gathered for a workshop in Coffman Union's Mississippi Room. The topic: "A University in Progress: Building Quality Services," the first of three such workshops the Center for Human Resource Development is sponsoring to address the issue of how the U can better serve its customers.

It's an issue that U president Mark Yudof says he's passionate about. As the workshop's lead-off speaker, Yudof underscored certain principles he considers basic to service-minded organizations: They hire smart, proactive people ("I'd rather have success-driven neophytes than seasoned mediocrity," he said), and then empower them to exercise their own discretion. Such organizations don't operate by preaching and guilt, relying instead on creating an environment "where people can be responsive, whatever the issue."

Such organizations are consultative, but "don't process up into knots." Their systems allow employees to do their best work. And they emphasize personal responsibility rather than legal mechanisms that "punish 99 percent of the people for the one percent not playing fair."

The issue, said Yudof, is how seriously we take our responsibility to serve our constituents. And that means, he said, "Your first job is to think. Thinking means asking, 'How do I most effectively do what I'm hired to do?'"

Yudof said he doesn't necessarily think such a service-minded organization is built upon "mega-items." Instead, it's "doing lots of small things right."

Like putting a shine on Morrill Hall's basement floor, for example.

For the U under Yudof, "quality service" is clearly the vision and the direction. But what does this really mean for the rest of us? At this workshop, at least, the sense was not so much of a particular program or directive, but of an attitude that should pervade the U's culture. When that happens, service takes care of itself.

Associate vice president Bob Kvik, who also spoke at the workshop, talked about "moving the environment away from silos and into collaborative effort, moving people from being 'transactors' to problem solvers, from compliance monitors to advisers, from information keepers to information sharers."

This culture change, he said, is possible in part because of the technology that has revolutionized how information is shared.

"The Web means the democratization of the workplace, and the old ways just don't work in this environment," Kvik said. "We're no longer constrained by organizational barriers. The model for the 21st century is less hierarchical. You can't assign a task to one silo. It works much better if it's taken on by a group of people."



Painting a beautiful U is becoming an annual tradition as well as a symbol of quality service. Here, employees wielded brushes at the 1998 Beautiful U Day October 23.

As a case in point, Kvik talked about times past when "you couldn't do anything by yourself"—order a transcript, for example. If you wanted a transcript, you had to go to the registrar—who didn't take cash—then to the bursar, then back to the registrar with a coupon proving you had paid. And then your transcript would be mailed two weeks later.

In a customer-oriented, technology-enhanced system, you can simply get the transcript yourself via the Web. End of story.

Everyone remembers yesterday's kind of U. "We used to joke that you should get 10 credits just for registering," laughed workshop participant Nancy Aronson, a human resources manager in dining services, remembering the endless lines and complicated processes of her student days.

There are plenty of forces working to keep that culture, including obstacles that some participants named when asked about them at the afternoon's breakout sessions: lack of resources, too much work, resistance to change, inconsistencies of process, not understanding what customers want, the institution's complexities.

But there are already success stories, too. Beautiful U is one. Grants management is another. New admissions and registration systems that cater to those being served rather than to the organization's own bureaucracy have profoundly altered how the U does business.

The change in admissions alone has generated dramatic and tangible results. With 2,000 students, this year's freshman class is larger and better prepared than any class in recent memory. Applications, up 66 percent, are running 20 percent ahead of a year ago. On the day of the workshop—the final day for early applications for next fall—1,000 applications came in. And the number of hits to the Web registration page has skyrocketed.

What works, said admissions director Wayne Sigler, is that "a person who doesn't know the institution gets on the system and begins to solve problem without lots of complicated interaction."

Other U projects are in the works as well: the new Enterprise Systems Project, for example, expects to integrate all the U's administrative systems into one.

"The solutions are in the trenches," Kvik said. "It's not me having ideas; it's you re-thinking how you do business. It's putting a premium on creativity."

Similar conferences are planned for faculty in academic administration in late winter and administration and faculty in late April. A conference summary will soon be available on the Web at www1.umn.edu/ohr/chrd/uprogress/fall.html.

—Mary Shafer

Y2K

continued from page 2

one example, Hanna says, there are scintillation counters that use a clock to measure the rate of decay of low-level radioactive isotopes. The research becomes worthless when the equipment "is lying to you."

The team has identified about 30 of these counters in the Academic Health Center, and there are others across the University. The units cost between \$20,000 and \$30,000. Not all of them are bad. Of the 30 identified in the AHC, 10 were good, 10 bad, and 10 are still to be determined.

As another example, an atomic emission spectrometer in St. Paul has been found to be unreliable. Such instances are not widespread, Hanna says, but they have to be found.

Usually the answer is simpler, maybe just upgrading software with the latest version. "You want to know what the vendor is saying, which version is compliant," Cawley says. "Check the Web pages."

What about people's personal computers at home? Macs are okay, but older PCs may not start in 2000. Some may just come up 1900, some may think it's 1980, and some may not come up at all, he says.

"What we're recommending is that people use a test that we've got on a floppy, available through Academic and Distributed Computing Services," Hanna says. "Everybody's pretty interested and perks up when I talk about that."

Interest is growing, he says. A seminar Hanna led recently on the Morris campus was standing room only.

"You have to take it seriously and cover the bases," Cawley says. "It's not that complex. Getting it done before the end of June is the key."

As for that party a year from now, Cawley and Hanna are talking about booking a room in Coffman Union for a nonalcoholic reception. "It's a Friday night," Cawley says. "It will be fun."

—Maureen Smith

"The solutions are in the trenches."

—Bob Kvik

A career checklist ✓ for '99

If one of your New Year's resolutions was to think about, grow in, or change your job, the following checklist might tell you how prepared you are to reach that goal. If you made no such resolution, how about checking to see how prepared you are for the University's world of work? Your responses to the questions below might give you some clues about your career/job planning, comfort, or effectiveness. The Employee Career Enrichment Program (ECEP) can then suggest winter quarter workshops to assist you.

Scoring (# of yes answers):

Seven or more: If you answered "yes" to seven or more questions, consider yourself well-prepared for the world of work at the University. You probably have a good sense of your job-related interests and skills, and some ideas for growth or development. You could be happy where you are but want to gain new skills, or you may be thinking of changing jobs. Whether or not you have reached all your career goals, you have likely thought about and/or planned for your near-term

job future.

To confirm your ideas, we suggest ECEP's Where Do U Fit In? Creating Your Job Future at the University. If you know your goals but want to put them into a concrete and specific plan, try Planning to Grow: How to Create an Effective Professional Development Plan. Or, if you are currently seeking a new job within the U, Authentic Self-Marketing will help you get more comfortable networking and marketing yourself.

Four-six: This score suggests you may not have spent much time formally assessing your job likes and dislikes. You may not be sure what else is out there, and/or you may not have any concrete plans.

You are in good company! We estimate that most staff are in this position. Often, it's not that you are actively unhappy with your work; you just wonder if it's "all there is." In addition, you may not be sure how to figure out what you want.

If this sounds familiar, we suggest Where Do U Fit In? Creating Your Job Future at the University. For more in-depth self-assessment of interests, skills, and personality, we also suggest Do What You Are: Using the Myers-Briggs Type Indicator in Career Planning, and What Jobs Would I be Good At? Recognizing Your Skills and Potential. All three workshops are fun, supportive ways to learn more about what you might like to do and how to do it.

Fewer than three: You probably haven't taken time for systematic job planning.

- 1) Can you name the work activities you most enjoy?
- 2) Can you name the work activities you do well?
- 3) Can you name at least three or four jobs that sound interesting?
- 4) Can you name three or four positions or titles that might be appropriate to your interests and abilities?
- 5) Can you describe the characteristics of the work environment in which you feel you would be happiest and most productive?
- 6) Have you recently talked to co-workers, acquaintances, or friends about the work they do, why they like it, and how they chose it?
- 7) Can you describe your natural personality strengths and how they relate to work activities?
- 8) Can you clearly and confidently state your job goals?
- 9) Do you have a plan (written or in your head) of what job- or goal-related training you would like to pursue in the next year?
- 10) Do you know at least three resources that can help you find the answers to the above questions?

(Checklist adapted from University Counseling and Consulting Services, 1997)

You may be working because "it's a job"—and that's all you need or want. In this case, none of our workshops are likely to be what you want right now.

You may, however, feel stuck, seeing nothing better on the horizon. You may not be confident about what you have to offer, or know how your interests and skills relate to other jobs. In addition, you may not know how or where to find new opportunities.

For you, too, Where Do U Fit In?

Creating Your Job Future at the University can provide a structured approach to learning about yourself, discovering other University jobs that might fit, and planning for growth or change.

Regardless of your score, feel free to check out all of ECEP's workshops this quarter. You can call us at 626-0774 for a schedule, or visit our Web site at www.umn.edu/ohr/ecep/.

—Barbara Krantz Taylor, assistant director Employee Career Enrichment Program

F.Y.I.

Faculty, staff to be honored for service

Faculty and staff who have provided outstanding community service will be recognized this year with the newly established University Outstanding Community Service Award. About five awards will be given on the Twin Cities campus, each carrying a recurring annual salary augmentation of \$1500 during the recipient's tenure at the U.

The award is intended to "help recognize and honor our many important contributions to community outreach and community service," said Provost Robert Bruininks, in announcing the awards last month.

Any group or person is eligible to nominate. An original and seven copies of nomination materials—including nomination letter and three letters of support—should be submitted by Friday, January 29 to the University Outstanding Community Service Award Committee, c/o Linda Blake, Office of Human Resources, Room 16 Morrill Hall.

Nominations due for faculty governance

Deadline for nominating Twin Cities and nonrepresented UMD faculty candidates for the Senate Consultative Committee is January 19. Nominations, including service and qualifications, should be forwarded to the Senate Office, 427 Morrill Hall, (612) 625-9369, fax: (612) 626-1609, e-mail: senate@mail-box.mail.umn.edu.

January 19 is also the deadline for nominating Medical School, School of Dentistry, and UMD School of Medicine faculty for the Academic Health Center Faculty Consultative Committee. Nominations must be made within a faculty member's college and include service

and qualifications. These nominations should also be sent to the Senate Office.

Cost? Never on Sunday at the Bell

The Bell Museum of Natural History now offers free admission to everyone on Sundays. The Bell Museum is open to the public from noon to 5 p.m. on Sunday, as well as 9 a.m. to 5 p.m. Tuesday through Friday, and 10 a.m. to 5 p.m. Saturday. U students, staff, and faculty are admitted free at any time. Regular museum admission is \$3 adults; \$2 seniors and children. For more information, call (612) 624-7083.

Painting the traffic slow

The Washington Avenue bridge, between east and west bank campuses, will be painted by Hennepin County during the summers of 1999 and 2000. With traffic restricted to one lane in each direction during both summers, major delays are likely on Washington Avenue. Work is expected to begin in April and be completed by Labor Day each summer. Maps and further details will be available early in 1999.

Healthy eats at Nolte

New "healthy choice" deli at the Nolte Dining Center includes healthy choice meats, fresh vegetable toppings, and fresh bakery breads. The dining center is open Monday through Friday, 7 a.m. to 3 p.m.

Follow that book

Education and psychology library collections have been moved from Walter Library to the West Bank's Wilson Library. Some of Wilson's social work collections have moved from Wilson to McGrath Library on the St.

Paul campus. In both new locations, reference staff are available to help you locate what you need.

U libraries will deliver library materials to faculty offices through the LUMINA to U service (626-2260 or e-mail ltu@tc.umn.edu). Book delivery is free; photocopies have a modest cost.

Nominate an alum for Siehl Prize

Nominations are due March 1 for the Siehl Prize for Excellence in Agriculture.

Sponsored by the College of Agricultural, Food, and Environmental Sciences, the Siehl Prize is awarded every two years to one recipient in each of three areas: production agriculture, agribusiness, and academia. Each recipient receives a \$50,000 cash award as well as a sculpture created by renowned sculptor and U professor Thomas Rose. Nominees must live in Minnesota now or have lived here for at least five years, and hold a U of M degree.

Send nominations to the College of Agricultural, Food, and Environmental Sciences office. Prizes will be awarded at the Global Summit on Food and Agriculture in July 1999.

For more information, contact Dani O'Reilly at 624-3235 or www.coafes.umn.edu/showcase/siehl.pdf.

From a distance: check out biomed Web

Check out the new Biomedical Library distance education Web page, full of library resources including instruction and subject guides. The address: www.biomed.lib.umn.edu/disted.html.

See those mussels on CD

Minnesota Sea Grant has produced a compact disk version of its award-winning Sea Grant Nonindigenous Species Web site (www.ansc.purdue.edu/sgnis/). If you don't have Internet access, this computer CD is your best source for comprehensive information on zebra mussels, Eurasian ruffe, round gobies, and other aquatic nuisance species. It's available for \$14 (plus tax for Minnesota residents). Bulk orders (20 or more) cost \$10 per CD. Order includes subsequent updated versions, available periodically at a reduced price. To order, call Minnesota Sea Grant at (218) 726-6191.

Kudos

■ **Jay Cohn**, professor of medicine, was awarded the Distinguished Achievement Award by the American Heart Association at its annual meeting in Dallas. Cohn was recognized for his significant contributions to the field of cardiovascular medicine.

■ **Robert Kane** received the 1998 Philadelphia Geriatric Center Polisher Research Institute Award at the November 26 meeting of the Gerontological Society of America in Philadelphia. The award recognizes significant contributions to applied gerontology. Kane is professor in the School of Public Health.

■ **Mary Story** received the Mary Egan Award from the Food and Nutrition Section of the American Public Health Association (APHA) at its November meeting in Washington, D.C.

The award honors achievement in the field of maternal or child nutrition.

January calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

Mon., Jan. 4

■ Winter quarter classes begin.

Tues., Jan. 5

■ Student reception with the governor—Gov. Jesse Ventura conducts question-and-answer session with students in Coffman Union's Great Hall, part of inauguration week activities. 4:30–5:30 p.m. Free, open to the public.

Mon., Jan. 18

■ Martin Luther King holiday; University offices closed.

Fri., Jan. 29

■ Nomination deadline for Morse-Alumni awards for outstanding achievement in undergraduate education. FFI: deans' offices or Karen Lindquist at 624-9817.

SPECIAL EVENTS

Sun., Jan. 17

■ "Living the Dream"—Concert celebrating the life and legacy of Dr. Martin Luther King includes jazz music by the Reginald Buckner Memorial Ensemble, as well as performances by local dance ensembles. 2 p.m., Ted Mann Concert Hall. Sponsored by the U and the Minnesota Dance Alliance. Free. FFI: 340-1900.

Jan. 25–30

■ Winterfest 1999: "A Time to Chill"—Sponsored by the St. Paul Student Center, events include Roxy films, after-dark snowshoe romp, Paul Whitney Larson Gallery opening and reception, and dogsledding weekend adventure. FFI and updated events: 625-2272.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ MORPHIN! The Science of Biological Change—Featuring live caterpillars, real butterflies and moths, and hundreds of paper butterflies created by children who visited the exhibit at the State Fair, this exhibit explores how common physical traits are controlled by genetics. Through November 2000.

Goldstein Gallery, FFI: 624-7434

■ Colorways—With watercolors, drawings, collages, and computer-generated illustrations, this exhibition explores color design by four faculty members in the Department of Design, Housing, and Apparel: Marian-Ortolf Bagley, Sauman Chu, Barbara Martinson, and Carol Waldron. Through January 31.

Paul Whitney Larson Gallery, St. Paul Student Center, FFI: 625-8266

■ James Boyd-Brent—Etchings, drawings, and mixed media featuring scenes from the Twin Cities area. Opens January 6 and runs through January 21. Opening reception January 8, 6–8 p.m. Free.

Katherine E. Nash Gallery, FFI: 624-7530

■ Absence/Presence: The Artistic Memory of the Holocaust and Contemporary Genocide—In this special exhibition, artists from a broad mix of ethnic and religious backgrounds portray historical and contemporary genocide, including the Holocaust as well as genocide among Native Americans, Armenians, and peoples of the former Yugoslavia. The exhibit examines how art can serve to convey the historical and contemporary memory of genocide and how such aesthetics can be constructed. Opens January 7 and runs through February 25; main gallery. Opening reception: January 7, 6–8:30 p.m.

Weisman Art Museum, FFI: 625-9494

■ It's the Real Thing: Sots Art in the Soviet Union—Soviet artists developed their own distinctive pop style in response to exhibitions of American pop art presented in Moscow in the late 1960s. Communist ideology was the target of this witty, subversive art form. Developed by the Weisman Art Museum, the exhibition will be accompanied by a major catalogue, to be distributed nationally. Runs through March 7.



Lenin Hails a Cab, 1993. By Vitaly Komar and Alexander Melamid, from It's the Real Thing at the Weisman Art Museum.

**In conjunction with the exhibition:
Sat., Jan. 16**

■ Reception; program with Vitaly Komar and Alexander Melamid—Komar and Melamid's performance and visual arts projects often lampoon politics and art. 7–10 p.m. (program: 8 p.m.), Weisman Art Museum. \$10/\$5 for members and students. Tickets: 625-9495.

Sun., Jan. 17

■ Panel Discussion: It's the Real Sots Artists: Up Close and Personal—Sots artists Irina Danilova, Ilya Kabakov, Vitaly Komar, Alexander Kosolapov, Alexander Melamid, and Leonid Sokov will discuss the genesis of their work under the Communist regime in the Soviet Union and how they work today as emigres in New York City. Moderated by It's the Real Thing curator Regina Khidekel. 2 p.m., Weisman Art Museum.

LECTURES, WORKSHOPS, & CONFERENCES

Wed., Jan. 13; Tues., Jan. 19; Thurs., Jan. 21

■ Responding To and Assessing Student Writing—This series of workshops is designed to assist faculty in developing writing-intensive courses. January 13 workshop is from 10 to noon; others are from 1 to 3 p.m.; optional lunch at each. Shepherd Room, Weisman Art Museum. Free. Contact Hildy at 626-7639 or register online at <http://CISW.cla.umn.edu/>.

Thurs., Jan. 14

■ Governor Ventura: Minnesota's Gubernatorial Election and Its Implications for THE BODY Politic—This public seminar examines Minnesota's recent groundbreaking gubernatorial election, its causes and implications. Policy Forum co-directors Tim Penny and Vin Weber will be joined by journalists, pollsters, and representatives from the Coleman, Humphrey, and Ventura campaigns. Minnesota Public Radio's Gary Eichten and political analyst Chris Gilbert will moderate. Noon–5:30 p.m., Humphrey Institute of Public Affairs Cowles Auditorium. Hosted by the Humphrey Institute Policy Forum. \$25 (general); \$10 (students). FFI: 625-8330.

Thurs., Jan. 14

■ Ray Gonzalez reads "Cabato Sentora: A Poetic Journey Beyond the Southwest"—Author of five books of poetry, Gonzalez holds various awards including a 1998 fellowship in poetry from the Illinois Arts Council. A former faculty member at the University of Illinois at Chicago, he is now assistant professor in the English department's Creative Writing Program. 7 p.m., Weisman Art Museum, FFI: 625-0332 or 378-7050.

Thurs., Jan. 28

■ "Redefining the Literate Self: The Politics of Critical Affirmation"—Min-Zhan Lu, Endowment Professor of the Humanities at Iowa's Drake University, nationally known for her work on multiculturalism and literacy. 7:30 p.m., Radisson Hotel. Sponsored by the Center for Interdisciplinary Studies of Writing. FFI: Holly at littl009@tc.umn.edu.

Fri., Jan. 29

■ "Larger Lives: The Writing Devotion" with Naomi Shihab Nye—Reception and conversation with the renowned poet, whose works have earned her four Pushcart Prizes, two Texas Institute of Letters Poetry Prizes, and appearances on two PBS poetry specials. 3:30 p.m., 207A Lind Hall. Free and open to the public. Sponsored by the Creative Writing Program.

MUSIC

Sun., Jan. 10

■ Joe Henderson and Friends—Joe Henderson's name has become synonymous with power and grace on the tenor saxophone. Most recently, his fresh and compelling approaches to Gershwin's *Porgy and Bess* earned him his fifth Grammy. Henderson anchors a quintet in this back-by-popular-demand concert. 7:30 p.m., Ted Mann Concert Hall. FFI, tickets: 624-2345.

Fri., Jan. 15

■ Fiddle Music from East to West—Showcasing the world's many versions of fiddle music, longtime U professor of ethnomusicology Alan Kagan is joined by Twin Cities virtuosos of Indonesian, Chinese, and Jewish klezmer music. 7:30 p.m., Weisman Art Museum. \$7/\$5 WAM members and students.

Wednesdays and Thursdays in January

■ St. Paul Student Center noon concerts—Noon to 1 p.m., St. Paul Student Center Terrace Café.

DANCE

Thurs., Jan. 14

■ Stars of Paris Opera Ballet—In a triumphant sequel to its last engagement here in 1995, the Paris Opera Ballet returns with a dazzling ballet by an ensemble of stars from the company's 160 dancers. 7:30 p.m., Northrop Auditorium. \$43.50, \$33.50, \$25.50. FFI, tickets: 624-2345.

Friday, Jan. 22

■ Trinity Irish Dance Company—The originator of progressive Irish dance, this ravishing troupe emerged in Chicago in 1990. Their debut here magnifies the thrill of 20-some pairs of fleet flashing and clacking rhythmically in perfect unison to the live music of guitar, uilleann pipes, and bodhran (Irish drum). 8 p.m., Northrop Auditorium. \$26.50; \$20.50; \$14.50. FFI, tickets: 624-2345.

FILM

■ Roxy Films—St. Paul Student Center Theatre: Wednesdays, 7 p.m.; Fridays, 7 and 9:30 p.m. \$1 (students); \$2 (others).

Lethal Weapon 4—January 6, 8 (1998, Rated R, 125 minutes)

Snake Eyes—January 20, 22, 7 p.m. showing only (1998, Rated PG-13, 154 minutes)

Ronin—January 27, 29 (1998, Rated R, 121 minutes).

FAMILY ACTIVITIES

Minnesota Landscape Arboretum, FFI: 443-2460

Sun., Jan. 10

■ Turning Seasons Family Fun—Tropics in January. Program free with paid gate admission. 1–2:30 p.m.

Mon., Jan. 18

■ Japanese Garden tours—Tour and hour-long video on Japanese culture. Tours at 10:30, 11, or 11:30 a.m. Tours free with paid gate admission.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, University Relations, 6 Morrill Hall. Deadline for the February issue is January 11.

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Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/

Professional leave: new policy debuts

A new policy on professional leaves aims to increase the number of faculty participants.

In principle, everybody thinks professional leaves of absence are a good idea. In practice, though, the concept has been only marginally successful at the U. A new policy—approved by the regents in December and supported by a massive infusion of funds from the provost and deans—is aimed at making it easier for more faculty to take time off for professional development.

It's a temporary policy, effective until June 30, 2001. And although it's not as generous as faculty and administrators had initially hoped, it is seen as an improvement, as well as a timely solution as the U converts to semesters this fall.

Increasing the numbers

The new policy covers both single-semester and sabbatical leaves. Single-semester leaves—like the old single-quarter leaves—will be limited to 4 percent of the faculty, and will provide full salary and benefits. The difference with semesters is that these leaves will be 6.5 weeks longer. Tenured faculty eligibility has been increased from three to four years; probationary faculty are eligible after two.

Sabbatical leaves can be taken for one or two semesters at half salary and full benefits, with eligibility after six years. But faculty with leaves of two semesters or longer can compete for supplementary funding to cover an additional 25 percent of their recurring salary.

This last piece is not new. What is new is that the pool of available funds has been increased substantially in the hope of encouraging participation in the sabbatical program. Provost Robert Bruininks increased money in the Bush Supplemental Salary Program—now called the Faculty Sabbatical Supplement Program—from \$310,000 to \$500,000 the first year of the new policy, and another \$500,000 the following year, for a \$1 million supplement pool.

Beyond that, the deans agreed to match funds by a



Photo by Tom Foley

The writing life

Writing standards are going up at the U as new writing-intensive requirements go into effect this fall for all incoming students. Current students, like sophomore Suzanne Pierson, above, remain subject to the old requirements. For the story, see page 4.

third. "In effect," says Robert Jones, vice provost who chaired the committee that developed the policy, "we'll go from a \$350,000 pool to a \$750,000 pool the first year to a \$1.5 million pool the next year. In faculty numbers, the U has only covered the cost of 18 faculty a year

using old Bush money. Here, 43 people will be supported in the next academic year. And that will increase to 86 in the next year. The whole strategy is that by covering a greater portion of the salary, we'll have more requests for sabbaticals."

The best option

Getting to this point was not easy, says Kent Bales, chair of the Senate Committee on Faculty Affairs, and it wasn't the first choice. "The standard practice at universities has been to permit people to take a semester at full pay or year at half-pay," says Bales. "But the standard model can't be adopted here because giving a faculty member on leave full salary leaves no money behind for a replacement. The department needs the

other half of resources. We don't have the human or the financial resources to allow it."

Adoption of semesters compounds the problem. A faculty member on a single-quarter leave is gone a third of the year, says Suzanne Bardouche, chief financial officer in the College of Liberal Arts.

"With this scenario, you can re do the schedule and allow some flexibility. But a semester is half a year. If a load is four courses, a faculty member teaches two courses that semester. So instead of not teaching a third, a faculty member is not teaching a half."

So, in putting the new policy together, says Bardouche, "We did scenarios like, 'If we did sabbaticals where we paid 80 percent instead of 50 percent, what would it cost?' Leaves are precious, and how you do this is important."

It's where you're from

Bales says that to date, whether or not a faculty member has opted to apply for a leave has depended to a great extent on the location of the faculty appointment.

"Faculty in units that generally don't do sponsored research have always been the heaviest users of sabbatical leaves, in part because some of them have been able to get supplemental funds from national agencies or have taken them in conjunction with something like a Fulbright," says Bales.

The uneven usage is clear in the numbers. The College of Liberal Arts, for example, has always made the most use of development leave, says Bardouche. "Among the 500

Single quarter/single semester

	Old	New
Length	13 weeks	19.5 weeks
Tenured-faculty eligibility	3 years	4 years
Compensation	Full salary	Full salary
Participation cap:	4%	4%

Sabbatical

	Old	New
Tenured-faculty eligibility	6 years	6 years
Maximum participation	18	86
Compensation	1/2 salary	1/2 salary
Possible supplement: (for 2 or more semesters)	25% of salary	25% of salary
Supplemental pool:	\$310,000	\$1.5 million

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

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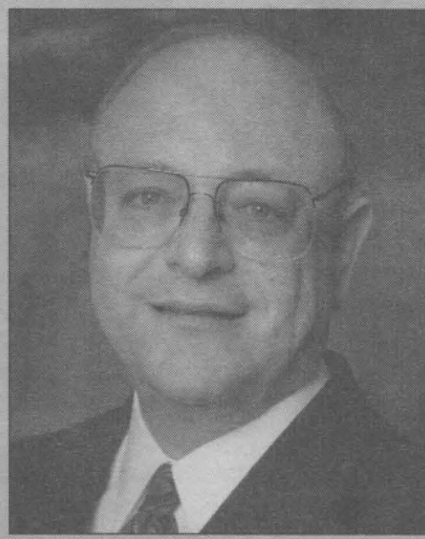
Study abroad

By Mark G. Yudof

Studying abroad is a growing interest among students these days and a trend that I strongly support.

The value of living in and learning about a foreign country, whether through the Global Campus program, the China Center, or other University-based agencies, is readily apparent. Study abroad exposes students to the culture experience of other nations and peoples, enabling them to understand values, mores, and perspectives very different from their own. It establishes international ties for Minnesota's economic and cultural development. For students and faculty alike, it forges strong teaching, research, and outreach links with foreign universities. It deepens our involvement in multinational research, business, and technical-assistance activities. Not incidentally, it also helps students find good jobs.

Professors have a large stake in such programs. For example, besides its regular roster of U of M offerings, the Global Campus has more than 160 "cosponsored" programs worldwide—approved and overseen by a University advisory committee. Faculty members consult with foreign sponsors, review curricula



for appropriateness to students' needs, and visit foreign schools, observing programs at first hand. Besides ensuring program quality and integrity, such visits often lead to faculty-to-faculty relationships that enrich professors' own work.

Such benefits notwithstanding, the U of M currently ranks 17th among the top 25 major research institutions nationwide based on the number of students sent abroad. And without sponsorship, students face formidable obstacles to foreign study. Besides bearing the high costs of tuition, lodging, and transportation, many must give up or risk losing local jobs while away. Opportunities

abroad effectively become available only to the affluent, raising questions of fairness.

In contrast, foreign students are coming in greater numbers than ever before. During 1995-96, we were host to some 2,594 visiting students, including the largest contingent of Chinese students in the U.S. Our study-abroad effort has not kept pace, increasing by only about 7 percent annually since 1990. We should strive for parity, sending at least as many students abroad as the number we host.

My biennial-budget request stipulates \$1.5 million for study-abroad programs through the year 2000, with sponsor-led fund-raising campaigns encouraged thereafter. This funding, if secured, will permit us to more than double the 806 students enrolled systemwide last year—moving us into first place among public research universities and third place nationally. It will also enable us to lead in two other important categories: placement of study-abroad students in non-western societies and sponsorship of students of color.

Money, of course, is only part of the challenge. It will be up to department heads and faculties to make the new programs work. I'm confident we can do so and hopeful that we will.

Letters

Spell check at the library

See a reference on p. 7 of the January *Kiosk* to the "McGrath" Library in St. Paul. The correct spelling is Magrath (but pronounced Magraw) after C. Peter Magrath—but the library name is simply Magrath Library.

—Susan Gangl
General Reference Services
Wilson Library

Ed. note: *Oops. Our apologies to former president Magrath—and kudos to you for the catch.*

Another worthy exhibition

Thanks for the article about the Absence/Presence exhibition currently at the Nash and the calendar listing (January *Kiosk*). Please be aware, however, that there is another exhibition up at the same time that bears and deserves mention and publicity: the retrospective of Santos Fernandez—"Buen Meurciano, Gran Artista." Santos was an alumnus of the art department who was killed in his studio by the application of methyl bromide in the ADM mill next to his studio. Please make a mention of it. Thank you!

—Wayne E. Potraz
Professor, Department of Art

Ed. note: *Thanks for the reminder. The exhibition is listed in this month's calendar on page 8.*

Health care story hits home

Your article in the January *Kiosk* ("AHC focuses on finding funds") is excellent and clearly captures the health care financing impact on the Medical School faculty's mission of education and research. Faculty have done their part by reorganizing their clinical

practice from 18 separate department practice groups to a single, integrated multispecialty group of more than 450 physicians—University of Minnesota Physicians. With this new structure faculty hope to establish the highest quality, most cost-effective health care delivery services, and obtain the greatest possible access to Minnesotans needing health care.

As you described so clearly in the article, this reorganization will only be sufficient to fuel the clinical enterprise as managed care has tightened payments for health care service. Surplus clinical revenue to fuel the educational enterprise is gone, and increased educational support must come from the state if there is any hope of sustaining Minnesota's premier health

care education system.

—G. Scott Giebink, M.D.
Chair, University of Minnesota Physicians

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, University Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@gold.tc.umn.edu

Media watch

Hoo-yah! A story on Governor Ventura's visit to the U for the student inauguration appeared in *Time* magazine. Sandra Gardebring, vice president for institutional relations, was quoted...And when the governor released an eagle that had been rehabilitated at the Raptor Center, stories and photographs appeared in the *Star Tribune*, the *Pioneer Press*, and the *Native American Press*. WCCO-4, KSTP-5, KMSP-9, and KARE-11 also ran the story, as did several local and outstate radio and television stations...How animals cope with winter was the topic of a recent *Star Tribune* story in which Elmer Birney, Bell Museum of Natural History, and Debra Brown, professor of horticultural science, provided the cold, haired facts...When economics professor Tim Kehoe discussed the Southeast Asian economic situation, the Associated Press picked up the story and distributed it locally and nationally...The importance of investing in the well-being of adolescents was discussed on WCCO-AM and in the *Pioneer Press*. Bob Blum, professor of pediatrics, surged forward to answer questions...An editorial concerning HIV thera-

pies that appeared in the *New England Journal of Medicine* caught the attention of KTCA-2 and the *Star Tribune*. Both interviewed editorial authors Tim Schacker, assistant professor of medicine, and Ashley Haase, professor of microbiology...When the FDA approved an AIDS drug developed at the U, the *Star Tribune* ran the story. Bob Vince, pharmacy professor, provided insight...Adolescent eating habits were discussed on KSTP-5, and Dianne Newmark-Szainer, assistant professor of public health, chewed the fat...Divorce rates run more than 50 percent higher among smokers than non-smokers, according to a study by Bill Doherty, professor of family social science, and his son, Eric. The story ran locally, in the *Star Tribune* and *Pioneer Press*, nationally in *USA Today*, and internationally in numerous newspapers and magazines...Other story topics in the news that quoted U faculty and staff included nuclear waste, drug addiction, dieting, space heaters, sleep disorders, plant genetics, human rights law, and stalagmites.

—Mike Nelson

Professional Academic/Administrative staff celebrate contributions to the University

One good way to understand who P&A staff members are is to look at some of the group's most outstanding individuals—those who have received the Academic Staff Award, a prestigious and valuable award given for exceptional contributions to the University.

Over the past eight years, more than 200 nominations have led to 40 awards. Each nomination involves documentation of the individual's extraordinary contributions both within and outside the U, as well as letters of support from colleagues, clients, and students. Each award entails \$2,000 in cash for personal use (allowing one winner, for example, to fly to Australia for the funeral of his brother; another was able to accept an invitation to visit a friend in Egypt) and an additional \$1,000 to the winner's academic unit to be used by the awardee for professional development.

Last May, five of the 30 P&A members who were nominated received the 1998 awards. These recipients were Richard Bianco, program director, Experimental

Surgical Labs in the Academic Health Center; William Craig, assistant director, Center for Urban and Regional Affairs, Humphrey Institute; Dean Herzfeld, coordinator, Minnesota Health, Environmental and Pesticide Safety Program, U of M Extension Service; Ellen Nagle, director, BioMedical Library; and Diane Wartchow, counselor advocate/program director, General College.

The other 25 nominees also deserve recognition: Bev Atkinson, Steve Bosacker, Ron Campbell, Chris Ellis, Sue Gens, Susan Gillette, Tom Gilson, Marcia Glisan, Roy Griak, Malcolm McCutcheon, Laurel Mallon, Kate Maple, JoAnn Matson, LeeAnn Melin, Peter Moe, Norma Peterson, Brian Ponto, Iris Sinks, Mary Sumpmann, Julie Sweitzer, Jeff Tate, Traci Toomey, Sara Veblen-Mortenson, Victor Young, and Beth Zemsky.

The breadth of arenas from which the nominees come reflects the broad range of the 3,000 members of the P&A staff. With titles such as director, assistant to

the chair, coordinator, or research associate, they come from virtually every academic unit and administrative or service area.

You might be surprised to learn that the average length of service of P&A is about 12 years (on annually renewable contracts for the vast majority).

In late April or early May, the 1999 nominees and five awardees will be honored for their contributions to the U. A request for 1999 nominations will be made soon. Be thinking of remarkable P&A staff you know who should be recognized. To learn more about the Academic Staff Award and past winners, go to the ASAC home page at www1.umn.edu/ohr/asac/.

—Peter Hannan
Research fellow, Department of Epidemiology, School of Public Health
Member, ASAC Professional Development Subcommittee

CIVIL SERVICE

Civil Service Committee seeks members

The Civil Service Committee will have five vacancies for three-year terms beginning July 1999. You're eligible to apply if you're covered by civil service rules and you have held a temporary or continuing position of at least 50 percent for the past two years. A search committee will recommend a slate of candidates to the president in May.

As part of the University's governance system, the Civil Service Committee advises the president and University administration on policies and issues affecting civil service staff. Committee members are expected to serve on one or more subcommittees and must be able to attend a minimum of two three- to four-hour meetings a month. Members are also expected to attend meetings outside of their normal work hours. Direct expenses for service on the committee are covered by its budget.

The Civil Service Committee's 15 members include six from the executive vice president and provost's office; three from the office of the senior vice president for health sciences; three from the coordinate campuses; and three at-large (for University units not included above). One or more committee members may be reappointed. Alternates—who fill unexpected vacancies and vote in the absence of regular committee members—will also be appointed to serve during FY 1999–2000. First consideration will be given to individuals from schools, colleges, or administrative units not already represented on the committee.

All civil service employees are also eligible to serve on any of the subcommittees including the Search Committee to Fill Vacancies.

For a list of members by unit, as well as a list of subcommittees, refer to the committee's Web page at www.socsci.umn.edu/civilser.

For a complete list of academic and administrative units by area, refer to the student-staff directory, page 5.

For more information and applications, please contact John A. Felipe, C/O Office

of Equal Opportunity, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, Minnesota 55455, 624-9547, or refer to the Web page.

—John Felipe

Professional development funds available

If you're thinking of taking a one-day class or seminar, or perhaps attending a conference this winter, we can help.

Leave

continued from page 1

tenured and tenure-track faculty in the College of Liberal Arts (CLA), you'll find 20 or so at a given time taking single-quarter leaves. They've had 30 or 31 sabbaticals a year in the last few years," she says.

In addition, says Bales, "Some units support sabbaticals; others don't. We've actually had a report of someone who wasn't permitted a leave because the requesting faculty member was 'too valuable.'"

That's why the policy includes a provision that "if a proposal is found worthy, it may be delayed for up to a year for convenience but it has to be somehow granted," Bales says. "You can't be 'too valuable.'"

"While we know this is a special burden on small programs, we decided that deans of these units can get two years' notice and can arrange something. You usually give notice at the end of a calendar year...so the dean or department head has from that December through the next academic year, and then, if necessary, can delay it another year until the next

The committee provides grants of up to \$100 to help pay for registration expenses. You must be a non-bargaining unit employee working at least 75 percent time to qualify. For further information, check out the Civil Service Committee Web site at www.socsci.umn.edu/civilser or contact Wendy Williamson at 625-2307 or wendy@atlas.socsci.umn.edu.

—Wendy Williamson

September. That's enough time to find some way of filling the gap caused by an abundance of leave requests."

The process will be decentralized as well.

"We wanted to get central administration out of the business of deciding who takes leaves," says Jones. "That's now up to the discretion of the deans."

The new policy won't cover everything, says Bales. "One thing has become clear: for large-scale participation in the program, our faculty is too small. We are so severely understaffed, we don't have replacements. We don't have enough slack to permit the system to operate as it should. We need more faculty."

—Mary Shafer

■ The Academy of Distinguished Teachers was established at an inauguration and induction ceremony Jan. 19. Goals are to ensure the continuation of world class instruction, honor exceptional teachers, and publicly recognize the importance of teaching. Seventy-five faculty members representing all U campuses were inducted.

Members of the academy will serve the U and their colleagues as mentors for new faculty, consultants on teaching improvement, spokespersons for teaching at the U, and advisers to the chancellors, provost, and president. Academy members will serve five-year terms after receiving either the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education or the Award for Outstanding Contributions to Graduate and Professional Education. Members will also receive a permanent salary supplement, a professional development supplement, and use of the title Distinguished Teaching Professor during their careers at the U.

■ The omnibus spending bill Congress passed in October includes language requiring federal agencies to ensure that all data produced under research grants "be made available to the public through the procedures established under the Freedom of Information Act." Federal relations director Tom Etten told the Faculty Consultative Committee (FCC) Jan. 7 that the language was "hidden away in a 4,000-page bill," and "now we have a mess on our hands." Faculty members across the country are saying the law would impede their ability to do research.

The Office of Management and Budget may modify the language after a 60-day period for comment. Etten encouraged faculty to send comments about "where you think your research would be vulnerable." The long-term goal, he said, is to get the law repealed.

■ Improving higher education opportunities for students from the Twin Cities metropolitan area was one topic when Provost Bruininks met with the FCC. President Yudof and Minnesota State Colleges and Universities chancellor Morrie Anderson have met "to explore the possibility of establishing at least a consortium or work group," he said.

The primary focus is on underprepared students. The dropout rate in urban high schools is growing, and the percentage of high school graduates who go on to higher education has declined.

■ A revised animal care policy, approved by the Research Committee, will go to the regents. The current policy was passed in 1978 and is "20 years behind in a very dynamic area," David Hamilton told the FCC. The revised policy reflects current practice. The resolution says the Board of Regents "affirms the appropriate use of animals in research and adopts and continues its commitment to the highest standards for the humane care and use of laboratory animals."

■ The possibility of at least selective exemptions from nonresident tuition rates, to increase the U's ability to recruit students from across the country and to pull brainpower into the state, was discussed at the FCC meeting with President Yudof Dec. 30. It would be important not to reduce opportunities for Minnesotans. The FCC saw this as an idea worth pursuing, and it was agreed that the Committee on Educational Policy would take it up.

■ Norma Allewell, vice provost for research and graduate/professional education and professor of biochemistry, has been named associate vice president for sponsored programs and technology licensing at Harvard, starting in early January.

Write where you are

A new writing-intensive requirement ups the writing standard throughout the U.

After next fall, a University student won't be able to say, "This is a sociology course. Why do you care how I write?"

Expectations will change for both students and teachers, when a writing-intensive (W-I) requirement goes into effect. Students will know that good writing is expected of them. Faculty in all disciplines will know that teaching students how to write is part of their job.

"Just like critical thinking, writing is a subject that simply cannot be confined to a small group of departments," says Joel Weinsheimer, chair of the Council on Liberal Education (CLE) and director of the English department's writing program.

Requiring writing across the curriculum isn't a new idea, and it's already happening at more than half of the universities in the country. What's news is that after a decade of talking about it, the University is doing it.

"We're trying to engage a research faculty in thinking in depth about how writing is embedded in their disciplines," says Lillian Bridwell-Bowles, director of the Center for Interdisciplinary Studies for Writing (CISW). "I'm so tickled about it. A lot of other places have imposed a writing-intensive requirement without doing that."

After a first-year composition course, students will be required to take four W-I courses (see box). That adds up to five writing classes as compared to the current two. English, rhetoric, and General College (GC) will continue to offer the freshman course.

The coincidence that Weinsheimer is CLE chair "has led some people to think that [W-I] is the brainchild of the English department, and it's not," he says. "It's the most far-reaching change in the way writing instruction is delivered at the University of Minnesota within recent memory."

Broad-based support

Faculty response to the CLE's request for course proposals was strong. "Our October 29 deadline was absurd. It came right at the crunch time. We were heartened to receive a response we really had no reason to expect," Weinsheimer says.

"I consider it almost a miracle that it has been relatively easy to garner broad-based support for this program. People are saying, 'I've been teaching writing all along. Thank you for recognizing it.'"

Workshops offered by the CISW on designing W-I courses were "sold out in fall quarter," Bridwell-Bowles says. "The proof in the pudding is that we have submitted to the CLE a really huge number of courses. Without extraordinary effort we're going to have plenty

of these courses."

History has had a writing requirement in its 1-level survey courses for almost a decade. "In fact it's more intensive than the new requirement will be," says Professor Josef Altholz. Two discussion sections a week are held instead of the usual one, students are expected to write something each week, and assignments are "evaluated partly on the basis of the writing, partly on the basis of the history."

Concern for writing is "not limited to the humanities at all," Weinsheimer says. "People in business care deeply that their students' communication skills are very highly refined. Writing is important not just in communicating the results of scientific research but in doing it in the first place. Perhaps we liberal arts types are unfairly surprised by the breadth of commitment that the program has garnered."

John Carlis, associate professor of computer science, is a strong advocate of teaching both writing and speaking. "Being able to communicate well is the difference between succeeding and not succeeding," he says.

"When I talk to people about both writing and speaking, I talk about it as a design activity," he says. "We design software and database systems." Similarly, he says, people need to pay attention to how their design their papers and talks.

"If people can't communicate, if we don't help them learn to communicate, we're not doing our job."

Getting everybody ready

The writing departments are taking the lead, Weinsheimer says, "and yet it's fair to say that there is a very significant reversal going on. People in composition are experts in composition and might not know much about the subject. Now people will be experts in their subject and know less about the teaching of writing."

Workshops and seminars are offered for faculty "who want help in thinking through the innovative ways to teach writing in their disciplines," he says. "We also think, and in some ways this may be even more important, that there will be an entire generation of TAs involved in the teaching of writing. When they themselves become the professors it will seem less odd for them to be including writing in their courses."

To help faculty get ready, CISW is offering 10 workshops this year. Winter workshops will include how to handle the paper load and how to work with TAs to ensure that grading is consistent. Beyond the nuts-and-bolts topics, Bridwell-Bowles says, the CISW is committed to supporting dialog on "really interesting scholarly questions" and "creating an enriched environment for undergraduates."

Rhetoric is also doing its part. "We focus on writing in the sciences," says department head Billie Wahlstrom. Graduate students often have scientific or technical backgrounds, and now those students are being matched with faculty to help them develop W-I courses. "We're

trying to get everybody ready for this."

"We often have a fairly good match, maybe someone with a master's degree in that program. If not, we find someone." Graduate students may help faculty learn how to grade writing, for example. Online support is offered through the OnLine Writing Center at www.agricola.umn.edu/owc.

"We're committed to the notion that writing is everybody's business," Wahlstrom says. "We want to help people feel good about it."

At first GC wasn't planning to be involved in the W-I program, says Professor Terence Collins, because the thought was that it would be for upper division courses only. When that was clarified, GC decided to propose several of its general education courses to be W-I.

"I would guess that 20,000 W-I seats will be needed every year, and we want to make sure we carry our weight," Collins says. "We will create enough seats so that our students can take one class before they transfer."

After that, he says, "our students ought to immerse themselves in the intellectual life of their major. We want them to leave needing some W-I courses in their major."

In CLA, Bridwell-Bowles says, 22 writing consultants were appointed from among the senior faculty. They came to a retreat in the summer and talked about the needs faculty members in their departments would have in teaching W-I classes.

"No one group, unless you'd say the CLE, is in charge" of the W-I program, she says. "Lots of people are caring about it. That's always harder work, and it's messy. But I think over the long haul it's better."

—Maureen Smith

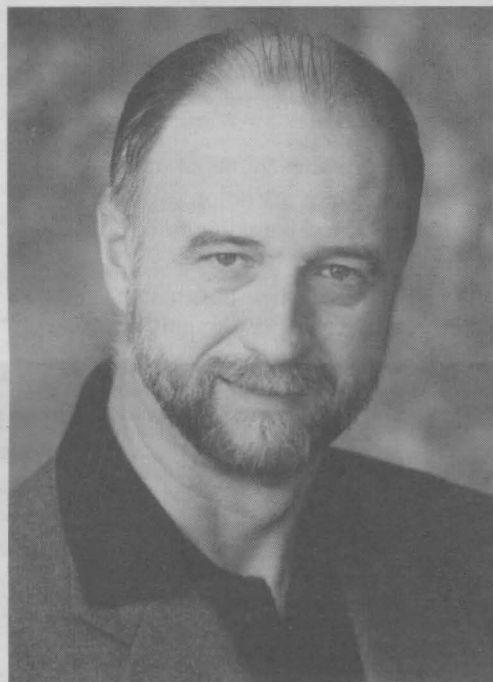


Photo by Tom Foley

Joel Weinsheimer, chair Council on Liberal Education

The highlights

A writing-intensive requirement for all new students will go into effect in the fall, along with semesters.

■ Writing requirements

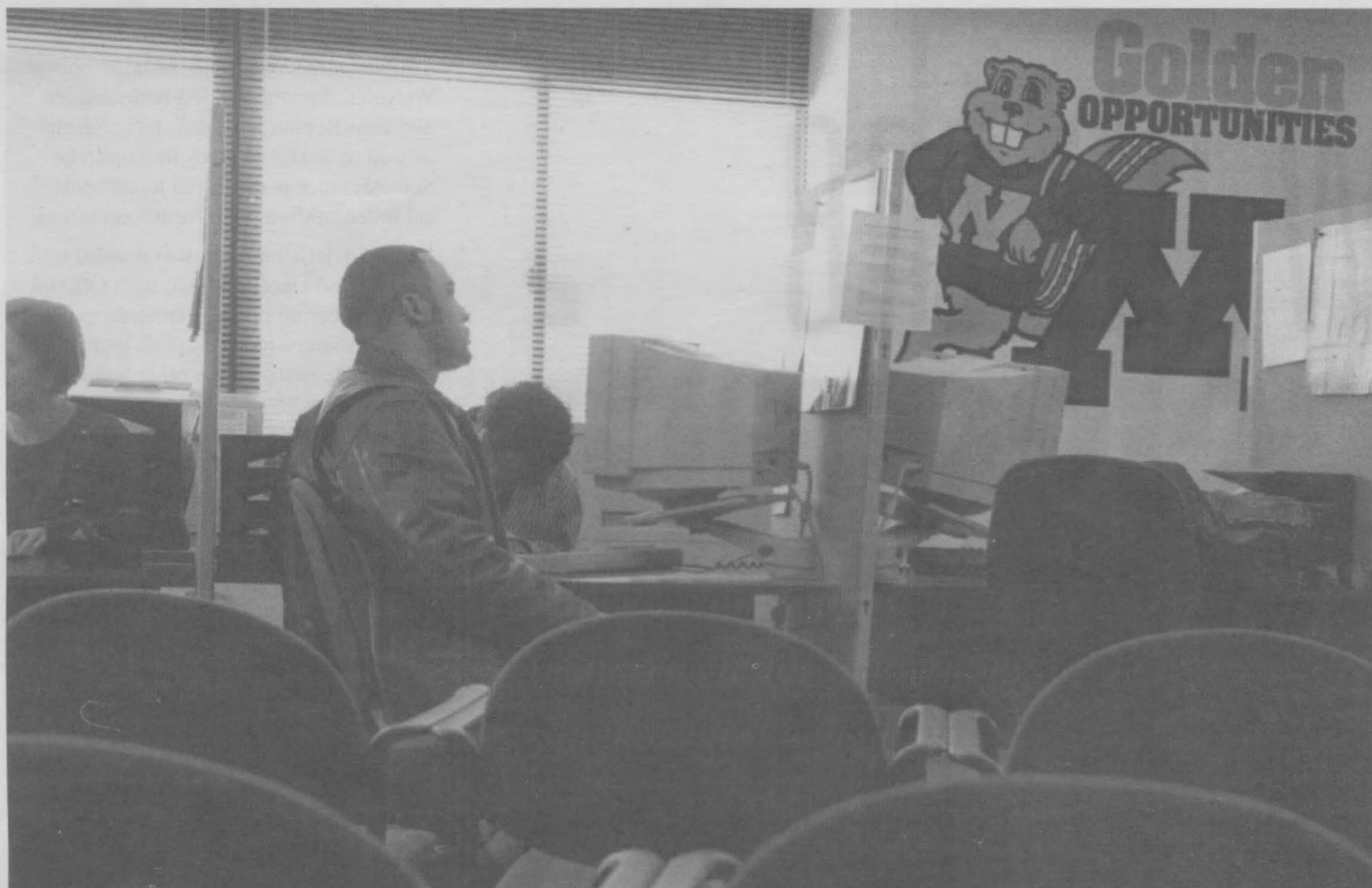
Current: First-year composition course and one upper-division composition course, taken through the English department, the rhetoric department, or General College. Students who entered before fall 1999 can continue under this requirement through spring 2002.

New: First-year composition course plus four Writing-Intensive (W-I) courses. At least two W-I courses must be upper division, and one of these must be in the student's major.

■ W-I courses criteria

A minimum of 10 to 15 pages of formal writing, from lab reports to traditional research papers;
Student's revision of at least one of the four assignments after it receives feedback from the teacher;
Course grade dependent to a significant extent on the quality of the student's writing.

For more information, see the Web site of the Center for Interdisciplinary Studies of Writing at cisw.cla.umn.edu. For help with writing or the teaching of writing, go to the OnLine Writing Center at www.agricola.umn.edu/owc.



In the human resources office in the Donhowe Building, empty chairs suggest the labor shortage that's affected the metropolitan area, including the U. In response, Goldy and the Golden Opportunities campaign are courting prospective job applicants.

Working for the gold

Help wanted. Apply within the Ivory Tower.

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This and more can be yours! Goldy Gopher wants to employ you!

There's a labor shortage locally and nationally, and the University of Minnesota is not immune. On any given Monday morning there are nearly 100 unoccupied positions across the Twin Cities campus, the majority of them clerical, technological, technical/scientific, food service, and custodial.

"As the third largest employer in the state, we're feeling the effects of a tight labor market," says Roger Forrester, director of the office of human resources. "We're having a harder time filling jobs."

Forrester points to recently released data from the Minnesota Department of Labor showing that the unadjusted unemployment rate in the Twin Cities is 2.5 percent—the lowest of any major metropolitan area in the nation.

In response, says Forrester, the University has initiated and implemented the "Golden Opportunities" campaign, a collaborative employee recruiting endeavor involving the office of Human Resources, Academic Health Center Human Resources, University Relations, McFarland Media Interests, and Minneapolis-based Ludlow Advertising. Forrester says the campaign has multidimensional objectives, including imple-

menting of an aggressive recruiting strategy that supports the University's mission; promoting the University as a premier employer; attracting greater numbers of high-quality applicants for hard-to-fill vacancies; and emphasizing internal and diversity recruiting.

"Our employees are the lifeblood of the University, and we have a clear mandate

to emphasize internal and diversity recruiting," says Forrester. "It's an applicants market and we need to be competitive. The Golden Opportunities campaign allows us to focus our recruiting efforts and subsequently fill vacated positions with quality and diverse employees."

Jesse Vega, human resources recruiting coordinator for the past two years, agrees. "We want a diverse workforce that is reflective of our neighborhoods and communities," says Vega. "Nearly 25 percent of Twin Cities residents are people of color, and through the Golden Opportunities campaign we are taking the jobs to the community—aggressively recruiting applicants and providing gainful employment."

Labor shortages are not uncommon, but their unpredictable, cyclical behavior often leaves economists and employers alike in a capricious, seemingly incalcula-

ble state of flux.

If it's any consolation, the U is not alone in this predicament. Kenneth Green, in a recent article in the *Chronicle of Higher Education*, warned of an alarming shortage of qualified personnel to fill support positions at colleges and universities nationwide.

"The real challenge at most institutions of higher education," said Green from Claremont Graduate University in Encino, California, "is to improve resources and services, given both rising expectations and exploding demand."

Locally, a recent *Star Tribune* editorial addressed the labor shortage issue, stating: "The labor market tightens up periodically, usually late in economic expansions like the current one, when employers have tapped most available pools of labor. At such times the market adapts accordingly—employers raise wages and make jobs more attractive."

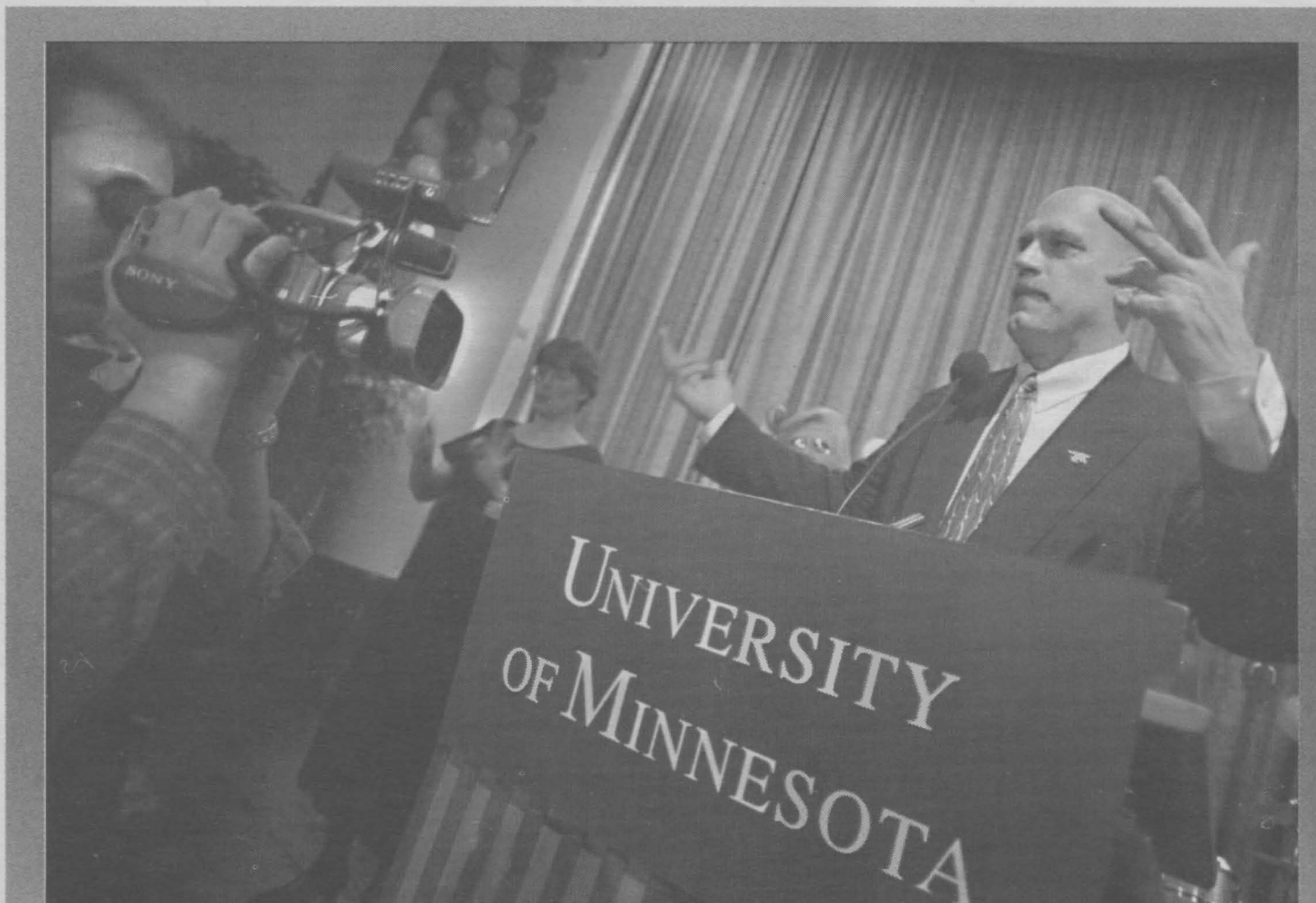
Forrester says the Golden Opportunities campaign and its partners plan to use all available resources to communicate with prospective employees and ensure successful results. The first of several campaign cycles utilized print ads, bus shelters, billboards, e-mail and Internet advertising.

"We've done virtual recruiting, diversity recruiting, college and university recruiting, internal recruiting and student employment recruiting," says Forrester. "And, we're constantly evaluating our efforts."

A quick scan of vacant job classifications currently touted by the campaign includes editor, editorial assistant, administrative aide, coding specialist, accountant and secretary. This is the short list; there are literally hundreds of others.

For more information about employment opportunities at the University, call 664-9660, stop by the Job Center on the Twin Cities campus, or visit the Golden Opportunities Web site at www.umn.edu/ohr/jobs.

—Mike Nelson



The governor comes to call

Minnesota's new governor Jesse Ventura was at the U January 5, meeting with students as part of his inauguration week activities. The session was held in Coffman Union's Great Hall.

MOSCOW ON THE MISSISSIPPI

Pop art from the Eastern Bloc

When I toured the Weisman's latest exhibit, "It's the Real Thing: Soviet and Post-Soviet Sots Art, and American Pop Art," I was reminded of a family of Romanian immigrants who moved in next to where I was living about 10 years ago. Ethnic Hungarians from Transylvania, they bought and renovated a duplex, converting the first floor into a deli takeout featuring ragout, chicken paprikesch, and other East European specialties. There were five of them in all: Yolanda, the mother, a round cheerful woman who was clearly the head of the household; her husband Carl, a wiry, worn-out looking fellow who'd worked for decades in a tannery; two young men, Zoltan and Attila; and the daughter, Csilla, a 21-year-old cosmetician.

Over time, and many courses of paprikesch and numerous glasses of amber-colored Tokay wine, I got to know the family quite well. And little by little I pieced together the story of their life under the Ceausescu regime, which systematically oppressed Romania's ethnic Hungarians, and their departure from the country, a process that was strung out over several years, with the sons leaving first, then Csilla, and finally her parents.

Two things they recounted will always remain fresh in my mind. First, the fact that after Zoltan left the country illegally, Csilla—then a 16-year-old cosmetology student living in Bucharest—found herself under 24-hour-a-day surveillance. Second, that shortly before Carl and Yolanda emigrated, Ceausescu promulgated an edict requiring that the students and employees in every school, shop, and factory throughout the land be given written quizzes every morning on what had appeared in the newspaper the day before—the idea being to check up on whether people were keeping up on the latest propaganda.

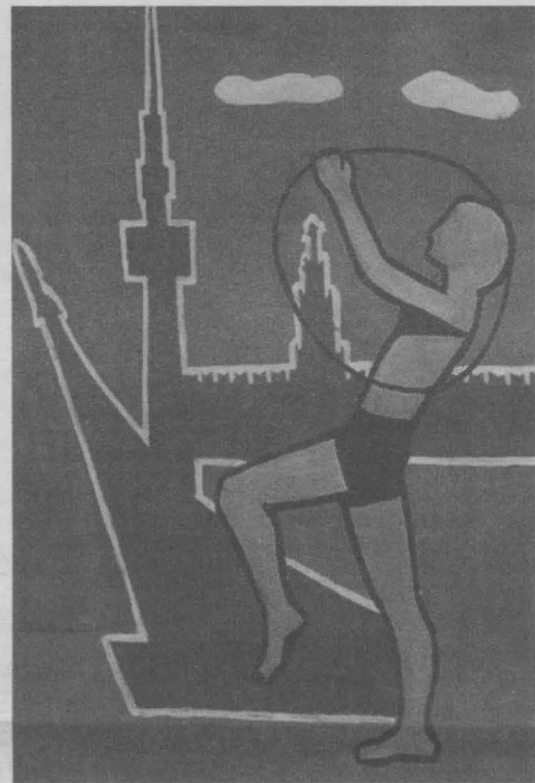
Think of the utter waste of human resources. Secret police tailing a 16-year-old cosmetology student—surely not the typical profile of a threat to any regime—and mountains of paper documenting whether Comrade Warehouse Clerk could name the Minister of Hydroelectric Development or Young Pioneer Ivana could regurgitate the latest of Ceausescu's lunatic pronouncements. More than tales of the Gulag, these stories from this simple working class family conveyed to me the Soviet system's utter futility and obsession with control at all costs.

Both Pop Art, which first appeared in the early sixties, and Sots Art, which sprang to life about a decade later, were responses to cultural monoliths. In the U.S., the monolith was (and is) an all-pervasive consumer culture. In the Soviet Union, the monolith was the Party's all-pervasive propaganda—a fact whose legacy is the central place ideology continues to occupy in Russian life. Rather than turn inward to explore the psyche, Sots artists, like their Pop forerunners, decided to look outward, co-opting the icons and symbols of Soviet culture in ironic or parodistic ways.

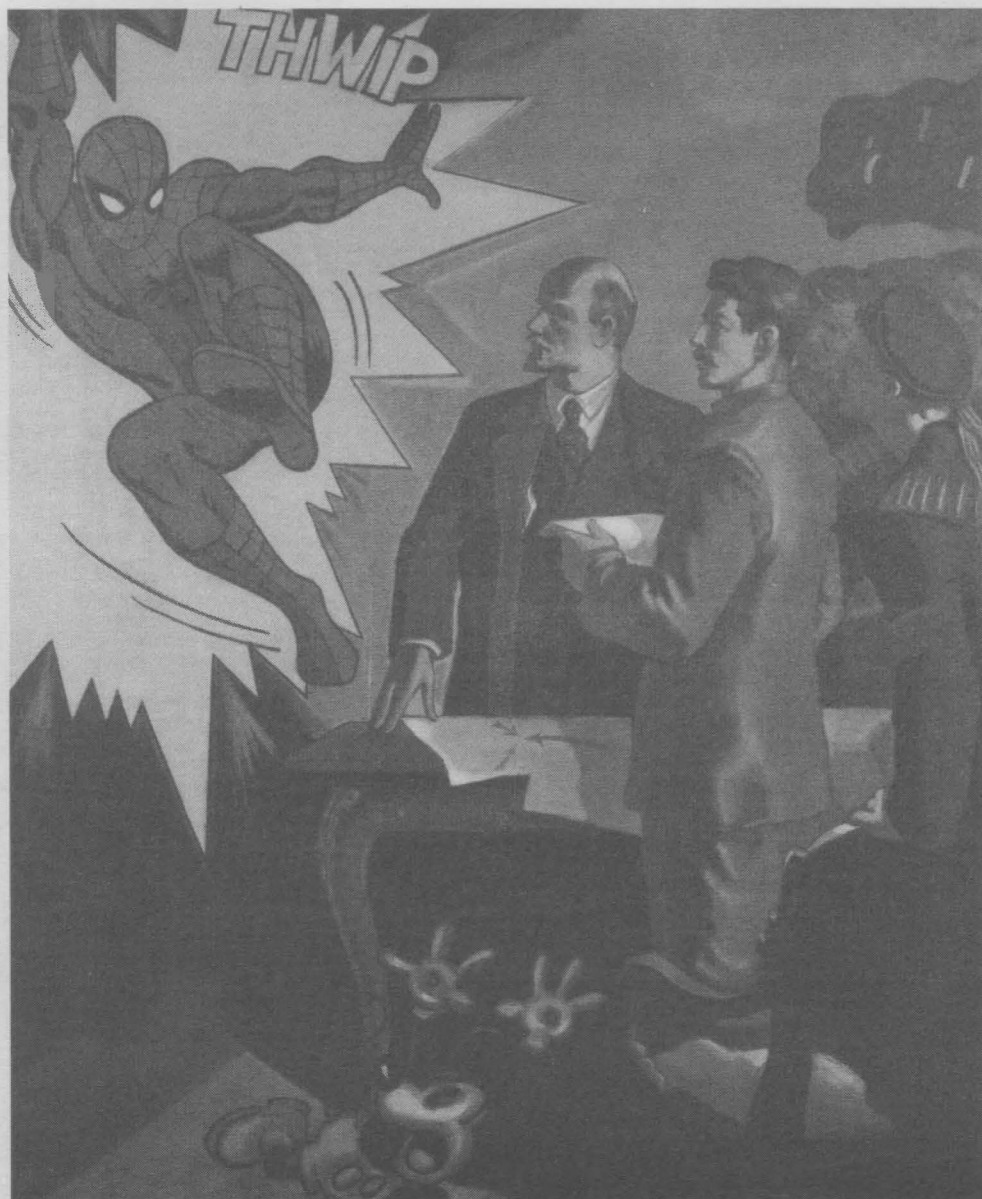
The name "Sots Art" is testimony to the central role Pop Art played in the formation of Sots Art. The neologism—a combination of Socialist Realism and Pop Art—was coined by two artists featured in "The Real Thing." Vitaly Komar and Alexander Melamid, whose collaborative work—such as banners bearing typical ideological slogans to which the artists signed their names (a sly comment on the persever-



From the exhibit (above): Portrait of Komar's Wife and Child, by Vitaly Komar; Portrait of Melamid's Wife, by Alexander Melamid. Below: Thwip, by Alexander Kosolapov.



ance of the individual within the collective hive)—are some of the earliest examples of Sots Arts' subversive humor.



As is characteristic of other themed exhibits at the Weisman, the co-curators, Weisman director Lyndell King and art historian Regina Khidekel, have tutorial as well as aesthetic goals in mind. The Sots Art work is displayed in chronological order, outlining the form's evolution.

In the Soviet Union, art was divided into Official and Unofficial Art, with Official artists receiving praise, exposure, and adequate resources to accomplish their work. Unofficial artists, on the other hand, had to make do with whatever materials were at hand, working in odd places, and always under the threat of repression.

The unofficial status of pre-perestroika Sots artists is reflected in the crude materials and makeshift nature of many of the works in "The Real Thing." The striking contrast between the fashion-conscious,

high-glamour world of, say, Warhol's Factory and the exiguous lives of the Sots artists lends the latter's work a degree of gravity and significance never attained by Pop Art. In the Soviet system, the creation of Sots Art meant taking real risks. At best it guaranteed that one would work in obscurity, exchanging fame for the chance to open up a little breathing space in an otherwise repressive political and creative environment.

The exhibit's title—"It's the Real Thing"—is the name of a painting that depicts a stylized profile of Lenin next to the Coca Cola trademark and slogan. Although Alexander Kosolapov created the work in 1980, it foreshadowed the triumph of consumer society over ideology that would take place with the collapse of the Soviet Union in 1991. As if to underscore the irresistible allure of the West, all but a handful of the Sots artists on display here have emigrated and now live in Europe or the U.S.

The good news is that the post-perestroika Sots Art is as sassy and satirical as the older work; only the circumstances under which it was created have changed, not the sharp-eyed perceptions of the artists themselves.

"It's the Real Thing: Soviet and Post-Soviet Sots Art and American Pop Art" continues at the Weisman through March 7. For information call 625-9494.

—Richard Broderick

Why we work at the U

In our career counseling with University employees, we've been struck by how often people say they want to "stay at the University." They may need a job or career change, or want to shift responsibilities, but many employees want to continue working here in some capacity.

Statistics definitely back up our impression. In this age of short-term employment and lack of loyalty to an employer, University employees are racking up an impressive number of years working here. Civil service employees average 9.91 years, and bargaining unit employees 7.86 years. P&A employees stick around even longer—on average, 10.79 years.

Why do so many of us want to work here? What is it about the University that creates such loyalty? We all know that the benefits are great, but what else keeps us here? We asked some employees, and here are some of the themes we heard.

Energy, excitement

For many employees, the University environment is exciting and energizing. Our campus is alive with activity, offering opportunities to sate almost any interest. The constant influx of students, access to museums, libraries, and lectures, the sense that new and groundbreaking work is being done here, all contribute to the excitement of working at the U.

Opportunity to make a contribution

University employees often feel that the work they do is meaningful and contributes to the greater good. Our medical breakthroughs and inventions are straightforward examples of how University work makes a contribution to society, but employees from many different areas express this sentiment of work with purpose. For example, Patti Neiman, associate counselor advocate in General College, says she enjoys her work here because she believes in the mission of General College, and in the students. General College fits with her value system. Another employee put it this way: "I'm not just making widgets here, I'm making a difference."

Talented, supportive colleagues

Many employees pointed to their colleagues as the reason this is such a great place to work. Julie Chuba, student support services associate in University College and a 10-year employee, had this to say: "I have been so lucky to work with committed people who are supportive of each other and care about the work they are doing. They get along well and like to have fun too. It makes coming to work much easier."

Exposure to different cultures

Students and scholars join us from around the world, providing a rich environment for learning. Printing Services, for example, recently hosted James Ovia, a Papua New Guinea resident who came here to learn about printing processes. Printing Services staff had to rethink how they do their work, to understand the challenges faced in a low technology

environment. Printing Services director Dianne Gregory was impressed by her staff's enthusiasm and generosity. They not only shared their work knowledge but also welcomed Mr. Ovia into their homes and gave him a "Minnesota" experience.

"This opportunity is part of what working at the U is all about," Gregory says.

Variety and change

With the cyclic nature of academic life, the University is certainly a place of change. Employee job responsibilities often shift with the rhythm of change. Dyan Matczynsky, employment consultant in the office of human resources, has held 8-10 different jobs in her 27-year career at the University. In her experience, the people who stay here like the creativity and the pace, and are positive about the University and its students. She herself has made a career here because she likes the variety and the opportunity. According to Matczynsky, "It's been an exciting ride: something's always happening, and I like that."

Opportunities to move in many career directions

The University isn't quite the land of 10,000 job titles (we actually have 901 different titles), but as the third largest employer in the state, the University is a mecca of career opportunity. We are one of the state's most diverse employers with respect to variety of work. The University employs librarians and gardeners, musicians and child care workers, scientists and athletic trainers. And, oh yes, faculty. The point is, no matter what your interests and skills, there is probably

some job here that would be a good fit.

Furthermore, most University employees have tuition benefits for ongoing education and career growth. Some of our employees start as student workers and become full-time employees while they finish their degrees. Patti Neiman, for example, started working at the University as an undergraduate, and finished her bachelor's and then her MA while working here.

All in all, the University offers much opportunity for its employees. The key may be finding ways to realize the potential that awaits us here. The Employee Career Enrichment Program can help you make the most of the University's resources.

—Kate Schaefer & Barb Krantz Taylor

Civil service employees average 9.91 years, and bargaining unit employees 7.86 years. P&A employees stick around even longer—on average, 10.79 years.

Y2K? No. SQC!

Think the millennium is big news? The real partying next year will begin when the U launches its 150th anniversary celebration. That's our sesquicentennial, and you'll be hearing plenty about it in the next few months.

A sesquicentennial executive committee appointed by President Yudof has begun initial planning for several signature events beginning in August 2000 and continuing through the 2000-01 academic year. Those events include a prelude event at the State Fair in August; a kick-off event at the U shortly after beginning of fall semester on September 5, 2000; commemoration of the signing of the University charter on February 25, 2001; and a grand finale event in May 2001. In addition, the committee hopes many other institutional events and projects—homecoming, commencements, etc.—will tie in to the SQC celebration, says SQC coordinator Sue Eastman.

Faculty and staff are invited to provide input, suggestions, and ideas to the committee via the sesquicentennial Web site: www1.umn.edu/sesqui/.

Nominate a distinguished U College teacher

Nominations are now being accepted for the 1999 University College Distinguished Teaching Awards. Recipients receive a \$1,000 honorarium.

1998 recipients were Miriam Fremier, U-Morris; Jay Hatch, General College; Thomas Halbach, U of M Extension Service; and Merrie Kaas, School of Nursing.

Nomination information is available in 150 Westbrook Hall or by contacting Raleigh Kaminsky at 624-9329 or rkaminsk@mail.cee.umn.edu. Deadline for nominations is March 31.

TOEIC now offered at the U

The Test of English for International Communication (TOEIC) is now being offered at the U. Used worldwide as a standard of English proficiency, the TOEIC measures ability to use English skills on the job and helps job seekers demonstrate English skills to future employers. More than 7 million people in 2,000 companies, universities, and other organizations use this test each year.

Kudos

■ **Andrea Hutchins**, assistant clinical specialist in food science and nutrition, received the American Dietetic Association Foundation's first Jean Hankin Nutritional Epidemiology Award. The \$10,000 award will support Hutchins's research.

■ **Seymour Levitt** has been named president of the 30,000-member Radiological Society of North America. Levitt, who has been at the U for 30 years, is professor and head of the Department of Therapeutic Radiology.

■ **Anny Lin**, an academic adviser in the U's Asian/Pacific American Learning Resource Center, received the 1998 New Professional of the Year Award at the Minnesota College Personnel Association Conference in November. The award recognizes an ambitious and dedicated new-student development professional who has provided outstanding

Upcoming test dates are February 25, May 20, and August 5. Call the Minnesota English Center at 624-1503 for more information.

Office for U Women calls for proposals

The Office for University Women, formerly the Commission on Women, invites proposals from faculty, staff, and students on all four U of M campuses for projects that further the goal of improving the campus climate for women.

For more information or an application packet, call the Office for University Women at 625-2385 (ext. 3).

Who you gonna call?

...The U's Motorist Assistance Program, if your dilemma has something to do with your car this winter. The program is free to all U Parking and Transportation Services customers. Services include unlocking vehicles, changing flat tires, jump starts, and referrals, on request, to a service station when service is beyond the scope of the staff. Hours are 7 a.m.—midnight, Monday through Thursday, and 7 a.m.—10 p.m. Friday. Call 626-PARK.

Common Bonds

Common Bonds, a pictorial memoir of the U, by Andrea Hinding, is available for purchase. Cost is \$35 at bookstores. It can also be ordered from U libraries for an additional \$2 for shipping and handling. Call 627-4633 for more information.

The better to see you

Laser vision correction by corneal surgeons in the U's Department of Ophthalmology is available at discounts to U employees and their families. A new procedure called LASIK is being used to correct nearsightedness, farsightedness, and astigmatism. A recent study in the journal *Ophthalmology* concludes that the LASIK procedure appears now to be comparable in safety to earlier laser treatment for the correction of low myopia and superior for the correction of high myopia. Free seminars are frequently presented for those interested in learning more about the procedure. For information about future seminars or refractive surgery, call 626-5010.

and innovative programs or service to his or her institution.

■ **The Midway Job and Opportunity Fair**—sponsored by the U and University United, a St. Paul Midway nonprofit coalition of citizens and businesses—received an award from Business Retention and Expansion International for effectively implementing programs to bring jobs to the community and building school-business partnerships.

■ **The Humphrey Institute** has been voted a full member of the Association of Professional Schools of International Affairs. The association is a consortium of 18 graduate institutions that train students for international leadership and service. Members include schools of public affairs and policy at Georgetown, Harvard, Princeton, and Yale.

February calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

SPECIAL EVENTS

Sat., Feb. 13

■ **Eagle Watching Trip and Brunch**—15th annual Raptor Center-sponsored event includes daylong bus excursion along the Mississippi followed by a brunch and talk on eagles at Red Wing's St. James Hotel. Door prizes include chance to release a bald eagle back to the wild. Cost including transportation: \$50 (Raptor Center members)/\$60 (nonmembers). Without transportation: \$30/\$40. FFI and registration: 624-2756.

Sat., Feb. 13 and Sun., Feb. 14

■ **The Mating Game: A Valentine's Day Event**—Take this lighthearted tour of courtship and sex in the wild and discover how animals find their mates. Dessert reception follows. This adults-only program was a howling success last year, so register early. 6–8 p.m., Bell Museum of Natural History. FFI: 624-7083.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **MORPHIN! The Science of Biological Change**—Display includes live caterpillars, real butterflies and moths, and hundreds of paper butterflies created by children who visited the exhibit at the State Fair. Through November 2000.

■ Chased by the Light: The Photography of Jim

Brandenburg—A chronicle of Minnesota native Jim Brandenburg's experiment in which he took only one photograph each day in the woods by his studio in Ely. Through May 16.

In conjunction with the exhibition:

■ **Special gala and book signing featuring Jim Brandenburg**—Feb. 11, 7 p.m., Bell Museum's west gallery. \$25.

GOLDSTEIN GALLERY, FFI: 624-7434

■ **Titanic-era clothing**—To coincide with St. Paul's *Titanic* exhibit, the Goldstein presents an exhibition of clothing circa 1912. Most pieces in this unique collection have never been on display. Exhibits include heavily embellished women's evening dresses, finely tailored day suits, tea dresses, night wear, men's evening ware, a child's sailor suit, and accessories. 9 a.m. to 6:30 p.m., Great Hall Gallery, U.S. Bank Trust Center, 150 E. 5th Street, St. Paul. Through Feb. 15.

HUMANITIES FINE ARTS CENTER GALLERY, MORRIS, FFI: 320-589-6230

■ **A Common Thread: Minnesota Quilts**—Through Feb. 5.

■ **Paintings and Sculptures**—By Rebecca Cross and Theresa Raff. Opens February 11 and runs through March 12.

Katherine E. Nash Gallery, FFI: 624-7530

■ **Absence/Presence: The Artistic Memory of the Holocaust and Contemporary Genocide**—In this special exhibition, artists from a broad mix of ethnic and religious backgrounds portray historical and contemporary genocide, including the Holocaust as well as genocide among Native Americans, Armenians, and peoples of the former Yugoslavia. The exhibit examines how art can serve to convey the historical and contemporary memory of genocide and how such aesthetics can be constructed. Through February 25; main gallery.

■ **Santos Fernandez: A Retrospective**—A retrospective exhibition of work by Santos Fernandez, Department of Art alumnus who died last year. Teaching gallery.

WEISMAN ART MUSEUM, FFI 625-9494

■ **It's the Real Thing: Sots Art in the Soviet Union**—Communist ideology was the target of this witty, subversive art form. Developed by the Weisman Art Museum, the exhibition will be accompanied by a major catalogue, which will be distributed nationally. Through March 7.

■ **Taking the Pop out of Sots Art**—Johns Hopkins history professor Jeffrey Brooks discusses how Russian artists discovered pop art and blended it with their heritage of modernism. Feb. 2, 7 p.m., Weisman Art Museum.

■ **When Russia Rocked**—Hamline University history professor and Russia expert Nick Hayes discusses Russia's rock counterculture from the 1960s to the early 1990s. Feb. 21, 2 p.m., Weisman Art Museum

LECTURES, WORKSHOPS, & CONFERENCES

Sun., Feb. 14

■ **Winter Poetry Symposium**—Visiting poets Sandra Alcosar and Juan Felipe Herrera conduct "The Future of Teaching Poetry," 3:30–4:30 p.m., 207A Lind Hall. Reading: 7:30 p.m., Nolte Center Auditorium. FFI: Ray Gonzalez, 625-0332.

Thurs., Feb. 18

■ **Slide/lecture presentation with Bill Gaskins**—Artist/scholar Gaskins has visualized the frequently invisible diversity, complexity, rituals, and gestures of African American life. 7 p.m., West Bank Union Auditorium. Free, open to the public. Sponsored by the Department of Art and the Department of Afro-American and African Studies.

Fri., Feb. 19

■ **"Beauty Before Age: Growing Older in Gay Culture"**—Video screening and discussion led by John Yoakum, Youth and AIDS Project. This film explores youth and beauty in the gay community and illuminates the larger societal obsession with physical appearance as a diverse group of men, ages 19-77, navigate their fears of becoming old, undesirable, and alone. Noon–1 p.m., 352 Coffman Memorial Union. Free, open to the public. Sponsored by the Gay, Lesbian, Bisexual, Transgender Programs Office. FFI: 626-2324.

Mon., Feb. 22

■ **Carol Bly**—The award-winning essayist and fiction writer presents a new short story, "Chuck's Money." Discussion follows. 7:30 p.m., Weisman Art Museum.

Thurs., Feb. 25

■ **Publication party for 2 for 5 chapbook**—Reading and reception to celebrate the publication of an artist-made chapbook honoring the Weisman's fifth anniversary. *2 for 5* includes new work by Creative Writing Program faculty Patricia Hampf and Michael Dennis Browne. Created by the Weisman in conjunction with the Minnesota Center for Books Arts. 7 p.m., Weisman Art Museum.

■ February Classes at the Minnesota Landscape

Arboretum—The Art of Aromatherapy; Calligraphy: Chinese and Japanese Styles; Landscaping for Wildlife; Growing Orchids Indoors; and Designing Gardens with Annuals. \$15 to \$40, depending on member/non-member status. FFI: 443-2460.

MUSIC

■ **St. Paul Student Center** free concerts every Wednesday and Thursday from noon to 1 p.m. in the St. Paul Student Center Terrace Cafe.

Sun., Feb. 7

■ **The Musical Offering**—The oldest continuously-performing chamber ensemble in the Twin Cities—made up of Minnesota Orchestra veterans—performs a program that includes Boccherini's sextet for oboe, bassoon, two violins, viola, and cello; Carl Reinecke's trio for oboe, horn, and piano; and Brahms's haunting quintet for clarinet and strings. 4 p.m., Weisman Art Museum.

Sat., Feb. 13

■ **Monsters of Grace**—Spectators wear 3-D glasses to experience this latest collaboration between director/designer Robert Wilson and composer Philip Glass. Performed by Glass and ensemble, the score was composed for live amplified voices, woodwinds, keyboards, computers, MIDI interface, and Middle Eastern string and percussion instruments. 8 p.m., Northrop Auditorium. \$28, \$22, \$16. FFI: 612-624-2345.

Wed., Feb. 17

■ **The Oscar Peterson Quartet**—One of jazz's most enduring stars, the august pianist Peterson appears with Ulf Wakenius, guitar; Niels Henning Orsted Pedersen, bass; and Martin Drew, drums. 8 p.m., Northrop Auditorium. \$42.50, \$31.50. FFI: 612-624-2345.

THEATER

Feb. 26–March 7

■ **Pentecost**—Set in eastern Europe, the play centers on a recently discovered fresco that may be historically significant as the bridge between medieval and modern art. Upper Midwest premiere. Written by David Edgar, directed by Kent Stephens. Stoll Thrust Theatre, Rarig Center. Fridays, 8 p.m.; Sundays, 2 p.m.; Sat. Feb. 27, 8 p.m.; Thurs., March 4, 7:30 p.m.; Sat., March 6, 2 p.m. and 8 p.m. FFI/tickets: 624-2345.

FILM

■ **Roxy Films**—Loving Your February: romantic films that will help you love February! Wednesdays at 7 p.m. and Fridays at 7 p.m. and 9:30 p.m. \$1 (U students) \$2 (others). St. Paul Student Center Theatre. FFI: 625-9794.

DANCE

Fri., Feb. 19; Sat., Feb. 20; Sun., Feb. 21

■ **Women at Work**—A culmination of work performed by U of M dance students and generated by six Twin Cities artists, this 1999 University Dance Theatre concert blends stunning artistry and athleticism. Directed by Joanie Smith. Friday and Saturday, 8 p.m.; Sun., 2 p.m., Whiting Proscenium Theatre, Rarig Center. Panel discussion with the concert's six choreographers immediately follows the Sunday matinee performance. FFI: 624-2345.



Doug Varone and dancers at the Southern Theater February 4 and 5.

Thurs., Feb. 4 and Fri., Feb. 5

■ **Doug Varone repertoire evenings**—Fresh works by the eloquently expressive modernist choreographer. 8 p.m., Southern Theater. Sponsored by Northrop Auditorium. \$16. FFI: 612-375-7622.

Fri., Feb. 26 and Sat., Feb. 27

■ **Ballet Nacional de Cuba**—Unrivaled technical daring and fluttering footwork are displayed in this stylish production of *Giselle*, one of ballet's most enduring romantic classics. 8 p.m., Northrop Auditorium. \$20.50–\$33.50.

FAMILY ACTIVITIES

Sat., Feb. 27

■ **After Hours at the Bell: Scavenger Hunt and Children's Overnight**—Children discover what it's like to be a Minnesota black bear. FFI and registration: 624-9050. Registration deadline: Feb. 12.

Sun., Feb. 28

■ **Print, Pull, Punch & Play: A Book Arts Family Day**—To celebrate publication of the Weisman Art Museum's fifth anniversary commemorative chapbook, *2 for 5*, families and kids of all ages are invited to explore the art of books. Hands-on activities range from making paper to creating stories. Refreshments and special entertainment. Co-sponsored by the Minnesota Center for Book Arts. Free, open to the public. Noon–4 p.m., Weisman Art Museum.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for the March issue is February 8.

In this issue:

- The view from the non-tenure track, p. 4
- From Papua New Guinea to U, p. 6
- MBAs from the U—in Poland, p. 7

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

The winter's trail

All roads lead to class, in spite of snow and sleet and icy winter temperatures. The scene above was taken along Northrop mall on one of mid-February's frostier days.

Non-tenure-track appointments prompt study

The Joint Committee on Academic Appointments is taking a close look at the growing practice of hiring non-tenure-track teachers.

The tenure debate may be settled for now, but some faculty members believe it's being lost for the future. More and more, they say, non-tenure-track teachers are being hired to teach courses once taught by faculty or that should be taught by new Ph.D.'s in tenure-track jobs.

The threat, they say, is that if deans wanted to, they could stop hiring tenure-track faculty and give themselves all sorts of flexibility—which is to say the ability to fire teachers at any time.

"Currently I don't think that's happening," says English professor Kent Bales, chair of the Joint Committee on Academic Appointments. "The reality of the current situation in the core units is that they're hiring tenure-track faculty."

Still, Bales sees cause for concern in the declining number of regular faculty.

Bales's committee is working on a report with two goals: to slow the trend toward hiring non-tenure-track (NTT) teachers and to offer more collegiality and improve employment conditions for those who are here.

"We think we're trying to keep things from getting any worse. We're hopeful they will get better," Bales says.

One faculty fear is "a loss of power within the University, in the sense of the power to persuade and to have their opinions sought out," he says. Another concern is the loss of colleagues to share in activities such as curricular planning, graduate advising, and committee service. "The faculty is continually urged to do yet more service, and there are fewer and fewer of us."

Quality and national rankings are also at stake, he says. National Research Council (NRC) rankings are based on the reputations of individual members of the graduate faculty. The Graduate School draws up a list, checks it with departments, and then "those names are circulated among scholars elsewhere," Bales says.

"The only constant variable in reputational rankings is department size. The larger the department, the better the chance that it will be highly ranked." Most University departments are smaller than those at universities of comparable size, and "we are in even worse shape now than we were the last time ratings were done."

Areas for resolutions

Nothing is settled, but the committee has identified three proposed areas for resolutions:

1. "All personnel who spend significant time teaching and directing research would be placed in appropriate academic appointments that would enable us to count them and specify conditions of their hiring, duration of appointment, review, promotion, and participation in faculty governance."

"This would likely mean the creation of new non-tenure-track faculty types of appointments," the committee's draft report says. But it is not clear whether faculty would welcome a new category of faculty or whether everyone on P&A appointments would want to leave P&A.

2. "Assure balance between the need for a critical core of tenure/tenure-track faculty with the need for flexibility in faculty hires."

The American Association of University Professors (AAUP) recommends that no more than 15 percent of the faculty of a university and no more than 25 percent of a college or similar unit be NTT. "We recommend a similar limitation," the report says. "But to accommodate some needs of a research university, we also propose that exceptions be granted to the 25 percent limitation."

3. Provide multiple-year contracts for professional employees after a probationary period of three to five years.

All kinds of teachers

The reasons for hiring NTT teachers, the kinds of teachers hired, and the types of appointment and conditions of employment vary widely across the University.

Some high-enrollment departments, especially the foreign languages and English but also others, hire people on P&A appointments for teaching only or teaching plus administrative duties. There are three job classifications: lecturer (which requires a Ph.D. or other terminal degree), teaching specialist (for teaching only, with a three-year limit), and education specialist (for teaching plus administrative work).

Computer science, also facing heavy enrollment pressure, has hired nonregular faculty on term appointments. The title is instructor. "It seems to work out well for us," says associate education specialist Phil Barry. "We really need extra people, and we've been able to get some good people."

The Medical School traditionally has hired clinical professors, some who teach a portion of a class without pay and

continued on page 5

EDITORIAL STAFF

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Its contents and more information are available electronically and on the Web at www.umn.edu/urelate/kiosk/.

This publication is available in alternative formats. Please call 612-624-6868.

Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Kiosk's* publishers. Letters should be no longer than 150 words. Send letters or inquiries to *Kiosk*, 11 Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455-0110; (612) 624-6868 or urelate@gold.tc.umn.edu.

The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

F.Y.I.



Writing awards available

The Center for Interdisciplinary Studies of Writing (CISW) is offering three awards of \$2,000 each for contributions to the discipline of writing. Nomination and application deadline is April 2 for the following awards.

Award for Excellence in the Teaching of Writing for significant contributions to the teaching of writing, or for using writing in creative ways in undergraduate courses.

Who's eligible: Faculty and academic professional and administrative (P&A) staff members (except those whose primary professional mission is the teaching of writing, e. g., in the Composition Program or the rhetoric department).

Doctoral Dissertation Fellowship for research with potential for making a significant contribution to theories about writing or writing pedagogy.

Who's eligible: Final-year Ph.D. candidates recommended by their advisers, who have an approved degree program on file at the Graduate School; have passed the written and oral preliminary examinations by April 2; and will have completed all program coursework by the end of spring quarter. Candidates also must have a thesis proposal on file at the Graduate School by the application deadline.

Outstanding Dissertation Award for a dissertation making significant contribution to theories or histories of literacy, writing, or writing pedagogy. The nominator must be the graduate student's adviser.

Who's eligible: graduate students whose dissertations have been accepted and who will have defended the dissertations between January 1, 1998 and March 31, 1999.

For more information about the nominating process, or for application materials, contact Lauren Marsh, CISW, 227 Lind Hall, 624-2344; marsh018.tc.umn.edu. Information and application materials are also available on the CISW Web site: cisw.cla.umn.edu.

Upcoming classes at the Bio-Medical Library

These are classes being offered soon by the Bio-Medical Library:

- Searching MEDLINE via PUBMED
- What's News...Keeping up with the Latest in Health Sciences Lit.
- Current Awareness Through Literature E-mail Update
- Basics of Database Searching: Science Citation Index
- Using Endnote Software

To learn what's available this quarter, call 626-3260, or check the Web site at: www.biomed.lib.umn.edu.

Happy birthday, events calendar!

The U's events calendar Web site celebrates its second birthday March 3.

The calendar, which provides a centralized listing of U-sponsored events, has grown steadily since it was launched. In 1998, 360 departments and student organizations submitted more than 5,700 events to the calendar, whose Web site received approximately 600,000 hits in that time, according to coordinator Gil David. It is now receiving an average of 20 to 25 events—sometimes as many as 40—hits per day. If you haven't already, check it out at events.tc.umn.edu.



Outstanding service nominees due

Nominations are due March 15 for the President's Award for Outstanding Service. Established in 1997, the award honors active or retired faculty or staff members who have demonstrated unusual commitment to the University community.

Nominators must be U faculty, staff, or alumni. Nomination letters should focus on the nominator's personal knowledge of the candidate's exceptional service to students, the U community, or individual units, or outreach beyond the University.

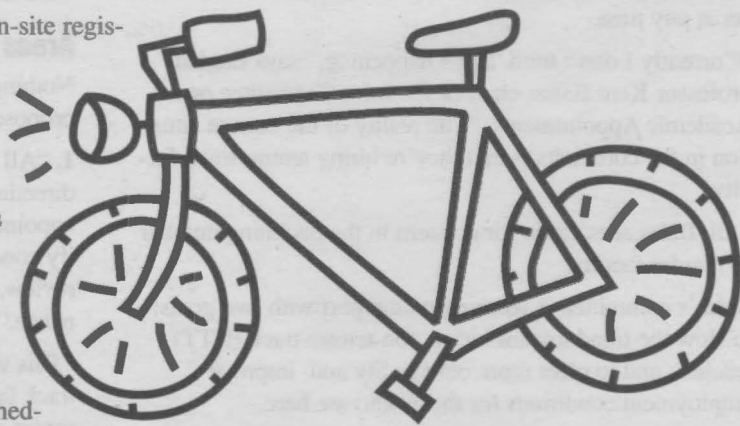
Nominations should be submitted to President's Award Committee c/o Vickie Courtney, University Senate Office, 427 Morrill Hall

For more information about this award or the nominating process, please call the University Senate Office at 625-9369.

Spring into fun at the St. Paul Gym

The St. Paul Gymnasium is hosting a spring open house Saturday, March 13 from 10 a.m. to 2 p.m. Everyone is welcome.

Activities include on-site registrations for youth programs and Learn To Swim, chance to try out the gym for the day, tours, drawings for aerobics passes, discount youth program registration, facility tours, information tables, and more. Here's the sched-



ule of the day's free activities.

- Aerobics: 9:15 a.m. (Step I); 10:30 a.m. (Boot Camp)
- Cycling: 9:30 a.m.
- Water aerobics: noon
- Swimming: 10 a.m.—noon (open swim); noon—2 p.m. (lap swim)
- Children's activities: 10 a.m.—2 p.m.
- Climbing: 10 a.m.—2 p.m. (Children must be accompanied by parent/guardian to participate in climbing)

Anyone under the age of 18 must be accompanied by an adult.

For new animal-care staff, new requirements

Beginning March 1, all new staff who work with vertebrate animals on the Twin Cities campus must attend an Institutional Animal Care and Use Committee orientation seminar.

Seminars will last about an hour and a half. Seminars for March will be in 2-152 Phillips-Wangensteen Building (PWB) Tuesday, March 2 at 10:15 a.m.; Wednesday, March 10 at 2 p.m.; and Thursday, March 23 at 10:15 a.m.; and in B-26 Classroom Office Building in St. Paul on Friday, March 5 at 10 a.m..

Seminar schedules will be posted on the Web at www.ahc.umn.edu/rar/Seminars.html or can be obtained by calling the IACUC office at 626-5654.

Eligible for a tax credit?

If you took graduate level courses through the Regents Scholarship Program between July 1 and December 31, you may be eligible for a lifetime learning tax credit on your 1998 personal income tax return.

The University is required to report graduate course tuition as taxable income on its employees' W-2 forms, and the Internal Revenue Service (IRS) has indicated that this additional taxable income is "qualified tuition" for purposes of determining education tax credits. Additional eligibility criteria must also be considered.

Undergraduate-level courses through the Regents Scholarship Program are tax-free.

To find out more about the education tax credit, check out www1.umn.edu/tc/students/finances/ and click "Hope Scholarship Credit, Lifetime Learning Credit and Student Loan Interest Deduction."

Academic and faculty appointments: an update

The forum to discuss the reclassification of academic appointments attracted more than 100 people on January 14. Kent Bales, chair of the Senate Joint Committee on Academic Appointments, and the committee's ASAC representatives Kyla Wahlstrom and Karen Alaniz provided background (see the P&A article in the January *Kiosk*), answered questions and collected feedback.

The main issue of interest to P&A staff is the proposal that those academic professional staff engaged in "faculty-like" work move to a non-tenure track faculty classification. Yet unresolved is if P&A staff must be engaged in all three faculty missions—teaching, research and service—to move to a faculty position, or if one can do teaching or research only.

Audience members at the forum asked a wide-range of questions, most of which had no definite answers at that time. However, before any changes can be made, they will need to be addressed in some manner. Some questions were:

- Will there be consideration of function of job performed as opposed to merely using job title when determining who will fit into this new category?

- What will be the effect upon fringe benefits? Will there be assurances that current benefits will not decrease?
- Assuming that there will be some objective measures by which to determine who will be in the new category, who will apply that criteria? Will there be an appeal process? Can P&A staff opt not to be moved to a non-regular faculty position?
- What about P&A staff who teach non-degree seeking students?
- Can we clarify the difference between adjunct faculty and non-regular faculty?
- Regarding the proposition that P&A staff whose employment length is 3-5 years or more being eligible for a multi-year contract: What if one's funding is on a grant that would end before the end of the contract period?
- We need a clearer definition of teaching—does it include advising? credit courses only? theses? Which student services positions might be considered "teaching"? What about clinical experiences?
- What degree is necessary for non-regular faculty? What about fields that do not have doctorates? What are considered terminal degrees in various fields?

together," Ventura said. "He has created the kind of partnerships that I want my administration to advocate." O'Keefe will continue to serve as a regent.

■ **Governance of the Academic Health Center (AHC)** has been one major focus of Faculty Consultative Committee (FCC) attention since last fall. Principal concerns include the erosion of departments and colleges, perceived centralization of resources and authority in the senior vice president's office, and lack of effective consultative mechanisms for faculty in AHC units. One outcome is that the FCC, in concert with Senior Vice President Frank Cerra, will begin a series of workshops with AHC deans, department heads, and faculty about implementing an effective consultative system.

■ The third FCC meeting on the **intellectual future of the U**, with vice presidents Bruininks and Cerra and associate vice president Victor Bloomfield, was Jan. 28. The operation, strengths, weaknesses, and future of the academic department was the focus. All agreed on the importance of the department to the health of the U.

■ **Institutional relations** under Vice President Sandra Gardebring is being reorganized and will incorporate units of the former University Relations (UR). Activities will be organized in four groupings: government relations, including state and federal relations, led by associate vice president Donna Peterson; community relations, with Ann O'Loughlin as coordinator; news service, with Scott Elton as acting director; and marketing and communications, with Tom deRanitz as director.

In addition to the forum, the ASAC (Academic Staff Advisory Committee) has also received about 100 responses to our listserv feedback request. The majority agreed with ASAC's concerns (see the ASAC web page at www.umn.edu/ohr/asac/ under What do you think?). Many expressed concern about the need for job security, and supported longer term appointments.

One response, for example, said the proposal seemed to be more than a policy change. It represents a different philosophy about the nature of faculty, all so that faculty numbers will look better. "It's like using a sledge hammer to fix a leaky pipe."

Generally, the written comments were consistent with questions and concerns voiced at the forum. All feedback is being passed on to the joint committee as it continues to refine a formal proposal to present to the Senate this spring. ASAC leadership will also submit an accompanying response.

—Karen Alaniz, Karen Lilley, Craig Johnson, ASAC

UR director Marcia Fluer has been assigned to the Academic Health Center. News service director Bill Brady is leaving to serve as communications director at the Minnesota Department of Children, Families, and Learning. The U of M Alumni Association and U of M Foundation continue to report to Gardebring.

Kathy Yaeger will serve as Gardebring's chief of staff.

Kiosk welcomes letters to the

editor and opinion pieces. To be

considered for publication, opin-

ion pieces should be between 250

and 500 words, and letters should

be under 150 words. Send copy

and disks to *Kiosk*, University

Relations, 6 Morrill Hall, via cam-

pus mail, or e-mail us at

urelate@gold.tc.umn.edu

Contact your legislators

Now that Gov. Jesse Ventura has released his budget plan with the proposed University share (\$121.8 million of \$247.6 million slated for higher education), it is time for University civil service employees to contact their state legislators, encouraging their support for the University's biennial budget request. The request asks for a state investment of \$198.8 million to support the University's five educational initiatives: enriching the undergraduate experience; competitive compensation; promoting a climate of quality services; connecting the University to the community; and financing health professional education.

We have met with Donna Peterson and Dick Hemmingsen, of the state relations division of the University's Office of Institutional Relations to discuss how University civil service employees on all campuses can help to build networks and support the University's biennial budget request.

Here are some suggestions:

- Contact your legislator in person or with a phone call, e-mail, or letter.
- Get to the point quickly and tell how the University affects you personally, especially in the five education initiatives.
- Be sure to listen and say thank you.
- Refer questions you can't answer to the Civil Service Legislative Subcommittee or to the Legislative Network office at (612) 626-0913.
- Don't argue, and be prepared to politely restate your position.

You can track the status of proposed legislation as well as send e-mail messages to your senator and representative via the legislative Web page at www.leg.state.mn.us.

Remember to be brief and let us know if we can help. I can be reached via e-mail at cavalier@mail.crk.umn.edu.

For more information on the University's request, call State Relations at (612) 626-9234 or go to www.umn.edu/urelate/request.

—Don Cavalier
Legislative Subcommittee

Contact your committee

The Civil Service Committee has a new group e-mail. If you have any concerns about any University or civil service issues, suggestions for topics we should be working on, or just a general question, please e-mail us at csc-list@socsci.umn.edu.

For individual members' e-mail addresses, see the CSC Web page at www.socsci.umn.edu/civilser, choose About the Committee and then Directory.

—Wendy Williamson
Communications Subcommittee

News digest

■ **Gov. Ventura's budget** calls for a biennial increase of \$121.8 million for the U. The U request is \$198.7 million.

For undergraduate education, the Ventura budget would provide \$20 million "for salary and support costs to hire new faculty to teach freshman seminars; for improved classrooms, library services, and academic advising; and to provide technology-enhanced learning and more opportunities for research and study abroad for undergraduate students." The U request, including money to hire 100 new faculty, is \$32.6 million.

For health-professional education and medical research, the governor's higher education budget would provide \$5 million to adapt professional education and research programs to community-based care. In addition, \$39 million in earnings from the new Health Professional Education and Medical Research Endowment would "provide stable funding for education programs, replacing declining revenue from patient care services, to help the AHC close its projected budget gap and leverage private and federal research grants."

The compensation increase would be \$70 million to help support inflationary increases of 3 percent per year for all state-funded U employees and an additional 2 percent per year above inflation for faculty. The request is for \$95.9 million.

■ **Regent Michael O'Keefe** was named by Gov. Ventura Jan. 21 as commissioner of the Department of Human Services. He has served since 1989 as executive vice president and CEO of the McKnight Foundation, Minnesota's largest foundation. "Mike is an impressive leader who understands how government and the private sector can work

On a different track: contract teachers

Three non-tenure-track teachers talk about their careers at the U.

April Knutson

When people ask April Knutson what she does, she says she teaches French at the University. Then she adds, "But I'm not a tenured professor."

"I want to dispel people of the illusion that I have a cushy secure job," she says.

Knutson loves teaching French, and she loves being part of the U. But after 11



April Knutson

years as a lecturer—a teacher without tenure—she can name some aspects of her job that she doesn't like at all.

Most of all, she doesn't like it that she never knows until a week before a quarter starts what classes and how many classes she will be teaching. "I get paid by the course, I get hired by the course," she says. "I've asked, 'Couldn't you just informally give me an idea?' They've always refused.

"Even though every fall for 11 years I've had two courses, they refuse to tell me. Over the summer I rarely make any money except some freelance translating. By September I'm desperate. I'm on the payroll late. I don't get paid until the end of October.

"If before September 15 they concede that yes, they do need me for one course, the secretary puts me on the payroll for one course. The secretary's actually very sympathetic to our plight. Once I get the second course, benefits click on. Then

I'm off again on December 15. It's just ludicrous."

Knutson relies on her husband's health benefits, but some of the other non-tenure-track teachers in French and Italian are single and have found it a real hardship to have their health insurance turned on and off while they continue to teach full-time every quarter.

Knutson was hired in 1987, with a Ph.D. from the U and several years of teaching experience, to teach an advanced course, filling in for a professor who had decided to stay in France for fall quarter. At that time, she was the only teacher who wasn't a regular faculty member or a teaching assistant.

"Now there are more of us than tenured faculty," she says. "We and the graduate students handle the bulk of the students. They have the majors and the graduate students. They don't like to face this fact."

Besides teaching in French, Knutson usually teaches one class a year in women's studies. She is told about that one ahead of time, usually in May for the following year.

"The money is not that bad," she says. "I get \$4,300 per course, a little more in women's studies. When I teach two or three classes, it's okay. Sometimes it's only one class, and then it isn't very good money. The problem is the constant insecurity."

Another concern for the lecturers is that they would like evaluation and the chance for promotions. After 11 years with no reviews and no change in title, Knutson says, "there is no way

to show that I have been advancing and my work has been appreciated. It isn't just that they were out beating the bushes for someone who could teach French or women's studies."

In meetings with the 20 lecturers in French and Italian, she says, "that was what some of them wanted more than anything else, especially the younger ones who are still hoping to get a tenure-track job."

Knutson isn't looking for a tenure-track job, but she still goes to conferences, gives papers, and publishes. She's happy at the U because of "the academic stimulation and the fact that I love to teach."

A member of the Joint Committee on Academic Appointments, Knutson is hopeful that the committee report will open people's eyes and get them talking.

"We've never been counted before, and nobody has paid any attention to the differences in the way we're hired from department to department and the way



Photo by Tom Foley

Ilene Alexander

we're paid, because nobody has wanted to talk about us.

"What I see as one great advantage of this committee is that it's a chance for the faculty to get their heads out of the sand."

Ilene Alexander

Ilene Alexander went into her Ph.D. studies because she loves language and literature and loves to teach. As far as she is concerned, she has found a job that lets her do what she wants to do: put teaching first.

In her third year as an education specialist in the English department, Alexander teaches composition classes and works with teaching assistants (TAs) on their professional development. "The teaching is great, and I get to work with graduate students who are new teachers," she says.

For variety, she teaches a women's studies class, Feminist Expository Writing.

"That keeps me happy," she says. "I get outside-the-department contact. I get to advise students on their senior thesis. To be able to walk someone through that is a peach.

"I like Minneapolis a lot," she says. "I like my job. Teaching is first. I can still write and publish, and I do that."

Still, there are some things Alexander wishes for. Recognition by the regular faculty, for one. "They tend to not notice our presence, and that's hard. They don't know who we are and what we do. There's some awkwardness when we cross in the hallways." Alexander can think of only four faculty members who have taken the initiative to strike up conversations with her.

"In the big national sense no one wants to see us as permanent," she says.

At the same time, Alexander and the other non-tenure-track (NTT) teachers have been told by department leaders that "they see an indefinite need for us."

Alexander and her colleagues would like contracts for more than one year. "It would be nice if they could make that commitment to the students and to us," she says. And if a decision were made to convert their jobs to the tenure track, "a number of us would want to have the option to be seriously considered" and not have their service outside the tenure track counted against them.

The 36 NTT teachers are supportive colleagues for each other, she says. "We have great collegiality in the halls. We've helped each other get through disserta-

tions, we share ideas for conference papers, we play with each other when we need that, we sit around and have lots of conversation, we talk about teaching quite a lot.

"We get noticed by students and teaching assistants, and that's really helpful.

There's a big TA office at the end of the hall, and we often find ourselves there. When we first came in, the TAs saw us as very much a threat. We worked very hard on changing that interaction."

Even though "it's hard to get paid a lot less for teaching a lot more" than the regular faculty, she says, the NTT teachers are happy to have full-time jobs. Some of them have had the experience of trying to make a living out of several part-time jobs.

"You don't have to patch things together, try to find a way to get benefits," she says about her full-time job. "You have an office instead of a drawer. It's much better for students."

Alexander is happy that her department and others are talking about improving the employment conditions for NTT teachers. "That they're having that conversation lets us know we are important as teachers," she says. "Otherwise we're expedient and easily disposable. I don't think we are."

Kyla Wahlstrom

Kyla Wahlstrom does everything a faculty member does. She teaches two or three courses a year. She is principal investigator (PI) on several important research grants. She advises 25 to 30 graduate students. She offers outreach to the community, to people in the public schools.

Her research on changing the starting time of high schools "has brought huge national attention to the University," she says. She is also one of the main evaluators for the implementation of Profile of Learning in Minnesota.

But Wahlstrom, who has been at the University for nine years as associate director of the Center for Applied Research and Educational Improvement (CAREI), isn't a tenured faculty member. Her P&A appointment is 80 percent as associate director, 20 percent as lecturer in the Department of Educational Policy.

Is she dissatisfied? Not in most ways. When a tenure-track position opened recently and she was encouraged to apply for it, she decided not to. "The hard part was that I would have had to give up a fair amount of my research," she says,

Alternate routes

continued from page 1

because the teaching load was significantly heavier, six courses a year.

"Grant funders don't want to see changes at the helm in the middle of grant," she says, and besides, she has a strong emotional investment in her projects.

"I am generally happy with being P&A, except for the fact that I'm on a year-to-year contract," she says. "After nine years, that's deplorable. I'm not saying that's my department's fault. There are tons of other people in the same situation. This year-to-year business for a solid performer is ludicrous."

Wahlstrom has a strong track record in getting grants, but when she goes for a three- or five-year grant she has to get someone to write a letter to assure the granting agency that she will be staying around. She has heard of others on one-year contracts who have probably lost grants because of it, or who have been told to submit "a sham or a shell representation of who is the PI of the grant." She says that's not fair to anyone—the granting agency or the people who are putting in the work without getting credit.

One-year contracts can also cause people trouble in more personal ways. Wahlstrom recently wrote a letter for a woman who wanted to buy a house and couldn't get a mortgage unless someone would say in writing that the University planned to keep her.

"It has a lot to do with how we live and how we feel about ourselves and our value to the organization," Wahlstrom says about the lack of a long-term commitment.

Although the Joint Committee on Academic Appointments may propose moving people like her out of the P&A category, Wahlstrom isn't so sure that's a good idea, either for the "faculty-like" P&A people or the others who would be left behind. "The administrative people need to have some consideration, too," she says. As for the faculty-like people, she worries that they might be "neither fish nor fowl," with nobody to speak for them.

"I would stack my expertise and my vita against any of my colleagues in the college," she says, but "that's not true of someone brought in to do just teaching." It isn't that these people couldn't perform all the roles of a faculty member, she says, but their jobs might not give them a chance. For these people especially, it might be better to stay P&A and work for longer-term contracts, she suggests.

A member of the joint committee, Wahlstrom has enjoyed the experience. "We've had very fine discourse at our meetings," she says. "It's not been contentious. We're delving into very deeply held personal issues, and we're making some important steps forward. This is a major adaptation we're talking about."

—Maureen Smith

some with appointments for a small percentage of time. More recently, because of financial difficulties that might make tenure-track hires unsafe, the School has hired some faculty on term appointments. Also, clinicians have been hired on P&A appointments. "We don't want to disturb any of those practices," Bales says.

Other schools in the Academic Health Center (AHC) have different practices. At a Faculty Senate discussion November 3, Bernadine Feldman, associate professor of nursing, said her school's faculty "is like a revolving door," with a system that particularly abuses women who are "doing all the activities of tenured faculty, yet don't have the protection or benefits of tenure."

Like the Medical School, some professional schools outside the AHC bring in professionals from the community. For example, Bales says, the Carlson School of Management may hire an investment banker to teach investment banking.

Highly paid professionals who teach University classes for the rewards of teaching and maybe for prestige are in a different situation than people whose only source of income is full-time teaching at the University. It is this second group that creates concern.

"In my view we are shooting our discipline in the foot by hiring full-time contract instructors instead of regular tenure-track faculty members in programs with steady enrollments."

—Connie Sullivan

Outnumbering faculty

In Spanish and Portuguese, the NTT teachers outnumber regular faculty. Department chair Carol Klee says the department has 12 regular faculty, six education specialists, and 14 teaching specialists, plus a handful who teach part-time in University College. Hiring NTT teachers began only in 1994.

Most of these people—who teach not just language classes but also content courses in the major—have just the M.A. degree. The starting salary is about \$29,300.

"On the one hand, they're doing important work for the department, and in most cases very high quality work. But the proportion is out of balance," Klee says.

"I'm concerned with the total disconnect between these faculty and the regular faculty," says faculty member Connie Sullivan. The NTT teachers are represented at faculty meetings by someone they elect, but most faculty don't know most of them at all.

Sullivan has another concern. "In my view we are shooting our discipline in the foot by hiring full-time contract instructors instead of regular tenure-track faculty members in programs with steady enrollments," she writes in the fall 1998 bulletin of the Association of Departments of Foreign Languages.

"If we don't begin to resist the bottom-line corporate mentality that worships flexibility in staffing and hiring the cheapest workers you can find, my guess is that when my generation—or yours—has lived out its tenure, there will be no tenure in modern language departments," she says.

Given the national job scene, people might applaud Minnesota's Spanish program for hiring full-time people, Sullivan says. "Seen from the perspective of beleaguered part-timers with Ph.D.'s, the 'freeway fliers' who stitch together a course here and a course there to stay alive and stay in the profession for which they were trained, perhaps we are not exploiting them."

Still, she says, "we are implicitly establishing a new faculty productivity standard for teaching loads that cannot be met by a research faculty member." And something else: "How can we expect anyone to continue to hire our Ph.D.'s if other departments out there imitate our practice and further shrink the number of career jobs promising tenure for excellent work?"

The need for teachers grows out of the soaring popularity of Spanish, Klee says. When Klee came to the University in 1985, there were 100 Spanish majors and only a few minors. Today there are 300 majors and 150 minors. But, she says, "our faculty numbers didn't increase."

Part of the problem is that so many students take Spanish in high school and repeat it at the University, she says. About half of all students in beginning Spanish have had two years or more of high school Spanish. "They really should come to the University ready to build on what they learned in high school, not repeat it," Klee says. Turning that belief into a policy, with enforcement, would cut enrollment in Spanish and reduce the need for NTT teachers.

Dean Steven Rosenstone of the College of Liberal Arts has made a commitment to increase the number of faculty. Two searches are in process—one for director of the language program (a position now held on an interim basis by an education specialist) and the other an open search. Rosenstone has told the department that "if we bring him excellent candidates, we may get two or three," Klee says. "He's aware of the need to increase the faculty."

Colleagues for the future

When English professor Bales returned from a sabbatical a couple of years ago, he was "astonished" to find "21 people teaching with me, not only freshman comp but literature," who were NTT. The number is now 36—11 education specialists, 13 lecturers, and 12 teaching specialists.

The NTT teachers "are teaching lower division classes across the spectrum," says Joel Weinsheimer, director of the composition program. "They began as exclusively

comp teachers, but the need for teachers is not limited to comp." Besides, he says, "we are trying to give them a little bit of balance and relief from teaching the same course three times a term, year after year after year."

Most have a Ph.D. or another terminal degree. (An M.F.A. is considered terminal, an M.A. is not.) Teaching specialists teach three classes a quarter, education specialists teach fewer depending on their administrative responsibilities.

Salaries for most of the NTT teachers are between \$24,000 and \$38,000. One group earns significantly less: the teaching specialists who teach classes for non-native writers.

The base salary for these teachers is between \$19,000 and \$21,000 for full-time, and some of them are on 75 percent appointments, says Sheryl Holt, an education specialist who coordinates the program. Holt herself has been in her job

"We can look forward to having these people as our colleagues for the foreseeable future. We cannot shut our eyes to their existence at our side."

—Joel Weinsheimer

since 1990 and last year got "a hefty raise," to \$31,000, when her administrative work was acknowledged.

"The biggest thing I'm dissatisfied with is the pay of my teachers," she says. "I know how highly qualified my teachers are. They're hired for the skills they have, but in some ways they're punished instead of rewarded for the extra skills they have." The sections for non-native writers are more difficult to teach, she adds.

NTT teachers cost far less than teaching assistants (TAs), Weinsheimer says, especially with the increase in the TA fringe benefit rate. But no graduate student has been deprived of a TA-ship because of the NTT teachers. The department has such high enrollment that both are needed.

Even though Weinsheimer values the contributions of the NTT teachers, he regrets the need to hire them. "I sometimes feel that for every one I hire, I have deprived one of our own graduate students of a tenure-track position," he says. "It's a structural self betrayal, like stabbing ourselves in the back. Our success depends on our graduate students' success in finding suitable employment."

With 45 regular faculty members and 36 NTT teachers, it won't be surprising when the number of NTT teachers "eclipses the number of faculty," he says.

"It's made even more poignant by the fact that many of [the NTT teachers] are our own doctorates and master's people, yet they're still unknown, separated off from the faculty. We're trying to figure out ways we can tear down the academic curtain.

"These are people who can contribute to the health and growth of the department. They have much to offer that is untapped and that they are willing to give despite the restrictions of their situation. We can look forward to having these people as our colleagues for the foreseeable future. We cannot shut our eyes to their existence at our side."

—Maureen Smith

A look at the numbers

The number of tenure and tenure-track faculty has gone down in the last 10 years, and the number of others who are teaching classes and doing "faculty-like" work has gone up. Here are some numbers:

	1987	1997	% change
Faculty			
Tenure and tenure-track	3,208	2,828	-11.8%
Nonregular, term	392	473	+20.7%
	1989	1996	% change
Professional academic (total)	2,175	2,792	+28.4%

It is estimated that between 300 and 400 of those with P&A appointments do "faculty-like" work.

Source for the chart data is the Office of Human Resources.

U IN THE WORLD: BRINGING THE SOUTH PACIFIC TO THE U

BRINGING THE SOUTH PACIFIC TO THE U

From Coffey Hall, U staff members are managing a \$10 million project that's connecting the U to a small nation on the other side of the globe.

Ten thousand miles and 16 time zones from the University of Minnesota, the islands of Papua New Guinea curve like caterpillars out of the southwestern Pacific Ocean just north of Australia.

The coastal village of Lamusmus is like the hundreds of other villages that dot this rugged, rural country. The 500 or so villagers make their living by fishing and growing vegetables. No roads connect them to nearby villages or islands, and their language—a dialect called Kara—is one of 800 spoken by the four million people who live in Papua New Guinea.

Growing up in Lamusmus, Paul Ngabung went to the local school with his two sisters and brother; he is the only one to go beyond fourth grade. Way beyond. Today, he is in the third year of a four-year doctoral program in educational administration at the U's College of Education and Human Ecology. When he returns home next year to his position as a director of institutional development in the Ministry of Education, he hopes to help make education more accessible to more of his fellow Papua New Guineans.

Ngabung's story is one of many you could hear if you visited Kathleen Sewell and Rita Snider in their second-floor Coffey Hall offices in the St. Paul campus's Institute for International Studies and Programs. From here, they are managing the \$10 million, six-year project that is enabling Papua New Guineans to get the education and experiences they need to push their country forward.

By the time the project is completed, 25 Papua New Guineans will have received four-year doctorates—mostly in the United States. Another 50 will have received master's degrees, and 49 more will have experienced three-month intern-

ships, or "work attachments" as they're called in the jargon of the project.

The link between Coffey Hall and Papua New Guinea began in the late 1980s. In its efforts to modernize, the country has struggled not only with transportation and language problems, but also with the need for educational reform. One issue is that with only two undergraduate universities—where most of the faculty are expatriates—the country wants to build a local educational system and to staff its universities with its own citizens. But to get graduate degrees, people must leave the country, which once meant going to universities in Australia, New Zealand, or the United Kingdom.

Another challenge is improving access in primary and secondary schools. In the early 1990s, with funding from the Asian Development Bank, Papua New Guinea began looking for a contract to fulfill its Higher Education Project, whose goal was to train a cadre of qualified workers for a full range of employment and in the long run, improve primary and secondary schools.

Through a series of events that included involvement by Walter Mondale—whose law firm was doing some work in Papua New Guinea—the Asian Development Bank in December 1994 signed a contract with a group called the Midwest Universities Consortium for International Activities, Inc. (MUCIA; pronounced Mew-SEE-uh). From its 10 members, MUCIA selected the U and its Institute of International Studies and Programs to administer the Papua New Guinea project.

Sewell and Snider's job includes recruiting the students and trainees from Papua New Guinea and placing them, not only at the U, but at other universities in the U.S. and Canada.

It wasn't easy in the beginning, say Sewell, the project's coordinator, and Snider, her associate. For example, it was hard to sell the U.S. education system, which differs in significant ways from the Australian and New Zealand systems with which the Papua New Guineans were familiar. So, Sewell and Snider went there to sell the U.S. firsthand.

"We had to break into institutional prejudices," Snider says. "Many faculty are Australian or New Zealanders, and the educational requirements and standards are different. Our presence there made a huge difference."



Photo by Tom Foley

Kathleen Sewell, coordinator of the Papua New Guinea project.

Since then, Sewell has been there three more times. She and Snider have not only helped create a highly successful program, but have also developed close relationships with people half a world away.

"Part of the challenge is that we're never in our offices at the same time," laughs Sewell about her connections in Papua New Guinea. "And they didn't have e-mail in the beginning; we had to rely on fax. Since we began to use e-mail about a year and a half ago, we've been able to build more personal relationships."

One of the project's many positive aspects, they say, is the short-term attachment element, which has made it possible for Papua New Guineans to actually work at the universities associated with the project. At the U, they have staffed areas such as student services, human resources, counseling and student housing, and Printing Services.

With this possibility, "units that usually don't get involved have been able to do so," says Snider.

Over the long term, the U hopes to build relationship between the U and Papua New Guinea similar to those the U has with Taiwan and Korea, where "many country officials are graduates of the U," says Eugene Allen, director of International Studies and Programs.

One of the first of those graduates in Papua New Guinea will be Paul Ngabung, who says his return to his homeland in a year or so will be bittersweet.

"I have a nagging kind of frustration about the country's lack of resources, about the lack of funding, of infrastructure," he says. "But I have some optimism about the possibilities of electronic media, that maybe we can use information technology to enhance access."

And, he adds, with pioneer-like persistence, "I have the enthusiasm to make changes."

—Mary Shafer

TAKING THE U'S MBA TO POLAND

The Carlson School of Management is granting MBA's to Polish students—studying in Poland.

The United States may be in its sixth year of economic expansion with the lowest rates of inflation and unemployment in 30 years. But if you want to witness a real economic miracle, cast your eyes a little further east. Behold the rise of Poland.

That's right—Poland. The former headquarters of the Warsaw Pact. The land of Soviet-style industrialization, the Gdansk shipyard, martial law. All that's been replaced. Today, Poland leads the way among the old Soviet bloc countries in making the transition to a free market economy. It boasts a GDP growing at an annual 5.5 percent—best in Europe—and a rising entrepreneurial class decked out in Armani suits and glued to their cell phones. (Okay, the country's landline phone system isn't very efficient, making cell phones more reliable than their more conventional counterparts).

Did anybody say *Yuppieski*?

"If you look at central eastern Europe, this is the one country that really bit the bullet," observes Mahmood Zaidi, a professor in the Carlson School of Management and director of Carlson's international program. "It has a large internal market—some 40 million people—and no ethnic tensions. It is, essentially, a stable country."

Poland's booming economy—and its turn to free market mechanisms—have given the country a healthy appetite for Western economic know-how. And that in turn has led to a unique collaboration matching the Warsaw School of Economics (WSE) and the Carlson School of Management.

Together they have formed the Warsaw Executive Master of Business Administration Program or WEMBA. WEMBA offers Polish professional students—overwhelmingly employees of corporations or public agencies—a chance to earn an MBA from the U of M without ever having to step foot in the United States. While other American universities have established overseas MBA programs or programs that train management faculty, this is the first full-fledged overseas, collaborative degree-granting program.

"There are very few precedents for this kind of collaboration," observes Michael Huston, Carlson's WEMBA director. "There are a few examples of other American universities involved in similar undertakings, but nothing exactly the same. So we were understandably cautious in investing the program with the same status as our MBA program here in Minnesota. We wanted to make sure that our faculty had faith that we were not somehow lowering our standards."

WEMBA is an outgrowth of cooperation between the U and WSE dating back to 1988 with an agreement to exchange economics and management faculty. Later, the U received a grant from USAID to develop a "train-the-trainer" program in Poland for MBA faculty. In 1993, the U

landed another grant—this time from the Mellon Foundation—to help the WSE establish a "day" MBA program—one enrolling full-time students, who, in Poland, traditionally pay no tuition. The 1995 establishment of the "executive" MBA enabled the U and the WSE to create a self-funding—and for the U, economically feasible—program by enrolling students whose employers—including multinational corporations like General Motors, Johnson & Johnson, and 3M, and Polish enterprises like Polish Educational Publishers, Polska Telefonia, and the national bank of Poland—pay tuition.

WEMBA, which brings U faculty members into WSE classrooms, issued its first degrees late in 1997 when 90 Polish students received MBA's from the University of Minnesota—at a graduation ceremony in Warsaw. Today, another 45 students are enrolled in WEMBA.

The future for them looks bright.

"Poland is a fun place to be right now," says finance professor Tim Nantell who has taught in Warsaw twice now—last spring and in the fall of 1995—and who plans to return again this spring. "This is a group of people trying to learn a whole new system. And what I teach—corporate finance—is, in a way, the nut of what they are trying to figure out."

Nantell is not alone in his enthusiasm. More than a third of the Carlson faculty have participated in the Warsaw MBA program, typically spending two to three weeks in Warsaw teaching on weekends. Despite the relative lack of creature comforts in contemporary Poland (conditions have improved dramatically of late), the attitude among returning faculty is positive, especially about the students, many of them employees of Polish or international business organizations who pay their tuition.

"My Polish students are driven to learn how to compete effectively not just in Poland but in the European and world markets, so they are very receptive to ideas they think will be useful in that regard," says Orv Walker, a Carlson professor of marketing who's taught at WSE for the past four years.

Not only is the economy booming, but there is also compelling pressure on politicians to keep Poland on the path to a free market, despite the displacement of workers.

"All such transitions end up displacing a lot of workers who didn't have much to do under the old regime other than pick up a paycheck," says Nantell. "So suddenly there is a lot of pressure to slow down the pace of transition."

But in Poland, he points out, not only are many displaced workers being rapidly reabsorbed into the workforce—those two million new companies are helping out on that score—but Polish leaders also have their eyes on a prize too enticing to pass up.

"There are lots of bumps in the road ahead," he says. "And it's always hard for politicians to look five or ten years down the road. But one thing that's keeping them honest is that they really want to be part of the European Union."

—Richard Broderick

Alcohol use: not just a personal problem

For many people, alcohol use is a regular event—after work, with dinner, at a party. In moderation, and done responsibly, the limited use of alcohol usually does not create problems. For some people, however, alcohol use takes on added significance and added consequences.

Dependence on alcohol occurs when a person begins to experience a frequent desire to use alcohol for a sense of improved well being and/or is unable to function normally without repeated use.

Alcohol dependence has become one of this nation's leading health problems, ranking right up there with cancer and heart disease as one of the top three killer diseases. An estimated 14 million people in the United States are chemically dependent. Alcohol dependence involves both men and women and crosses all ethnic, religious, economic, and sociocultural groups.

Alcohol dependence is not just an issue for the individual. For each chemically dependent person, five to six people—including family members, friends, neighbors, or work associates—are also affected.

If you use alcohol, or even more so, are dependent upon alcohol, you may want to believe it is your own business and doesn't affect your work. You could be wrong. According to several studies, the impact of alcohol use, primarily by those who are dependent upon alcohol, costs the U.S. workplace over \$100 billion each year. Factors contributing to this figure include decreased productivity, increased accidents, and absenteeism.

Listed below are some examples of how alcohol use may negatively affect your work and your coworkers. These behaviors do not necessarily mean someone is using alcohol, of course, but if you are concerned about your own behavior or someone else's, talk with an employee assistance counselor. Don't try to diagnose yourself or someone else.

Change of work performance. Employees using alcohol tend to be one-third less productive than those who don't use. They may experience good and bad work days, be unable to meet deadlines or complete tasks consistently or on time, or begin to show an overall steady decline in performance. Concentration, judgment, and memory may all be affected negatively. Have no doubt: negative change or a decline in work performance typically comes to the attention of your supervisor.

Overuse of sick time. Alcohol users take three times as many sick days and are three times more likely to be late for work than nonusers. Leave time may be depleted to recover from hangovers or to take care of alcohol-related consequences such as legal charges, fines, medical issues, or altercations with a partner.

Changing mood or irritability. Using or recuperating from alcohol can create mood swings or irritability, leading to tension and conflict with co-workers or supervisors. One day you may seem happy and social while on other days you may be irritable and withdrawn. This places a great strain on all of your relationships.

Health problems. Health problems such as vitamin deficiencies, changes in blood pressure, malnutrition, heart and liver problems, and reduced immune system functioning all affect your ability to meet the demands of your work. For example,

you may miss work because of medical appointments or poor health, or lack the energy and fortitude to do your job effectively.

Potential for accidents. Alcohol use is associated with an increased risk for accidents in the workplace. 50–65 percent of job accidents are due to alcohol or drug use.

Co-worker resentment. Co-workers complain about a colleague's appearance or maybe even about an odor of alcohol. Resentment may also be created when co-workers have to cover for someone's absences or "half-with-it" days.

The choices we make about alcohol use affect our own jobs and work performance, as well as the University's effectiveness. If you are experiencing negative consequences with alcohol either at work or at home, you can get more information and assistance from the University's Employee Assistance Program. This free service provides any University employee or family member with confidential assessment, short-term counseling, and referral. You may also consult with EAP if you are concerned about a work colleague or family member. Contact the Employee Assistance Program at 612-625-2820 or visit the Web site at www.umn.edu/ohr/eap. A confidential self-administered alcohol assessment will soon be available at this Web site.

—Lisa Dau and Kate Schaefers

Lisa Dau is a licensed psychologist and counselor in the Employee Assistance Program.

Kate Schaefers is a licensed psychologist and director of the Employee Career Enrichment Program.

Kudos

Rhonda Drayton and Guillermo Sapiro, assistant professors in the Department of Electrical and Computer Engineering, are among 60 young scientists and engineers nationally to win Presidential Early Career Awards in Science and Engineering (PECASE) awards. The awards guarantee \$100,000 of research support annually for five years. Nominees are selected by federal agencies from a list of young researchers who have already received grant support from those agencies. Winners are selected by the White House Office of Science and Technology.

"We hit the jackpot, getting two of these awards in one department," said department head Mostafa Kaveh. "The future of any department rests heavily on its young faculty, and it's wonderful to have young researchers and educators get national recognition and support to jump-start their efforts." Winners received the awards February 10 at a White House ceremony.

Edith Leyasmeyer has been appointed to the governing body of the Council on Education for Public Health (CEPH), based in Washington, D.C. CEPH is an independent agency recognized by the U.S. Department of Education, which reviews and grants accreditation to graduate schools of public health and community health/preventive medicine programs. Leyasmeyer's term extends through December 2000. She is the dean of the School of Public Health.

March calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

March 15-20

■ Winter quarter final examinations.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 624-9050

■ **"Rainforest: A Wet and Wild Adventure"**—Children can venture onto a canopy walkway and explore the layers of a tropical rainforest in this new exhibit that looks at the plants, animals, and cultures of tropical and temperate rainforests around the world. Opens Sunday, February 28. \$3 (adults); \$2 (students).

■ **"Chased by the Light: Jim Brandenburg's 90-Day Journey"**—A chronicle of Minnesota native Jim Brandenburg's experiment in which he took only one photograph each day in the woods by his studio. Through May 16.

■ **"MORPHIN! The Science of Biological Change"**—Featuring live caterpillars, real butterflies and moths, and hundreds of paper butterflies, the exhibit explores how common physical traits are controlled by genetics. Through November 2000.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 624-7434

■ **"Timothy Trent Blade: The Story of a Collector"**—Through May 2. In conjunction with the exhibition, the Timothy Trent Blade Scholarship for Undergraduate Education will receive a \$5 contribution for every new membership in The Friends of the Goldstein, at or above the \$35 level, purchased during the exhibition.

HUMANITIES FINE ARTS CENTER GALLERY, MORRIS. FFI: (320) 589-6230

■ **"Abandonings"**—Photographs of Rural Ottertail County by Maxwell MacKenzie.

PAUL WHITNEY LARSON ART GALLERY, ST. PAUL STUDENT CENTER

■ **WARM's Feminist Exhibition**—Mixed media from the Women's Art Registry of Minnesota. Through March 12.

TWEED MUSEUM OF ART, DULUTH, FFI: (218) 726-8222

■ **Annual UMD Art Students Exhibition**—Opens March 20 and runs through April 18.

WEISMAN ART MUSEUM, FFI: 625-9678

■ **"It's the Real Thing: Sots Art in the Soviet Union"**—Soviet artists developed a distinctive pop style of their own in response to exhibitions of American Pop art presented in Moscow in the late 1960s. Communist ideology was the target of this witty, subversive art form. Developed by the Weisman Art Museum, the exhibition will be accompanied by a major catalogue, which will be distributed nationally. Through March 7.

■ **Charles Biederman; Ralph Rapson: Sixty Years of Modern Design**—Works of two luminaries of artistic mod-

ernism, whose careers have spanned the twentieth century and been practiced mostly in Minnesota. The internationally acclaimed Biederman lives and works near Red Wing; Rapson, a 30-year architecture professor at the U, headed its School of Architecture. Opens March 27 and runs through May 23.

LECTURES, WORKSHOPS, AND CONFERENCES

Thurs., March 4

■ **"Interpretation and Disinterestedness in the Human Sciences"**—Susan Haack, professor of philosophy at the University of Miami, presents the first of two lectures in "The Humanities: Alternative Visions to Current Orthodoxies," a series that will address issues, perspectives, and alternative visions of American higher education. Co-sponsored by the Department of Philosophy and the Minnesota Center for the Philosophy of Science. 7:45 p.m., 155 Ford Hall. Free and open to the public. FFI: 624-7074.

Fri., March 5

■ **"Concern for Truth: What It Means, Why It Matters"**—The second of two lectures by Susan Haack in the series, "The Humanities: Alternative Visions to Current Orthodoxies." 3:30 p.m., 105 Murphy Hall. Free and open to the public. FFI: 624-7074.

MUSIC

Wednesdays and Thursdays in March

■ Free noon concerts in the St. Paul Student Center Terrace Cafe

- | | |
|----------|--|
| March 3 | Katy Tessman, guitar and mandolin |
| March 4 | Tim Gadban and Vick Johnson, guitar duo |
| March 10 | Shelly Medernach, piano |
| March 11 | Joan Griffith and Lucia Newell, Brazilian jazz |

Tues., March 2

■ **U of M Saxophone Quartet**—7:30 p.m., Ferguson Recital Hall. Free. FFI: 626-8742.

Thurs., March 4

■ **U of M Brass Choir**—Final concert in winter quarter's lunchtime series at the Weisman Art Museum. Noon, Dolly Fiterman Riverview Gallery. Free. FFI: 625-9678.

March 5-6

■ **Finnish Music/Rautavaara Festival—Aleksis Kivi.** U of M Opera Theatre presents the American premiere of a new opera about the troubled life of Finland's national poet. Translated and directed by Vern Sutton. 7:30 p.m., Ted Mann Concert Hall. \$15 (adults); \$7.50 (students).

Sat., March 6

■ **D.D. Jackson**—Called the most innovative musician of his generation, Jackson performs in the Twin Cities for the first time as a soloist,

providing a rare chance to hear some of his new, groove- and melody-oriented work as well as his familiar compositions. 7:30 p.m., Weisman Art Museum. \$5 WAM members and students); \$7 (general public).

Wed., March 10

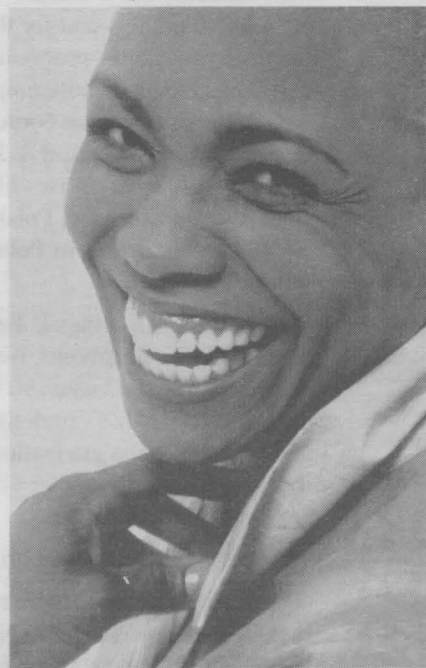
■ **U of M String Solo Gala**—The string division presents selected students in solo performances. 2:30 p.m., Ferguson Recital Hall. Free.

Fri., March 12

■ **U of M Student Piano Ensemble**—Rebecca Shockley, coordinator. 4 p.m., Ferguson Recital Hall. Free.

Wed., March 24

■ **Dee Dee Bridgewater**—Called the "sole and rightful heir to the Fitzgerald tradition" by one critic, Dee Dee Bridgewater has just released *Dear Ella*, in tribute to the jazz legend who inspired her career. Part of Northrop Jazz Season. 8 p.m., Ted Mann Concert Hall. \$27.50; \$20.50. FFI: 624-2345.



Dee Dee Bridgewater performs at Ted Mann March 24.

THEATER

March 4-7

■ **PENTECOST**—The David Edgar play continues. Set in eastern Europe, the play's central action revolves around a recently discovered fresco that may be historically significant as the bridge between medieval and modern art. Directed by Kent Stephens, associate artistic director of the Illusion Theatre. Stoll Thrust Theatre, Rarig Center. March 4: 7:30 p.m.; March 6-7: 2 p.m.; 8 p.m. FFI: 624-2345.

DANCE

Tues.-Wed., March 23-24

■ **Tango Buenos Aires**—Osvaldo Requena, the world's primo tango musician, exalts this tango extravaganza. Requena has made this 24-member

ensemble of celebrated tango masters and musicians the ultimate exemplar of Argentinian tango. Part of Northrop Dance Season. 7:30 p.m., Northrop Auditorium. \$20.50, \$28.50, \$33.50. FFI: 624-2345.

FILM

■ **Roxy Films and Worldspan observe Women's History Month**—with films that celebrate women from around the world. Wednesdays, 7 p.m.; Fridays, 7 p.m. and 9:30 p.m. \$1 (U students); \$2 (others). St. Paul Student Center Theatre. FFI and film titles: 625-9794.

FAMILY ACTIVITIES

Sun., March 14

■ **Birdhouses for Minnesota Gardens Workshop**—Learn how to attract birds to your garden. Lecture will cover different types of birdhouses that you can create with very little money and little to no carpentry skill. Children 10 years and older are welcome. 1-3 p.m., Minnesota Landscape Arboretum. \$30-\$40; fees include all materials. FFI: 443-2460, ext. 4.

Thursdays, March 18 and 25

■ **Creating a Landscape Plan for Your Home**—Topics include drives and walks, decks and patios, fences and hedges, plus much more. With Michael Schroeder, registered landscape architect with the Hoisington Kogler Group, Inc. 6:30-8:30 p.m., Minnesota Landscape Arboretum auditorium. \$65-\$85. FFI: 612-443-2460, ext. 4.

Sat., March 20

■ **After Hours at the Bell: Family Overnight**—Families pick their favorite animals and make plaster casts of their tracks. Evening activities include snacks and spooky stories. In the morning, after a light breakfast, participants meet live animals from the collection. Registration deadline: March 5. Bell Museum of Natural History. FFI: 624-9050.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 11 Morrill Hall. Deadline for the April issue is March 15.



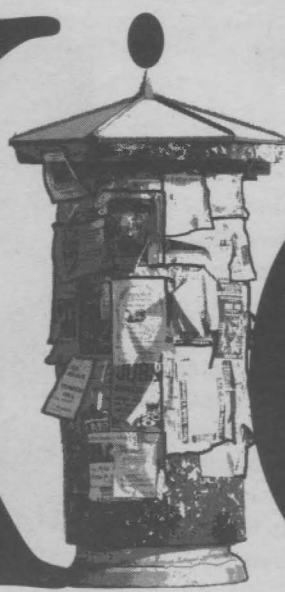
Tango Buenos Aires heats up the Northrop stage March 23 and 24.

KIOSK

www.umn.edu/urelate/kiosk/

In this issue:

- Yudof addresses the men's basketball issue, p. 2
- Parking tangles, p. 4
- All about CARLA, p. 6



STUDENT FEES AND THE FIRST AMENDMENT: WHAT'S

AT STAKE

In the case now in District Court, the right to free speech and association goes up against a university's historical function of supporting diverse opinions.

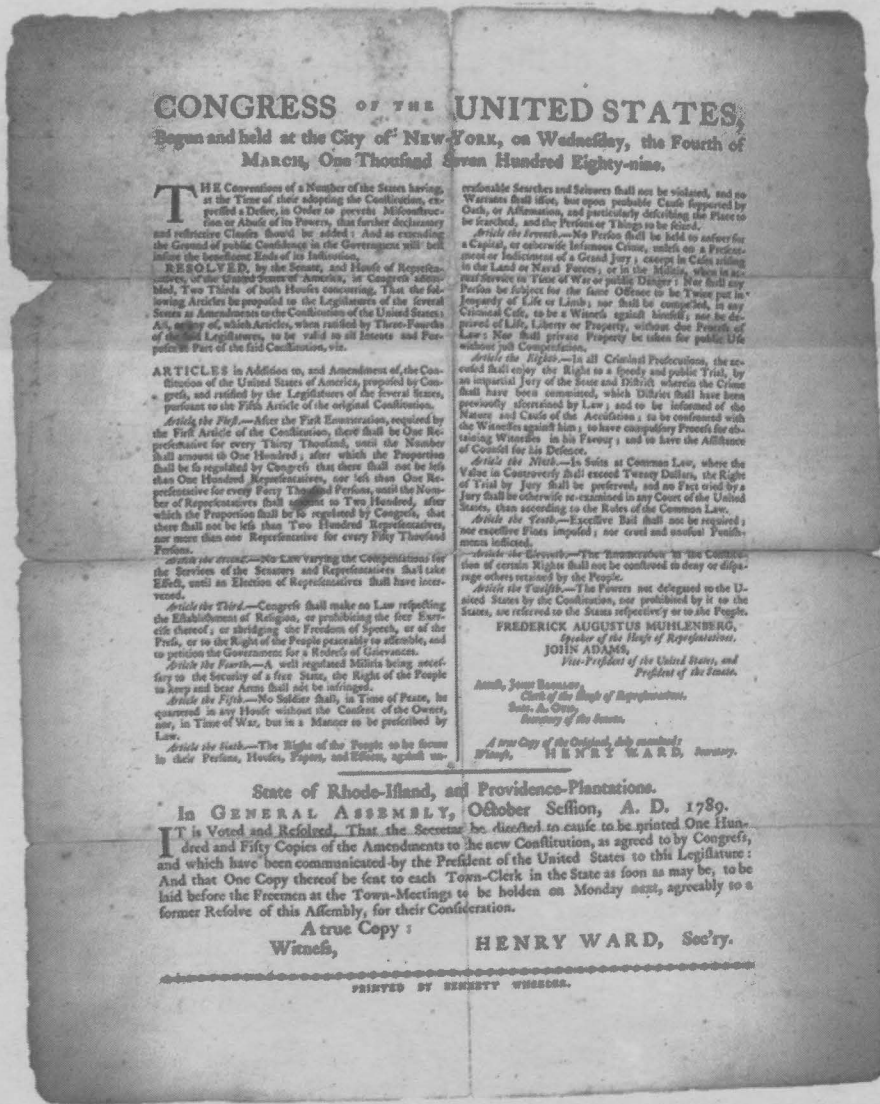
Kiosk: What about the University's argument that it should be a marketplace of ideas?

Lorence: If the University wants to say there's a free marketplace of ideas, I'd say what they're funding are viewpoints already loudly expressed on campus. The University should support conferences on why Castro is bad or how homosexuals can change. The student fee structure supports the prevailing orthodoxy, not underrepresented ideas. Under the University's current thinking, people could be forced to support Aryan groups, too.

Kiosk: What about the plaintiffs' argument that they're being forced to support speech they disagree with?

Rotenberg: The constitutional right at issue is whether they're being forced to speak, or alternatively, to associate with these groups. For example, if I had to go to a rally to support a dictator to keep my job, or pay money to a political party to get a diploma, that would be unconstitutional. Or if an association were being forced, say, by the government requiring me to become a member of a group on paper, such compelled association would be unconstitutional. But the 9th Circuit Court (*Rounds vs. Oregon State*) decided that merely paying a student fee into a general fund does not represent compelled speech or association because no one is assuming that you have any position or association with any group that's part of the student fee process. The only real connection is between the payers and the University.

Kiosk: Taxpayers don't have the option of supporting only those government functions they agree with. For example, some people object to the government paying Honeywell to produce military hardware. Is the plaintiffs' position comparable?



Does the University have a constitutional right to require students to pay fees that support student groups with which they philosophically disagree?

No, according to five students who filed suit in February 1998, claiming the University was violating their First Amendment rights of free speech and association, including the right not to express opinions. The students particularly objected to their money being used to support University YW (Young Women), La Raza Student Cultural Center, and the Queer Student Cultural Center, saying those groups advocated abortion, the Castro government, and homosexuality, respectively—all positions with which the students disagreed.

Although the University has more than 325 official student groups, only a couple dozen or so receive money from student fees. Which groups are awarded such support is decided by a committee composed mostly of students; the suit is directed at the University, however, because it is the entity that requires payments.

The case, now before U.S. District Court Judge Paul Magnuson in St. Paul, is not likely to be decided for several months. If the decision is appealed, it will go to the U.S. Court of Appeals for the 7th Circuit. Similar cases at the appellate level have split; circuit courts in Oregon and New York have supported the general principle of requiring student fees to cover student organizations, while a suit involving the University of Wisconsin went against the practice.

The case before Judge Magnuson asks the court to decide between two competing rights: the right of individuals to free speech and association and the right of universities to decide what, besides instruction and research, constitutes a university.

In recent interviews, *Kiosk* talked to both sides about what is at stake. Representing the plaintiffs is Jordan Lorence, a lawyer with Northstar Legal Center in Fairfax, Va., and a 1980 Law School graduate. Speaking for the University is General Counsel Mark Rotenberg.

Kiosk: What is this case really about?

Lorence: It involves the right to believe and the right to refrain from expressing opinions. Because the University requires students—as a condition of attending the University—to pay a fee that supports controversial activist groups, students who object to these organizations must support them or they won't graduate or get grades.

Rotenberg: The issue is whether the University can continue its historical practice of collecting a fee that is allocated to a wide variety of student organizations, and thereby serve the important function of promoting diverse services and outlets for student expression. We believe that a public university, especially one committed to liberal arts values, can continue to do that and should do that to help students take advantage of a diverse set of opportunities.

The University recognizes the force and strength of the plaintiffs' position, and we recognize that the law is to some degree unsettled. But we think the better view of the Constitution and the First Amendment principles here support the regents' historical practice and the practice of many other higher education institutions.

Lorence: In 1995 the Supreme Court said student fee money could not be compared to tax money because tax money funds the basic services of government. Student fee money doesn't serve the basic services of a university. The Honeywell situation is not comparable. The only way the government gives money to Honeywell is to buy services or products. But no goods or services are purchased from these student organizations. As for the fact that Honeywell lobbies with money, it's still money it earned by providing goods or services. Most tax money is used to support the government's workings. Student fee money supports "extras." We can't complain about Coffman Union or student health services receiving fee money because they're not advocating anything.

Rotenberg: We respectfully disagree. We think tax cases are similar to this situation, and the University does get, as a state agency, a very important product for its money. That product is an open market for ideas. And that product is essential to our mission, which is a broad-based education. Jordan Lorence asks why he should pay for La

continued on page 5

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

On doing the right thing

By Mark G. Yudof

I write today to communicate to you as plainly as I can about the recent allegation of academic misconduct in the men's basketball program. These past weeks have been difficult—for me, for the University community as a whole, and for those who support this great institution. How we deal with this challenging issue will speak to the world about who we are and what values we hold as a community, and whether we can be trusted to act with objectivity and fairness.

As you know, these serious allegations became public March 10. The next day, with considerable anguish and a brief time frame in which to act, we suspended four of our players from NCAA playoff eligibility. Since then I have ordered an independent investigation. We retained Mike Glazier of Bond, Schoeneck and King, a Kansas City law firm, and Don Lewis, of the Minneapolis firm of Halleland, Lewis, Nilan, Sipkins and Johnson, to conduct that evidence-gathering and fact-finding. That effort, expected to take about six months, will be followed by recommendations for action. The investigation will be managed by Tonya Moten Brown, my chief of staff, and will be conducted with assistance from NCAA investigators. The Faculty Consultative Committee and the Assembly Committee on Intercollegiate Athletics are fully supportive of our approach.

Based on the outside fact-finding investigation, there may be need for a variety of internal remedial and disciplinary steps. For example, the Board of Regents may determine that certain University policies and structures need to be modified. Collegiate units may determine whether



internal academic regulations have been violated by students. Disciplinary steps may need to be taken. Possible violations need to be reported by the University to the NCAA.

Although we don't expect a report for several months, there are certain issues I want to address no matter what the outcome of the investigation.

We will not sweep this under the rug. We will act on the basis of the evidence. We will have zero tolerance for cheating.

First, an issue of this magnitude has the potential to overshadow other University activities. It is indeed of extraordinary interest and impact, and demands attention from many people on many fronts. Let me reassure you, however, that the University continues its fundamental work, continues to educate, and to serve. Our mission goes forward, intact. We continue to work hard on behalf

of the University's legislative request, we are implementing an improved community relations effort, and we are proceeding on time with our ambitious building construction and renovation program.

Second, I want to emphasize that we are engaged in a process in which we must balance two values that I hold dear, values that I stressed in my inaugural address and that I continue to uphold in my service as president.

One value is integrity. The need for integrity permeates every aspect of the University; without it, the phrase "higher education" is an oxymoron. Our very foundation rests on the promise that those who have earned degrees here have done so by merit, accomplishment, and adherence to uncompromising standards. Integrity means that we take our education mission seriously, that we play by the rules, tell the truth, and implement what we promise.

Integrity also means taking action when steps are called for. In this case, integrity means that we demand a clean, above-board, thorough investigation that does honor to this institution and respects all those involved. We will not sweep this under the rug. We will act on the basis of the evidence. We will have zero tolerance for cheating.

The other value is fairness. Without fairness there is no legitimacy and no buy-in to the institutional vision. We must be fair in the way we treat individuals and groups, fair in providing access to the University for our students and for ensuring their success. And it means that we ensure due process wherever discipline seems called for.

As this story unfolds, it naturally generates discussions about a host of other issues: Does the university culture value physical talent over education? To what extent is cheating itself an issue in the academic environment? Should our expectations of collegiate athletes be challenged or altered?

In a university environment, discussion of such issues needs to be welcome and open. But speculation can also tempt us to rush to judgment; it is far more difficult to act responsibly on the basis of fact. But that is what our commitment to integrity and fairness demands of us. And in the end, we can and we will achieve both.

I am grateful for the support the University has received over the last several weeks, and I will continue to work hard to merit the trust you have placed in me.



Photo by Tom Foley

At issue: academic misconduct

On March 11, President Yudof, Vice president for Student Development and Athletics McKinley Boston, and Board of Regents president William Hogan talked to reporters about charges of academic misconduct in the men's basketball program. Other Board of Regents members—on campus for their monthly meeting—stood behind the president at the press conference in the Morrill Hall regents' room.

In support of the president

President Yudof briefed the FCC on March 17 regarding the University's response to recent allegations of academic misconduct in the men's basketball program. We met in joint session with the faculty members of the Assembly Committee on Intercollegiate Athletics (ACIA), the Twin Cities campus committee charged with oversight of intercollegiate athletics.

All of us realize that such allegations strike at the heart of the mission of a university and of our roles as faculty. As a result, the administration's quick response and absolute commitment to maintaining the academic integrity of the University encouraged us greatly. The plan (which will have been announced publicly by the time this column appears) to hire an outside firm to investigate and, after the facts are known, to consult with faculty and other appropriate constituencies in formulating institutional responses is one which we fully support.

We encourage all members of the University community to cooperate fully with the investigation. And in the meantime, we hope that everyone will honor the importance of due process and avoid speculating on the outcome as much as

possible. As I told one media representative who called me: I know of no faculty who have discovered instances of academic misconduct (regardless of who the student may be) and failed to take appropriate disciplinary or corrective action. I also have every confidence that the investigation will, indeed, be thorough.

Following our meeting with President Yudof, the FCC and faculty members of the ACIA passed the following resolution:

The FCC and ACIA are firmly committed to defending the academic integrity of the University of Minnesota. As faculty with primary responsibility for teaching and learning, we are deeply concerned about the charges that have been made concerning the men's basketball team. We are gratified, however, by President Mark Yudof's swift response to the allegations and we endorse the President's decision to retain an outside firm to conduct an investigation. When the independent investigation is complete, we will work closely with the administration to define and implement any necessary actions to affirm and strengthen the educational process.

—Sara Evans, chair
Faculty Consultative Committee

PROFESSIONAL AND ADMINISTRATIVE STAFF

ASAC membership expands

The Academic Staff Advisory Committee (ASAC) now has 30 of 33 seats filled in its quest to become a representative body for all Twin Cities colleges, administrative units, and coordinate campuses. Many of the new members have been elected by their professional and administrative (P&A) peers. As appointed members complete their terms, their successors will be elected, starting this spring.

Do you know who your ASAC rep is? A list follows. For a complete directory of members, with titles, office addresses, phone numbers, e-mail addresses, and subcommittee assignments, refer to the ASAC Web site at www1.umn.edu/ohr/asac/ under Membership. Your rep wants to hear from you on issues affecting the P&A class.

Carlson School of Management: Randall Croce

College of Agricultural, Food, and Environmental Sciences: Gerald Baldrige

College of Architecture and Landscape Architecture: Craig Johnson (ASAC Chair)

College of Biological Sciences: Jeffrey Tate

College of Education and Human Ecology: Kyla Wahlstrom

College of Human Ecology: Beth Emshoff

College of Liberal Arts: Linda Fisher

College of Natural Resources: Jerrilyn LaVarre Thompson

College of Pharmacy: Laurel Mallon

College of Veterinary Medicine: Ron Osterbauer

General College: Mary Ellen Shaw

Hubert H. Humphrey Institute of Public Affairs: Randall Zimmermann

Institute of Technology: Ginny Olson

Law School: George Jackson

Medical School: James Burak

School of Dentistry: Chester Schultz

School of Nursing: Karen Alaniz

School of Public Health: Peter Hannan

Academic Health Center: Jaki Cottingham-Zierdt

Executive VP and Provost's Office: Teresa Harrell

Experiment Station: Russell Mathison

Institutional Relations: Mark Allen

Office for Research and Graduate School: Vicky Munro

Office of Human Resources: Gary Ogren

Office of the President: Nicholas Pease

Student Development and Athletics: Jennifer Robinson

University College: open

University Libraries: Stephen Hearn

University of Minnesota Extension Service: Karen Lilley

University Services: Roger Jeremiah

Crookston Campus: John Mitchell

Duluth Campus: open

Morris Campus: Tom Mahoney

It's time for academic staff awards

You still may have time to make nominations for the Academic Staff Award, due April 2. The annual awards were established to recognize P&A staff who have made distinguished contributions to the University's mission. For nomination forms and procedures, see www1.umn.edu/ohr/asac/award.html.

The award ceremony will be Wednesday, May 5, 3 p.m., at the Ted Mann Concert Hall, 200 Ferguson Hall, West Bank. A keynote speaker and the awards presentation will be followed by a reception, refreshments, and music. Put it on your calendar!

—Karen Lilley

The compensation plan for 1999–2000

“When will the pay plan be available for any potential pay increase for the coming fiscal year?” We have been asked this question several times recently by our fellow civil service employees.

Fiscal year 1999–2000 is the first year of the biennium. We know what the University has asked for in its legislative request to fund compensation (3 percent for cost of living and 2 percent targeted for market and merit increases for faculty and staff plus staff development funds). We know how much Gov. Ventura wants to give the University for compensation (3 percent cost of living and 2 percent for additional increases for faculty only). We don't know if the legislature will fully fund the University's request or accept the governor's recommendation for compensation.

We must also consider that bargaining unit contracts are now being renegotiated. The actual 1999–2000 increases for bargaining unit employees will not be known until the negotiating process is complete, and that timeline is uncertain.

Historically, the University has waited until the completion of union negotiations before implementing a civil service pay plan. Two years ago, during the first year of the most recent biennium, civil service employees were initially offered a pay plan that provided only a 2.5 percent across-the-board increase, which reflected the inflationary increase in funds for compensation in the University's biennial legislative request. The Civil Service Committee refused to approve this plan.

After bargaining unit contract negotiations were completed in September 1997, civil service employees were offered a pay plan that provided a 2.75 percent increase on July 1, 1997, and a 2 percent increase on January 1, 1998. The Civil Service Committee approved this plan. When the plan was implemented in December 1997, civil service employees received their 2.75 percent increases retroactively to July 1, 1997.

The Compensation Subcommittee of the Civil Service Committee hopes very much to have an increase in place in a more timely manner this year. Given all of the variables, it is difficult to promise that we will be able to accomplish this by July 1, 1999, but we are trying!

If you are a civil service employee and would like to be a part of the Compensation Subcommittee, please contact Blake Downes by phone at 624-5158 or by e-mail at hscsebd@tc.umn.edu or Mary Berg by phone at 627-4014 or by e-mail at bergx017@tc.umn.edu.

—Mary Berg and Blake Downes
Compensation Subcommittee

Advocacy update

The mission of the Advocacy Subcommittee is to “act as an informal advocate, supporting civil service staff either individually or as a group.”

Among its current year activities, the committee is reviewing current duties and recommending changes as appropriate; providing support to the civil service representative to the Grievance Advisory Committee; and reviewing the need for employee advocates and conducting JEQ training.

The University grievance policy is currently undergoing its first five-year review. Civil service employees are encouraged to contact the Advocacy

Subcommittee or Civil Service Committee member with any concerns, comments, or suggestions about the policy. Of particular importance to the committee are issues of fairness and timeliness, and suggestions for improvement.

The Advocacy Subcommittee's role in the University's JEQ process is to conduct appeal hearings. As provided by the civil service rules (Rule 4, Sec. 2), an adverse JEQ determination may be appealed (in writing) to the Civil Service Committee within 10 work days. Should an appeal be filed, the Advocacy Subcommittee will convene an appeal panel, as provided by the rules. Training in the JEQ process was provided to committee members in January, and a follow-up session will be held in the spring.

The subcommittee also is interested in developing a definition of employee advocate, and is requesting constituent input with several questions:

What is the level of need for employee advocate(s)? What types of advocacy/assistance do civil service employees require? How strong is the interest or support of civil service staff for advocacy? Any concerns about advocacy and civil service employees can be sent to j-blai@tc.umn.edu.

—John Blair
Advocacy Subcommittee

News digest

■ Two lawyers have been retained by the U to conduct evidence-gathering and fact-finding into **allegations of academic fraud** in the Gopher men's basketball program, which were reported in the *St. Paul Pioneer Press* March 10. They are Mike Glazier of Bond, Schoeneck and King, a Kansas City law firm, and Don Lewis of the Minneapolis firm Hallelund, Lewis, Nilan, Sipkins and Johnson. The investigation is expected to take about six months.

Jan Gangelhoff, a former office manager for the academic counseling unit, said she wrote papers and take-home exams for at least 20 basketball players, including four current players. “We view this as a very, very serious business,” President Yudof said at a news conference March 11. “We're concerned about doing the right thing” and protecting the reputation of the U, he said. “You're only as good as your integrity.”

The four current players were declared ineligible for the game against Gonzaga in the first round of the NCAA tournament. The Gophers lost the game 75-63. Yudof said it was necessary to act to protect the institution but said “this doesn't represent a judgment about these young people.” He promised that the investigation will be both thorough and fair.

■ An agreement to **expand educational resources in Rochester** was unanimously approved by the regents. The U would establish a nonresidential branch campus, to be called the University of Minnesota at Rochester, with a resident faculty of 20–30 and academic programs in allied health fields, technology, education, social services, and other professional fields.

A special allocation will be requested from the legislature. The agreement is that there must be no offset to the governor's recommended 2000–01 budget or legislative appropriation for either the U or Minnesota State Colleges and Universities (MnSCU), Provost Bruininks said.

MnSCU senior vice chancellor Linda

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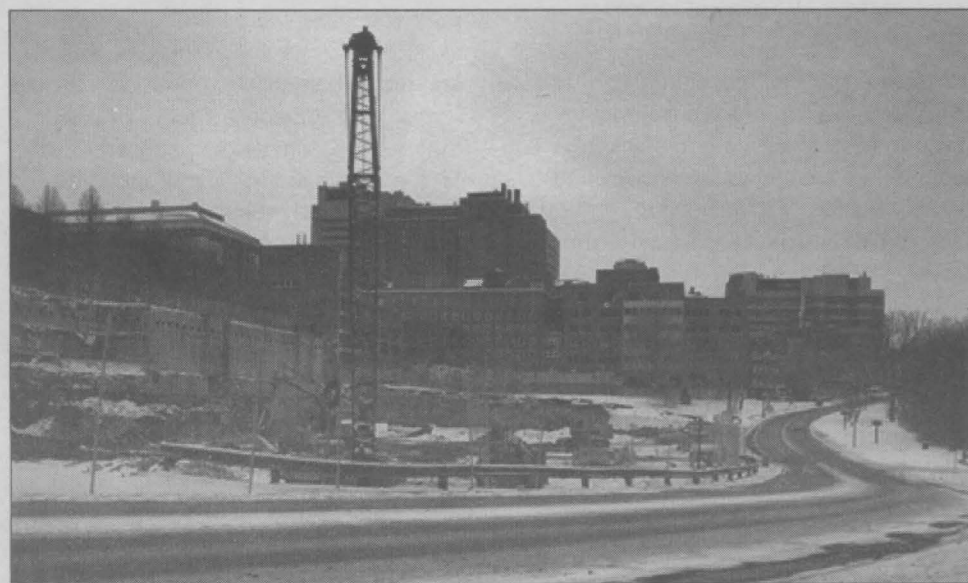
Going Down?



Demolition of the East River Road parking ramp axed 1,700 parking spots. Demolition began in October...



and continued through November...



and December.



By early 1999, the ramp was but a memory.

As the Twin Cities' heaviest snowfall in eight years was blanketing the Twin Cities in early March, Tony Mommsen left his job in Morrill Hall and joined hundreds of his colleagues on the precarious homeward commute. Mommsen's trip, though, was arguably more precarious than most: As he does every day, he was riding his bicycle. Creeping along the streets at the speed of a congressional debate, Mommsen needed nearly two hours to cover the eight miles from campus to his Golden Valley home.

It could be argued that Mommsen, an editor in Institutional Relations, was simply channeling a dogged determination differently than many commuters, who often clench their jaws and wait in long lines over the better part of an hour until a parking spot is liberated at one of the campus surface lots. But with increasingly fewer parking spots to liberate, the U's Department of Parking and Transportation Services is strongly encouraging alternative approaches such as biking.

The Twin Cities campus has suffered a 15 percent loss in its parking inventory, says Bob Baker, director of Parking and Transportation Services. Although his department knew it would lose those 3,000 spaces—demolition of the decaying East River Road ramp alone axed nearly 1,700 spaces—it had planned to absorb the reduction over a period of three or four years. Instead, Baker says, the entire loss occurred in about 12 months, blunting the department's attempts to stay ahead of the campus construction that devours parking spots in bacteria-like fashion and drives parking to the periphery of campus.

Baker says efforts to replace most of these 3,000 spots will take about two years, and the situation will worsen before it improves. Hence, the need for commuters like Mommsen.

"We fully understand that busing is not an option for everyone," Baker says. "We understand that bicycling and carpooling and walking are not alternatives for everyone. But I do think these are legitimate options for some people, and we are certainly encouraging people to leave their cars at home and bike or walk."

There are also "incremental options," such as driving or busing near to campus, then biking, busing, or walking the rest of the way. Some buses touring the campus feature racks for bicycles. Fact is, it's relatively easy to bus-and-bike, park-and-bus, or use some other hyphenated commuting combo because, as Cari Hatcher, public relations representative for Parking and Transportation

Services, will tell you, "We're never totally sold out of parking." She says there is always ample parking at the fairgrounds in St. Paul, and parking is usually available at lots farthest from the center of the East Bank classrooms.

For those who need to burn daylight on the Minneapolis campus, parking in St. Paul does involve riding one of the free shuttles that circulate every five to ten minutes, but that might be worth getting used to now. Next fall when the campus begins classes earlier because of the conversion to semesters, the first couple weeks of classes will conflict with the State Fair. With Fair visitors occupying the St. Paul fairgrounds parking, Hatcher says, a free lot will be established in St. Paul and a free shuttle will bring faculty, staff, and student commuters to the East and West Banks. Eventually, the St. Paul campus will gain about 600 permanent spaces when a ramp is completed at Gortner Avenue near Gabbert Raptor Center.

Another location gaining spots is the West Bank Office Building. Hatcher says availability fluctuates currently, but another 120 spaces will certainly quench some of the thirst for spots on the West Bank. Underground parking at the new Gateway Center is also planned, and could add another 300 spots by December.

"This is an ongoing issue in a land-locked university," Hatcher says, "and there's nothing any of us can do about that. The master plan calls for more parking on the periphery of campus and underground parking. That's the direction we're heading as construction of buildings continues to take over land in the central part of campus."

The Twin Cities campus is the third-largest traffic generator in the state, right behind the cities of Minneapolis and St. Paul. The unpalatable part of that unavoidable truth when it comes to parking is ultimately financial. Most people can always walk another few blocks, but few want to pay more AND walk farther. Unfortunately, parking at the U is self-supporting—it receives no legislative or central funding. As surface lots disappear, parking becomes more expensive. It costs relatively little—no more than \$2,000 per spot—to construct a surface lot. Moving up to a ramp catapults the cost to \$10,000–\$12,000 per space. A garage? That's \$20,000 per space, minimum. And keep in mind, it's more expensive to maintain a ramp or garage than a surface lot. Because parking revenues support all three, rates are likely to rise when the alternative becomes a structure rather than a surface lot.

Now, if this were Canada, folks such as Mommsen might actually make money

Tumbling ramps and other

factors have created a 15

percent drop in campus

parking availability.

riding their bikes to work.

Baker says he recently read about a Canadian bicycle messenger who was allowed to deduct the cost of his meals because the food was vital for him to fuel his occupation. Stands to reason if you can get a deduction when you ride your bike as part of your work, you might be able to get a deduction if you

must ride your bike to get to work.

If that happens, the concern might not be finding more parking for cars, but expanding the roughly 6,500 bicycle racks and hoops scattered around the campus.

—Jim Thielman

Parking: A look at the numbers

In fiscal year 1997-98, a total of 6,193,533 cars parked in surface lots, garages, and ramps on campus. Do a little math and it's fairly easy to see why some days it's difficult to find one of the 18,417 parking spaces at the U.

Here are a few other tidbits and fascinating numbers prepared by the U's Parking and Transportation Services:

Projected parking spaces and completion date

West Bank Office Building	120/Dec. '99
Gateway Garage	300/Dec. '99
Gortner Avenue	600/2000
East River Road Garage	1,700/2000
Transitway Deck	800/undetermined

Parking rates

Monthly surface lot contract	\$34.50
Monthly ramp contract	\$52.00
Monthly garage contract	\$70.00
Daily lot rate	\$2.50
Hourly rate	\$1.60-\$12.80 maximum
Daily carpool rate	\$1.25
Evening rate	\$3.50-\$3.75
Special event rate	\$4-6

Commuting facts

Total daily Metro Transit commuters	4,400
Total daily Route 52 express riders	1,200
Total carpool spaces	867
Increase in carpool spaces since '89	280%
Parking garages	7
Parking ramps	6
Surface lots	109
Parking meters	337
Miles of bike lanes	5.95
Campus shuttle buses	22

Campus shuttle

Campus Connector daily average	14,374
Washington Avenue Circulator daily average	2,346
East Bank Circulator daily average	782
St. Paul Circulator daily average	219
Campus Express daily average	158

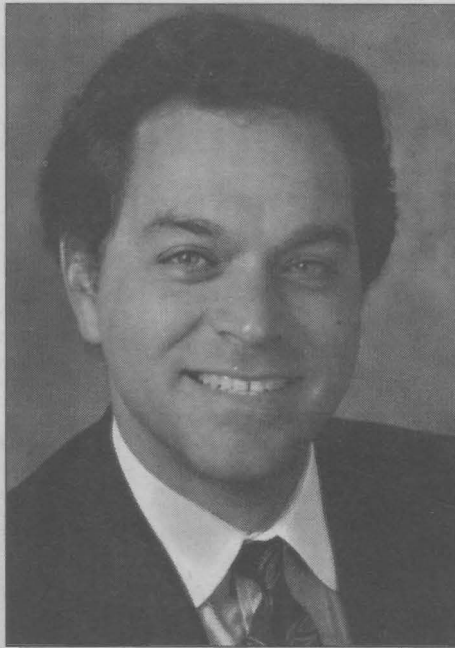
Fees

continued from page 1

Raza or the Queer Student cultural centers if he doesn't agree. Well, older folks pay for Head Start and public schools while they get no direct benefit. I think there is an indirect benefit. I think students do benefit from exposure to ideas and groups with whom they disagree. I think it's the premise of a good college education.

Kiosk: Student fees support the Minnesota Daily. Do the plaintiffs object to this, too?

Lorence: We do not think that we can



Mark Rotenberg

ask to opt out of the Daily because from my understanding, it's the official student newspaper of the University. The University does not give its official stamp of approval to the three organizations we're challenging.

Kiosk: How about having to pay tuition that supports classes with political content that some may find objectionable?

Lorence: There's no constitutional right to opt out of funding the government's speech. Even though there is free speech, [such classes] are still part of the official academic program at the University. In contrast, we're going after private organizations that are being funded through this mandatory fee that aren't really connected to the University. They're not like the official biology or political science department, etc.

Kiosk: Would the University do the same if the politically oriented student groups receiving fee money were conservative or right-wing?

Rotenberg: Yes. Students are involved in picking groups that receive funding. The Student Fees Committee can't discriminate on the basis of viewpoint. If a group comes in and says that heterosexual lifestyles are the only ones they'll accept, the committee can't discriminate on that basis. In order to be registered and eligible for funding, a group must agree to abide by the University's nondiscrimination policies with respect to their membership. For example, they can say, "We believe men should lead their households and that women's highest calling is family life." But they can't say, "No women can join." We once had a group that applied for either eligibility or funding. They said, "Jesus is Lord," and required students to affirm that Jesus Christ is lord. The Office of Student Affairs said the group must be open to all people. So the group changed its language so as not to restrict membership. Groups must be open to everybody.

Lorence: I feel that increasing the voice of students is an inadequate solution. It

misses the point; there will always be one person forced to espouse an issue he or she doesn't agree with. I think about 55 percent of students support the Minnesota Public Interest Research Group (MPIRG), but the Board of Regents doesn't require students to support MPIRG just because there's a majority. I think the board is basically conceding there's a problem in that there's tension between an individual's right of conscience and an organization's right to advocate whatever it wants. I think the board to some extent agrees with the basic premise because they allow students to opt out of MPIRG.

The point is that money from unwilling students goes to these organizations. If there were conservative groups [receiving funding], other students would object.

Kiosk: What remedy do you recommend?

Lorence: In the real world, nobody's guaranteed a subsidy from the government. I think the most ideal situation is to allow students to decide which groups to fund or not. I think any money given to student groups must be voluntary.

There are couple of ways to do this. First, you could have a list of organizations and let students pick the ones they like and put down an amount. Second, the University could calculate the current fee amount that goes to the various groups. Then the students could decide whether to give, say, \$15 to support whichever groups the Student Fees Committee decides to support, as a whole.

I'm not asking for a cutoff, just voluntary contributions. I think there are many people at the University who would voluntarily contribute to La Raza and so forth. But the University should do some soul-searching if a lot of people object to these groups.

Rotenberg: If he [Jordan] has proposals, we'd be happy to listen. I think that by abolishing the fee structure you may impoverish the diversity of viewpoints.

—Deane Morrison

News digest

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Baer, Dr. Franklin Knox of the Mayo Medical Center, and Sen. Sheila Kiscaden all spoke in favor of the agreement. Knox and Kiscaden expressed the enthusiasm of the Rochester community. "Our appetite for education is extremely strong," Kiscaden said.

■ The regents approved a **tuition plan** designed to offer incentives to students to keep up their credit loads with the move to semesters. For undergraduates on the Twin Cities campus, the cost per credit will be at one rate (\$154.50) up to 12 credits and half price (\$77.25) for all credits above 12. Students who take a full load will save 10 percent over the course of their education, said Peter Zetterberg, director of Institutional Research and Reporting.

■ **Undergraduate strategy** was the topic when the chancellors of the three coordinate campuses spoke to the regents. Regents praised the reports by Chancellor Martin of Duluth, Chancellor Sargeant of Crookston, and interim Chancellor Schuman of Morris. The three campuses are very different from each other, and all of them have found creative ways of responding to their own situations and the needs of their students, Regent O'Keefe said. "I think this institution can be very proud, and the state can be very proud," he said.

JE M'APPELLE CARLA

A University program is on the cutting edge of second-language acquisition.

One student was most impressed by the respectful manner in which citizens treated each other, another by the unlocked bicycles lined up outside the train stations. Still another thought the religious sites and buildings were "awesome." Each returned to her own country with a better perspective about the United States in relation to the cultures and mores of other countries.

They were among a group of middle and high school students from Minneapolis who took a 16-day trip to Japan in 1996—part of a much larger collaboration called Articulating Instruction in Critical Languages at the Elementary and Secondary Level between the Minneapolis public school system and the Center for Advanced Research on Language Acquisition (CARLA), a cross-disciplinary research and training center housed in the Office of International Programs (formerly the Institute of International Studies and Programs).

Patricia Thornton was one of three teachers of Japanese who traveled with the students—at the time, she worked at the Susan B. Anthony middle school.

"One of the goals of [the critical languages project] was to increase the visibility of Japanese in our urban areas," she explains. The trip, which included tours of Tokyo, Kyoto, Nagara, and Ibaraki—Minneapolis's sister city in Japan—was, she says, "an incredible eye opener for the students."

The objective of the project, underwritten in part by a grant from the U.S. Department of Education, was not merely to give students an eye-opening experience in Japan, but also to give Thornton and other teachers involved the time and resources to create a comprehensive framework for Japanese-language instruction for use in grades 6 through 12.

Thornton, who now works for the College of Education and Human Development, recently co-authored a 135-page handbook. Called *Tools for the Articulation of Japanese Language Instruction*, it was published in December as the 12th installment in CARLA's "working paper series."

"It [writing the working paper] was a huge amount of work," she says. "We worked nights and weekends and summers—in fact, our team worked two and a half years beyond the life of the grant."

The reason for that dedication, she explains, was that "all of us felt that CARLA is a very important place in the state. [Secondary school] language teachers get no direction or help at the state level—Minnesota is different from other states where there is usually a curriculum person for foreign languages working within the department of education. CARLA fills that void, but does even more than that—

"YOU COULD SAY THAT CARLA BEGAN AS A WRITING PROJECT OVER CHINESE FOOD. IT'S KIND OF A GLOBAL THING WHEN YOU THINK ABOUT IT."

—Ray Wakefield



Patricia Thornton

it's very progressive and very good in terms of understanding what high school and elementary teachers need."

CARLA's only been around since 1993, but in that time it has carved out an ambitious agenda for itself: to promote research into all aspects of second-language acquisition and to provide ways—through testing mechanisms, workshops, on-line offerings, and more—to integrate language instruction at all levels of schooling, from primary through secondary, on up to postsecondary education.

The project Thornton was involved in, for example, was one of several curriculum initiatives sponsored by CARLA. The Minnesota Articulation Project was a CARLA-sponsored collaboration between second-language instructors in statewide K-12 schools and U faculty to develop "a model for articulating French, German, and Spanish curricular strategies and outcomes across all levels of instruction and systems in Minnesota," according to CARLA's Web site.

Another ongoing program is the Proficiency-Oriented Language Instruction

and Assessment Train—the-Trainer Program, or POLIA. This program provides training to 25 language teachers a year in how to integrate their proficiency-oriented language instruction into state and national standards. Thornton is one of the instructors in POLIA.

The U's leadership in language acquisition had its start in the mid-1980s when the College of Liberal Arts instituted proficiency-oriented language requirements. In a nutshell, that meant that the assessment of language proficiency among U students would no longer be based solely on "seat time"—the hours of coursework and number of credits achieved in a second language—but on actual competence in speaking and understanding another language. As CARLA's acting director, Ray Wakefield, says, "It was quite a thunderbolt in language acquisition. It meant it was no longer possible to sleep through two years of language classes with barely passing grades and then claim you had a command of a second language. You were going to be given actual competency tests in reading, speaking, and listening. It didn't

matter where you acquired the competency; if you passed the tests, you passed, if you didn't, you failed.

"It was a massive undertaking for an institution the size of the U. But it was when we began to push ourselves into the limelight for taking language acquisition seriously."

A few years later, that push into the limelight took a big leap forward when the U applied for—and received—federal funding and designation as one of only seven National Language Resource Centers in the country. The grant-writing process was a collaboration of faculty from several different departments and the College of Education, and from it would come the seeds of CARLA.

"A group of us had been working together in an informal way already," says Wakefield. "I was language director in the German department at the time. We had some people from the College of Education, others working on language acquisition theory in other units. We kept on intersecting in ways that suggested we had a lot in common, but we had no structural integrity."

That structural integrity began to take shape when the director of the Institute of International Studies offered to coordinate the NLRC application.

"We piled into some office space or the West Bank—maybe six of seven of us—and started writing," says Wakefield. "As the night wore on, we ordered Chinese food and kept at it."

"You could say that CARLA began as a writing project over Chinese food. It's kind of a global thing when you think about it."

From those hungry beginnings, CARLA has acquired a national reputation. Its Web page listings for so-called Less Commonly Taught Languages (less commonly taught, that is, in the United States) has become an invaluable resource for instructors teaching everything from Arabic to Urdu—and for students searching for classes in LCTL.

CARLA's Summer Institute has also been a big hit. Inaugurated in 1997, the institute is offering seven five-day workshops this summer (up from four in 1998) with titles like "Using Technology in the Second Language Classroom," "Integrating Culture into the Second Language Classroom," and "A Practical Course in Strategies-Based Education."

Thornton, meanwhile, has firsthand knowledge of CARLA's spreading fame. A couple of months ago, she was at the Japan Foundation in Santa Monica. While there, she met a teacher, Kyoko Hijirida, from the East-West Center at the University of Hawaii. "The East-West Center is one of the best places in the world to research language teaching," she says. In her first conversation with Hijirida, Thornton was taken back when her colleague said, "Oh, you're from Minnesota. You must know CARLA!"

"At first, I thought she meant a person," Thornton says with a smile. "Then she told me she'd been to a CARLA workshop the summer before."

—Richard Broderick

Taking our daughters to work

"Mom, do you sing songs at work?"

When my 4-year-old daughter asked this question, I responded laughingly that, while I sometimes whistle while I work, I usually don't sing songs. Her curiosity got me thinking, though. Even at age 4, she is aware that work is a big part of my life, though she has little understanding of what I do in my job.

On Thursday, April 22, University employees can give children a taste of what the work world has to offer. For the seventh consecutive year, the University will participate in Take Our Daughters to Work Day. Brainchild of the Ms. Foundation, this day is intended to expose girls and young women to the work world, and to introduce them to women role models. Although the day is targeted for girls ages 8 to 15, the University also welcomes participation of interested boys.

The Twin Cities campus offers an amazing array of activities. The Minnesota Women's Center provides logistical coordination, with departments sponsoring individual events. Last year, with 87 units contributing to the event, programming was as varied as our campus units, and included offerings in health services, biological sciences, engineering, facilities management,

arts, music, sports, and architecture, to name a few. Hundreds of young women and their sponsors participated.

Take Our Daughters to Work operates on a shoestring budget, according to Jessica Morgan, coordinator of the Minnesota Women's Center. Volunteers plan and coordinate all aspects of the event, and donations support programming. This year's program coordinators Jennifer Simmelink, Chanomi Maxwell-Parish, and Amy Amundson have worked hard to ensure a fun-filled and educational day.

Morgan emphasizes that the event benefits both the University community and participating youth. It provides excellent publicity for campus units, contributes to our student recruitment efforts, and showcases the University as an exciting employer to our future labor force. Volunteers also benefit by honing skills in leadership, project coordination, publicity, and public relations.

Obviously, there is much opportunity to take advantage of Take Our Daughters to Work Day. Even the most supportive supervisor, however, can be faced with a dilemma: how to embrace employee participation while attending to the unit's work needs. The Minnesota Women's Center offers some tips for striking a healthy balance between participating in events and fulfilling your work responsibilities:

- Coordinate a buddy system with a co-

worker and divide the day. You'll have time to focus on your work, while introducing your charge to an additional job. The Office of Human Resources plans to take this concept a step further: They've recruited a cadre of volunteers to escort youth to events throughout the day, involving employees throughout the office.

- Give your young charge some work to do! Of course, you'll need to gage the young person's ability and maturity and assign tasks accordingly. Part of the purpose of this day is to help girls envision themselves in the workplace, and actually participating in the work is a great way to do this. Believe it or not, seemingly mundane aspects of our jobs (such as answering the phone or making copies) can seem exciting and challenging for someone just learning.
- Explain your plan for the day to your supervisor and co-workers, and work out any potential conflicts ahead of time. Find out if your unit has any procedures or policies for Take Our Daughters to Work Day and abide by them.
- Help the young person prepare for the day. Consult the Minnesota Women's Center Web page for a list of activities, have her prioritize what she'd like to attend, and help her brainstorm questions to ask people throughout the day. You can even help her make "business

cards" ahead of time to pass out to people.

- Even if you don't have a daughter (or niece or little sister or neighborhood girl) who will be accompanying you on this day, take some time to invest in a child's career development. Talk about your job and find out more about her or his interests. Chat with the young people who visit your work site. Support your co-workers and employees who bring someone to work this day. We all have a vested interest in helping our youth grow into productive adults, and this is one small way to contribute.

When my daughter is old enough to participate in Take Our Daughters to Work Day, she'll learn more about what my work days are really like. In the meantime, maybe I can learn something from her view of reality. After all, singing songs at work may not be such a bad idea. But that's another topic.

For more information and a listing of events, consult the Minnesota Women Center's Web page at www.umn.edu/mnwomen, or call them at 625-9837. You can also leave a message for the event coordinators at 626-9609, extension 4.

—*Kate Schaefer, Director of Career Enhancement Programs, Center for Human Resource Development*

F.Y.I.

Tangled web coming up on Washington Ave.

Beginning in April, westbound lanes of the Washington Avenue Bridge will be closed between Kolthoff Hall on the East Bank and Willey Hall on the West Bank. Two-way traffic will be rerouted to the south side of the bridge. Pleasant Street will be closed to westbound traffic heading onto the bridge. The bus stop at Willey Hall will be rerouted farther west of its original spot, to the bus shelter near the stairs to the Law Building.

Alumni magazine seeks book authors

Minnesota, the U Alumni Association magazine, is seeking general interest books written by University faculty and alumni to be included in the magazine's annual "Summer Reading" roundup, published in the July-August issue. Fiction, nonfiction, memoirs, poetry collections, and children's stories published since May 1998 are welcome. *Minnesota* is a bimonthly, four-color magazine with a circulation of 40,000. Please direct mail or questions by April 30 to Shelly Fling, editor, 501 Coffman Memorial Union, 626-4864; fling003@tc.umn.edu.

New public affairs degree at the Humphrey Institute

A new master's degree program at the Humphrey Institute is aimed at working professionals who want to broaden or strengthen their knowledge of public affairs and leadership.

The executive master of public affairs degree allows participants to develop individually tailored programs. Concentrations can be designed in areas such as public and nonprofit management

and leadership; foreign policy and international affairs; economic and community development; science and technology policy; land use and human settlements; environmental and ecological planning; and urban and landscape design. Learning plans also can be tailored around specific interests.

Classes will be offered evenings. Part-time students should be able to complete the program in two years, while full-time students could finish degree requirements in two semesters plus a summer. Admission deadline is June 1.

For more information, contact Sharon Anderson of the Humphrey Institute's Reflective Leadership Center at 625-8367 or sanderson@hhh.umn.edu.

A new name, in any language

Office of International Programs (OIP) is the new name for the Institute of International Studies and Programs effective March 1. OIP is part of the Office of the Executive Vice President and Provost; director's office is now in 201 Coffey Hall, St. Paul.

Second study tour to Belarus, Kyrgyz Republic, and Czech Republic

Faculty members and graduate students are invited to join a study group with K-12 teachers to three nations in the post-Soviet community this summer. This six-week, Fulbright-supported tour aims to aid teachers and faculty members integrating international content, perspectives, and issues into curricula in international studies, area studies, social studies, and foreign languages. Thirteen participants took part in last year's successful first tour. Contact Josef Mestenhauer, College of Education and

Human Development, 612-624-8350.

Career development workshops available

The Employee Career Enrichment Program is accepting registrations for spring quarter. If you have ever considered how to grow in your current job or make a transition to another department, or if you sometimes simply wonder what you want to be when you grow up, these workshops might be of interest. For more information, check out www.umn.edu/ohr/ecep/ or call Brian at 626-0774.

Workshops this quarter include: Where Do U Fit In? Creating Your Job Future at the U

Friday, April 9, 8-3 p.m., 210 Donhowe
Thursday, May 6, 8-3 p.m., 210 Donhowe

Do What You Are: Using the Myers-Briggs Type Indicator (MBTI) in Career Planning

Tuesday, April 13, 2-4 p.m., St. Paul campus

Getting In; Networking at the University

Tuesday, April 20, 8:30-10:30 a.m., 210 Donhowe

What Jobs Would I Be Good At? Recognizing Your Skills and Potential

Thursday, April 29, 9-11 a.m., 210 Donhowe

New Web pages debut

New systemwide and Twin Cities campus Web home pages debut April 2. The new Twin Cities page includes innovative links such as "campus cam," a feature that shows a view of the mall every five seconds, and a research and scholar page highlighting a U faculty member. Coordinated by Institutional Relations, the new page was tested for

usability, then refined, says Tony Mommsen, one of the lead designers who worked on the project.

The addresses: umn.edu and umn.edu/tc. If you have questions, call Mommsen at 624-8520.

Kudos

Seven U faculty members have been awarded 1999-2000 McKnight Land-grant Professorships. Given by the Graduate School, the awards are designed to advance the careers of the most promising junior faculty at a crucial period in their professional lives. Awards include a \$24,000 research grant in each of two years and a fully paid research leave the second year. Honorees are **Daphne Berdahl**, anthropology; **Paul Crowell**, physics; **Ray Gonzales**, English; **Mats Heimdahl**, computer science and engineering; **Marc Hirschmann**, geology and geophysics; **Brad Nelson**, mechanical engineering; and **Elise Ralph**, physics and Large Lakes Observatory, Duluth.

Pat Roth, acting bursar, has been named AAU Bursar of the Year. The announcement was made at the group's national conference.

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@gold.tc.umn.edu

April calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

SPECIAL EVENTS

Wed., April 7–Thurs., April 8

■ **GradFest '99**—The U's annual one-stop source for graduation provides an opportunity to take care of details—like picking up caps and gowns, ordering announcements, selecting college rings, and having portraits taken—while checking out more than 50 exhibits. Special discounts on many items. Wed., 10 a.m.–6 p.m.; Thurs., 9 a.m.–3 p.m., Great Hall, Coffman Union. Free. FFI: Kari Weidling, 625-6564.

Sat., April 17

■ **32nd Annual Student Clothing Design Show**—Student designers from the Department of Design, Housing, and Apparel present a wide range of clothing styles. Show includes a traditional tea. 3 p.m., North Star Ballroom, St. Paul Student Center. \$13 (students); \$15.

Thurs., April 22

■ **Take Our Daughters to Work Day**—U's seventh annual event for girls ages 8 to 15 includes campus activities that introduce participants to the work world and women role models. Coordinated by the Minnesota Women's Center. FFI: www.umn.edu/mnwomen or 625-9837.

Tues., April 27

■ **Poetry Wall and Performance Slam**—Poetry extravaganza in celebration of National Poetry Month features a roster of celebrity writers and readers, including magnetic poetry inventor and U alum Dave Kapell. A poetry wall will invite original compositions. Cosponsored by the Weisman Art Museum, the Creative Writing Program, Magnetic Poetry, SASE: The Write Place, the *Minnesota Daily*, and Radio K. 11 a.m.–2 p.m., Weisman Art Museum plaza on the Washington Avenue Bridge pedestrian level. Free.

Wed., April 28

■ **Take Back the Night**—March and rally to protest violence. Part of April's Sexual Assault Awareness Month. 6:30–9 p.m., Coffman Memorial Union Plaza. FFI: Program Against Sexual Violence at 626-2929 or visit www1.umn.edu/sexviol/.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 624-9050

■ **"Rainforest: A Wet and Wild Adventure"**—Children can explore the layers of a tropical rainforest in this exhibit of plants, animals, and cultures of tropical and temperate rainforests. Through June 27. \$3 (adults); \$2 (students).

■ **"Chased by the Light: The Photography of Jim Brandenburg"**—A chronicle of Minnesota native Jim Brandenburg's experiment in which he took only one photograph each day in the woods by his studio. Through May 16.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 624-7434

■ **"Timothy Trent Blade: The Story of a Collector"**—Exhibition of the personal antique and art collections of former U professor Blade, curator of decorative arts for the Goldstein as well as a professor in design, housing, and apparel until his death from lymphoma in 1996. The exhibition focuses on his collections of American federal furniture, 17th and 18th century old master drawings and watercolors, Oriental rugs, and European and Chinese decorative arts. Through May 2.

HUMANITIES FINE ARTS CENTER GALLERY, MORRIS, FFI: 320-589-6230

■ **Abandonings**—Photographs of Rural Ottertail County by Maxwell MacKenzie. Through April 23.

PAUL WHITNEY LARSON ART GALLERY, FFI: 624-4373

■ **Electronic Expression**—Computer-generated art. Opens March 31 and runs through April 16. Reception: April 9, 6–8 p.m.

WEISMAN ART MUSEUM, FFI: 625-9678

■ **Charles Biederman and Ralph Rapson**—Minnesota's great exponents of modernism are featured in this exhibition of the internationally acclaimed Biederman, who lives and works near Red Wing, and Rapson, a 30-year U professor and head of the School of Architecture. Included are drawings, architectural elements, models, furniture, photographs, and video installations. Through May 23.

■ **Berenice Abbott's Changing New York**—From the Weisman's permanent collection, works from Berenice Abbott's documentary portrait of New York, created for the Federal Art Project between 1935 and 1939. Opens April 10 and runs through May 30.



Painting by Charles Biederman, New York, June 1936, oil on canvas. Part of the Charles Biederman and Ralph Rapson exhibition at the Weisman Art Museum.

DANCE

Sat., April 17

■ **An Evening of Classical South Indian Dance**—7 p.m., St. Paul Student Center Theatre. Advance tickets: \$12 (U students) \$5 (general). At the door: \$4; \$5. FFI: 625-2272.

LECTURES, WORKSHOPS, & CONFERENCES

Tues., April 6; Thurs., April 8

■ **Teaching Writing Right in Writing-Intensive Courses: A Workshop for Faculty**—Workshop on preparing teaching assistants to handle the increased writing required in writing-intensive courses. Topics include the writing process, running peer-writing workshops, and designing effective library research assignments. Sponsored by the Center for Interdisciplinary Studies of Writing. Tuesday's workshop: 10 a.m.–noon (optional lunch at noon); Thursday's workshop: 1–3 p.m. (optional lunch at noon). Register online at cisw.cla.umn.edu or call 626-7579.

Wed., April 7

■ **Food for Thought**—Discussion, music, socializing, and refreshments mark the inaugural event of Food for Thought, a project initiated by graduate students in the U's Program in American Studies to strengthen U-community ties. Annie Humphrey, Ojibwe singer and songwriter, will perform. Participants are encouraged to bring nonperishable items for a local food shelf. 7 p.m., Weisman Art Museum.

Wed., April 7

■ **John Dewey Lecture in the Philosophy of Law**—Professor Jack Balkin, Yale Law School, 12:15 p.m., Lockhart Hall (Room 25 Subplaza), Law School, 229 19th Avenue S., Minneapolis. FFI: 625-4841.

Thurs., April 8

■ **Minnesota Film**—Randy Adamsick, executive director of the Minnesota Film Board, will discuss the emerging image of Minnesota in films such as *Fargo*, *Grumpy Old Men*, and *Mighty Ducks*. The discussion will also look at projects that get close to Minnesota's soul, including such films as *Far North*, *Wildrose*, and upcoming releases *Dairy Queens* and *Herman U.S.A.* 5:30 p.m., Weisman Art Museum.

Mon., April 12

■ **Teaching About Violence in Higher Education**—Conference demonstrates effective techniques for teaching about violence in higher education, showcases programs on campus violence prevention, identifies challenges and solutions, and provides experiential learning opportunities. 8:30 a.m.–4 p.m., Radisson Hotel Metrodome. Find conference materials at www.mincava.umn.edu/center/conf99.asp. FFI: Cari Michaels, 624-3471.

Tues., April 13

■ **Joseph Warren Beach Memorial Lecture**—Robert Hass, 1995–97 U.S. Poet Laureate and professor of English at the University of California at Berkeley is the 1999 lecturer. 8 p.m., Ten Mann Concert Hall. Free. Presented by the English department. FFI: 625-3363.

Tues., April 20

■ **Annual Kolshorn Lecture with Carl Safina**—National Audubon Society vice president for marine conservation and author of *Song for the Blue Ocean* speaks about threats to and remedies for replenishing the world's fish populations. Free and open to the public. Sponsors: Department of Fisheries and Wildlife, the College of Natural Resources, and the Bell Museum. 8 p.m., Bell Museum of Natural History. FFI: 624-9050.

Wed., April 21–Thurs., April 22

■ **CISW Tenth Anniversary Colloquium**—The Center for Interdisciplinary Studies of Writing colloquium includes a keynote speech by Toby Fulwiler on Wednesday evening and workshop with Fulwiler as well as a luncheon and awards program on Thursday. All events at the Radisson Metrodome Hotel. RSVP for the April 22 workshop and anniversary luncheon: Terri Klegin, 626-7579 or e-mail cisw@tc.umn.edu. Radisson Metrodome Hotel, Minneapolis.

Sat.–Sun., April 24–25

■ **Conference of the Czechoslovak Society for Arts and Sciences**—As Czech president Vaclav Havel visits the Twin Cities, this interdisciplinary conference will feature local and international presenters on human rights, trade, media, immigration, and cultural identity. Phillips-Wangensteen Building and Moos Tower. FFI: Josef Mestenhauser, 624-8350.

MUSIC

Sat, April 10

■ **New Folk Collective: Claudia Schmidt**—7:30 p.m., St. Paul Student Center Theatre. \$10 (advance); \$12 (at the door); \$5 (U students). FFI: (651) 293-9021.

FAMILY ACTIVITIES

Wednesdays beginning April 7

■ **Weekly Storytelling**—Enjoy the magic of storytelling in this weekly program. Open to children in the campus community. 6–7 p.m., 110 St. Paul Student Center. No program May 5. FFI: 625-2272.

Fri., April 2

■ **Professor Freshwater's Punch and Judy Show**—Watch Professor Freshwater combine the age-old Punch tradition with a modern sense of humor. Noon, St. Paul Student Center upper level lounge. Free. FFI: 625-2272.

Sat., April 24

■ **Raptor Center's Spring Bird Release**—10 a.m.–3 p.m., Elm Creek Park Reserve, Osseo, Minnesota. Event includes educational programs, more than 20 birds on display, and entertainment. Schedule: bird releases at noon and 2:30 p.m.; performances by Jack Pearson (Mr. Song Strummin' Story Man) at 11:15 a.m. and 1:45 p.m.; and concerts by Barb Tilson's Children's Chorus at 11:45 a.m. and 2:15 p.m. Event is free; parking is \$5—or free with an annual parks plus patron pass. FFI: 624-4745.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 11 Morrill Hall. Deadline for the May issue is April 12.



The Guthrie Theater, designed by Ralph Rapson

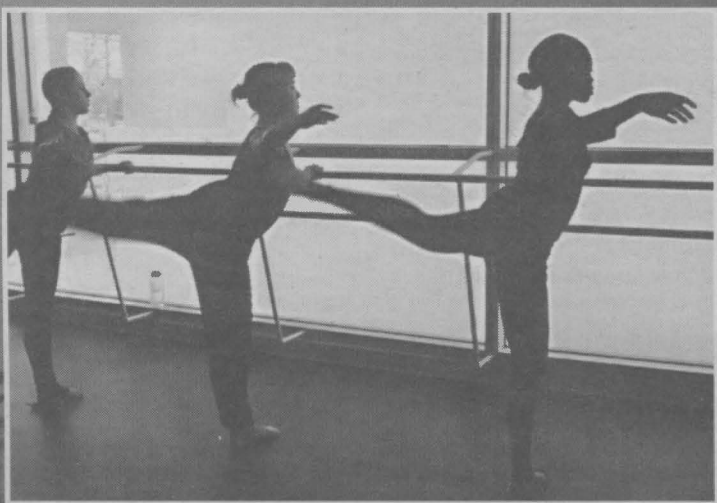
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Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Dance

Photos by Tom Foley

A Cinderella story

On the wall of the main floor reception area in the soaring new dance center, an elegant, stained glass window at first seems artistically at odds with the building's sleek, curved modern lines. To Maria Cheng, though, the window is integral to the story of this building. "We brought the entire history of Norris with us," Cheng says of the window, one of three transported from the dance program's old Norris Hall headquarters to the Barbara Barker Center for Dance, its exotic new home on the West Bank.

The story of the University dance program, which moved into its new quarters in April, would be incomplete without mentioning its Norris roots. It is a story of transformation from near oblivion into one of the nation's most prestigious programs with a spectacular new building as its centerpiece.

"It's a Cinderella story," says Linda Shapiro, communications coordinator for the dance program.

From its light-filled 70-foot lobby to its three dance studios to the made-to-order sprung flooring, the 20,000-square-foot dance center is a spectacular tribute to dance. The dance wallpaper that will grace the lobby walls isn't up yet. The ground around the building is still unseeded, and a planned outdoor amphitheater is still a vision. But it doesn't take any imagination at all to feel the excitement alive in this building.

In 1985, there wasn't much to dance about. Under the umbrella of the Department of Physical Education, the 60-year-old dance program was housed in Norris Hall, where dancers shared a shin-splinting, wood-covered concrete floor in a gym used also for kinesiology classes and rec sports. Its home department decided to drop the program.

Undaunted, program coordinator

"It's a result of the passion of the people who have been given the stewardship of this program."

—Maria Cheng

Nadine Jette-Sween organized a "Keep Dance Alive" program. With some generous support from Sage and John Cowles, she got a chair endowed in dance, launched a dance major, persuaded the College of Liberal Arts and the Department of Theatre Arts to take dance under its wing, and got two new faculty positions funded.

With this momentum, the program began to grow. After Jette-Sween's death in 1986, the University recruited renowned dance scholar Barbara Barker in 1987. It was Barker who initiated plans to renovate a University-owned church a block south of Rarig Center for the dance program and who

continued on page 4

EDITORIAL STAFF

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Its contents and more information are available electronically and on the Web at www.umn.edu/urelate/kiosk/.

This publication is available in alternative formats. Please call 612-624-6868.

Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Kiosk's* publishers. Letters should be no longer than 150 words. Send letters or inquiries to *Kiosk*, 11 Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455-0110; (612) 624-6868 or urelate@gold.tc.umn.edu.

The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

PROFESSIONAL AND ADMINISTRATIVE STAFF

Academic staff award winners to be honored May 5

The 1999 Academic Staff Award winners and nominees will be recognized at a 3 p.m. ceremony May 5 in the Ted Mann Concert Hall. Each winner receives a \$2,000 honorarium. In addition, the recipient's department receives \$1,000, which the winner can apply toward professional development activities during the coming academic year. William Hogan, chair of the Board of Regents, will be the keynote speaker. All University P&A staff are encouraged to attend this event to celebrate the achievements of our colleagues.

What's in a name?

What do Mark Yudof, 38 U head coaches, and 277 coordinators have in common? They all have professional or administrative appointments at the University. In fact, the P&A class includes 113 different official job titles. If you're interested in seeing how many other folks share your job title, check out a complete list on the ASAC Web site under Frequently Asked Questions (after May 1) at www1.umn.edu/ohr/asac/faq.html.

Academic Appointments Committee update

Kent Bales, chair of the joint committee, presented a draft of the committee's general principles and recommendations to the ASAC board at its March 19 meeting. According to the draft, "With the exception of students engaged in teaching or research, all personnel engaged primarily as teachers or as researchers having significant responsibilities for teaching, advising, and examining must be appointed in one of the appointment types defined...."

Essentially, this means that current P&A staff whose jobs encompass the above responsibilities would move into one of three appointment categories: professorial, requiring a terminal degree and a mix of teaching and research (tenure / tenure track faculty and non-tenure track faculty); instructional, requiring an intermediate or terminal degree and which consists primarily of teaching (with other titles such as lecturer); and affiliated, which includes all adjunct or irregularly employed personnel. Nearly everyone in the instructional category will be former P&As. For a more complete overview of this check out this ASAC web site under "What do you think?" at www1.umn.edu/ohr/asac/feedback.html.

Human Ecology surveys P&A staff

The College of Human Ecology's P&A Consultative Committee has just completed a survey of all P&As in the college who have 75 percent or more appointments. Cathy Schultz, a research associate in family social science and member of the committee that designed the survey, said, "There are two types of information that are seen as important: descriptive data of who the P&As are in the college and qualitative data of how P&As feel about their conditions of employment."

A copy of this survey can be found on the ASAC Communications Web site: www1.umn.edu/ohr/asac/comm.html.

ASAC member Beth Emshoff, the college's director of continuing education, said, "A quick look at the data suggests that, by and large, people are very satisfied with their jobs, their supervisors, and the benefits they receive. However, there is a significant level of dissatisfaction with job security and salary. My sense is that people like working in this college but would like to see the University provide more options for job security." Results will be published later this spring.

—Beth Emshoff

CIVIL SERVICE

STAFF DAY

JUNE 2

U CAN COUNT ON US!

Faculty and staff on all campuses are invited to participate as the U honors its civil service and bargaining unit (CSBU) staff on the first-ever Staff Day June 2.

Initiated by the Civil Service Committee, the day is intended to honor those "people who keep you on schedule, provide the community with excellent health care services, furnish day care for staff children, or keep the University a safe place to work," not necessarily those who make headlines or get noted in the media, says George Hoh, chair of the Civil Service Committee's communications and public relations subcommittee, who's heading up the event.

Supported by the U's administration, Faculty Consultative Committee, Academic Staff Advisory Committee, and the Bargaining Unit Council, the day's sponsors include Human Resources, the Coca Cola Company, the U Bookstore, and Aramark, who have allocated monies to help sponsor a staff chorus, a windwood ensemble, food, T-shirts, buttons, banners, and flags.

For information about Staff Day, check out the Web site <http://128.101.150.185/SD/STAFFDAY.HTML>.

Here are planned activities:

Minneapolis: Coffman Union		St. Paul: Student Center	
11:00	Jazz Band	11:00	Jazz Band
		11:40	Speakers
Noon	Staff Chorus/ Windwood Ensemble/ U Gospel Choir	Noon	Jazz Band
		12:55	Staff Chorus/ Windwood Ensemble/ U Gospel Choir
12:30	Speakers		
12:40	Jazz Band	1:30	Jazz Band

Activities include free food, maroon and gold ice cream, food shelf drive, free T-shirts and pins, Goldy Gopher, and an information fair.

The U community is also invited to recognize their CSBU colleagues for their special accomplishments. The names of the honorees and highlights of their accomplishments will be published in the June 1 issue of the *Minnesota Daily*, and all honorees will receive a certificate of appreciation from President Mark Yudof and Carol Carrier, vice president for human resources. Please complete the following form and return it by **Wednesday, May 12**.

CSBU Staff Making a Difference!

In 25 words or fewer, or using phrases or bullet points, please describe or list the CSBU staff member's special accomplishments at the University or in his or her community. (Examples: Joe Smith organized a departmental food shelf donation. Mary Jones serves as a volunteer coach. Susan Clark provides outstanding service to students.)

STAFF MEMBER'S NAME _____ CAMPUS PHONE _____

DEPARTMENT _____ CAMPUS ADDRESS _____

SUBMITTED BY _____ CAMPUS PHONE _____

Because the staff member's name will be published in the *Minnesota Daily* along with his or her accomplishments, if you are recognizing someone other than yourself, please inform the person you are submitting a form.

I have notified the CSBU staff member.

Return this form by campus mail or U.S. mail to: Making a Difference, Office of Human Resources, 200 Donhowe Building

The nonrising tide of multiple investigator research grant awards

During his brief tenure as Academic Health Center provost, William Brody asserted that federally sponsored research was moving away from the individual investigator mode—the historical backbone of our research enterprise—toward a multiple-investigator research strategy in which NIH program project (P01) and center grants (P30, P50, P60) would become the dominant research funding mechanism.

According to this view, the individual (R01) award mechanism was becoming a dinosaur. Brody further speculated that this emerging shift toward group research would ultimately impact the architecture of our research buildings.

Many others have advocated similar views. If such a trend is happening, then we should recognize and address it, because it could dramatically impact our training methods and objectives for graduate students and academic physicians. The facts however, do not support this contention.

Figure 1 shows that the proportion of NIH grants allocated for multiple-investigator awards (P01 and centers) has slightly but perceptibly shrunk over the past 11 years (28 percent in 1986 vs. 24 percent in 1997). No apparent evidence supports a large-scale shift toward one type of funding mechanism over another.

Because all NIH agencies do not use their resources in precisely the same way, a picture of NIH's integrated results hides significant differences among agencies. For example the National Eye Institute (NEI), where I secure my research support, does not provide center or program project grants, but uses a somewhat more cost-conservative method called core grants. The criteria by which a core grant is awarded, however, are based on the number of NEI-funded individual investigator awards within an institution and the judged quality of their research. In other words, the award is designed to enhance the individual researcher when a critical mass of vision researchers is achieved and the institution's application is competitively reviewed. I am delighted that we have one of these awards here in physiology, which supports the research of many visual scientists throughout the University.

By keeping multiple-investigator awards to a minimum, NEI has achieved the highest funding rate for approved research grants of any NIH division, an achievement in which the institute takes pride and for which it often receives kudos from an appreciative research community.

Some NIH agencies have even experienced a significant decline in center/program project grants over the last decade. Figure 2 shows data from NINDS (National Institute of Neurological Diseases and Stroke), a granting agency that provides research support for many neuroscientists here at the University. The demonstrable decline in NINDS multiple-investigator awards reflects relative growth in the R01 grant mechanism—just the opposite of the trend claimed by some.

No one understands exactly why the number of NINDS multiple-investigator awards has declined. It may simply represent a behavioral phenomenon, since it began about the time NIH eliminated the

site visit as an obligatory component of program project and center award reviews. In any case, there is no basis for supposing that we are moving from the individual R01 award toward multiple-investigator funding mechanisms.

This is not to say that multiple-investigator awards are not valuable and worthy of pursuit; they often add important and sometimes essential research support that cannot be acquired through conventional R01 funding. Center grants, for example, can notably enhance a local research enterprise or theme. One of these—a new NIH research initiative aimed at providing enhanced biomedical engineering research opportunities—includes a funding mechanism in which multiple investigators can apply for support in a single R24 application (up to \$2 million a year). The scope of this research can be substantial (for example, the artificial heart).

This new biomedical initiative may be very relevant here at the University, where many engineering and science faculty members work in close proximity to the Medical School. It will result in the composition of new study sections based on the submitted grants, and will shift funding criteria from a project's short- to long-term objectives. I hope our faculty will take advantage of this new opportunity, which is broadly supported throughout the NIH's divisions (www.nih.gov/grants/becon).

Our responsibility today remains the same as it has been for 40 years: to prepare

young scientists to become competent, independent investigators who prove themselves through the R01 research philosophy. This is and will always be the most important mode of research training we can provide. After all, it is hard to argue with success: Through the individual researcher, our research universities have advanced from lightly regarded, second-tier institutions to the world's most prestigious, innovative leaders in biomedical research.

Should the NIH budget double in the next five years, as many hope and anticipate, revenues will continue to be distributed much as they are now. With some variance among NIH divisions, there will be a resoundingly strong endorsement for the individual, R01 funding mechanism. Growth and enhanced support will go to those institutions that stay the course, replace retiring tenure-track faculty in kind, and add tenure-track faculty to participate in the continuing, national goals of excellence in biomedical research, training, and biotechnology.

As a corollary to this continuing commitment to the R01 funding mechanism, don't look for a Nobel Prize to be awarded to a committee anytime soon.

—Robert F. Miller, M.D.
3M Cross Professor of Neuroscience and Vision Research,
Department of Physiology
President, AAUP

1Data and graphs provided by Constance Attwell, NINCDS

SINGLE (R01) AND MULTIPLE (P01 & CENTER) NIH AWARDS AS % TOTAL NIH ALLOCATION

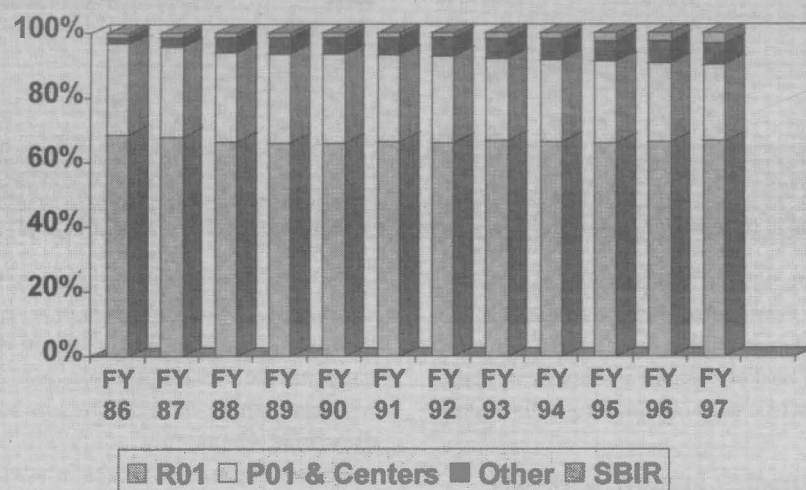


Figure 1

SINGLE (R01) AND MULTIPLE (P01 & CENTER) INVESTIGATOR AWARDS AT NINDS

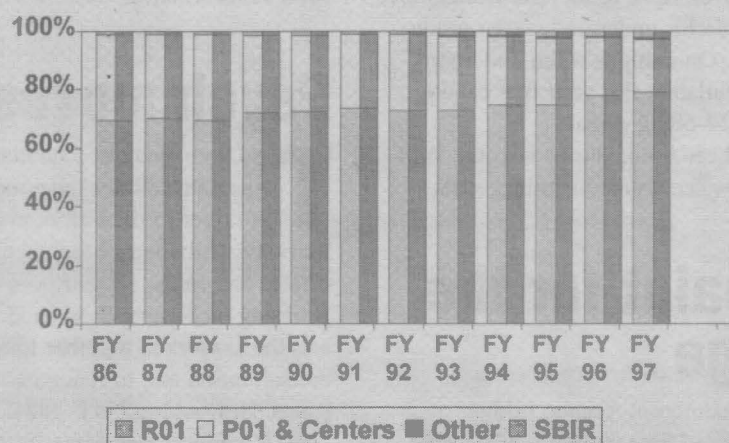


Figure 2

■ Vice president Frank Cerra addressed the regents in April about a crisis in health professional education. The U trains two thirds of the state's health professionals, and "we can no longer successfully meet that challenge" without state help, he said. Two endowments funded by the tobacco settlement would go for health professional education in Gov. Ventura's proposal, but legislative response is unclear, he said.

Patient care revenue that subsidizes medical education has fallen by 50 percent in the past four years, Cerra said; patient volume is up, but payments are down because of managed care. Faculty physicians now spend 25 percent more time taking care of patients, and those who leave say in exit interviews that it is because they don't have time to do research.

■ Slow but steady progress in hiring and retaining faculty of color was reported to regents by vice provost Robert Jones, but he expressed concern about underrepresentation of some groups. The number of faculty of color is up from 212 in 1988 to 313 in 1998 (or 10.6 percent of the faculty). The increase is significant, he said, but the vast majority—65.4 percent—of these faculty of color are Asian Americans.

Julie Sweitzer, acting director of equal opportunity, gave numbers for P&A, civil service, and bargaining unit staff. The percentage of people of color ranges from 7 percent in the civil service executive group to 15 percent of service and maintenance workers.

Regent O'Keefe said "there remains a sense that this is not a warm and accepting climate" for people of color. The goal should be "the most welcoming climate in the state of Minnesota. I don't think we're there. We're not even at neutral in my opinion."

■ The regents approved a community relations plan presented by Vice President Sandra Gardebring. The plan includes neighborhood impact assessment in the predesign phase of all projects and better and earlier communication with neighbors about what the U is planning or considering. "The proposals are not radical but do represent a different way of relating to our neighbors," Gardebring said.

■ Standardization of academic policies will go into effect with the conversion to semesters, administrator Peter Zetterberg told regents. Examples: Students who do satisfactory work (2.0 GPA) and meet all requirements will be able to graduate without a higher standard applied by a college. All colleges will use the same GPA (3.67) for the dean's list. "We've literally changed the environment for students," said associate vice president Robert Kvavik. "Sept. 1 is the opening date of the new era."

■ Vandalism in labs in Lions Research Lab and Elliott Hall by members of the Animal Liberation Front is under investigation, but no arrest had been made when *Kiosk* went to press. Preliminary damage estimates total several million dollars.

■ Doug Woog announced that he will resign after 14 years as Gopher hockey coach to take a job as assistant athletic director and work as a fund raiser. Later the same week, Don Lucia agreed to leave Colorado College to accept a six-year contract and coach the Gophers.

Dance

continued from page 1

began the fund-raising campaign to make it happen.

By 1993, 1,000 students were taking dance classes—double the number in 1986. Even by 1991—when new director Maria Cheng took over—the church plans had become outmoded.

“It became evident we couldn’t be a program that functioned with only two studios,” says Cheng, who served as director until 1997, “and the basement did not have enough head room. So the next step was to add an annex to the church.”

As the building idea kept expanding, the fund-raising drive continued.

By fall 1996—and another large grant from the McKnight Foundation—plans were in the works for a whole new building.



Marge Maddux

Today, the \$4.5 million building is a tribute to many people, Cheng says.

“Nadine fought and saved dance,” says Cheng, who holds the Nadine Jette-Sweet chair in dance. “Barbara started the journey of our own building and used the chair to bring in national artists. I continued the vision of these two women and identified how we can specifically build excellence in technique and performance, in creativity, and in intellectual inquiry. We couldn’t do it all at once. It’s a result of the passion of the people who have been given the stewardship of this program.”

The program itself has grown both by numbers and by quality. Admission standards have been raised, says Cheng, and students must audition to be admitted to the program, which today includes 70 majors and serves 1,000 students a quarter.

Moreover, its involvement with the Twin

Cities arts community is one of the key factors in its success, Cheng believes.

“Pedagogically and artistically, the program draws from the thriving Twin Cities arts community,” says Cheng. “Our program would not be what it is without the artistic excellence of this community. The dancers here are also our teachers. The dance program has shared residencies with the Walker and other major artists. We’re very proud of the fact that almost every dance program has used our space to create its work. We hope this community of professional artists will continue.”

Cheng says the dance program’s invitation to the National American College Dance Festival for three consecutive years is a sign of the program’s quality. “Every other year there’s a national festival at Kennedy Center,” Cheng explains. “For a very young, small program to go to an invitation-only adjudicated festival so many consecutive times speaks volumes about the program.”

In 1997, Marge Maddux took over as interim and then as permanent director. It’s been under her directorship that the building has been completed.

“There are other dance buildings that have more square feet,” says Maddux. “But this building is singular in what it says about dance.”

—Mary Shafer



Maria Cheng

A public open house and first performance in the new building is scheduled for April 30, from 3:30 to 7 p.m. Following a black-tie, invitation-only event May 1, the dance center’s premiere performance will be *On the Edge*, a dance theater production that runs from May 7 through May 16.

Building/program highlights

- Location: Riverside and 21st Avenues, on the U’s West Bank
- Architect: Joan Soranno of Hammel Green & Abrahamson
- Builder: Kraus Anderson Construction.
- Features: 20,000 square feet; three new large studios with fully sprung floors like those used in professional studios; studio theater where students practice and which has retractable seating for 125; green room; offices and locker space.

F.Y.I.

Foundation has new Web site

The University of Minnesota Foundation has a new, redesigned Web site. It includes an online pledge form, making it possible to give to the U with a click of the mouse. The site also provides helpful information about the impact of private giving on the U—including scholarships, faculty, research, and community outreach. In addition, visitors can find out more about the foundation, its fundraising activities, and creative ways of giving to the University. Visit the new site at www.foundation.umn.edu.

Explore your creativity at Split Rock

Looking for a way to explore your artistic nature this summer? The Split Rock Arts Program has workshops in visual arts, fine crafts, creative writing, and creativity enhancement just for you. Draw and paint; write poetry, stories,

memoirs, novels, and personal essays; explore fabric arts; create handmade books; design quilts; create bead art; craft original baskets; sculpt in clay or mixed media; work with outstanding artists; and more.

Choose from 37 intensive week-long workshops taught by renowned practicing artists, writers, and craftspeople from across the country and around the world. New workshops start each Sunday from July 11 to August 14 on the Duluth campus or at the Cloquet Forestry Center.

Reduced tuition rates are available through regents’ scholarship or academic tuition waiver. Split Rock Arts workshops are available for undergraduate or graduate credits. On-campus room and board are also available. For your free catalog, call 612-624-6800; e-mail srap@mail.cee.umn.edu; or visit the Web site at www.cee.umn.edu/splitrockarts.

No paint for the bridge

The Washington Avenue bridge, scheduled for repainting this spring, won’t be painted until spring 2000. Hennepin County has delayed the project,

although it may begin preliminary construction and structural repairs to railings in July and August of this year. If that happens, the Washington Avenue bridge will have single-lane closures in both directions. Hennepin County will notify motorists one to two weeks in advance of any road closure.

The U will still repair the plaza at the west end of the pedestrian level this summer, which may restrict pedestrian and bicycle access at times.

A new map and fact sheet highlighting the details of the painting project will be distributed to the University community as soon as information becomes available.

Psych moves

The Department of Psychiatry and psychiatry clinics have moved across the river to the Fairview campus of Fairview-University Medical Center. New offices are on the second floor of the West Building on Riverside Avenue. Fairview and the U worked together to arrange the consolidation and to renovate the new space. New address is F-282-2A West, 2450 Riverside Ave, Mpls. 55454; phone numbers are 273-9800 (adult psychiatry) 273-9711 (child psychiatry).

Bio-Medical Library classes

The Bio-Medical Library is again offering classes to help you locate and manage health related information. Spring classes include:

Finding Chemical Information: The Basics of Beilstein (May 12 and May 13)

Using EndNote Software to Organize Your Articles and Write Bibliographies (April 15 and May 11)

What’s News: Keeping Up with the Latest in Health Sciences Literature (June 3)

Locating Alternative Medicine Resources at the Bio-Medical Library (June 4)

For a complete list of classes offered, or to register online, visit our website at www.biomed.lib.umn.edu/class.html. You may also register by calling Margaret Olson at 626-5808.

Meistersinger

After eight years as director of the School of Music, Vern Sutton steps down.

V

ern Sutton wants to correct the record.

"I'm not leaving the department," he says. "I'm stepping down from this chair as of June 30."

"This chair" is the position he's held for the past eight years—director of the School of Music, a job he took after serving five years as the associate director and director of graduate studies. Beginning this July he will continue as a faculty member in the school.

Why is he stepping down after 13 years of working in administration? "I just think the time is ripe," he explains. "As we approach the millennium, it's my feeling we need new leadership. I took the school where I thought I could take it, did some things that needed doing—or, to be more accurate, helped the faculty do those things—and now with a long-range strategic plan in place, we need a new set of eyes to help achieve those goals."

The school's five-year strategic plan is itself one of the fruits of Sutton's leadership. It was arrived at collegially, through the music school's faculty governance system. And some of its top priorities are continuations and expansions of goals initiated by Sutton, like enhancing the school's community involvement.

"One of the things that make us unique is our location in the middle of a major metropolitan center," he says. "We operate in a musical and artistic environment that other Big 10 schools simply don't have. I want us to take more and more advantage of that fact. I want us to form more and more partnerships with organizations here in town by establishing apprenticeships and internships for students, but also by putting on seminars and symposia using artists from the community. No other Big 10 school is really trying this because they don't have the community resources to pull it off."

The School of Music already has established such ties; there are internship programs at the Minnesota Orchestra, the Minnesota Opera, the St. Paul Chamber Orchestra, and some professional choruses. And the school has worked with, for example, the Schubert Club and Chopin Society, to put on master classes with touring artists. What Sutton envisions is not just more of the same, but a deeper as well as broader reach. For one thing, he would like to get guest artists, conductors, opera singers, and solo musi-

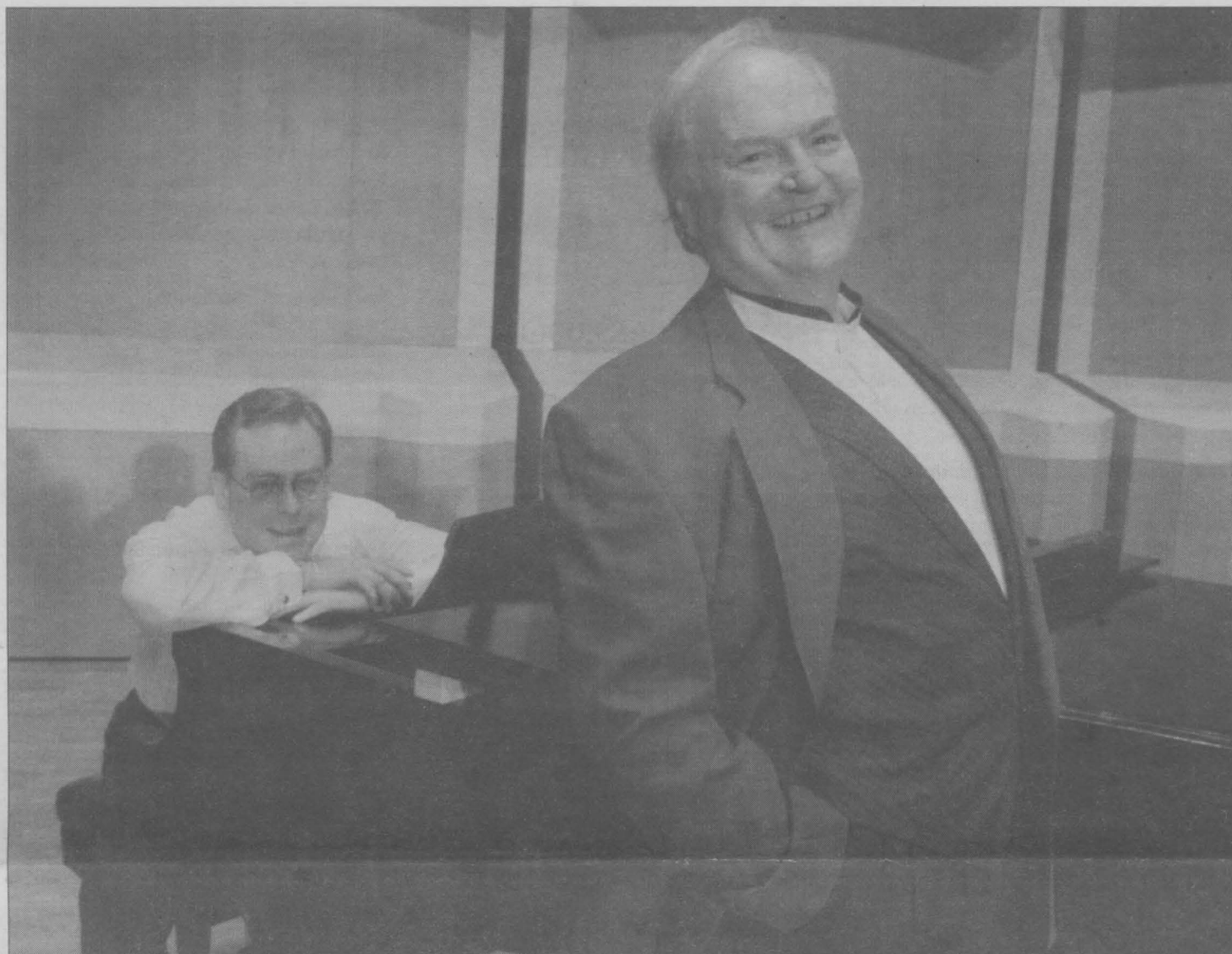


Photo by Tom Foley

School of Music director Vern Sutton is stepping down June 30. Pictured with him here is accompanist Keith Weber.

cians conducting classes and seminars on a regular basis.

"I also think we should do things with some of the churches in town—many of which have outstanding music programs—and theaters we have not worked with in the past, particularly musical theaters, like Chanhassen," he says.

Indeed, one of the initiatives proposed by the long-range plan is diversifying the genres of music studied and taught by the school. This would, according to Sutton, include not only music of the many different ethnic groups in the country, but also popular music, from musicals to folk. "One thing that is beyond question," he says, "is that we will be doing much more with popular and world music."

In a way, it is surprising that anyone would credit rumors of a Sutton retirement. A youthful-looking 61, he has a nearly full-time performing career running parallel to his work as a teacher and administrator. In this role, he is best known for his once-regular (for 13 years), now intermittent, appearances on the original Prairie Home Companion radio program, its successor, and the now-revived version of PHC.

A native of Oklahoma, he combines a love of classical and show music with an abiding passion for country-western. His highly eclectic taste—coupled with a pure, sweet tenor voice—make him a highly versatile performer. He not only sang the lead in two productions the first season of what would become the Minnesota Opera, he was also a charter

performer with the old Stagecoach Opera House in Shakopee where the bill of fares was musicals, vaudevilles, Gilbert & Sullivan, and operettas. On his current CD, he sings tunes penned by Schubert, Sondheim, Kurt Weil, and Bob Wills—composer of the classic country-western hit, "San Antonio Rose."

"Even as a child, I sang," he says. "I was a boy soprano and got hooked on theater in the first grade—I played Baby Bear in a first-grade production of *Goldilocks and the Three Bears*. I still remember the applause after my first solo—the rush it gave me."

"He is," says Pulitzer Prize winning composer Dominick Argento, "the most remarkable performer I know. And I have worked with some very famous performers in the professional world. But he is simply the most versatile singer/actor I have ever known."

Argento's assessment comes by way of first-hand experience. The predecessor to the Minnesota Opera—the Center Opera Company (so named because it was sponsored by the Walker Art Center, with performances at the then-brand new Guthrie Theater)—opened its first season 35 years ago with a production of Argento's opera "The Masque of Angels." Argento then directed the second production, Benjamin Britten's "Albert Herring." Sutton was the lead in both productions. For the company's first years, Sutton was, as often as not, one of the lead singers.

Since then, says Argento, "Vern has probably sung more performances of my

music than anybody else. Every time I have the opportunity, I ask for him. He is a rarity among singers—an intelligent actor as well as a rich voice."

Being director of the School of Music, Sutton says, "is not an easy job"—time consuming, and politically demanding. Nonetheless, in stepping down, he admits that he will miss being able to directly affect change—and working with his staff. ("I don't really run this place," he explains. "My staff runs it and I just supervise them.") In looking back at his total of 13 years in administration, he says he is proudest of quality and growth of the School of Music's faculty, and the department's heightened profile in the community, an awareness immeasurably helped by the construction of the Ted Mann Concert Hall.

"Vern's greatest contribution to the School of Music is his reputation in the community," says Argento. "And I don't just mean in the Twin Cities, but outstate as well. He has been a wonderful proselytizer for music—and for the University."

—Richard Broderick

On Monday, May 3, 7:30 p.m., Ted Mann Concert Hall, the School of Music is hosting a reception honoring Vern Sutton. Tickets are \$20, general admission. Students can purchase two tickets for that price. For information and tickets call the University Arts Ticket Office, 624-2345, Monday–Friday, 8:30 a.m.–5 p.m.

A faculty member designs innovative course materials for the Web, enriching the experience for students. All the creative work is the faculty member's, but the equipment belongs to the University.

Who owns these materials? Some universities across the country are claiming that they do. But a proposed intellectual property policy at the University makes it clear that they will be counted as "regular academic work products" and belong to the faculty member.

It's been a long tradition that faculty members have ownership rights to their lecture notes and course materials, says Christine Maziar, vice president for research and dean of the Graduate School. Some universities now say software, CD-ROMs, and Web materials are different, but Maziar doesn't think that makes sense.

"I thought that threw up a real barrier to encouraging faculty to make use of the new technology," she says. History professor Sara Evans, chair of the Faculty Consultative Committee, agrees. "I would refuse to create a Web site for my class if that were the policy," she says.

Faculty members and administrators have worked together to draft the new policy. "We were mostly in agreement walking in. We're still in agreement," Maziar says. Maziar is "amazingly supportive of the faculty," says David Hamilton, professor of cell biology and neuroanatomy. "Everything she is trying to do is for the faculty good."

Evans also praises the process. "This is an example of the way we need to do things, where we get all the relevant groups at the table while we are constructing the policy and avoid the logjams that occur when one group works on it, and then another one, and then a third one kicks it back," she says.

The policy is still a work in progress, and consultation about it is ongoing. Maziar and Len Kuhl, chair of the Senate Committee on Research, took it to the regents in April to give the board a chance to respond while the policy was still being formulated.

Regent Michael O'Keefe expressed concern about giving faculty members ownership of materials created for distance education. This might open the door for facul-

WHO OWNS OUR BRAINS?

A proposed U intellectual property policy lays out the ground rules.

"THE UNIVERSITY IS NOT GOING TO CLAIM OWNERSHIP OF MATERIALS PREPARED FOR USE IN THE CLASSROOM OR IN THE DISSEMINATION OF RESEARCH."

—Carol Chomsky

ty to be engaged by entrepreneurial organizations to offer courses that compete with the U, he said.

Maziar said she intends to address that issue through a conflict of interest or conflict of commitment policy, but O'Keefe said there could still be trouble. "I think you need to come back to us and talk" more about how the issue will be resolved, he said.

Writing the words

Drafting any policy means working through a lot of tricky issues, and one person has to put the words on paper. Law School professor Carol Chomsky has done the drafting. "She's done just a wonderful job," says Kuhl.

In the outside world, Chomsky says, the understanding is that when people do something as part of their job, the results are owned by the employer. And in fact, the policy begins with the general asser-

tion that the University owns all intellectual property created or developed using University resources, then spells out some important exceptions.

In the case of faculty, Chomsky says, "the University is not going to claim ownership of materials prepared for use in the classroom or in the dissemination of research."

Such materials are defined in the policy as regular academic work products, which means "any copyrightable work product which is an artistic creation or which constitutes or is intended to disseminate the results of academic research or scholarly study," the draft policy says.

Examples "include, but are not limited to, books (including class notes and textbooks), theses and dissertations, articles, nonfiction, fiction, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographed works, pictorial, graphic, and sculptural works, or other works of artistic imagination."

Course materials designed for the Web, distance education, or technology-oriented education are explicitly included, as is software "specifically needed to support a regular academic work product" or "designed to disseminate the results of academic research and scholarly study."

An exception is "specially commissioned work," ordered by the University and agreed to in a signed document.

Ownership of their own academic materials is important to faculty, Maziar says. "It's not that most people write software for a class or do neat innovative things because of the vision of becoming wealthy, but there is a real feeling of imposition or annoyance if the institution starts to claim ownership."

If faculty members did the work on paper in the past, no university claimed it. With the new technology, "some institutions argue that you're using additional institutional resources, but the library is one of our greatest institutional assets," Maziar says.

Although faculty will own their own Web-based courses and similar materials, the University as the funder will not have to pay for their use internally, Chomsky says. "That's our intention. The language hasn't been completely written yet."

Sharing the proceeds

In general, copyrightable work belongs to the faculty member. Patentable inventions and discoveries and licensable know-how belong to the University, but the policy includes a formula for distributing the income. "The University owns it, but the proceeds will be shared" in acknowledgment that "the creator did put in the mental effort," Chomsky says.

The formula is that one third goes to the creator(s), one third to the Office of the Vice President for Research, 8 percent to the creator's college, and 25.33 percent to the department or center that supported the creation of the intellectual property.

Drawing lines between regular academic work products and work owned by the University won't always be easy. Some software, for example, will be in one category and some in the other. "I'm not the person who can say what falls into which category," Chomsky says. Maziar and mathematics professor Richard McGehee are drawing up some examples.

The formula for distributing income does not apply to staff members who develop software or create other intellectual property as a regular part of their jobs, Chomsky says. People who are assigned to do their tasks are seen as different from faculty members who set their own agenda.

On a discretionary basis, she says, the University might give bonuses or salary supplements to let staff members share in the proceeds of their work.

After a lot of work, consultation, and controversy, the policy still isn't finished. But in her slide presentation to the regents, Maziar ended with these three promising words: "We're getting there!"

—Maureen Smith

Nice horsie...

as well as nice goats, chickens, pigs, cows, and sheep were available for petting at the College of Veterinary Medicine open house April 11. The open house is an annual event that includes tours of the veterinary teaching hospital and Raptor Center, student panels to field questions about veterinary school, and plenty of refreshments for animal lovers of all ages. Some 3,500-4,000 people attended the event this year.

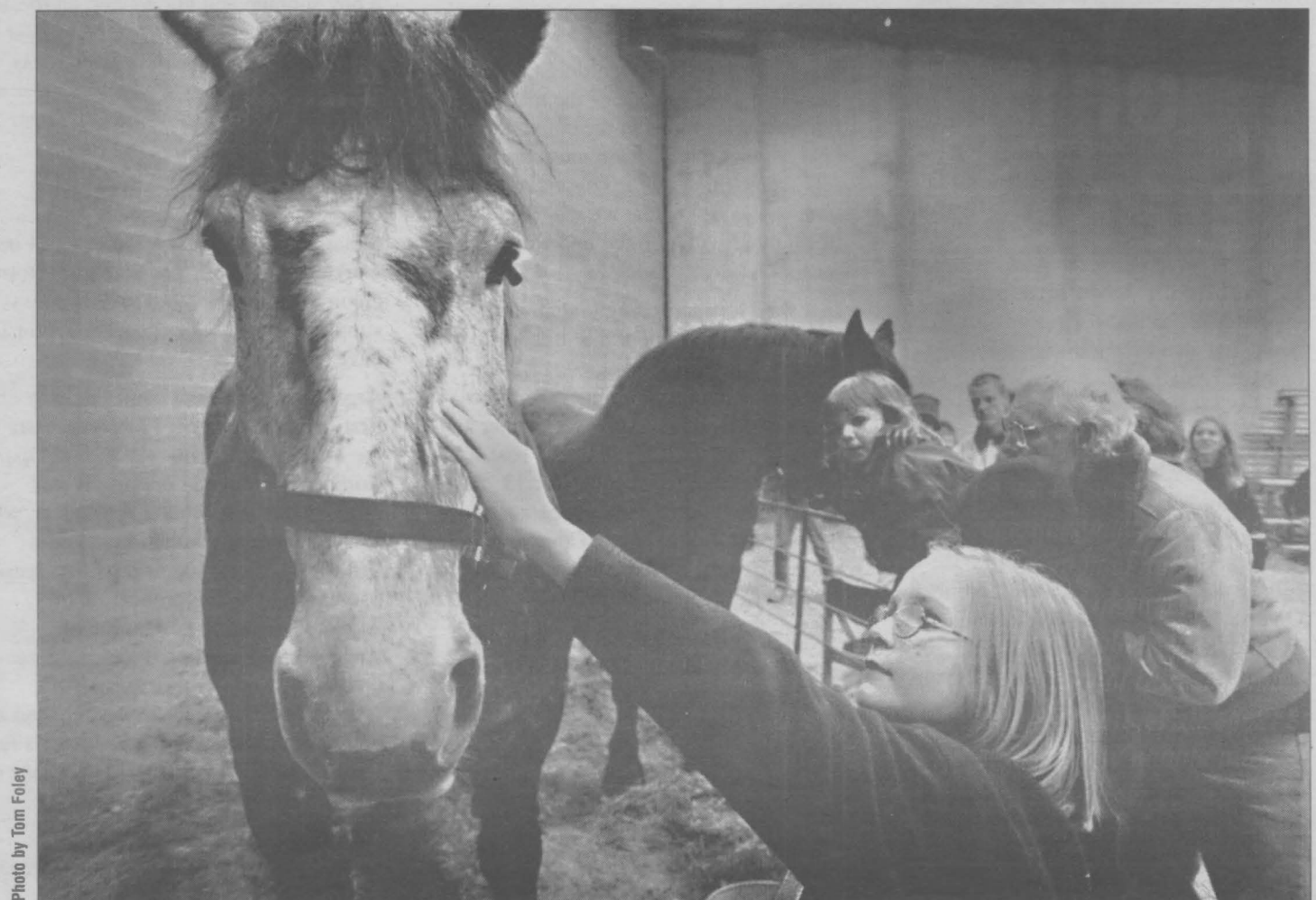


Photo by Tom Foley

■ **Dorothy Hatsukami** has received Gov. Jesse Ventura's Governor's Award for a Better Minnesota in honor of her research into the addictiveness of nicotine. The award recognizes Hatsukami's leadership and personal contributions to the people of Minnesota. Hatsukami is professor of psychiatry and a member of the University of Minnesota Cancer Center.

■ **Kay Thomas**, director of International Student and Scholar Services (ISSS), has been elected national president of the 8,000-member NAFSA: Association of International Educators for 2000-01.

■ Four U community members have won 1998 Twin Cities International Citizens Awards: faculty members **Cynthia Myntti** (Humphrey Institute), **William Rogers** (emeritus, College of Liberal Arts/World Affairs Center), and **David Weisbrodt** (Law School); and graduate student **Cecelia Goetz**, who died in Uganda in July and was honored posthumously for her humanitarian work.

■ Recipients of the 1999 President's Faculty Multicultural Research Awards are **Ananya Chatterjea**, theater arts and dance; **Ruth Lindquist**, nursing; **Eden Torres**, women's studies; **Jeane Tsai**, psychology; **Kim Young-Nam**, music; **Louis Bellamy**, theater arts and dance; **Douglas Hartman**, sociology; **Ray Gonzales**, English; **Erika Lee**, history; and **Denise Ones**, psychology. Announcement was made by the Office of the Associate Vice President for Multicultural and Academic Affairs.

■ Six individuals have received the U of M Outstanding Community Service Award in its inaugural year: **Kären Alaniz**, School of Nursing; **Lisa Albrecht**, General College; **Amos Dienard**, Community-University Health Care Center; **Archibald Leyasmeyer**, English; **Judith Martin**, geography; and **David Weissbrodt**, law. The new award recognizes substantial, enduring contributions to the community and to improving public life and the well-being of society.

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@gold.tc.umn.edu

U offers resources for navigating the world of supervision

When it comes to supervision, ignorance definitely is NOT bliss. To be effective, supervisors need to acquire a comprehensive understanding of an organization's policies and rules, build a knowledge base of essential resources, and master a complex mixture of interpersonal and management skills.

Supervising at the University can be challenging, even for veteran supervisors. The University is governed by complex employment rules, contracts, and policies. Our organizational structures can be difficult to understand and interpret, and navigating through them takes sophistication and up-to-date knowledge.

For new supervisors, who often learn to supervise while on the job, getting up to speed quickly is challenging but also crucial. A new orientation program for supervisors and managers can help. "Understanding and Managing Legal Risks at the University: An Orientation for New Supervisors and Managers" is an interactive seminar designed to help supervisors understand the options and resources available at the University. Launched in March and offered monthly, this seminar allows new and experienced supervisors and managers learn about the University and sharpen their knowledge base.

The seminar profiles the types of legal and ethical issues supervisors may encounter and familiarizes participants with the many resources and offices available to assist them as they tackle difficult issues. Javier Silva, human resource consultant and program manager, designed the seminar and coordinates speakers. Discussions are led by staff from the Office of the General Counsel, Office of Human Resources, and Office of Equal Employment Opportunity/Affirmative Action, who developed the content for the sessions.

One goal of the seminar is to condition supervisors to think proactively, to anticipate and prevent problems. Using case studies and discussion, the seminar introduces potential areas of risk or concern and helps participants think through how to handle these challenging scenarios. Through the process, supervisors learn the importance of dealing with concerns before they become complaints, and to appreciate the vital role of consultation in anticipating and resolving issues.

As Samuel Johnson said, "Knowledge is of two kinds; we know a subject ourselves, or we know where we can find information upon it." The Orientation Seminar for New Supervisors and Managers helps supervisors navigate the overwhelming body of knowledge they need to master, and maps out where to go for information and assistance. The seminar's clear message is that supervisors need to get into the habit of consulting early in the process—before problems develop.

Silva explains that resource people are available to help supervisors when

things don't go right and avoid risky situations in the first place. He says that the U's resource offices work together like an orchestra, playing different but essential roles; supervisors need to understand how to use the expertise of the various players. Typically, for example, a supervisor's human resource consultant may serve as "conductor," but often will pull in several other resources as needed to harmonize. Together, the various resource people ensure that an issue is handled comprehensively and fairly.

The orientation seminar covers the basics needed to supervise in the University community. For a new supervisor, however, the seminar is just a first step. A more comprehensive supervisory

training series—the U's Supervisory Training Program—goes into more depth, helping supervisors develop skills in areas such as communication, dealing with discrimination and violence in the workplace, motivating and appraising performance, problem solving, coaching, discipline, and managing differences.

The Orientation Seminar, followed by the Supervisory Training Program, forms an excellent foundation for becoming a competent supervisor.

For more information about the orientation seminar for New Supervisors and Managers, or the Supervisory Training Program, contact the Center for Human Resource Development at 624-6550, or visit the Web page at www.umn.edu/ohr/chrd.


—**Kate Schaefer**
Center for Human Resource Development

The U's resource offices work together like an orchestra, playing different but essential roles.

University of Minnesota Sculpture Foundry
Department of Art

The IRON CIRCUS

Friday, May 14, 1999.
11:00 AM - 4:00 PM



Mini-Symposium
May 13th, 7:00 PM
West Bank Union Auditorium.

Guest Artists:
Mary Bates, George Beasley,
Wendy Croakrey,
Thomas Gipe, Meridith Jack,
Ken Payne, James Swartz
and Jay Wholley.

OPEN TO THE PUBLIC
FREE

30th Annual Minnesota Iron Pour

Sponsored by: University of Minnesota McKnight Arts and Humanities Endowment, College of Liberal Arts Scholarly Events Fund, and Department of Art.

How iron-ic!

Spark up your May by attending the Department of Art's 30th annual Iron Pour/Iron Circus May 14 from 11 a.m. to 4 p.m. at the Sculpture Foundry by the Art Building, 216 21st Avenue S. on the West Bank. The blazing extravaganza includes fire eating, fire juggling, a flaming hoop dance, and more. For more information, and additional events, see the calendar, page 8. Or call 625-9825.

May calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

■ **Mon., May 31**—Memorial Day. Classes excused and University offices closed.

SPECIAL EVENTS

■ **Fri., May 14**

■ **30th Annual Iron Pour/The Iron Circus**—Annual pyrotechnic event in which iron is melted and cast into iron sculpture. Performances will include fire eating, fire juggling, a flaming hoop dance, and other pyrotechnic visual treats. A performance event will take place north of the Art Building after 8:30 p.m. 11 a.m.–4 p.m., Sculpture Foundry, Art Building.

In conjunction with The Iron Circus:

■ **"A Small Irony"**—National exhibition of small cast iron sculpture. May 1–15, Department of Art's mezzanine gallery.

■ **"The State of Iron at the End of the Millennium"**—Mini-symposium features participating guest artists. Thurs., May 13, 7 p.m., West Bank Union Auditorium.

■ **Fri., May 14**

■ **International Graduation Celebration**—Fifth annual celebration to honor students from around the world receiving U of M graduate and undergraduate degrees from September 1998 through August 1999. 3:30–5:30 p.m., Coffman Memorial Union's Great Hall. Short program at 4 p.m. FFI: Cheri Thompson, 626-7455.

■ **Thurs., May 20**

■ **Appleby Hall Open House**—As part of its Retrospective and Reunion Celebration (May 20–21), General College welcomes all visitors to Appleby Hall. Features include guided tours, Goldy Gopher, giveaways, and refreshments. 2–4 p.m. FFI and info about other reunion events: 625-1038.

EXHIBITIONS

■ **BELL MUSEUM OF NATURAL HISTORY, FFI: 624-9050**

■ **"Rainforest: A Wet and Wild Adventure"**—Children can venture onto a canopy walkway and explore the layers of a tropical rainforest in this exhibit of plants, animals, and cultures of tropical and temperate rainforests around the world. Through June 27. \$3 (adults); \$2 (students).

■ **"Chased by the Light: The Photography of Jim Brandenburg"**—A chronicle of Minnesota native Jim Brandenburg's experiment in which he took only one photograph each day in the woods by his studio. Through May 16.

■ **GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 624-7434**

■ **"Timothy Trent Blade: The Story of a Collector"**—Personal collections of the late U professor and Goldstein curator of decorative arts. The exhibition focuses on American federal furniture, 17th- and 18th-century old master drawings and watercolors, Oriental rugs, and European and Chinese decorative arts. Through May 2.

■ **PAUL WHITNEY LARSON ART GALLERY, ST. PAUL STUDENT CENTER, FFI: 625-2272**

■ **Department of Design, Housing, and Apparel's "Instructor's Choice"**—Mixed media student show. May 19–June 4; artist reception May 21, 6–8 p.m.

■ **KATHERINE E. NASH GALLERY, FFI: 624-7530**

■ **Through May 14**

Main gallery—"Civic Responsibility," an exhibition examining the role of people observing, examining, recording civic context, and living the civic moment.

Spotlight gallery—Work by adjunct faculty member Sharol Nau.

Teaching gallery—1998–99 Department of Art Scholarship Recipients' Show.

■ **May 19–June 11**

Main gallery—MFA thesis exhibitions.

Teaching gallery—Graduating seniors' salon.

Spotlight gallery—Work by adjunct faculty member Chris Lowe.

■ **WEISMAN ART MUSEUM, FFI: 625-9678**

■ **Charles Biederman and Ralph Rapson**—Exhibition of Minnesota's great exponents of modernism: the internationally acclaimed Biederman, who lives and works near Red Wing, MN, and Rapson, former professor and head of the School of Architecture. Through May 23.

■ **Berenice Abbott's Changing New York**—Works from Berenice Abbott's documentary portrait of New York in the Weisman Art Museum's permanent collection. Captivated by the dynamism of New York during a period of great change, Abbott created her portrait for the Federal Art Project from 1935 to 1939. Through May 30.

DANCE

■ **On the Edge**—A collaborative effort by the programs of theater and dance; this show will feature some 30 students who have worked with three national and international theater companies specializing in movement playwork and characterization. These brand new pieces—created especially for University Theatre audiences—are the culmination of their efforts. May 7, 8, 14, 15: 8 p.m.; May 9, 16: 2 p.m.; May 13: 7:30 p.m. Rarig Center. FFI: 624-2345.

THEATER

■ **A Funny Thing Happened on the Way to the Forum**—Straight from its smashing revival on Broadway, *Forum* marks University Theatre's "official" return to musical theatre—in cooperation with students and faculty from the School of Music. May 21, 22, 28: 8 p.m.; May 23: 2 p.m.; May 25, 26, 27: 7:30 p.m.

LECTURES, WORKSHOPS, & CONFERENCES

■ **Mon., May 3**

■ **"Confronting the Triad of Violence in Men's Sports"**—Michael Messner, associate professor of gender studies at USC, explores the correlation between college men's athletic participation and sexual violence against women. Sponsored by the Tucker Center for Research on Girls and Women in Sports. 7–9 p.m., William G. Shepherd Room, Weisman Art Museum. FFI: 625-7327.

■ **Tues., May 4**

■ **The Controversy over Infanticide in Chinese Orphanages**—China Issues Forum lecture by Daniel Kelliher, political science. A Culture Corps project co-sponsored by the Institute of Global Studies, East Asian Studies, and China Center. Noon–1 p.m., 710 Social Sciences. FFI: 626-7194.

■ **Wed., May 5**

■ **Guy Stanton Ford Memorial Lecture**—"The Search for the Chimera" by James Randi, author, lecturer, and founder of the James Randi Educational Foundation to promote critical thinking about the supernatural and paranormal. 10:15 a.m., Ted Mann Concert Hall. Free and open to the public. FFI: 625-7579 or mgsmith@mailbox.mail.umn.edu.

■ **Thurs., May 6**

■ **Wesley Spink Memorial Lectureship**—"The Dual Burden: TB and HIV in Africa," by Dr. Keith P.W.J. McAdam, visiting professor, Medical Research Council, The Gambia, West Africa. Noon, 2-690 Moos Tower. FFI: Susan Jackson at 626-2558 or imer@tc.umn.edu.

■ **Lecture by Arturo Lindsay**—An artist-scholar who conducts ethnographic research on African spiritual and aesthetic retentions in contemporary Latin American cultures, Lindsay is associate professor of art and art history at Spelman College. West Bank Union Auditorium, 7 p.m. FFI: 625-8096.

■ **Mon., May 10**

■ **Communication by Design**—Ninth Annual Communicators Forum conference topics include the U Design Initiative; meaning of color in graphic design; history of graphic design; information and document design; urban design; Web design; and design critique. 8 a.m.–4:30 p.m., Hubert H. Humphrey Center, West Bank. Register online at www1.umn.edu/umcf/. FFI: Laura Weber, 625-0552 or webe@tc.umn.edu.

■ **Tues., May 11**

■ **Y2K: Is America Programmed to Lead? Education in the Twenty-first Century**—Daylong Humphrey Institute Policy Forum includes speakers Susan Fuhrman, U of Penn education dean; Patricia Harvey, St. Paul Public Schools superintendent; and U president Mark Yudof. \$60 before May 7; \$70 after. FFI: 625-8330 or vwilgocki@hhh.umn.edu.

■ **Tues., May 18**

■ **Demonization of China in the Media**—China Issues Forum lecture by Professor Tsan-Kuo Chang, School of Journalism and Mass Communication. 11:20 a.m.–12:20 p.m., 246 Social Sciences. FFI: 626-7194.

■ **Thurs., May 20**

■ **Lecture by Power Booth**—An abstract painter, Booth is also recognized for other art forms and as an educator. He is director of the School of Art at Ohio University, Athens, OH. 7 p.m., West Bank Union Auditorium. FFI: 625-8096.

■ **Tues., May 25**

■ **Urban Changes in Modern China**—China Issues Forum lecture by Professor Liping Wang, history department. 11:20 a.m.–12:20 p.m., 246 Social Sciences Building. FFI: 612-626-7194.

MUSIC

■ **Sun., May 2**

■ **Minnesota Youth Symphonies**—Butch Thompson, piano; Manny Laureano, conductor. 2 p.m., Ted Mann Concert Hall. \$3 (children ages 7–14), \$6 (adults). FFI: 651-699-5811.

■ **Wed., May 5**

■ **Worldspan, Karullacta: Far Away Land**—Cinco de Mayo event features music from the Andes. Noon–1 p.m., St. Paul Student Center Terrace Cafe. Free.

■ **Mon., May 10**

■ **Chinese Pipa Soloist**—Celebrate Asian American Heritage Month with Gao Hong, a Chinese musical prodigy and master of the pear-shaped lute, the pipa. Noon–1 p.m. St. Paul Student Center Terrace Cafe. Free.

■ **Fri., May 14**

■ **Jazz Ensemble I and Jazz Singers: Spring Thang**—Centennial birthday tribute to Duke Ellington. Ron McCurdy and Pamela Von Wald, directors. 7:30 p.m., Ted Mann Concert Hall. Free.

■ **Sun., May 16**

■ **U of M Brass Choir**—David Baldwin, conductor. 10:30 a.m., Plymouth Congregational Church, 1900 Nicollet Avenue, Minneapolis. Free.

■ **Mon., May 17**

■ **Clairseach**—Irish/Scottish musical duet perform Celtic music. 7–9 p.m., St. Paul Student Center Theatre. Free.

■ **Wed., May 19**

■ **Bud Shank Quartet**—8 p.m., Ted Mann Concert Hall. Part of Northrop Jazz Season. FFI: 624-2345.

■ **Fri., May 21**

■ **U of M Symphony Orchestra**—Overture to *The School for Scandal* by Barber, Symphony No. 1 by Shostakovich, and a fantasia by Vaughan Williams. Kate Tamarkin, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

■ **Wednesdays and Thursdays in May**

■ **FREE noon concerts**—St. Paul Student Center Terrace Cafe. FFI: 625-2272.

FAMILY ACTIVITIES

■ **Wednesdays in May**

■ **Storytelling**—Enjoy the magic of storytelling in this weekly program. Open to children in the campus community. Wednesdays, 6–7 p.m., 110 St. Paul Student Center. No program May 5. FFI: 625-2272.

■ **Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, Institutional Relations, 6 Morrill Hall. Deadline for the June issue is May 10.**

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- The good news about parking, p. 7

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Heat of the moment

Wayne Potratz, sculpture and metal casting professor, talks things over with a student during the Department of Art's 30th annual iron pour May 14. Activities, which took place in the foundry and near the Art Building, featured iron-pouring demonstrations and other pyrotechnic festivities. Throughout the day, students and artists poured some 3,000 pounds of iron into artistic designs. Potratz organized the event.

U gets ready for the NIH

Our exceptional status designation may soon be over.

The NIH is coming.

When it does, the U's long wait for removal of its NIH-imposed exceptional status may be nearly over. The designation—which has meant tightened control of the U's management of National Institutes of Health (NIH) grants—has been in effect since August 1995, following problems in the surgery department and wider concerns about systems and controls.

A team from the NIH will be at the University June 8–10 for an informal visit with a variety of groups and to work with the central grants management team on defining the benchmarks they will look for when they return for a site

visit in November or December.

The visit will begin June 8 with an all-day symposium for researchers, titled Responsible Research and Society's Expectations (see box page 2). A good turnout by faculty will be important, says David Hamilton, professor of genetics, cell biology, and development and project director of the grants management team.

A key to removal of the exceptional status is the new grants management system developed by Hamilton's team. Inadequate computer systems that did not allow research scientists to manage their grants properly were one reason the University got in trouble with the NIH in the first place.

"I'm very confident that what we're doing is what they hoped we would do," Hamilton says. "They're going to be very impressed. They've already said they're impressed. Seeing it in action will impress them even more."

The new system is ready to go, Hamilton says. The important thing for everyone to know is that "we're in the

implementation phase," he says.

"We're 100 percent behind the sponsored projects management model," President Mark Yudof said at an executive briefing for deans and department heads April 15. "Implementation begins today."

Vice presidents Bruininks, Cerra, and Maziar also voiced their support, and Hamilton says the high level buy-in is crucial.

"This is probably the nation's finest grants management system," Bruininks said. "I want to pledge our full support in making sure this is not only the best system in design but also the best grants management program in the country."

Some tools for using the new system are already in operation in eight focus departments: chemistry, chemical engineering and materials science, psychology, pediatrics, surgery, epidemiology, food science and nutrition, and biochemistry.

continued on page 2

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

An update on our interdisciplinary initiatives

By Mark G. Yudof

In the 1997-98 biennial budget, the Legislature provided \$9 million for new interdisciplinary academic programs, enabling us to investigate new ideas, teach students, and share new developments with the community. Here are some of the results of this interdisciplinary effort so far.

■ Molecular and Cellular Biology

We began design of the \$70 million Institute for Molecular and Cellular Biology; began planning a \$4 million changeover of St. Paul's Gortner/Snyder complex into a Center for Plant and Microbial Genomics; and conducted a competition to allocate new faculty positions and selected 24 positions from 48 proposals.

■ Digital Technology

We began a \$54 million renovation of Walter Library—its 120,000-square-foot space to be divided equally between a science and technology library and a digital technology center—to house the Supercomputer Institute, student public-access laboratories, and other advanced facilities; launched a national search for a director; and hired internationally renowned scientists Alexander Grossberg



(biophysics) and Hans Othmer (biomathematics), who will help couple digital technology and molecular and cellular biology initiatives.

■ Design

We began design planning for a \$14 million renovation of the Architecture Building, which will house the design initiative and Institute; developed an undergraduate minor in design; leveraged \$1.18 million thus far in private, public and other U funds from \$466,000 in seed money; and held an internal

competition for use of design initiative funds on interdisciplinary projects, receiving 25 entries from 8 colleges.

■ New Media

We appointed Albert R. Tims as director of the School of Journalism and Mass Communication; completed designs for the \$18 million renovation of Murphy and Ford halls; hosted the 1999 James K. Batten Symposium and Awards for Excellence in Civic Journalism, sponsored by the Washington, D.C.-based Pew Center for Civic Journalism; and launched a national search for a director of the New Media Institute.

■ Agricultural Research and Outreach

We leveraged funds for 10 new faculty positions into 12 positions in COAFES, Natural Resources, and Human Ecology, and have filled four thus far; developed an integrated land-planning framework for the Rosemount Restoration Program, spearheaded by CALA; established the Center for Rural Design to apply design skills to helping rural areas; and established the Rapid Response Fund to address problems in potato, canola, wheat, and barley production and in avian respiratory diseases.

Grants

continued from page 1

These departments "were all chosen for different reasons," Hamilton says. Food science and nutrition reports to two deans. Biochemistry is a newly merged department. "Some are very highly centralized in the way they do their business procedures, others are decentralized. Now we're compiling the best business practices that will be the University standard."

Implementation throughout the University will take place over the next 15 months, with the system expected to be fully functional by summer 2000.

Every department has a shadow system, but "that's not the official University information," Hamilton says. Until the new system was developed, "the University had not done anything to make it so the University data were accurate and timely."

"You're only as good as the system you put in place for implementation," Yudof says. With the new system will come "recognition that central data are the official data of the institution. We have to get away from the idea of the local shadow system."

Development of the financial FormsNirvana software allows a Web interface into the College and University Financial System (CUFS), Hamilton says. "You can automatically post transactions in a very timely way. You buy something on Monday, and on Tuesday it's in CUFS. On paper it could take weeks or months."

Another good feature of the new system will be "timely and accurate reports that are intelligible to the average person. Previously we've had accountants' reports, which are fine for the people who have training in accounting, but not for others," he says.

"We've had really good results," Hamilton says about the system. "When we showed it to the associate deans for research, they applauded. This is something faculty have been asking for for a long time."

Authority to make decisions and accountability for them will be local. "One of the key tenets of the system is that we're bringing responsibility down more to the local level," says project manager Win Ann Schumi. "In order to do that you have to have some kind of oversight."

Schumi will be assistant vice president for research and will head a new Office of Oversight, Analysis, and Reporting. She will monitor transactions electronically in both random and targeted ways and develop reports that are sent electronically to deans and department heads. Schumi likes Maziar's analogy: "Chris said we'll be kind of like a smoke detector that alerts

you that there are potential problems and that some action needs to be taken."

"A small fraction of the population refuses to live within the rules and places not only their reputations at risk but also those of their colleagues and that of the University," Maziar says. "We simply cannot tolerate that sort of behavior. We will either change the behavior or remove the ability of the individual

to express it."

The old Office of Research Technology and Transfer Administration (ORTTA) was responsible for technology transfer, research grant administration, financial oversight, monitoring changes in federal regulations, and maintenance of relationships with sponsors. "Despite the sometimes heroic and always dedicated effort of ORTTA staff, the system wasn't working for us," Maziar says.

Now ORTTA has been split into two units. Tony Strauss has been named interim assistant vice president and will head Patents and Technology Marketing, responsible for technology transfer.

Interim associate vice president Ed Wink will "erase the interim from his title" and head Sponsored Projects Administration (SPA), Maziar says. She hopes SPA staff will be able to spend most of their time doing what they enjoy most, assisting and advising principal investigators in the development stage of their proposals. "I hope people won't know whether SPA means Sponsored Projects Administration or Superior Projects Assistance," she says.

Virginia Seybold, professor of genetics, cell biology, and development, will head an educational program for faculty, graduate students, postdocs, P&A staff, administrative support staff, and anyone else whose work involves research.

All in all, University people think they are on track and ready to demonstrate to NIH that the exceptional status can be removed. "There are so many ways I want the University to be exceptional," Yudof says. "This great honor that we've had of exceptional status from NIH is one I don't covet. I look forward to the day when the exceptional status is removed. I think that's coming."

"This is a celebration of the beginning of the end of exceptional status," Cerra said at the executive briefing in April. "We're here to celebrate. As soon as we're off designation we will have a true party."

—Maureen Smith

Research symposium planned for June 8

An all-day symposium for researchers, titled Responsible Research and Society's Expectations, is planned for June 8, the first day of an NIH visit.

President Mark Yudof, Vice President Christine Maziar, Diana Jaeger and Gary Thompson from the NIH, and faculty will speak. The symposium will be in Coffman Union, third floor, 9 a.m.-4:30 p.m.

The symposium is free, and lunch is included. Registration is required. Call Dee Ann Bonebright at 624-6550 or send her an e-mail at d-bone@tc.umn.edu.

P&A award winners honored



Margaret Towle, Sara Veblen-Mortenson, David Johnson, Regent William Hogan, and June Nobbe. Missing from the photo is Susan Page.

Five members of the University's academic professional and administrative (P&A) staff received awards May 5 for their outstanding contributions to the U.

After a welcome by Academic Staff Advisory Committee (ASAC) chair Craig Johnson, recipients were honored at Ted Mann Concert Hall by William E. Hogan, chair of the Board of Regents; Carol A. Carrier, vice president for human resources and Christine M. Maziar, vice president for research and dean of the Graduate School. Recipients were selected from a pool of 12 nominees by an ASAC awards selection subcommittee chaired by Peter Hannan.

Established eight years ago, the annual academic staff awards include public recognition, a certificate of achievement, a \$2,000 honorarium, and \$1,000 to the

recipient's department to be used by the winner for professional development.

This year's winners are:

David Johnson, director of the Employee Assistance Program (EAP). Serving in this position for more than 20 years, David was honored for his innovation and courage in setting up programs for AIDS education, workplace violence, stress management, depression, and diversity enrichment.

June E. Nobbe, director of the Campus Involvement Center within the Office of Student Development and Athletics. She was honored for her leadership and dedicated work with more than 400 student groups of all types and for her guidance with the interpretation of U policies and with grievances raised by student groups. The award recognizes her consistent focus on students and their development.

Susan L. Page, assistant to the director of Graduate Studies in the Institute of Technology (Chemistry). Her award recognizes contributions to improving the recruitment and retention of minorities and of women in the chemistry graduate program, as well as her efforts in the promotion of and contribution to the Women in Science and Engineering (WISE) program.

Margaret (Maggie) Towle, director of Coffman Memorial Union. Her award recognizes her leadership in bringing innovative programs and services to Coffman and the West Bank Union, her commitment to nurturing the many student workers, staff, and volunteers throughout the student unions, and her efforts to renovate Coffman to provide better facilities for the University community.

Sara Veblen-Mortenson, research assistant and coordinator of Project Northland in the Division of Epidemiology, School of Public Health. Her award recognizes contributions to prevent and reduce adolescent alcohol use, including the development of five school-based alcohol prevention curricula, and her commitment to the needs of P&A and of staff in epidemiology.

Additional information about the academic professional and administrative staff awards and full biographies on the award recipients may be found on the ASAC web page at www.umn.edu/ohr/asac.

—Laurel Mallon

■ The state legislature has passed a \$2.6 billion higher education bill that includes \$103.9 million in funding for the U over the next two years. The bill includes \$15 million for the U's undergraduate initiative and \$69 million for faculty and staff salary increases. The bill does not include \$16 million in funding for the Academic Health Center, which will come out of endowments created by the legislature and governor.

■ U investigators looking into allegations about the men's basketball program have identified four areas of focus, the president's chief of staff Tonya Moten Brown told regents in May. Areas are charges of academic fraud; inadequate institutional control over the program; special benefits given to student athletes; and possible violation of NCAA rules. The investigation is scheduled to be completed by September and a report submitted to President Yudof at that time.

■ A long-term strategic plan for Gopher athletics was announced May 7. A women's rowing team will be added in 2000-01. No men's sports will be dropped. Revenue streams of men's and women's athletics will be combined, and \$1.2-million in centrally allocated funds will be added. President Mark Yudof said the U will be first in the Big Ten in women's participation. The plan goes beyond anything required by the NCAA or any court, he said. "We just decided to do this right." Vice President McKinley Boston and athletic directors Mark Dienhart and Chris Voelz voiced their support of the plan. "I simply think this is a great plan," Voelz said.

■ Athletic booster clubs will be reviewed by a five-member task force appointed by Yudof in response to a March 4 internal audit of travel reimbursements for U athletic staff. The task force, which has been asked to report its findings by June 4, will review standards and purposes for which booster funds may be used, the authorization process for such uses, federal and state tax considerations, and any applicable NCAA limitations. Dean E. Thomas Sullivan of the Law School will chair the task force, and general counsel Mark Rotenberg will coordinate its work.

Also, in a memo issued May 6 to athletic directors and coaches, Yudof announced that no booster club funds may be used or accepted by any U employee for gifts or travel, except for bona fide business purposes.

■ Julie Sweitzer was named director of equal opportunity and affirmative action, after a national search. She has been acting director since January 1998 and associate general counsel responsible for employment and discrimination advice and litigation, constitutional issues, and health and safety since 1989. Vice President Robert Bruininks said she is "a highly effective leader with demonstrated experience and skills required to ensure the success of our initiatives and to guarantee the continued development of programs that will assist us in meeting our diversity goals."

■ The health plan task force unanimously recommended that the U hire consultants to investigate the possibility of setting up a separate health plan, task force chair Dick McGehee told the Faculty Consultative Committee (FCC) May 6. Task force members are "still far from unanimous" on whether it is in the U's best interest to separate from the state, but everyone agreed that "we need to get ourselves in a position where we can make a rational decision." The FCC voted to endorse the recommendation. The current system "is falling apart faster than we thought it would," McGehee said, and a new system will not be ready as soon as people hoped.

CIVIL SERVICE

Civil service staff serve the community

When I walked through the front door of the clinic on the corner of Bloomington and Franklin Avenues, I felt as if I had passed through a portal that linked one time and place with another. In the waiting room were Somali women dressed in traditional clothing and two Asian men engaged in cheerful conversation. I became aware of subtle but positive feelings of community balanced with a sense of hope and relief. I didn't go to the clinic for medical care but I had the distinct impression that some part of my soul was going to be mended by the visit.

My meeting with Marjorie Thompson and Anne Maertz was about Staff Day activities at Community University Health Care Center. The clinic is remote from most Staff Day activities and the staff couldn't cut off health care to an entire community just to attend recognition events being held on campus. As we discussed ways to recognize the staff at the clinic, a story began to emerge, a marvelous story that struck at the core of what Staff Day is all about. One hundred

and thirty-five civil service staff, themselves culturally diverse, provide a range of professional services to a multi-cultural community. They often provide the services in the native language of their clients and with deference to social and religious customs. Nurses, social workers, interpreters, lab technicians, schedulers, health educators and other civil service staff offer quality health care on a daily basis.

The clinic is a gateway to whole-person and family services that include dental, medical, mental health, acupuncture, family planning, lead poisoning intervention, legal aid, and a host of others. As we left the one meeting room that must be shared by the clinic's 150-plus staff, we toured offices and workspaces that made me yearn for the wide-open space of my cubicle. Six or more staff were crowded into a small room with one computer station, but everyone I saw seemed genuinely pleased and focused on the task of providing care. From the warm, smiling face of the man in the records office to the reassuring

concern of the receptionists to Marjorie and Anne's genuine enthusiasm: everywhere I went they were pleased with and proud of what they do.

And you know what? The fact that I work at the same University as they do made me feel more pleased with and proud of what I do. The next time you feel a bit low, or find yourself asking, "Why am I working here?" I'd suggest you take a few minutes and hang around the waiting room of Community University Health Care Clinic. Don't stay there long because these people have got a lot of work to do. Don't get in the way. Just open up your heart a teeny bit, look around at the faces, and take a deep breath. It'll mend a piece of your soul. If you haven't time to go to the waiting room, visit their Web site at www.ahc.umn.edu/CUHCC/.

—George Hoh

HERE'S TO US

On June 2 the U will observe Staff Day, a first-time, U-wide celebration of our civil service and bargaining unit staff. Staff Day festivities join a number of other spring events that honor faculty and staff for their exceptional teaching, research, professional work, and service. As we thought about that, we wondered how we might acknowledge and applaud these worthy colleagues. We wanted, not just to list their names, but to share some of their stories as well. Regretting we couldn't do justice to everyone, we decided to select some award recipients at random from six U-wide programs that bestowed honors this spring. All told, we discovered a pretty impressive group of people, who typify the award recipients in each category. Here's to them—and to all the faculty and staff who are the U. —*The editor*

Outstanding Community Service Awards

This first-time award honors faculty and staff who have made substantial and enduring contributions to the community. The award carries a recurring salary augmentation of \$1,500. In addition to Amos Deinard, featured here, this year's recipients are Kären Alaniz, education specialist, School of Nursing; Lisa Albrecht, associate professor, General College; Archibald Leyasmeyer, associate professor, English; Judith Martin, professor, geography; and David Weissbrodt, professor, Law School.

Amos Deinard

In 1984, Amos Deinard was working with the Minneapolis Department of Health while also serving on the Medical School faculty when the University asked him to take over as director of the Community University Health Care Clinic (CUHCC).

"For 15 years I had heard of CUHCC because the clinic received some federal grant money through the city," he explains. "The director's job just seemed like a real worthwhile challenge with a much broader range of services than the city health department offered. It was an opportunity to work with some creative programs."

Indeed. CUHCC began in 1966 to serve uninsured or underinsured children in the Phillips neighborhood, one of the poorest neighborhoods in the state, a highly diverse community made up of Native American, Hispanic, Southeast Asian, Somali, and white residents.

Since then, CUHCC's mission has expanded to offer a full range of family health services including medical, pediatric, mental health, ob/gyn, on-site pharmacy, lab, and interpreters to help with the clinic's large immigrant patient base.

CUHCC's services are not confined to health care, either. Taking a truly holistic approach to well-being, the clinic has an on-site legal services office; no other community-based clinic in the country can match that claim. Pro bono work in the office is provided by attorneys with Leonard, Street & Deinard—the firm was started by Amos Deinard's father, and it is through his connection that CUHCC is able to offer legal assistance to its patients.

—Richard Broderick

Civil Service/Bargaining Unit Staff Awards

This award is given by the CSBU Women's Initiative to staff members who have made a difference above and beyond their job descriptions. Barbara Stephens Foster, featured here, is also a recipient this year of the President's Award for Outstanding Service. The other 1999 recipient is Wendy Williamson, library manager in the Department of Economics.

Barbara Foster

Spring is budget time, and Barbara Foster loves it.

"I love when those thousands of different details that have been scattered out all come funneling back to me, and I put them into this cohesive package that's complete," says Foster, senior administrative director in General College (GC).

Foster's whole career, for almost 34 years, has been in the GC dean's office, and budgets have been a component of all nine positions she has held. "I've been really blessed. Every time I felt a need for growth, something happened that allowed me to spread out and up," she says.

Foster and others in her family came to Minnesota when her brother, Sandy Stephens, was Gopher quarterback. She never expected to stay. Then she took a job at the U because it was near where she lived.

The University has been the right place for her, Foster says, and after she retires this summer she will continue to take classes. "I would be diminished without it."

People who nominated her for the CSBU award named ways she has made a difference. The list is long. GC's popular spring awards program is her brainchild. A staff lounge in the Appleby Hall addition is a result of her advocacy. When GC people marched in the homecoming parade this year for the first time, Foster "orchestrated getting the folks there."

If the award makes her a role model, she says, "I hope I'm modeling integrity first, and then certainly participation and a willingness to try. I come from a lineage that says you always give your all."

—Maureen Smith

John Tate Award for Excellence in Academic Advising

This award recognizes and rewards the academic advising of undergraduates. Each recipient receives \$1,500 and a framed certificate of recognition. In addition to Kate Maple, featured here, this year's recipients are M. Reza-ul Karim, professor, UMD biology; Rosemary Miskowicz, student personnel worker, political science; and Patricia Solberg, principal student personnel worker, medical technology.

Kate Maple

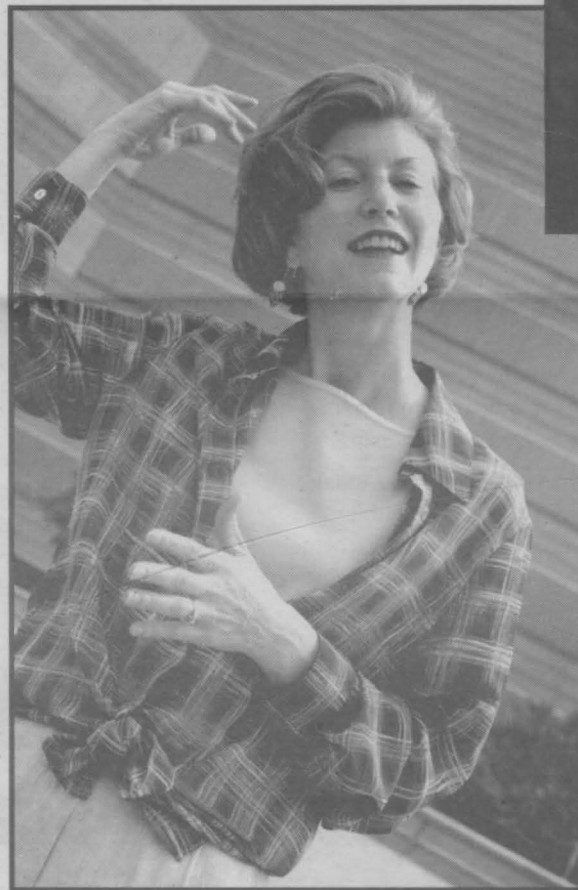
Kate Maple never set out to be an academic adviser. She fell into it. "I didn't even know this kind of work existed," she says. "It was totally serendipitous."

Maple is director of undergraduate student services in the College of Human Ecology. It isn't easy for her to talk about why she received a Tate award, other than "the really great letters people wrote," but she has an idea.

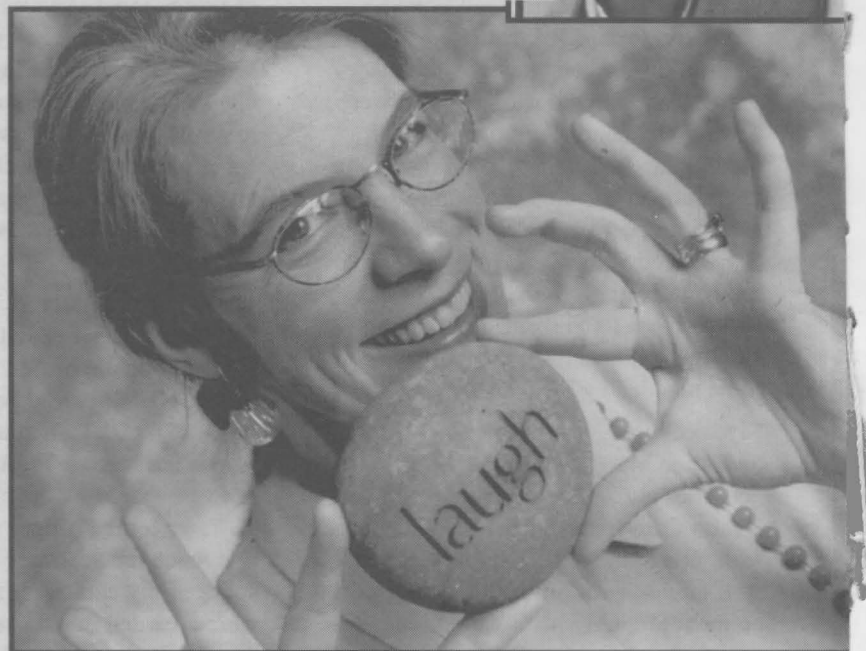
"I'll bet the main reason is that I love my job," she says. "I love to come to work. I



Barbara Foster



Sara Veblen-Mortenson



Kate Maple

love students. I'm so happy every day to come to work and see those students."

Maple's undergraduate and graduate degrees from the University were in theater. She worked for a while in personnel, then took a job in personnel and student services in the College of Agriculture and "found out what advising was all about." She has been at the College of Human Ecology since 1989.

One thing she loves about students is that they keep surprising her and challenging her perceptions. "I really like that. It keeps my brain working on interesting stuff," she says.

The other reward in her work is that "it's really satisfying to help people." She sees her job as "an academic trail guide," whose goal is "to introduce stu-

dents to people, experiences, and academic pursuits that will help them discover who they are and what sort of life fits for them."

She describes her role this way: "Listen carefully. Ask questions. Keep listening. Help clarify. Treat each student as an individual. Listen some more."

—Maureen Smith

President's Faculty Multicultural Research Awards

These awards are given for proposals for research in multicultural areas. In addition to **Jeanne Tsai**, recipients are **Ananya Chatterjea**, theater arts and dance; **Ruth Lindquist**, nursing; **Eden Torres**, women's studies; **Kim Young-Nam**, music; **Louis Bellamy**, theater arts and dance; **Douglas Hartmann**, sociology; **Ray Gonzalez**, English; **Erika Lee**, history, and **Deniz Ones**, psychology.

Jeanne Tsai

When Hmong young people are diagnosed with depression, nobody knows for sure if what they are experiencing is similar to what European Americans experience as depression.

"There is incredibly little research that examines how depression affects emotional functioning in non-European American groups," says Jeanne Tsai, assistant professor of psychology, who received a two-year, \$14,000 award for her study, "Culture, Depression, and Emotion: A Comparison of Hmong and European American Young Adults."

Because of the stigma attached to emotional problems in their culture, Hmong are more likely to report physical problems than to say they are depressed, Tsai says. One question is whether Hmong suffer from similar emotional effects of depression as European Americans, despite their different ways of describing their distress.

Although the Hmong language has no general word for "emotion," it has words for specific emotions. One study participant said, "We know what emotions are. We just don't talk about them as much as Americans." Tsai and her research team are interested in whether cultural differences in emotion language

and emotional practices affect how individuals respond (physiologically and behaviorally) when they are angry, sad, afraid, or happy.

Tsai, who is Taiwanese American, is in her second year on the faculty. Her research team includes several graduate and many undergraduate students. "I feel so lucky to work with so many motivated and hard-working research assistants who are interested in culture and human behavior," she says. "We also couldn't do this research without a lot of help from the Hmong community, including the U's Hmong Student Association."

—Maureen Smith

Academic Staff Awards

These awards are presented to academic professional and administrative staff who have demonstrated outstanding performance. Each recipient receives a certificate and a \$2,000 honorarium, as well as \$1,000 to support professional development activities. This year's other award winners are **David Johnson**, human resources; **Susan Page**, chemistry; **June Nobbe**, Campus Involvement Center; and **Margaret Towle**, Coffman Memorial Union.

Sara Veblen-Mortenson

When the School of Public Health's division of epidemiology received a multimillion dollar research grant nine years ago to study ways to prevent and reduce teen alcohol use, Sara Veblen-Mortenson signed on as study coordinator. Today, the program—called Project Northland—is considered one of the nation's most effective community intervention programs. And those who know about the program say Veblen-Mortenson deserves a lot of the credit.

The project seems an ideal fit for Veblen-Mortenson, who says her passion is health and her most fulfilling challenge is "empowering people in communities to be the healthiest they can be." Intervening early in kids' lives, the project works with 14 northern Minnesota communities, teaching kids the social skills they'll need to avoid drinking.

She's recruited the communities and managed the strategies to support the research project, which has followed the same group of adolescents from their sixth grade to their senior year in high school and involved parents and communities in alcohol prevention activities.

"I'm a liaison," she says. "This position allows me to interact with communities and display our work...I translate models and theory and concepts into what communities can relate to."

She's also a guest lecturer (she has delivered presentations at national meetings, including three presentations at the 1997 American Public Health Association annual meeting) and community volunteer (she's an invited member of the Drug Use Prevention Task Force of the St. Paul Public Schools).

"What others have role modeled for me, I hope I do," she says, "including excellence in academic achievement, standards in personal and professional conduct, and an environment that is fair...where people feel valued, respected and challenged."

—Mary Shafer

Distinguished Teaching Awards

Long considered the U's most prestigious teaching honor, the annual Morse-Alumni award pays tribute to faculty who have made exceptional contributions to undergraduate education. This year's recipients are **Joel Weinsheimer**, College of Liberal Arts; **Ann Masten**, College of Education and Human Development; **Jill Gidmark**, General College; **Karl Smith**, Institute of Technology; **Jeffrey Ratliff-Crain**, psychology, Morris; **Bart Finzel**, Economics and Management, Morris; and **Jim Perry**, College of Natural Resources; and **John Wright**, College of Liberal Arts.

For the first time this year, the U also honors faculty who have served as outstanding educators at the graduate-professional level. Recipients are **Tom Clayton**, College of Liberal Arts (English); **Margaret Davis**, College of Biological Sciences; **Robert Hardy**, College of Veterinary Medicine; **Thomas Hoyer**, Institute of Technology; **Allen Isaacman**, College of Liberal Arts; **Thomas Mackenzie**, Medical School; **Ephraim Sparrow**, Institute of Technology; and **Richard Weinberg**, College of Education and Human Development.

John Wright

John Wright, an associate professor of English and Afro-American studies and African studies, offers a surprising model for the teaching style that earned him a Morse-Alumni award.

"I've worked a lot over the last 15 years in teacher training," he explains. "Along the way, I've learned quite a bit from teachers in the K-12 system who tend to be more advanced than many of us in higher education in terms of their thinking about student needs, adapting classroom techniques to different styles of learning, and especially of the value of experiential learning."

"One thing I try to emphasize both in the classroom and with teachers," says Wright, "is the importance of developing a sensitivity to differing individual learning styles even if they don't always conform to the traditional University teaching formats."

Among many other University and community commitments, Wright has worked as a consultant for both PBS documentaries and the Guthrie Theatre. In his classroom, he's known for mixing elements of theater, storytelling, and humor along with the more traditional fare of lecture and discussion.

In a letter of support for Wright's Morse-Alumni nomination, former student—and current Ph.D. candidate—Naomi Pabst wrote, "He was tireless in his effort to ensure that our collective learning experience was holistic, nuanced, and meaningful." It was her experiences in Wright's classroom, Pabst contends, that transformed her "into the aspiring academic I remain today."

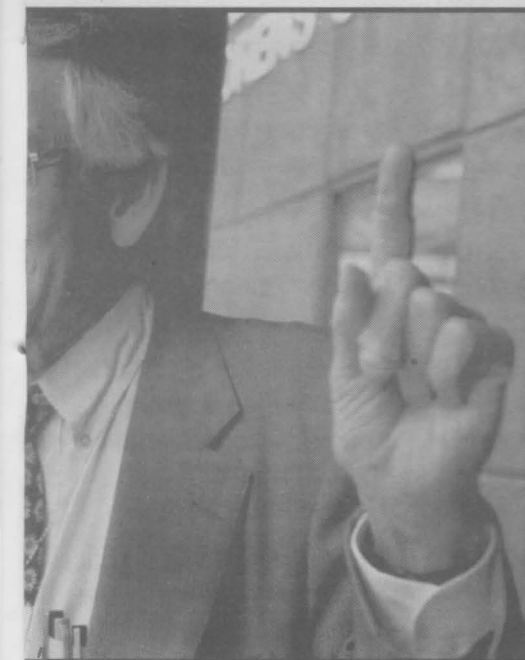
"My work with students is, personally, the most rewarding thing I do," says Wright.

—Richard Broderick

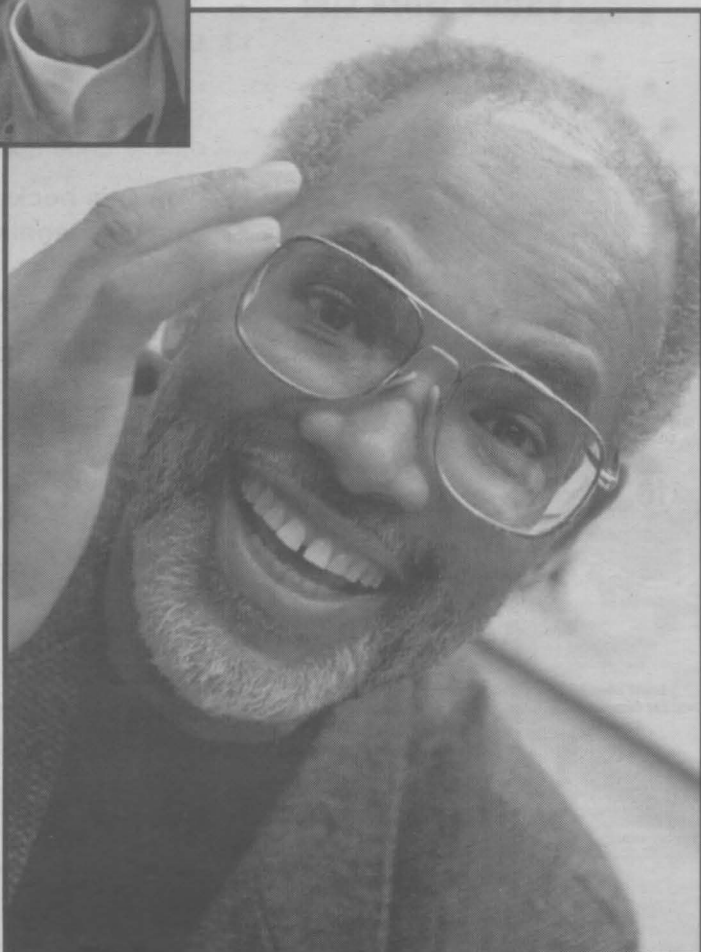
Another prestigious honor, the President's Award for Outstanding Service, recognizes exceptional service to the U. Recipients will be honored in June, but were not announced in time for a photo to be included in this issue. Recipients are **Phillip Baird**, natural resources, Crookston; **Walter Carpenter**, NC Experiment Station; **Anne Caton**, College of Biological Sciences; **Sara Evans**, CLA; **Barbara Foster**, General College; **Shirley Garner**, CLA; **Robert Holt**, CLA; **Linda Larson**, athletic department, UMD; **Coronado Relopez**, facilities management; **James Rothenberger**, public health; **Mariah Snyder**, nursing; **George Winter**, Carlson School.



Jeanne Tsai



Amos Deinard



John Wright

WHAT'S GOING ON AROUND U?

You say your parking ramp's been razed and you're working in a construction zone? We hope it isn't a surprise to hear that it's going to get worse before it gets better. No question about it: the U's massive revitalization program—including more than two dozen construction projects now or soon to be under way—will create some inconvenience for a while. The good news, of course, is that when all is done, the campus is going to be one exciting, revitalized environment. Until then, here's a rundown on the U's major capital projects and their schedules. For more information, call the hotline at 626-7777 or check out www.umn.edu/construction.

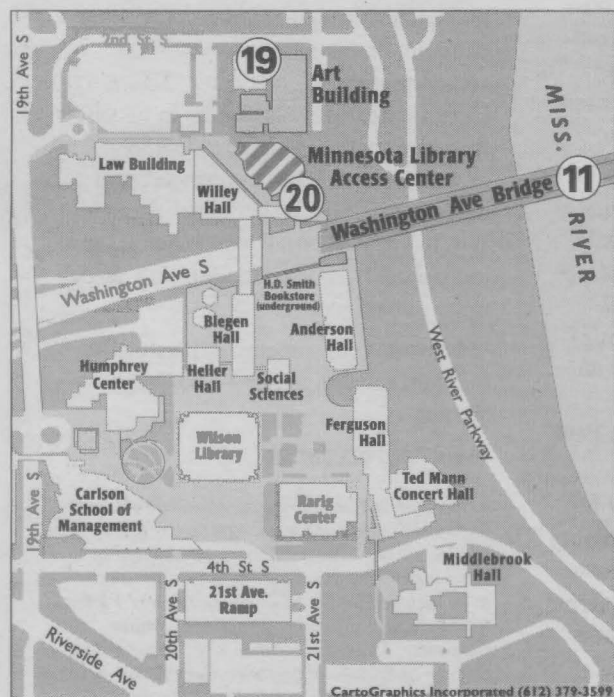
East Bank



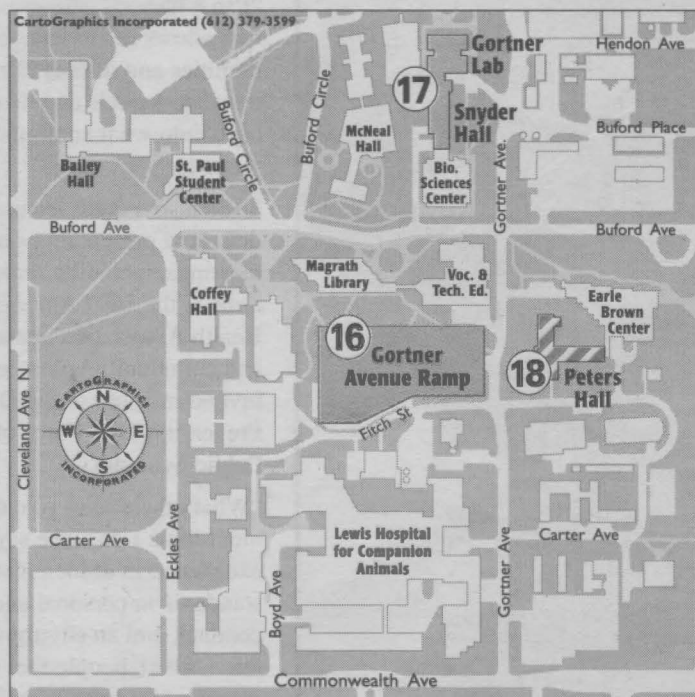
Projects and expected completion dates

- Architecture Building** will be renovated and enlarged. Spring 2001.
- Mechanical Engineering Building** space will be enlarged and enhanced. Summer 2000.
- Murphy Hall** will be renovated and designed with multimedia and broadcast production facilities. Summer 2000.
- Ford Hall** will be renovated to support the new media initiative. Fall 2000.
- Amundson Hall** addition will add research space. Fall 1999.
- Walter Library** renovation will create a home for the U's digital technology initiative. Winter 2000.
- Coffman Memorial Union** will be completely renovated as part of the south mall revitalization. Late 1999 to late 2001.
- South Mall revitalization** will add student housing, improve parking, and add terraces, landscaped plazas, and courtyards leading to the Mississippi. Fall 2001.
- Jackson Hall** is being remodeled. Mid 1999.
- Institute for Molecular and Cellular Biology** will replace the Owre-Millard-Lyon complex. Winter 2002.
- Washington Avenue Bridge** repairs by Hennepin County will mean single-lane closures in both directions.
- The Gateway Center** on the site of the old Memorial Stadium will be the alumni-visitor center and permanent home for the U of M Alumni Association. Late 1999.
- University Avenue ramp**, a 300-space parking garage, will be built under the Gateway's Alumni Plaza. Completion date is undetermined.
- Women's hockey/men's and women's tennis facilities** will be built next to Mariucci Arena. Completion date is undetermined.
- Territorial Hall** addition on Territorial's northeast corner. Late 1999.
- Gortner Avenue ramp**. Completion date is undetermined.
- Gortner Lab/Snyder Hall** will be upgraded, creating a common space for molecular and cellular biology. Winter 2000.
- Peters Hall** will be renovated to physically unite the School of Social Work. Spring 2000.
- Art Building** will be demolished and a new building erected south of 4th Street S. Completion date is undetermined.
- Minnesota Library Access Center** will provide a home for all the U's archive collections. November 1999.

West Bank



St. Paul



Building motivation

Fiscal Year 2000 is upon us. Budgets are being finalized, pay increases are being decided, union contracts are being negotiated. Inevitably, tension is in the air.

Here at the University, we live in an environment of constrained budgets and competing demands for resources. So how can managers and supervisors build loyal work groups when financial rewards aren't always forthcoming? How can they retain valued and marketable employees in a labor market of low unemployment and competing opportunities? How can managers motivate employees and keep them excited about coming to work?

Theories on motivation abound and help us identify common themes and trends in employee motivation. Counterintuitive as it may seem, studies consistently show that money is not the main motivator for most employees. In fact, when people report what keeps them motivated in their work, money tends to be low on the list. Of course, when pay is way below market rates, occupations do not pay well, or employees feel exploited, motivation suffers. Overall, however, employees gain their greatest sense of satisfaction and motivation from sources other than money.

So, what else motivates employees? One study by the Families and Work Institute gives us a glimpse. After surveying 3,400 working adults, researchers identified four key characteristics of environments that create employee commitment. They found the highest level of commitment in work

environments that are highly participatory, offer meaningful and interesting work, allow employees to maintain a healthy life balance, and provide opportunity for career development and growth. Common reasons for accepting a job included open communications, effect on personal and family life, nature of the work, and management quality. Only 35 percent of participants indicated that salary or wage was a very important factor in deciding to take a job with their current employer.

Rosabeth Moss Kanter, professor at the Harvard Business School, challenges managers to move beyond traditional reward structures based on pay and promotion. According to Moss Kanter, emerging motivational tools focus on the nature of the work and the characteristics of the organizational culture. To motivate employees, managers need to foster a shared mission and value, where employees feel they are a key part of the larger mission of the unit. Organizations need to invest in the ongoing learning of their employees. People at all levels of the organization need to share in the value they help create.

Effective managers maintain a keen awareness of the specific values and priorities that each employee brings to the workplace. Every employee defines "meaningful" or "rewarding" in his or her own terms. By attending to the specific motivators for employees, managers can structure rewards that have real meaning for their employees.

Building motivation requires excellent communication skills, flexibility, and commitment. Managers who are skilled at motivating employees:

- listen to their employees and solicit feedback;
- recognize the contributions of their employees, and are willing to share accolades for good work;
- structure jobs to take advantage of the skills and interests of valued employees;
- mentor employees;
- allow space and support for employees to grow in their positions;
- support employees in leading a balanced life;
- promote employee accountability for work outcomes and behaviors.

The new paradigm for motivating staff has more to do with leadership and less to do with money. According to Stephen Covey, leaders can create climates where the immense potential of staff can flourish and employees can experience a sense of personal contribution in their work. The University needs a vibrant, motivated workforce to take it into the next millennium. Managers will play a key role in making this a reality.

If you'd like to read more about how managers can create healthy organizations and build motivated work teams, consider reading *Promoting a Development Culture in Your Organization* by Peggy Simonsen.

—**Kate Schaefer**
 Director, Career Enhancement Programs
 Center for Human Resource Development

■ **Patricia Bauer**, professor of child development, received the 1999 College of Education and Human Development Distinguished Teaching Award in recognition of her work with both undergraduate and graduate students at the University.

■ **Mary Bents**, assistant dean of the College of Education and Human Development, is the 1999-2000 president of the Minnesota Association of Colleges for Teacher Education. MACTE includes 26 teacher-preparation institutions, both public and private.

■ **Shirley Everson**, director of the U Card Office, has been appointed to the National Association of Campus Card Users (NACCU) Board of Directors. NACCU's membership, composed of public and private university staff, works toward achieving a high level of service, functionality, and innovation in the nation's university card programs.

■ **Patty Finstad**, director of the University Child Care Center, was named Child Care Director of the Year by the National Coalition for Campus Child Care.

■ **L. Sunny Hansen**, professor of educational psychology, has been named to the Lowell W. Hellervik/Personnel Decisions International Distinguished Professorship in Adult Career Development. This endowed professorship was established to encourage scholarly activity in aspects of applied psychology related to adult career development.

■ **Josef Mestenhauser**, professor of educational policy and administration, has been appointed honorary consul for the Czech Republic with authority over Minnesota, North and South Dakota, Iowa, and Wisconsin. During the visit of Czech President Vaclav Havel to the Twin Cities in late April, Mestenhauser also was awarded the Presidential Silver Medal by President Havel in honor of his achievements and service to the Republic.

■ **Karen Seashore Louis**, director of the Center for Applied Research and Educational Improvement, has been elected vice president of Division A of the American Educational Research Association.

■ **Richard Wassen**, coordinator of career and professional services for Student and Professional Services of the College of Education and Human Development, received the 1999 Community Service Award from the college for his work with the Voyageur Outward Bound program. He currently is serving as vice chair of the board of that organization.

■ The **Medical School** received a Gold Achievement Award from the American Association of Family Physicians (AAFP) for its outstanding production of graduates who enter family practice. The U accepted the award at the Society of Teachers of Family Medicine (STFM) annual meeting in Seattle April 30.

■ Alumni and faculty in the English department's **Creative Writing Program** were recognized in the 11th annual Minnesota Book Awards, announced last month.

will be named after Charles M. Denny Jr., former president, CEO and board chair of ADC Telecommunications, a worldwide supplier of voice, video and data systems. ADC was a major donor to the chair, along with several other foundations and individuals.

The chair's programs will bring scholars together to collaborate and make recommendations on policy questions.

F.Y.I.

Pretax parking option offered

An aggressive U plan to deal with transportation issues will soon provide employees with a double bonus: better transportation services and reduced out-of-pocket costs for contract parking.

The program is designed to address transportation issues directly such as parking space reductions resulting from construction projects like the East River Road Garage in Minneapolis and the Gortner Avenue Ramp in St. Paul. In addition to more parking spaces, the plan also includes free evening and Sunday ramp parking (some restrictions apply) and increased campus shuttle service, all without increasing out-of-pocket costs for employees who have parking contracts.

The plan goes into effect this July, when the U launches a new program that will allow employees to pay for parking contracts through pre-tax payroll deductions. By taking advantage of recent changes in federal legislation that permit this pretax parking deduction, the U can invest more dollars in transportation issues while simultaneously generating tax savings for employees. In fact, most out-of-pocket parking contract costs for employees will actually decrease, even though contract rates will increase this fall by about 15 percent, says Bob Baker, Director of Parking and Transportation Services. Depending on your income tax, filing status, and type of parking contract, your savings could be anywhere from about 19 to 36 percent.

To participate in the new plan, you don't have to do anything. Your parking payroll deductions will automatically be made on a pretax basis starting with your paycheck on July 14. If you don't want to

participate, you have until June 30 to submit a request called a Taxable Parking Election Form, available at Parking and Transportation Services. Contract holders will receive a letter outlining the program by June 1.

If you have questions about the new pretax parking program, officially called the Transportation Fringe Benefit Plan, check out the Web site at www.umn.edu/pretax-parking. Or, you can contact Parking and Transportation Services at 626-7275.

Great Book Drop: Help build a great wall

Faculty, staff, alumni, and students are needed to help find 5,000 hard-bound volumes by or about faculty, students, and alumni, as well as those about the University, for the Great Wall of Books in the U's new Heritage Gallery.

Intended to honor the tradition and lasting contribution of published research, scholarship, and service, the wall "will be a powerful visual reminder of the knowledge and creativity of the University of Minnesota's exceptional faculty, staff, and alumni," says U executive vice president and provost Robert Bruininks. "The contributions made to society through published works are nearly immeasurable. University faculty and alumni have created and published works that span the spectrum of human experience."

The book drive for the wall, sponsored by the U of M Alumni Association (UMAA), will continue through June 4 on the Twin Cities campus and through finals week on other campuses. Books will be collected at the Gateway site on the East Bank of the Twin Cities campus, the Rodney Briggs Library on the Morris campus, and the Kiehle Hall Library in Crookston. Librarians will then scan the

collected books for 5,000 representative titles. The remainder will be donated to other causes.

The Twin Cities campus drop-off location is at the south side of the University Gateway site, off of Oak Street between Washington and University Avenues on the East Bank. A special event Book Drop will be held June 4 from 10 a.m. to 2 p.m.

Books for the wall must be hard-bound, have legible type on the spine, and be 11" by 14" or smaller. The selected volumes will become a permanent part of the display, so rare books are not appropriate.

The Great Wall of Books will be 60 feet long and 35 feet high, creating a dramatic impression of the scale of the University's publishing legacy. It will be a major part of the Heritage Gallery inside the University Gateway, a 230,000-square-foot alumni center and office building now under construction at the corner of Oak and University in Minneapolis.

If you can't make it to one of the sites, please mail or bring your books to UMAA, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455. Info line: 612-626-4707.

Humphrey Institute inaugurates chair

An endowed chair in science, technology and public policy was inaugurated by the Humphrey Institute of Public Affairs in May.

Chairholder will be former U president Kenneth H. Keller, former senior fellow for science and technology with the Council on Foreign Relations in New York.

The new position will be the foundation for a multidisciplinary program bridging technology and policy, social and natural sciences, academics and practitioners. It

June calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

SPECIAL EVENTS

Tues., June 1

■ **1999 Beverage Partnership Celebration**—Third annual celebration honors students, faculty, and staff who have received Coca-Cola Initiative grants during the 1998–99 academic year. Live entertainment and refreshments. 3:30–5 p.m., Great Hall, Coffman Union. Free. FFI: Reid Selisker, 624-3533.

Wed., June 2

■ **U of M Alumni Association Annual Meeting and Celebration**—Featured speaker is Doris Kearns Goodwin, author of four best-selling books, including *No Ordinary Time: Franklin and Eleanor Roosevelt: The Homefront in World War II*, which won the 1995 Pulitzer Prize in history. A PBS and NBC political commentator, Goodwin was an adviser to President Lyndon Johnson. Dinner: 5 p.m.; program: 7:30 p.m. FFI and tickets: www.umaa.umn.edu/am1999. To receive an invitation for the UMAA annual meeting, call 624-2323 or 1-800-UM-ALUMS or e-mail umalumni@tc.umn.edu.

Thurs., June 10

■ **Lavender Graduation and Awards Ceremony**—Third annual celebration of gay, lesbian, bisexual, transgender (GLBT) graduates. Festivities also honor recipients of the 1999 Awards for Excellence in Scholarship and Creativity in GLBT Studies. 4–6:30 p.m., Mississippi Room, Coffman Union. Everyone welcome. FFI: 626-2324.

EXHIBITIONS

Paul Whitney Larson Art Gallery, St. Paul Student Center, FFI: 625-2272

■ **Department of Design, Housing, and Apparel's "Instructor's Choice"**—A mixed media student show. Through June 4.

Katherine E. Nash Gallery, FFI: 624-7530

■ **Through June 11:**
Main gallery—MFA thesis exhibitions.
Teaching gallery—Graduating seniors' salon.
Spotlight gallery—Work by adjunct faculty member Chris Lowe.

Bell Museum of Natural History, FFI: 624-9050

■ **"Rainforest: A Wet and Wild Adventure"**—Children can venture onto a canopy walkway and explore the layers of a tropical rainforest in this new exhibit that looks at the plants, animals, and cultures of tropical and temperate rainforests around the world. Through June 27. \$3 (adults); \$2 (students).

■ **"Wings of Paradise"**—John Cody's spectacular watercolors of moths and the plants they live with. Opens June 5 and runs through August 29.

In conjunction with the exhibition:

June 12–13—Two-day workshop with John Cody. The workshop will be valuable for anyone with watercolor technique experience. 9 a.m.–4 p.m. each day; lunch provided.

WEISMAN ART MUSEUM, FFI: 625-9678

■ **Theatre of Wonder: A Quarter-Century with In the Heart of the Beast**—In celebration of its 25th anniversary, In the Heart of the Beast Puppet and Mask Theatre (HOBT) collaborates with the Weisman Art Museum to present a retrospective exhibition of work in masks, puppetry, and performance. *Theatre of Wonder* provides a retrospective of HOBT's May Day parades, mainstage productions, and residency activities. June 19–August 15.

In conjunction with the exhibition, all at the Weisman:

Thurs., June 24

■ **Acts of Radical Beauty**—Panel discussion of the roots of the Heart of the Beast Puppet and Mask Theatre, 7 p.m.

Sat., June 26

■ **Inspirations of a Big-Hearted Beast**—Nancy Straub, leading expert of world puppetry traditions. 7 p.m.; 2 p.m.

Sun., June 27

■ **Family Day related to Heart of the Beast exhibition.** Noon–4 p.m.

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **Celebrate Women in the Arts**—This biennial juried exhibition is organized by the Celebrated Women in the Arts Committee in collaboration with the Duluth Art Institute, the Building for Women, Spinsters Ink, and the Bead Palette. Through July 4.

LECTURES, WORKSHOPS, & CONFERENCES

Thurs., May 27

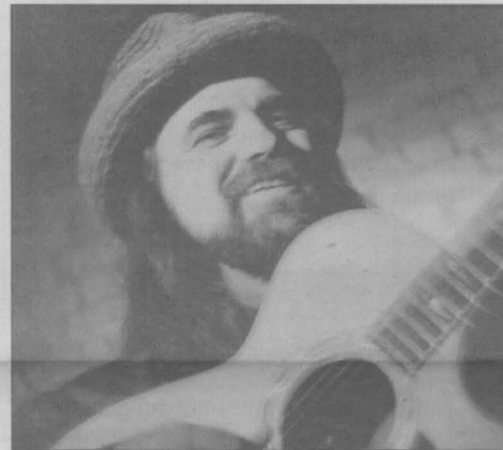
■ **Nobel Laureate and U pharmacology alum Louis J. Ignarro**—Lecture and ceremony honoring the 1998 recipient of the F.E. Shideman Distinguished Alumnus Award in pharmacology. Ignarro is Jerome J. Belzer Distinguished Professor of Pharmacology/ Department of Molecular and Medical Pharmacology, University of California Los Angeles (UCLA) School of Medicine. 2:30 p.m., Mayo Memorial Auditorium. FFI: 625-1645.

Tues., June 8

■ **China Issues Forum: "The Political Economy of Peasant Migration in Contemporary China"**—Lecture by Guang Lei from the Political Science Department. Noon–1 p.m., 710 Social Sciences Building. Sponsored by the Institute of Global Studies. FFI: Nelda at 626-7194 or CultureC@tc.umn.edu.

Wed., June 2

■ **The Fire Within: Gender, Sexuality and Desire**—Plain-language discussion of issues related to the lives of gay, lesbian, bisexual, transgender (GLBT) communities. Panelists include Andy Gehrz, Reema Bazy and Victor Raymond. Sponsored by the GLBT Programs Office and the Steven J. Schochet Center for GLBT Studies. 7–9:30 p.m. Intermedia Arts, 2822 Lyndale Ave. S., Mpls. All welcome. Free. FFI: 626-2324.



Tim Sparks appears June 18 as part of the Summer at Northrop series.

MUSIC

■ **Summer at Northrop**—This summer's free, outdoor concerts begin June 15. All concerts are at noon on Northrop plaza. For a complete list of concerts through August, visit the Summer at Northrop Web site: www.cee.umn.edu/northrop/summer99/summer.html.

Tues., June 15—Jaztronauts: Space Age swing band
Wed., June 16—Ingapirca: Contemporary Andean folk music
Fri., June 18—Tim Sparks: Solo guitar
Mon., June 21—Bernie Edstrom and Move: Post-bop
Wed., June 23—Karen Torkelson Solgård: Hardanger fiddle
Thurs., June 24—Becky Schlegal and True Blue: Bluegrass
Mon., June 28—Motion Poets: Original jazz
Wed., June 30—Prudence Johnson: Pop, folk, and jazz vocals

Wed., June 2

■ **U of M String Solo Gala**—Selected students in solo performances. 2:30 p.m. Ferguson Recital Hall. Free. FFI: 625-9678.

Thurs., June 3

■ **Plymouth Music Series: "Kurt Weill: The Road of Promise"**—Choral adaptation of Weill's biblical epic. Chorus of Plymouth Music Series and the Minnesota Chorale with full orchestra. 8 p.m., Ted Mann Concert Hall. \$29.50 and \$24.50. FFI: 624-2345.

■ **Ted Mann Vocal Ensemble**—Free lunch-time concert. Noon, Weisman Art Museum. FFI: 625-9678.

Fri., June 4

■ **U of M Student Piano Ensembles**—4 p.m., Ferguson Recital Hall. Free.

■ **A Choral Extravaganza! U of M Men's Chorus, Women's Chorus, and Concert Choir**—Kathy Saltzman Romey, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

■ **U of M String Chamber Ensemble**—7:30 p.m., Ferguson Recital Hall. Free.

Sat., June 5

■ **Lloyd Ultan Memorial Concert**—Farewell concert to the late Lloyd Ultan, composer and former School of Music director. Music includes the first movement of Ultan's Cello Concerto. Tanya Remenikova, cello. 7:30 p.m., Ted Mann Concert Hall. Donations accepted toward the Lloyd Ultan Fund.

Fri. and Sat., June 11 and 12

■ **Minnesota Contemporary Ensemble**—Louder is Gooder. 8 p.m., Weisman Art Museum. \$10.

Fri. & Sat., June 25 and 26

■ **Twin Cities Gay Men's Chorus**—8 p.m., Ted Mann Concert Hall. \$10.50–\$21.50. FFI: 624-2345.

OUTDOOR CLASSES

Fri., June 4

■ **Propagating Prairie Plants**—Learn how to grow both easy and difficult -to-grow species, deal with weed problems, start from seeds without a greenhouse, propagate species, and divide to get more plants. \$35 (members); \$45 (nonmembers). Fee includes all workshop materials; lunch on your own. 10 a.m.–3 p.m., Minnesota Landscape Arboretum. FFI: 443-2469, ext. 4.

Mon., June 7

■ **Irises for Minnesota Gardens**—Class covers care, plant division, common disease and pest problems, and includes a visit to the arboretum's iris garden, weather permitting. \$15 (members); \$25 (nonmembers). 10 a.m.–noon, Minnesota Landscape Arboretum. FFI: 443-2469, ext. 4.

Sat., June 12

■ **Basic Elements of Japanese Gardening**—Principles, inspirations, and concepts for designing, building, and maintaining Japanese gardens. \$15 (members); \$25 (nonmembers).

1 p.m.–3 p.m., Minnesota Landscape Arboretum. FFI: 443-2469, ext. 4.

Thurs., June 17; Tues., June 29

■ **Sailing Lessons**—Introductory sailing lessons and dinner at Lake Harriet, sponsored by the U of M Sailing Club. Reserve your space and pay registration fee at Coffman's ticket office on the ground floor. After deadlines, available spots will be first-come, first-served. Cost includes transportation. Deadline for June 17: June 15; deadline for June 29: June 22. Meet at Coffman's info desk by 5:30 p.m. \$20/person.

Tues., June 22

■ **Pitch and Chip Golf**—Improve your short game with help from Ken Manthis, golf pro from the Bridges Golf Course in Mounds View. Pitching wedges and golf balls available for practice. In case or rain, the event will be rescheduled. Coffman Plaza. Noon–1:30 p.m. Free.

FAMILY ACTIVITIES

Sat., June 19

■ **Nature Rocks! Summer Festival for Kids**—Children and adults will celebrate the wonders of nature at this daylong science festival. TV personality Brian Z of UPN Channel 9's "Kid's Cool" program will emcee. Features include live animals, hands-on science experiments, magic acts, music, and a chance to sample such rainforest delicacies as chocolate-covered crickets and stir-fried mealworms. 10 a.m.–4 p.m., Bell Museum of Natural History. \$3 (adults); \$2 (children). FFI: 624-7083.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 6 Morrill Hall. Deadline for the July issue is June 14.

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- A graduate minor in alternative care, p. 6

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Swing!

Summer at Northrop swung off to a lively, aerobic start June 15 as the swing band Jaztronauts launched the '99 season. Swing dancers were joined by audience members in this first of 24 free noon concerts to be held on the Northrop mall through August 18. Sponsored by Summer Session and the Department of Concerts and Lectures, the

44-year-old Summer at Northrop tradition packs music for nearly every taste, from Andean folk to bluegrass to Latin jazz. For a July schedule, see the calendar on page 8. For a complete listing, check out the Web site www.cce.umn.edu/northrop.

The '99 legislative package: how the U added up

For the U, it was a good—but not a breakthrough—session, says the president.

The University had high hopes going into the 1999 legislative session. Legislative confidence in the University's leadership was strong. The 1998 session—the first for President Mark Yudof—was a huge success. And the state had a big budget surplus.

The outcome? "I think we had a good year, a very good year," Yudof says, "but it wasn't a breakthrough year." The University did well, he says, but "frankly we were hoping we would do better."

The appropriation includes \$103.9 million in additional operating funds for the biennium, plus \$16 million in earnings on an endowment for the Academic Health Center (AHC). The University's request was for an

increase of \$198.7 million, including \$37 million for financing health-professional education.

It's the endowment, created with tobacco settlement money, that pleases Yudof most. "We had a real breakthrough in support of health-professional education. I mean a breakthrough. It's not that we got every dollar we needed. The house, the senate, Republicans, Democrats, Governor Ventura—all understood the crisis in health-professional education, and they put aside substantial money. To me that was the highlight."

Senior vice president Frank Cerra agrees. "We're very happy with what the legislature did as far as it went, both the legislature and the governor. It was a very innovative

continued on page 3

EDITORIAL STAFF

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Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Kiosk's* publishers. Letters should be no longer than 150 words. Send letters or inquiries to *Kiosk*, 6 Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455-0110; (612) 624-6868 or urelate@tc.umn.edu.

The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

CIVIL SERVICE

Governance and U

Here is your opportunity to be involved in University governance, the chance to make a difference that might help the University become a better place for students, faculty, and staff.

Participating in the governance process by serving on a University committee with other students, faculty, and staff is a job benefit, usually a rewarding experience. It provides us with a voice in the administration of our workplace, and the services, policies, and programs that affect many.

The University Civil Service Committee appoints and recommends civil service staff to positions on numerous Senate and Assembly committees, and other University boards, task forces, and committees. The following committees each have an immediate opening for a civil service staff representative:

- *The Senate Committee on Disabilities Issues*
- *The Senate Committee on Information Technology*
- *University Grievance Hearing Officers Panel*
- *University Grievance Board*

Here are descriptions of these committees.

Disabilities Issues recommends University policies, procedures, and services concerning faculty/academic professionals, students, and staff with disabilities.

Information Technology represents faculty, academic professional, staff, and student interests in the development, implementation, and distribution of information technologies at the University.

University Grievance Board is a board of peer representatives able to serve on phase III hearing panels in the grievance process (two-year term).

University Grievance Hearing Officers Panel is a separate group of employees designated and trained to serve as hearing officers (three-year term).

Interested civil service employees should contact Richard Haney of the Civil Service Committee. For more information and an application to serve on a committee, e-mail rhane@d.umn.edu; phone 218-726-8983; or write to Recreational Sports, 10 University Drive, U of M-Duluth, Duluth, MN 55812.

—Richard L. Haney

Rules update

The Civil Service Committee is pleased to announce that the Board of Regents approved the proposed revisions to the civil service rules at their April 1999 meeting. A summary of rules revisions can be found on the committee Web page at www.socsci.umn.edu/civilser/rules_ch.html. The new version of the rules will soon be up in final form on the human resources Web site at www.umn.edu/ohr/. For any questions about the revisions or current rules contact Mary Jane Towle at towle003@tc.umn.edu.

—Wendy Williamson

Letters

612 it is

It's time for *Kiosk* to become area code compliant: Please list area codes along with the phone number you publish. Thank you.

—Judie Cilcain
 Executive Secretary, Office of Institutional Research and Reporting

Thanks for the suggestion. Actually, since all phone numbers listed in Kiosk are "612" unless otherwise noted, our policy has been to omit the "612." Still, the reminder is good and you make an excellent point. We're including area codes from now on. —Ed.

CSBU award: a clarification

Under the CSBU staff awards ["Here's to Us," June *Kiosk*] it says the award is given to staff members who've made a difference above and beyond their job descriptions. That's really not the purpose of the award. The award is given to recognize staff members who have improved the campus climate for civil service and bargaining unit employees.

—Anita Rios
 Office of University Women

How much of a salary increase? It depends on how you look at it

When a report came out showing that the average full-professor salary on the Twin Cities campus increased by only 5.7 percent last year, some people wondered what was going on.

The University's salary plan provided central funding for a 6 percent increase and encouraged colleges to provide at least 1 percent more.

The 5.7 percent figure was from an AAUP survey. The same report showed that the average associate-professor salary increased by 7.3 percent and the average assistant-professor salary by 5.6 percent. Like many statistics, those numbers are both right and wrong.

If the question is the extent to which the University achieved its goal of moving up in comparative rankings, the AAUP numbers are the relevant numbers and the results are disappointing. Full professors moved up only one notch in comparative rankings, from 26th to 25th among the top 30 research universities.

If the question is whether the University

delivered on its salary plan or whether the salaries of individuals went up as much as expected, the answers are more positive. For individuals, average increases were 7.5 percent for full professors, 8.1 percent for associate professors, and 7.7 percent for assistant professors.

How can both sets of numbers be true? Peter Zetterberg, director of the Office of Institutional Research and Reporting, explained in a report in late May.

It all comes down to cohorts, the group of faculty in any rank in any given year. For example, each year some higher salaried full professors retire or are recruited away and are replaced with lower salaried full professors who have just been promoted or are new hires. Even though the salaries of all individuals are increasing according to the salary plan, the average salary increase of the entire cohort may be significantly less than the individual increases.

If that is confusing, some numbers might make it clearer. Say that some full professors making \$100,000 a year retire

Kiosk welcomes letters to the

editor and opinion pieces. To be

considered for publication, opin-

ion pieces should be between 250

and 500 words, and letters should

be under 150 words. Send copy

and disks to *Kiosk*, Institutional

Relations, 6 Morrill Hall, via

campus mail, or e-mail us at

urelate@tc.umn.edu.

and some \$50,000-a-year people join the full professor rank. The average salary will drop as a result—or won't go up as much as the salaries of individual professors, which might go up (a typical example) from \$80,000 to \$86,000. (The mean salary at Minnesota is \$85,600 for full professors.)

This cohort effect will vary from year to year and from institution to institution, depending on retirements and other departures, promotions, and new hires. Most large institutions would experience similar cohort effects, but not necessarily to the same extent in any given year.

—Maureen Smith

Dollars

continued from page 1

thing to do, the first in the nation," he says but adds, "It's not enough to accomplish the program we put forth, so we'll be going back." Half a billion dollars of new tobacco money will be coming in to the state in the next biennium, he says, and the AHC will seek a larger endowment.

The AHC will receive \$8 million a year through 2014 from the \$377 million medical education endowment created by the 1999 legislature. The endowment also will generate \$3.4 million in 2000, \$8.3 million in 2001, and \$10.7 million from 2002 to 2014 for graduate health professional programs distributed through the Medical Education and Research Costs (MERC) fund.

Except in dentistry, where the clinics are in the School of Dentistry, the MERC money will go with students to performance sites, mostly hospitals. "We don't see the money," Cerra says.

Besides calling the medical education endowment "a significant first step in closing the health-education funding gap," Cerra celebrates this: "For the first time that I've seen in 18 years I've been here, on an AHC issue, the entire Twin Cities campus supported it. For that everybody over here is very thankful."

Thirty new faculty

Another major focus of the legislative request was the undergraduate initiative, especially the proposal to hire 100 new faculty and offer seminars for all freshmen on all four campuses.

Total funding for the initiative is \$15 million. The University had asked for \$32.6 million.

"We think we'll be able to hire 30 new faculty," Yudof says. "Not bad. It's a real start. Two years from now we'll try to go back and get the other 70."

Most of the new faculty—23 of the 30—will be hired in the second year of the biennium, says Executive Vice President

and Provost Robert Bruininks. Some of the searches may take longer, to ensure hiring the best people.

Hiring a faculty member is a long-term academic investment, he says, and all of the hires will be in areas of high academic priority. Preference will be given to colleges that carry the heaviest burden for undergraduate education.

"It's going to be exciting," Bruininks says about hiring the 30 faculty.

Falling short on salaries

The biggest part of the request was for salary increases, and the biggest disappointment is in the salary appropriation.

The University asked for \$95.9 million, which would have funded 5 percent increases for faculty and staff. Governor Ventura recommended 5 percent for faculty and 3 percent for staff. The appropriation of \$69.4 million will cover increases of just 3 percent for both faculty and staff.

In the budget for next year, central administration allocated the 3 percent for faculty and P&A increases and said collegiate units could supplement the increases from their own funds.

A partial pay plan for civil service gave 2 percent increases effective June 21, with more to come when a pay plan is completed. Increases for unionized faculty and staff are still to be negotiated.

The trouble with faculty salaries is that they are a moving target, Yudof says. "If

require eternal vigilance because everybody is trying to retain and recruit top faculty."

The competition

The appropriation represents "progress on several fronts based on general confidence and good feelings about the University in general and especially the administration of President Mark Yudof," says faculty lobbyist Marvin Marshak.

"The disappointments were mostly in the context of what could have been accomplished, given the state's resources," he says. "Minnesota seems to prefer a slow and steady investment policy and is averse to capitalizing on the current once-in-a-generation opportunity.

"Unfortunately, other states—particularly California—are not so averse to seizing opportunity, and it continues to be difficult to compete nationally and internationally" with schools in those states, Marshak says.

Donna Peterson, director of state relations, has a similar view. "Overall my perception is that this was probably one of the best sessions we've ever had in how we were received. I believe the legislators are satisfied with the direction of the University and the leadership. That's the piece that makes you feel bad—we had that, and yet there wasn't the strong reward we had hoped for.

"Clearly the University received an endowment and a significant appropriation. It's not that we can complain. But there was this large surplus. It set your hopes that this would be the time they make a significant investment that would have a big payoff in the future."

The primary competition for legislative funds was tax relief, she says. "That was clearly the driving force of the legislative session. It made it hard to sell investing in the U.

"It wasn't that they thought our investments weren't the right investments or the president wasn't a strong leader or the Board of Regents wasn't good.

It's just that tax rebates and tax reductions took home the big prize."

—Maureen Smith

"The disappointments were mostly in the context of what could have been accomplished, given the state's resources."

—Marvin Marshak

we go up 4 percent in salaries, and other schools go up 5 percent, we fall a little bit further behind. Faculty salaries

News digest

■ President Yudof announced June 25 that the University has reached an agreement with **men's head basketball coach Clem Haskins**. Under the agreement, Haskins will step down June 30. He will be paid approximately \$1.5 million under the terms of his contract, which was scheduled to end June 30, 2002. The settlement will be paid by the men's athletic program. Haskins has been the men's head basketball coach since 1986.

"It is important to note today that Coach Clem Haskins has established an enviable record as Gopher head coach," Yudof said. "The University is grateful for the 13 years of service Coach Haskins has provided, and we wish him a future of success and good health."

■ **Alonzo Newby**, academic counselor for the men's basketball program, was fired June 18 after refusing to talk to investigators about his role in alleged cheating and misconduct in men's athletics. Newby has been accused of delivering illegal payments to tutors. In return for his client's cooperation, Newby's attorney had sought a severance package for the seven-year employee; the U had offered \$30,000, compensation called for in Newby's employment contract.

■ As *Kiosk* went to press, regents were expected to vote on the U's **1999–2000 budget** June 28. The \$1.6 billion budget includes a centrally allocated 3 percent increase for faculty and a 2 percent increase for civil service staff (see story, this page). The civil service pay plan is only partially developed; final plans can't be developed until the governor signs the funding bills, a wait that has sometimes meant a delay of several weeks. To forego a wait this year, the U is making increases effective June 21.

More information about additional compensation—such as possible step or anniversary increases—will be announced and implemented later. Employees represented by collective bargaining agreements are not included in this plan. Yudof wants deans to add 1 percent to the faculty increase.

■ **Regent Patricia Spence** was elected June 11 as the new chair of the Board of Regents. She had been vice chair. Regent Maureen Reed was elected vice chair.

■ **Fred Morrison**, law professor, has been elected chair of the Faculty Consultative Committee (FCC). David Hamilton, professor of genetics, cell biology, and development, will be vice chair.

Paula Rabinowitz, English, and Joseph Massey, natural resources, have been elected to FCC seats from the Twin Cities campus. Susan Brorson, business management, was elected from Crookston and Jeff Ratliff-Crain, social sciences, from Morris. The FCC elected Mary Jo Kane, kinesiology, to fill the unexpired term of Matthew Tirrell, who is leaving the U to become dean of engineering at the University of California at Santa Barbara. Roberta Humphreys, astronomy, will return to the FCC as the new senate vice chair.

■ **U associate professor Steve Miles** has announced his candidacy for the U.S. Senate. Miles said he will seek the DFL endorsement to run against Republican incumbent Sen. Rod Grams, who is up for reelection in 2000. Miles, a Medical School alum, teaches geriatric medicine and works with the Center for Bioethics and the U Council on Aging.

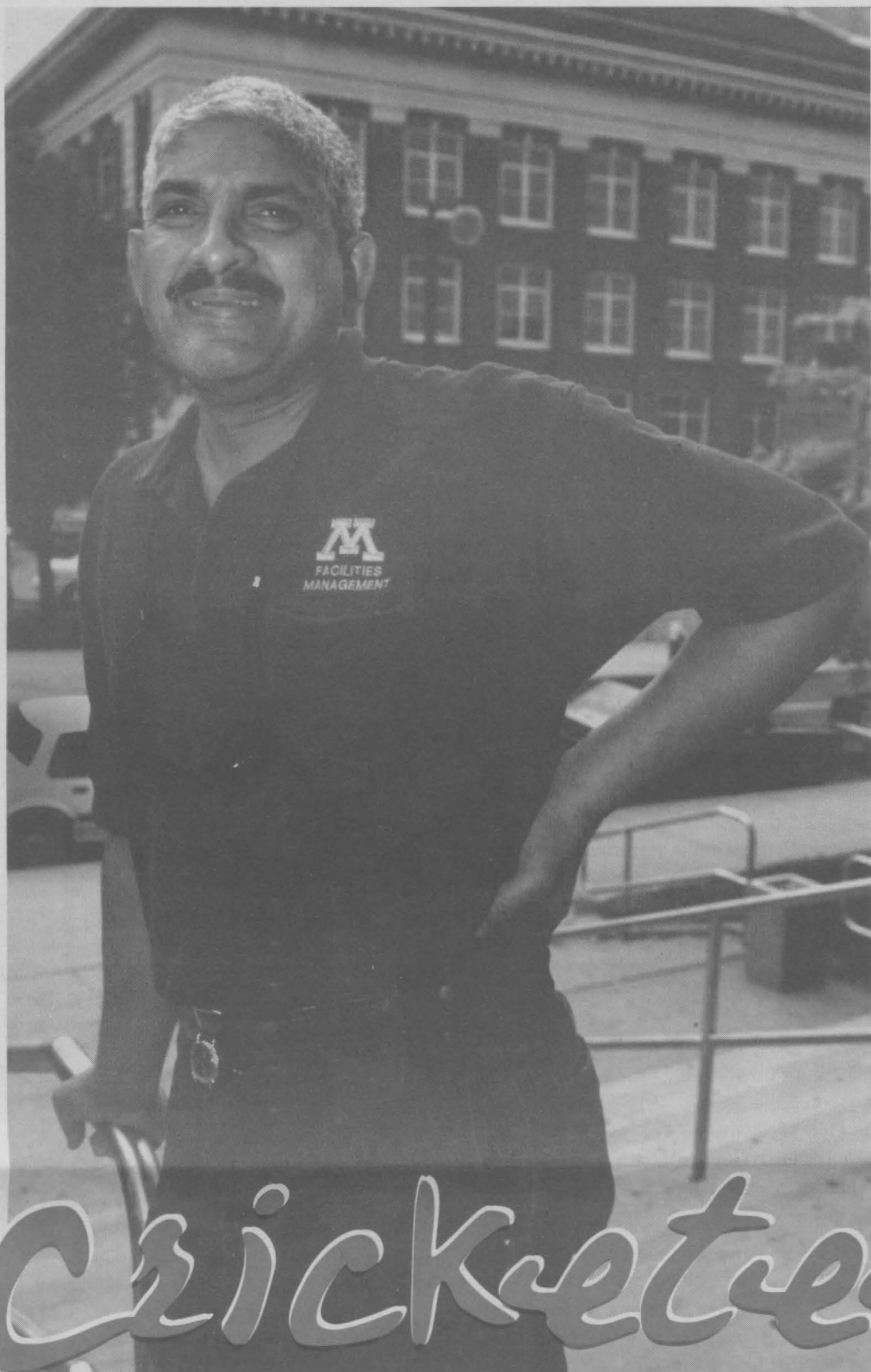


Photo by Tom Foley

Sing!

Gospel music was one of the big hits on the Staff Day agenda June 2 as the U honored its civil service and bargaining unit staff. In addition to campus-wide activities, individual units hosted a variety of appreciation events.

Photo by Tom Foley



Facilities Management staff member Charles Dutchin extols the joys of the avocation he brought with him from his native Guyana: cricket. Dutchin was the impetus for the creation of the Minnesota Cricket League of the Twin Cities, which now boasts 13 teams.

popular, he was a socialist and—even worse from the standpoint of the U.S. and England—on friendly terms with Cuba and the Soviet Union. As the offspring of the manager of the world's largest cattle ranch, Dutchin and his siblings had scholarship opportunities in schools in Great Britain, but he chose to do undergraduate work in science at North Hennepin Community College and Concordia, then attend a solid waste management program at the U.

The contrast between his love of cricket—which he's been playing, he says "since I started to walk and was big enough to carry a cricket bat"—and his harsh words about England are no doubt typical of the divided feelings many citizens of once-colonized nations have about the "mother country." On the one hand, he declares of his family that, "We were totally against the British and the way they were plundering and raping our country."

On the other, the rules and bylaws of the MCA/TC reflect an oh-so-British regard for legality and political comity. For six years, Dutchin served as league president, then as a member of the board of directors. Today his position is one most Americans would not likely associate with a sports organization: league parliamentarian. "We need one," he says. "We have lots of meetings."

Jagan returned to power in 1992 in clean elections supervised by Jimmy Carter. But even now, almost 40 years after the British packed up and left, cricket still remains popular in Guyana. "It's the number-one sporting activity, even ahead of soccer," says Dutchin.

The appeal is easy enough to grasp even if the arcania of cricket may not be. There's a languid pace to the game, a tempo of flow-and-containment even more deliberate than baseball's. And no matter how organized the teams or how high the level of play, there is something pleasantly anachronistic about rules that owe as

*"America
start
cricket -
will be
about
—Charl*

Charles Dutchin on cricket, solid waste, and the British empire

For this U staffer and Guyana native, the sun never sets on the joys of cricket.

England and the United States, Oscar Wilde once quipped, are two countries separated by a common language.

Similarly he might have observed that they are also separated by their respective loves of cricket and baseball, sports that, while bearing a superficial resemblance to each other, are as different in style and cultural freight as hot dogs and steak-and-kidney pie.

On most weekends in summer, however, the ineffable distance between the bowling pitch and the pitcher's mound is breached when teams from the Minnesota Cricket League of the Twin Cities (MCA/TC) don their white flannels and take to the playing fields in Bryn Mawr park.

Indeed, on one warm, humid Saturday afternoon as the Minnesota International Cricket Club bats against the Cavaliers, it's almost possible to forget the traffic whizzing past on nearby Interstate 394 and imagine that this small patch of Midwestern turf has been transformed into part of the British Commonwealth. After all, the members of the two teams have a decidedly

international cast, hailing from an array of countries where cricket followed the Union Jack—Pakistan, India, Kenya, New Zealand, and the West Indies.

Also Guyana, formerly British Guiana, the homeland of Charles Dutchin. Once a U grad student, now a longtime staff member with Facilities Management, Dutchin was the driving force behind the organization of the MCA/TC back in the mid-'70s.

At the time, he had just started working at the U and was playing in pick-up matches at Lake Nokomis. Over the years, the number of players showing up kept growing and made it difficult to form teams. "So I proposed that we should form a league to accommodate all the international students who were coming to the U and to other schools in Minnesota," he says. In 1975, he composed a mission statement and organized a four-team league, which was officially inaugurated the following year. Today the league boasts 13 teams (including United, the team Dutchin played on until this year), which have traveled as far as Jamaica to play in interleague matches.

Dutchin emigrated to Minnesota in 1968, one of the first wave of international students from the Caribbean basin to settle in the state. He decided to leave his native land in the wake of an election widely perceived to have been rigged by the CIA and British secret service to oust Dr. Jagan, the first president of an independent Guyana. Although Jagan was democratically elected and hugely



On a Saturday in June, a cricket match between the Cavaliers and the Minneapolis skyline.

much to tradition as to reason, something reminiscent of improvised, schoolboy games with terms like "Yorker" and "googlie" for pitches that are roughly analogous to baseball's far more prosaic-sounding "sinker" and "screwball."

As a boy, Dutchin recalls how "in a developing country like ours," he and his mates made cricket bats out of sticks and used a soft rubber ball that was pitched or "bowled" underhand. As with many, if not most, former colonies, Guyana is still a "developing" country and over the years Dutchin has frequently returned to teach first aid ("Folks don't know what to do there if somebody has a heart attack on the street," he says), to lecture on solid waste management, and to bring down school supplies and computers—some donated by the U, some purchased with his own money.

"Solid waste is a real problem [in Guyana]," he says. "Nobody knows how to handle it. The water table is only two or three feet in some places and the waste seeps into the water supply. Nobody does recycling or reuse."

But for now, the conversation reverts to sports, and that perennial mystery—the differences between cricket and baseball. Or, to be more exact, the different life lessons to be derived from the two games. Americans, Dutchin says, "should start playing cricket because it will teach them about patience."

"I'm an all-rounder," he says, meaning, in cricket terms, that he can bat, field, keep the wicket, and bowl, "though I love to bowl. But as I get older, I keep improving as a batter because I have more patience now than I used to. I just want to stay up there and not get out as long as I can."

—Richard Broderick

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tience."
Dutchin

Beyond exceptional

"Zero tolerance" theme underscores NIH visit

The NIH came to campus on one of June's most sweltering days, prompting Vice President Christine Maziar to encourage the dozens of faculty packed into Coffman Memorial Union's Theater to remove their jackets and neckties for comfort. In turn, NIH officials joked that nothing they'd heard about Minnesota cold had prepared them for this sultry 80-degree weather.

Despite the heat's discomfort—jackets or not—and the symposium's serious title—Responsible Research and Society's Expectations—the daylong symposium June 8 sometimes resembled a pep fest as both U and NIH speakers updated participants on progress toward a goal that everyone is cheering for: removal of the NIH-imposed "exceptional status" designation the U has carried since August 1995.

For the NIH, the informal visit was a prelude to a formal inspection to follow—probably this fall. For the U, it was a chance to display the work that has gone into building a grants management system that project chair David Hamilton says has "zero tolerance" for noncompliance with the standards of scientific research. "What we want to instill in you is a commitment to understanding this concept," Hamilton told participants at the opening session.

President Mark Yudof underscored that theme. "This is about finding the truth and telling the truth," he said, adding that the new grants management system would be guided by three values: "research conducted ethically; research practices that comply with state, University, and federal guidelines; and good business practices. Good science and good ethics are inseparable."

"I'm tremendously optimistic about the steps we've taken," Yudof said. "This University is based on trust—trust that we will treat students fairly, that we will not fudge data, that we will play by the rules. We want people to say of us, 'They're trustworthy. We have confidence in them.'"

The stakes for the NIH are high, too. Of the NIH's 1998 budget of \$13.6 billion, \$10.3 billion is grant money, said the NIH's Gary Thompson. The U received about \$132 million of that, ranking number 19 among university recipients of NIH funds.

"It's risky business," Thompson said. "For Congress, we're a lightning rod of accountability."

Most of the day was devoted to presentations by NIH and U administrators and dealt with research issues such as authorship, intellectual property, and conflict of interest. Clearly, though, what most intrigued participants was the opportunity to learn about—via hands-on demonstrations as well as presentations—the U's new electronic grants management system (EGMS). In the works for nearly four years, the system provides users with everything they need to prepare and submit grant proposals and manage sponsored projects—all electronically.

"While trying to not be overly enthusiastic and ebullient. I felt very, very good," said Hamilton of the symposium and the three-day visit overall. "June 8 was a great success, highly regarded by those who attended. The NIH people liked it and made positive comments about it. Both they and we felt that the visit was successful."

When the NIH delegation returns, it will be with a larger group—perhaps 11—for a formal assessment of the U, its corrective action plan, and the status of general compliance, Hamilton said.

"There's a large amount of work to do between now and then," says Hamilton. "This isn't a summer to sit

back and relax. We have yet to put into place training in the proper conduct of research, and one or two policies still need development. And then we have to reach the whole university community."

Hamilton says he and EGMS project manager WinAnn Schumi have talked to about a hundred groups since May about the new system, mostly in the Academic Health Center. "Thousands of documents" are already being processed through the system, he said.

Faculty and staff have several resources available to help with the new system.

"Good science and good ethics are inseparable."

—Mark Yudof

- For a user guide, click on www.research.umn.edu/egms/
- For quick help on your grant, see nirvana.ortta.umn.edu:4000/index.html/
- For personal help, call the EGMS Helpline at 612-618-8747.

—Mary Shafer

How did we get here?

The "Beyond exceptional!" T-shirts that some people wore to the June 8 NIH symposium seemed like a rallying cry by those who have seen the light at the end of the exceptional-status tunnel. In the beginning, though, nobody made light of the designation.

The NIH announced it would impose the status in a letter to the U in August 1995. This letter culminated a series of reports, conducted by both internal and external investigators between 1992 and 1995, that revealed a pattern of what the NIH letter called, "general, institution-wide breakdown of internal control systems" in the U's administration of NIH grants.

Most of these offenses were in the Department of Surgery, which, from 1971 to August 1992, had manufactured and distributed the anti-rejection drug anti-lymphocyte globulin (ALG) to transplant centers throughout the United States. Although ALG was used in tens of thousands of transplants, it had never won formal approval from the Food and Drug Administration (FDA).

Other violations included the Department of Surgery's diversion of federal grant funds from their intended purposes. The FDA had imposed a clinical hold on ALG distribution in August 1992.

With the "exceptional organization" status that took effect on October 1, 1995, the NIH would insist on more rigid requirements for grant administrators and require the U to implement a corrective action plan, including an audit, an effective time and effort reporting system, and a written code of conduct for grant applicants. The electronic grants management system is a result of this process.



Photo by Tom Foley

Minnesota International Cricket Club is played against the backdrop

Alternative medicine: what's old is new again

As more Americans pursue alternatives to traditional Western medical practices, the University offers the nation's first graduate-level minor in complementary medicine.

One of the more unconventional students in Pamela Weiss's Introduction to Complementary Healing course wasn't a nutritionist, nurse, or doctor. He was a political science major.

Intent on a lengthy and high-profile political career, the student explained his presence to Weiss by indicating, "You've got to know what people are doing if you want to be President of the United States."

And one thing Americans do increasingly is pursue alternatives to traditional Western medical practices, which frequently involve a prescription pad or a scalpel. With the public's fascination for alternative care in mind, the University has taken a giant leap toward alternative medicine by offering the nation's first graduate-level minor in complementary healing.

Many U.S. medical schools provide some instruction in complementary medical treatments such as acupuncture or herbal therapy. But with the advent of this fall's minor in complementary medicine, U students will learn about such therapies in the classroom and through involvement with faculty research.

Students completing degrees in public health, nursing, pharmacy, food science and nutrition, and other disciplines will use the minor to complement their major course work.

The march toward this minor has been a short one since the U's Center for Spirituality and Healing was launched in 1997. Before that, Frank Cerra appointed a 45-member task force to establish support for research, education, and practice in the area of complementary care.

Cerra, the U's senior vice president for health sciences, says, "The complementary therapy approach continues to be evidence-based and strongly supported by health professionals. By adding the new graduate-level minor, the University will continue to provide a sound basis for educating practitioners and consumers."

From a consumer standpoint, it might seem the last thing insurance companies want is to learn that a complementary therapy is as good or better than what is currently in place. Once a practice becomes accepted, insurance companies are prodded into paying for such treatments.

But Mary Jo Kreitzer, director of the Center for Spirituality and Healing, who holds a degree in nursing as well as a doctorate in public health, says both businesses and insurance companies favor anything that gets an employee back to work. "Employers drive this, and all insurance companies want—which is entirely reasonable—is evidence these treatments work."

The public's growing affinity for such treatments is quite clear. A 1998 report in the *Journal of the American Medical*

Association estimated that 42 percent of Americans used one of 16 listed alternative therapies in 1997, up 8 percent this decade. That factors to about 629 million visits annually to alternative medical practitioners and exceeds the number of visits to primary care doctors. Also in 1997, 15 million patients ingested herbal medicines or high-dose vitamins.

Part of the goal in the U's program will be researching such treatments. It's in this area that Weiss has some anxiety. She says she hopes the research takes into account the complexity of such treatments and that researchers don't isolate or limit their laboratory focus.

She points to a study by the National Institutes of Health (NIH) involving osteoarthritis of the knee. She said the same five acupuncture points were used during the study, but "every osteoarthritis patient is not the same. The disease may be part of an underlying cause in some cases." In such a case, directing acupuncture at the knee might not improve the health of the patient and could result in a misleading research outcome.

"These are not necessarily fast treatments, either," she warns. "Western medicine is accustomed to quick results. People have to respect the fact these treatments take a longer time. That makes some skeptical that people are doing these things to 'take people's money.' There are people in complementary medicine who have the same concern."

Weiss says one reality that pushed her toward complementary medicine was traditional treatment that prolonged the lives of people, particularly elderly patients, yet remained costly and didn't improve the quality of life.

"It was the early '80s and my caseload in public health nursing was primarily older individuals," she recalls. "There were new treatments that caused many of these people to spend most of their income on new medications that allowed them to live longer, but their lives were not very full."

People have come to learn the importance of quality of life and Weiss says while recovery may be slow with some alternative therapies the thrills come for her when patients say they are seeing progress from the treatment. From an insurance perspective, progress is better than maintenance.

And some alternative therapies have been scientifically supported.

"There's a growing body of research evidence to support the mind-body intervention," Kreitzer says. "There is pretty

significant research by the NIH that acupuncture works and it is not considered an alternative treatment any more. When consumers begin to accept and demand a therapy, and evidence points to the fact it works, students are interested.

"Our medical school is behind this [graduate minor], and I would really describe it as a leader. I'd say the majors interested in this are quite diverse. We have the students in food, science, and

"There's a growing body of research evidence to support the mind-body intervention."

—Mary Jo Kreitzer

nutrition and in nursing, but we also have people from anthropology and architecture."

Architecture?

"Sure. Healing environments," Kreitzer says.

That an architecture student would pursue this minor is not quite as unusual as the presidential hopeful who took the class from Weiss. Fung Shui (pronounced Fung Shuway) means wind and water, and is a Chinese approach to creating balanced environments in which to live and work. Architects in China have studied its effect for centuries.

And with its new offering, the University has made it clear that it's open to exploring new ground and finding the best care cross-cultural research and teaching can produce.

—Jim Thielman

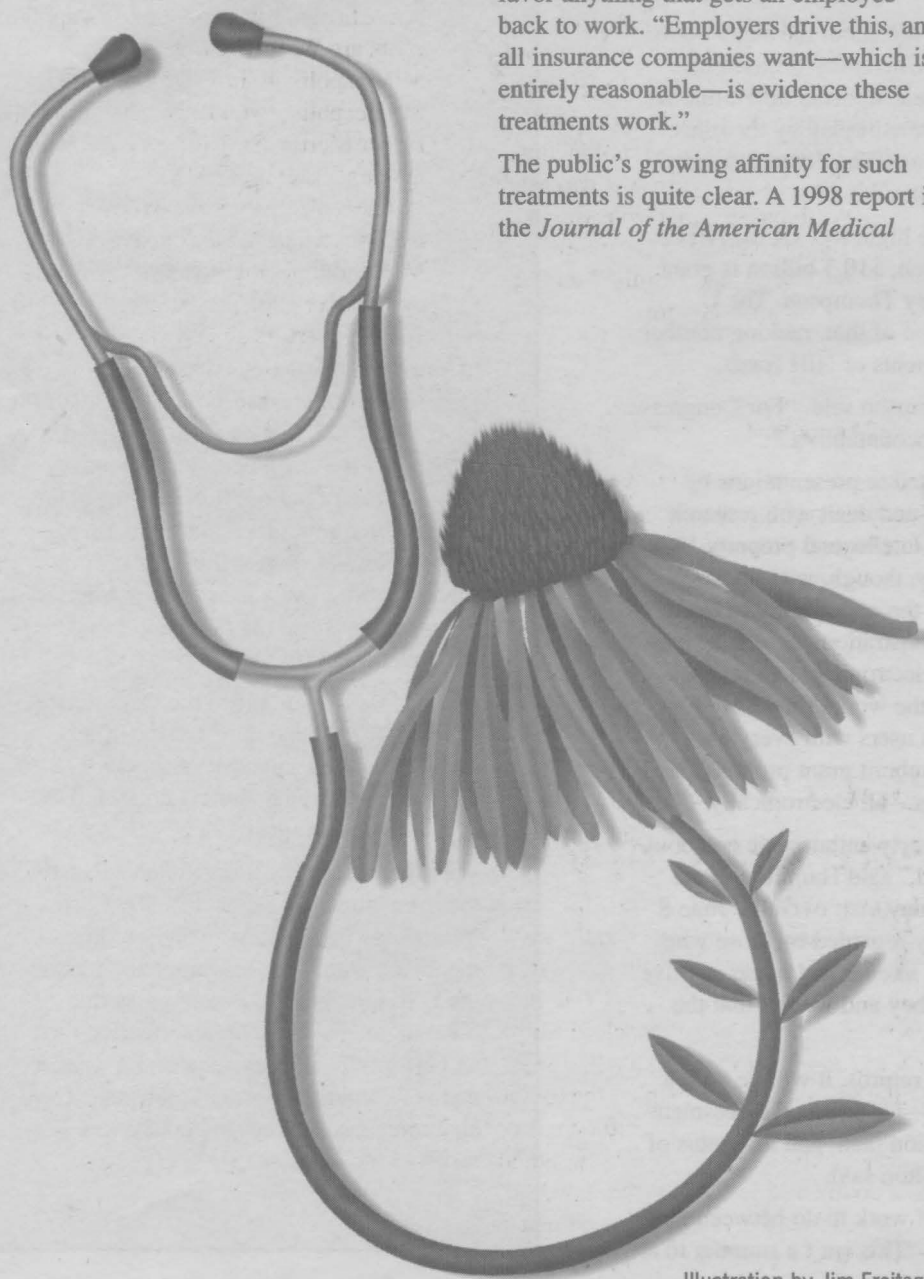


Illustration by Jim Freitag

To be of service

I am bursting with pride. This spring, my 21-year-old niece, Harmony, received a Servant Leader Award from Macalester College. According to the awards program, she and two other student leaders "exhibit outstanding leadership skills and often serve as a guide or facilitator. They listen intently, demonstrate compassion and maintain a sense of ethics and humility. [Their] actions are congruent with their values and, thereby, inspire others to develop their own leadership potential."

The notion of service permeates speeches and discussions around the University. In his address at the Building Quality Service conference last December, for example, President Mark Yudof referred to service as "the goal and purpose we share." An attitude toward service should pervade every nook and cranny of the U's culture. When this happens, service happens. What's that supposed to mean?

Service is an attitude that manifests itself in values-based actions. In a service-oriented culture, "customers" or "users" or "clients"—however we define them—are at the core of what we do.

Being of service is everyone's responsibility, rather than the job of one particular department. This came home to me when, as a courtesy, I once reported a small scratch on a rental car as I turned it in. That started a three-month battle with the rental agency about liability. The supervisor was very, very rude and I finally said that I didn't feel treated very courteously, that I felt their customer service was pretty poor. The supervisor said, "Oh, if you want customer service, that's another department."

Being of service happens when top-level leadership lives the philosophy of servant leadership: trust; collaboration, not competition; truth; admission of mistakes; accountability, not blame; compromise; release of control; enhancement of individual or community over productivity; power with, rather than power without; compassion. Servant leaders value and validate people; they admit, with humility and clarity, that they don't have all the answers.

Those organizations walking the talk of service and servant leadership hire and encourage people who have not only the skills to do the job, but also a service attitude, courage, and ethical standards. Once they've hired service-oriented staff, servant leaders listen and hear what front-line workers think about the outcomes of their actions, and about how people feel—not only callers and customers, but coworkers as well. Ray Kroc, founder of MacDonald's, once said, "People won't always remember what I say, but they will remember how I made them feel."

Being of service is a 24-hour-a-day commitment: on the job, at home, and in the community. If top-level leaders don't live and promote service and don't treat managers and staff respectfully, will employees take personal responsibility for exceptional service? Perhaps. Can these employees endure a climate devoid of a pervasive service mentality, however? I think not. Most often, employees quit and leave—or they quit and stay. Broken spirits are difficult to repair.

In his 1998 Stanford University commencement address, Ted Koppel talked about changing the culture of the United States. His words are worthy of our ear: "We will not change what's wrong with our culture through legislation or by choosing up sides on the basis of personal popularity or party affiliation. We will change it by small acts of courage and kindness; by recognizing, each of us, his or her own obligation to set a proper example. Aspire to decency. Practice civility toward one another. Admire and emulate ethical behavior wherever you find it. Apply a rigid standard of morality to your lives, and if, periodically, you fail—as you surely will—adjust your lives, not the standards."

I so admire my niece Harmony, young servant leader, and celebrate the spirit of service she and others like her give to the world. A spirit this bold and this enduring comes from only one place: the heart.

—Carol Troyer
Center for Human Resource
Development

Kudos

Three new regents professors approved in May are **Tom Clayton**, professor of English and classical and Near Eastern studies; **Ashley Haase**, professor and head, Department of Microbiology; and **John Sullivan**, professor of political science. Regents' professorships are the highest recognition given by the U to members of its faculty; the honor is reserved for a limited number of faculty of outstanding academic distinction.

David Bernlohr, biochemistry professor, received the Stanley Dagle Distinguished Teacher Award from the College of Biological Sciences at the College's June 12 commencement. Bernlohr has been on the faculty since 1985.

Doris Brooker, obstetrics and gynecology, has been re-elected to the board of directors of the Federation of State Medical Boards, one of two organizations that maintain and administer the U.S. medical licensure examination.

Eville Gorham, regents professor of ecology and botany, received an honorary doctor of science degree from the U at the College of Biological Sciences commencement June 12. A member of the U

faculty since 1962, Gorham is best known for his discovery that acid rain can fall from its urban industrial sources to pollute rural lakes and ponds. He was named a regents professor in 1984.

Tim Johnson, curator of special collections and rare books, has been appointed to a two-year term on the 11-member Advisory Committee on the Records of Congress. Committee members include the archivist of the United States, the historians of both the House and Senate, the Secretary of the Senate, the clerk of the House of Representatives and six appointed members. The committee is charged with reviewing the management and preservation of the records of Congress.

Toni McNaron (English) and **Carol Miller** (American Studies and American Indian Studies) have received the 1999-2000 Center for Independent Studies of Writing (CISW) Excellence in Teaching Award. The award honors those making an important contribution to the teaching of writing. McNaron and Miller are cofounders of the Voices from the Gaps project, a audience-participatory Web site devoted to women writers of color.

F.Y.I.

Create a designer degree

Information sessions on the U's Program for Individualized Learning (PIL), a University College self-designed bachelor's degree for independent learners, will be held every Tuesday in July from 5:30 to 7 p.m. and every Friday from 1:30 to 3 p.m. PIL is an academically rigorous, writing-intensive, liberal arts program designed for self-directed learners. Graduates work in a broad range of professions, including health care, law, the arts, business, and education. For more information, call 612-624-4020.

They're coming...

Slightly more students have registered for fall semester than registered for fall quarter 1998, according to registrar Susan Van Voorhis. The unofficial totals: 17,496 students for fall 1999, compared with 17,136 last fall. UMC registered 904 students; UMD registered 6,056, and UMM registered 1,337. The vast majority of students registered without problems, Van Voorhis said in a memo to deans and department heads.

Siehl honors groundbreaking agriculturalists

Three individuals have been named recipients of the 1999 Siehl Prize for Excellence in Agriculture. They are Benjamin Pomeroy, a professor emeritus whose groundbreaking work helped Minnesota's poultry industry combat threats from infectious diseases; Willis Anthony, who operates the grain and hog Century Family Farm operation in Nicollet County; and Earl Olson, founder of Jennie-O Foods. Awarded every two years, the prize is given to an accomplished leader in academic, production, and agribusiness categories. It was established by Eldon Siehl, a businessman interested in production agriculture. The awards will be presented July 7 during a global agricultural summit.

Pay me

Everything you want to know about your pay check is available on a Payroll Services Web site. Calculate your income tax withholding, learn how to read your W-2 form, and get updated on FICA rules and more at www1.umn.edu/ohr/payroll/employ.htm.

But I parked here yesterday

Two St. Paul parking lots will close permanently this summer, the result of new ramp construction and steam tunnel relocation. The public lot at the corner of Gortner and Fitch closed June 12; the contract lot on Fitch (SC-158) will close July 3. Meanwhile, the lot on the northeast corner of Buford and Gortner will change from a daily-rate lot to a contract-only lot. Construction, expected to last a year, will result in a new 800-space parking ramp. For more information call Parking and Transportation Services at 612-626-7275.

Just name it

Riverbend Commons is the new name for the south mall—the area between Coffman Union and the Mississippi. The name was proposed independently by three people: students Casey Lee Hayes and Jason Schultz, and U staff member Bob Burgett.

President Yudof selected the name from among five chosen from an initial pool of more than 1,000. Among the entries not selected as finalists: Huck Finn's Hideout, The Spillway of Academia, Fathomless Possibility Prospect, Goldy's Fertile Crescent, Fluvialus Antropus, Much Less Parking, Watch Out for Squirrels, and The Area Formerly Known as South Mall.

Winners received \$100 gift certificates to U bookstores and invitations to have dinner with the Yudofs at Eastcliff.

Split Rock : you are the medium

University College's Split Rock Arts Program offers weeklong workshops July 11 to August 8 at the Duluth campus and at Cloquet Forestry Center. Renowned practicing artists, writers, and craftspeople will teach sessions on topics as varied as creativity; memoir writing; and fabric, fiber, and bead design. For more information, call 612-624-6800 or click www.cee.umn.edu/splitrockarts.

Prizes for the eye

Six \$10,000 McKnight Artist Fellowships for Photographers have been awarded by the McKnight Foundation and the U's Department of Art. Chosen from a pool of 122 applicants are Wing Young Huie, Minneapolis; John Johnston, Minneapolis; Lynn Lukas, Minneapolis; Roger Mertin, St. Paul; Deirdre Monk, Golden Valley; and Alex Soth, Minneapolis. Administered by the Department of Art and available to Minnesota photographers at any stage of their careers, the program has supported emerging artists since 1982. Work from the 1999 fellows will appear in an exhibition in the Nash Gallery in fall 2000.

July calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

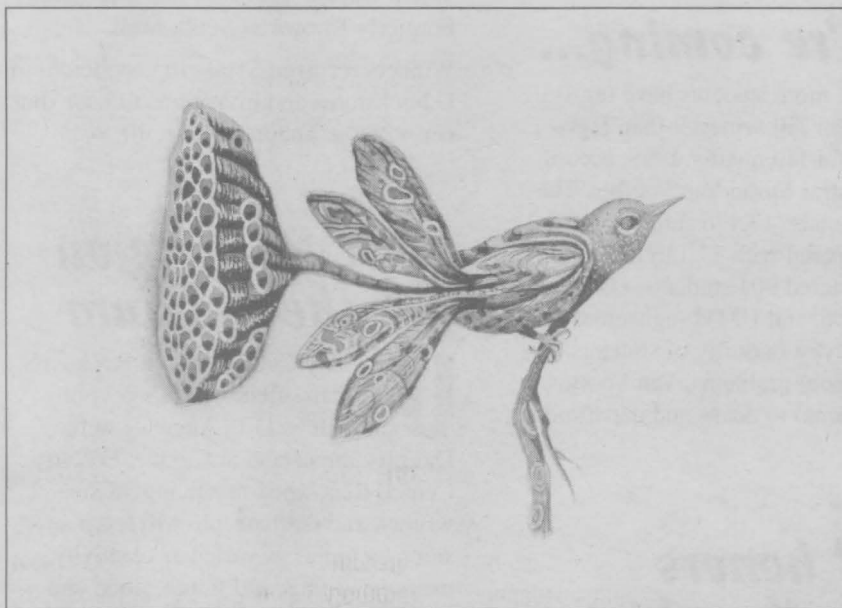
Mon. July 5

■ **Independence Day holiday**—No classes; U offices closed.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 612-624-9050

■ **"Wings of Paradise"**—John Cody's spectacular watercolors of moths and the plants they live with, featuring 50 paintings of the world's most beautiful silk moths. Through August 29.



Quad wing waspnest tail oriole, watercolor on paper by Sue Johnson is in the exhibition *BOTANICA*, which opens July 20 at the Tweed Museum of Art in Duluth.

COFFMAN MEMORIAL UNION, Gallery Three (third floor), FFI: 612-626-7636

■ **"Windows onto Dinkytown"**—Historical look at Dinkytown via projects including video and audio installations conducted by U undergraduates enrolled in Public History: A Methodological and Hands-On Introduction. Work covers the history of John Marshall High School, Florence Court Apartments, and Vescio's Restaurant. Sponsored by the Visual Arts Committee, a student-volunteer curatorial body bringing innovative arts to campus. Through July 2.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 612-624-7434

■ **Quilts from the Goldstein Collection**—Scheduled to coincide with several quilting exhibits in the Twin Cities in 1999, this display of historic and contemporary quilts from the Goldstein's permanent collection explores the social, cultural, and personal meanings of quilts; tradition and innovation in quilting; and the continued reliance of this art form to diverse communities today. Opens June 27 and runs through September 12.

LARSON ART GALLERY, ST. PAUL STUDENT CENTER, FFI: 612-625-2272

■ **Yin and Yang**—Mixed media show featuring the work of Heather Holland, David Feinberg, and Jeannine Kitzhaber. Through July 18.

NASH GALLERY, FFI: 612-624-7530

■ **Artists Among Us**—Undergraduate and graduate students display their art. Through July 23.

TWEED MUSEUM OF ART; FFI: 218-726-8222

■ **Celebrate Women in the Arts**—This biennial juried exhibition is organized by the Celebrated Women in the Arts Committee in collaboration with the Duluth Art Institute, the Building for Women, Spinsters Ink, and the Bead Palette. Through July 4.

■ **"Botanica: Contemporary Art and the World of Plants"**—Curated by Peter Spooner, this exhibition features 55 contemporary artists who use the plant world as an inspiration, a material, a point of departure, a subject, and as a means of exploring the natural world and our relationship to it. Opens July 20; runs through October 10.

WEISMAN ART MUSEUM, FFI: 612-625-9678

■ **Berenice Abbott's Changing New York**—Works from Berenice Abbott's documentary portrait of New York in the Weisman Art Museum's permanent collection. Through August 16.

■ **Theatre of Wonder: A Quarter-Century with In the Heart of the Beast**—In celebration of its 25th anniversary, In the Heart of the Beast Puppet and Mask Theatre (HOB) collaborates with the Weisman to present a retrospective exhibition of work in masks, puppetry, and performance.

Theatre of Wonder provides a retrospectives of HOB's May Day parades, mainstage productions, and residency activities. Through August 15.

In conjunction with the exhibition:

Thursday, July 8

■ **Revival!**—Anna Mae, Big Foot, and Other Wondrous Tales—HOB performers offer rare revivals of several puppet shows from the theatre's early days. Performers include Sandy Spieler, Jim Ouray, Michael Sommers, and others. 7 p.m.

Sat., July 10 (11 a.m.); Thurs., July 29 (7 p.m.)

■ **Behind the Scenes at a Puppet Theatre**—Jim Ouray and Laurie Witzkowski, two puppeteers who have worked with In the Heart of the Beast for many years, will demonstrate varied puppet types and theatre techniques such as marionettes, stick puppets, shadow puppets, and suitcase shows.

Thurs., July 29

■ **Art Bus Goes to the Weisman Art Museum**—High school students participating in the HOB's Lake Street Theatre Club summer program take their art bus performance on the road to perform their original puppet show at the Weisman.

12:15 p.m., Washington Ave. Bridge plaza outside the Weisman.

MUSIC

Tues., July 6

■ **Bravo String Ensembles**—A special Coffman showcase featuring talented U of M student violinists. Noon–1 p.m., Coffman Terrace (rain site: Fireplace Lounge). Free.

Sat., July 10

■ **Red Monkey**—Special outdoor show with alternative British band Red Monkey. 7:30 p.m., Coffman Terrace (rain site: Whole Music Club, basement of Coffman). Doors open at 7 p.m. \$3 (students); \$4 (general).

Mon., July 12

■ **Caetano Veloso**—Brazil's singer-songwriter superstar makes his first U.S. tour. This historic concert features Veloso's 12-member band with six virtuoso Afro-Brazilian percussionists. Copresented by Northrop Auditorium and Walker Art Center. 8 p.m., Northrop Auditorium. Tickets: \$25.50, \$20.50, \$13 for U summer session students presenting I.D. and enrollment summary at 105 Northrop. FFI: 612-624-2345.

Tues., July 13

■ **6th Sense**—Sneak preview of this jazz quintet, U-Swing's favorite band. Noon–1 p.m., Coffman Terrace (rain site: Fireplace Lounge). Free.

In conjunction with the performance:

Wed., July 14

■ **U-Swing Workshop**—Learn basic and advanced swing moves, then practice to U of M's own 6th Sense. 7 p.m., Coffman Terrace (rain site: Whole Music Club, basement of Coffman). Free.

■ **Summer at Northrop**—This summer's free, outdoor concerts are at noon on Northrop plaza. For a complete list of concerts through August, visit the Summer at Northrop Web site: www.cee.umn.edu/northrop/home/main.html.

■ **Wed., June 30**—Prudence Johnson: Pop, folk, and jazz vocals

■ **Wed., July 7**—LaKaboomba: International dance music

■ **Thurs., July 8**—Prague '24: Kezmer and Yiddish folk traditions

■ **Mon., July 12**—Mark Stillman Trio: Kelzmer and Russian gypsy music.

■ **Wed., July 14**—Franco Marone: Celtic and Mediterranean guitar.

■ **Fri., July 16**—Happy Apple: Minnesota's 1999 Jazz Group of the Year

■ **Mon., July 19**—Summit Hill Brass Quintet: Sparkling Americana fare

■ **Thurs., July 22**—Minneapolis Pops Orchestra

■ **Mon., July 26**—Pure Joy: Improvisational jazz with vocalist Connie Olson

■ **Wed., July 28**—Ellington Echoes: Percy Hughes conducts Duke Ellington standards.

■ **St. Paul Student Center Summer Session Cultural Programs**—Free noon concerts every Thursday in the St. Paul Student Center Terrace Cafe.

■ **Thurs., July 1**—Dave Bjorklund: accordion

■ **Thurs., July 8**—Mag McDermott: Irish/Celtic fiddle

■ **Thurs., July 15**—Aldo Ramos: Mexican mariachi music

■ **Thurs., July 22**—Rincon del Flamenco: Flamenco dance

■ **Thurs., July 29**—Daniel "Daddy Squeeze" Newton: ethnoclectic bop

FILM

Thurs., July 1

■ **John Cusack Filmfest**—*The Journey of Natty Gann* and *One Crazy Summer*. 7 p.m., Coffman Theater. Free.

Wed., July 28

■ **The Secret of Roan Inish**—An enchanting Irish tale, directed by John Sayles. 7 p.m., Coffman Theater. Free.

CLASSES FOR FUN

Tues., July 13; Thurs., July 29

■ **Sailing Lessons**—Introductory sailing lessons at Lake Harriet from the U of M Sailing Club. Register by July 6 (for July 13 session) and July 22 (for July 29 session) at the ticket office on Coffman Union's ground floor. After the deadlines, any available spots will be filled on a first-come, first-served basis. Transportation is included in the cost. Meet at Coffman's info desk at 5:30 p.m. \$20/person includes dinner on the beach.

Thurs., July 15

■ **Bicycle Maintenance Clinic**—Bike specialist Rob Dehoff, Varsity Bikes, will be on hand with his tools and expertise. Sign up by Friday, July 9; at the Coffman ticket office. Space is limited. Noon–2 p.m., Coffman Plaza (rain site: Whole Music Club, Coffman basement of Coffman).

Tues., July 20

■ **Introduction to Herbal Scents and Oils**—In this beginning level workshop, participants will learn the healing and cosmetic properties of 15 essential oils and prepare oil blends for massage and bath. 1:30–3:30 p.m., classroom 2, Minnesota Landscape Arboretum. \$30 (members); \$40 (nonmembers). FFI: 612-443-2460.

Thurs., July 22 and 29

■ **Marquetry: Art of Painting with Wood Veneers**—Marquetry, the ancient art of working with wood inlays, incorporates the movements of the wood grain. Participants will learn how to layer the thin slices of veneer and jigsaw them together into unique creations. 6–8 p.m., classroom 1, Minnesota Landscape Arboretum. \$35 (members); \$45 (nonmembers). FFI: 612-443-2460.

Mon., July 26

■ **Small Trees for Small Spaces**—Discover which smaller trees provide interest and function best in your landscape, which ones are Minnesota-hardy, and what's available at nurseries. 1:30–3:30 p.m., Minnesota Landscape Arboretum auditorium. \$15 (members); \$25 (nonmembers). Sponsored by the Friends of the Andersen Horticultural Library. FFI: 612-443-2460.

■ **Watercolors for Beginners and Intermediates**—Class provides materials (brush, paper, and paint), color subject matter, and process for creating your own watercolors. 1–3 p.m., classroom 1, Minnesota Landscape Arboretum. \$85 (members); \$105 (nonmembers). FFI: 612-443-2460.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, Institutional Relations, 6 Morrill Hall. Deadline for the August issue is July 12.

In this issue:

- Two U projects explore racial issues, p. 4
- Images of Church Street, p. 6
- Celebrating the dime novel, p. 7

Kiosk

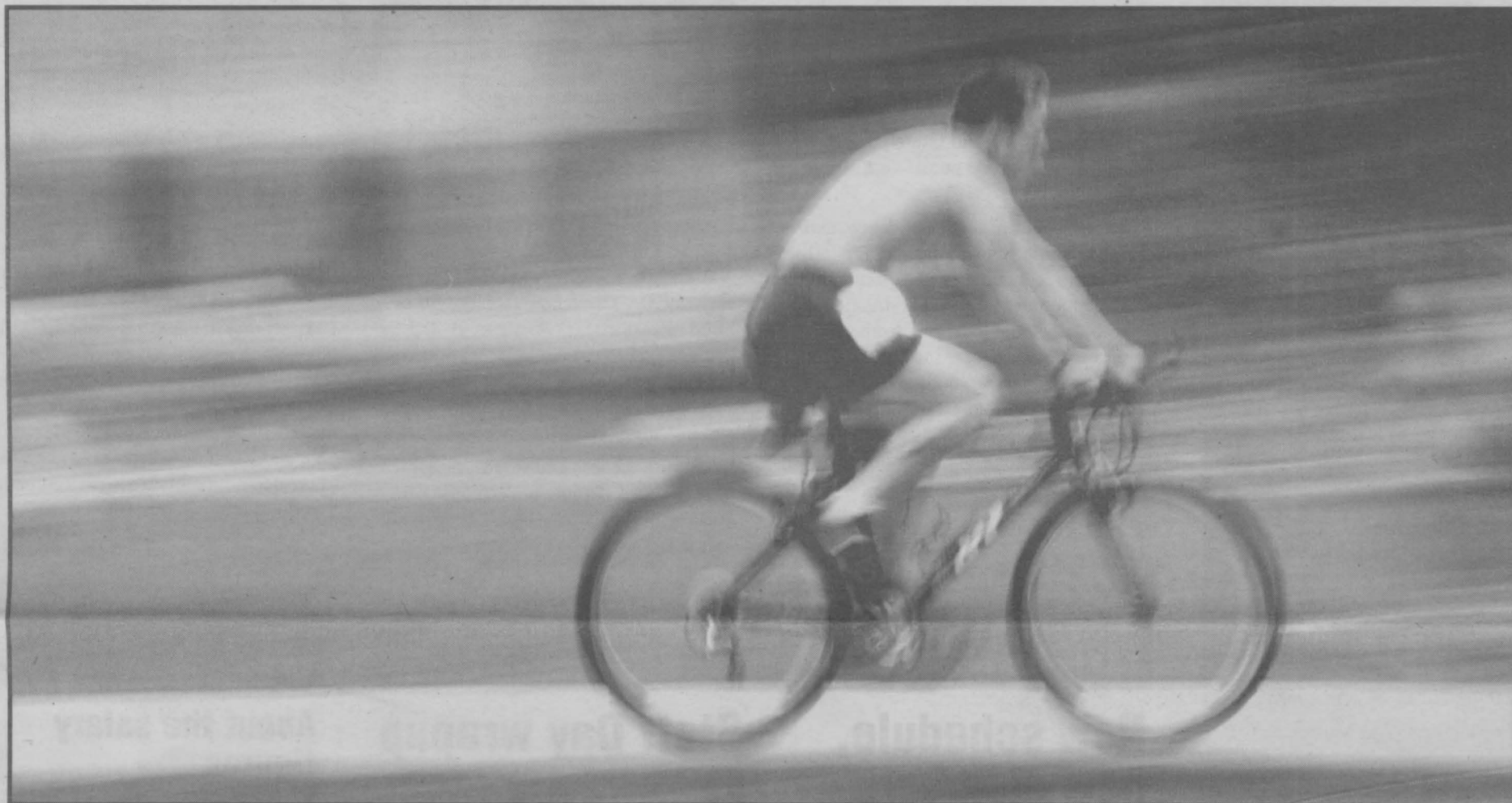
www.umn.edu/urelate/kiosk/


Photo by Tom Foley

Racing through the Short Sweet Summer of '99

Larry Rudnick won't have time to paint his house this summer.

Recovering from sinus surgery and preparing for his daughter's wedding, the astronomy professor is also getting ready for a professional meeting, writing a major grant, and—oh, yes—preparing for two courses he'll teach when classes resume this fall. Well, not exactly *fall*. The U's conversion to semesters means that classes will begin September 7, the day after Labor Day. And that leaves faculty and staff with a summer shorter by two weeks than what we're used to. For many, that's meant extra workloads, harried schedules, and postponed vacations.

Talking on a speaker phone while he dashes off e-mail, Rudnick can't blame this frenetic combination of self-imposed and circumstantial demands entirely on the short U summer. But it's not helping.

"My course content will be the same as it was in quarters, but semesters make it a bigger job," he says. "I'm also teaching a freshman seminar for the first time. I have no idea what's going to happen there. I'm really in over my head," he says, though one suspects that this Morse-Alumni teaching award winner may be exaggerating slightly.

Rudnick may be extreme—but maybe not. All over campus, faculty and staff are cramming extra work into a short summer that most seem to be managing with good humor, if not also a dash of craziness.

The registration/orientation scramble

Among the most affected by the short summer have been staff with responsibilities for registration and orientation. Not only did orientation begin two weeks early—June 21—but it came as staff were also adapting to PeopleSoft, the new online registration system that went live May 17.

The simultaneous transition to PeopleSoft did complicate matters, says Ann Pineles, a coordinator for the Institute of Technology's lower division. Apologizing for what she feared was a short temper in the midst of one such orientation day in early July, Pineles sighed, "I hate to sound like this. It's impossible. In fact, I can't complain because everyone is in the same boat; I know CLA has at least as much as we have going on. I must admit I am trying to look forward to when it stops. In the meantime, we just laugh hysterically and do our work."

The fact that summer session registration was on the old Legacy system while fall registration was on PeopleSoft—and both were happening at the same time—might have contributed to such self-described hysteria.

"Grades for spring, registration for summer session, and registration for fall all happened at the same time," says Mary Koskan, associate director in the registrar's office. "Summer is normally busy, but nothing like this summer. We had asked the staff if at all possible not to take vacations during the transition. That worked well. Now staff have to have vacations. They've been under a lot of stress," she says, adding that her office did hire some temporary staff for the busiest time.

The good thing, Koskan says, is that the new registration system is "getting very good feedback from the students. We've been very impressed with how patient the students have been. I think it's gone remarkably well for implementing a new system for such a large campus."

Summer session is hot

For those involved with summer session, there are other issues.

*Subtract two weeks from summer
and what do you get? Faculty
and staff talk about the squeeze
as we prepare for semesters.*

continued on page 3

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This publication is available in alternative formats. Please call 612-624-6868.

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

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Reasons for optimism

By Mark G. Yudof

These are very promising times for the University, even as we deal with some troubling issues.

Most of you are aware of the troubling news: the ongoing investigation of the men's basketball program that led to the departure of Head Coach Clem Haskins, as well as the July report on alleged sexual misconduct and domestic abuse incidents by student athletes.

Both situations are obviously disturbing. Academic misconduct charges strike at the very heart of a university, whose credibility depends absolutely on its academic standards. And sexual misconduct charges that are minimized or circumvented threaten the safe, equitable, and supportive environment to which we are all entitled. Neither situation is tolerable. Moreover, such charges—whether ultimately substantiated or not—erode public confidence in the University.

We must restore that confidence, and we're taking steps to do that. By fall, we will receive the final report from the academic misconduct investigation as well as recommendations from two groups I have directed to study our policies related to sexual abuse allegations. Changes will almost assuredly be required as a result of these reports. Clearly we are going to be dealing with these issues for some time to come.

In the meantime, I think it is important



to remember that this is a great University where great things are happening. One shining example is the funding we received from the state legislature this spring to hire 30 new professors—an important step in reversing a decline that has left the faculty about 300 members smaller than it was in the early 1990s. These new faculty will be hired over the next two years by the College of Liberal Arts, the Institute of Technology, and the College of Biological Sciences in the Twin Cities, and in Duluth and Morris.

Bolstering the arts and sciences—which have endured chronic underfunding for quite some time and which I believe are

fundamental to success at the University and beyond—will be a key initiative. One of the ways to do that is to encourage freshman seminars. Any department receiving one of the 30 new positions must offer at least four additional freshman seminars annually. Five new CBS professors, for example, would generate 20 new seminars.

Far beyond their immediate content benefits, freshman seminars offer multiple advantages: close contact between freshmen and faculty, a sense of belonging among students, and valuable mentoring opportunities. As communication-intensive experiences that emphasize speaking, writing, critical/analytical thinking, and the development of reasoned arguments, the seminars provide skills central to learning at any level and excellent preparation for advanced courses.

In addition to a larger faculty and an expanded seminar program, new students this fall will experience the second in our revived series of freshman convocations, a welcoming event that has set a new tone of friendliness and excitement on campus.

I expect that the next few months will be exciting as well as sometimes frankly discouraging; such is the nature of the times we are in. My pledge is that I will be candid, I will work with you, and I will do whatever is necessary to create and maintain an environment that does honor to this University.

CIVIL SERVICE

New schedule, new members

The Civil Service Committee (CSC) has changed the day of its monthly meeting to the last Thursday of each month, from 9 a.m. to noon. Check the CSC Web page (www.socsci.umn.edu/civilser) for meeting place. Our first meeting of the 1999–2000 academic year will be at the Duluth campus on September 30.

New officers for the year are Stephanie Dilworth, chair; Wendy Williamson, vice chair; and Paulette Jackson, treasurer.

The committee has six new members this year: Dana Langseth, Human Resources/University Services; Craig Atkinson, Research Animal Resources; Carla Lien, Student & Office Systems Support; Rose Blixt, Weisman Art Museum; Tina Lorsung, Office of Disability Services; and Norma Storms, Carlson School of Management.

They join current members Stephanie Dilworth, Department of Audits; Thomas Stark, Facilities Management; Mary Berg, University Child Care Center; John Blair, Grievance Office;

Paulette Jackson, Office of Admissions; Bonnie Jude, University Day Community-General College; Wendy Williamson, Department of Economics; Blake Downes, School of Dentistry; Gavin Watt, School of Public Health; Mary Jane Towle, Department of Surgery; Richard Haney, Recreational Sports-Duluth campus; Don Cavalier, Counseling & Career Center-Crookston campus; John Felipe, Equal Opportunity/Affirmative Action (ex-officio).

Staff Day wrapup

Pictures from Staff Day 1999 are on the Staff Day Web site at <http://128.101.150.185/SD/STAFF-DAY.HTML>. A report of Staff Day activities on the Twin Cities campus (June 2) and Morris campus (May 19) are also located there. Crookston held its event May 27 and the Duluth event will be July 28. If you'd like to help with next year's planning, or have some ideas on how to make this a bigger and better event, please call Wendy Williamson at 612-625-2516 or e-mail wendy@atlas.socsci.umn.edu.

—Wendy Williamson

LETTERS

About the salary figures

In the July issue of *Kiosk* ["How much of a salary increase? Depends on how you look at it"], Maureen Smith writes about salary increases for professors, associate professors, and assistant professors. Is the data provided (e.g., "The mean salary at Minnesota is \$85,600," p. 2) based on a nine-month or twelve-month appointments?

—Muriel J. Bebeau, Ph.D.
Professor, School of Dentistry
Faculty Associate, Center for Bioethics
Director of Education, Center for the Study of Ethical Development

Reply:

The amounts are for nine-month salaries, and in the case of eleven-month appointments (i.e., A-base), salaries are converted to the nine-month equivalent, according to Peter Zetterberg of the U's Office of Institutional Research and Reporting. This is how it is done in the national surveys, Zetterberg says, adding that if a faculty member with an A-base appointment wanted to compare her salary to the reported averages at each faculty rank, she should multiply her salary by 9/11. —Ed.

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@tc.umn.edu.

Extension educators extend the U to you

With offices in each of the state's 87 counties, the University of Minnesota Extension Service is the University's outreach arm. Almost 300 extension educators in those counties make up the single largest group of P&A academic staff at the University.

Extension's mission—connecting community needs and University resources—is achieved through unique collaborations between county educators, local community organizations, and campus partners in more than a dozen University colleges and schools. Their research-based noncredit programs cover a variety of topics from water quality to sustainable agriculture, from urban horticulture to youth development, from natural resource management to tourism development. Some recent examples:

Howard Person, extension educator in Pennington County, is the coordinator of FarmWrap, a project that provides "wrap around" services to farm families caught in the rural crisis in northwestern Minnesota. Families can receive free counseling for stress, depression, drug and alcohol problems, and domestic abuse. After six years of poor agricultural yields due largely to weather, about 60 to 70 percent of Pennington County farmland could not be planted in this year's severe wet weather. "Many families aren't able to make it. We will lose 25-30 percent of our farmers this year," Person says.

Jan Hodges Gilman, extension educator in Faribault County, coordinates Parents Forever, an educational program mandated by the courts for divorcing parents. This 12-hour program covers such topics as the impact of divorce on adults and children, legal and financial issues, mediation, and the cost of raising children. "I wish I'd gotten into this program earlier in my divorce," is a common reaction of participants. Gilman emphasizes the importance of the collaboration between extension, community education, court administration, and other community partners in the success of this two-year-old program.

This month you will find many extension educators at the State Fair, especially if they are youth or agriculture educators. They will most likely be in the 4-H Building managing the youth programs, entertainment, demonstrations, judging, and hundreds of 4-H members whose county projects have won them a trip to the fair.

To learn more about the University of Minnesota Extension Service, and other educational programs and materials, see www.extension.umn.edu/.

For more information about issues affecting professional and administrative (P&A) staff and the Academic Staff Advisory Committee (ASAC) that is addressing them, see www.umn.edu/ohr/asac/.

—Karen Lilley



David Pfarr (right), Le Seuer County extension educator, helped this farmer plan how to recover from the serious tornado damage to all his buildings and fields. Within 24 hours of the tornado, Pfarr and his extension colleagues assembled staff from surrounding county offices and volunteers from local churches, businesses, and schools. Teams contacted each farm family in the path of the storm to offer assistance with the cleanup. Within two weeks they trained and managed over 4,286 volunteers to clean up 4,000 acres of crop land just in time for planting.

Summer

continued from page 1

Jack Johnson, director of summer session, says that for starters, enrollment is way up. "Overall, undergraduate enrollment is up 14.2 percent for term I of summer session, up 5.7 percent overall on the Twin Cities campus," he says. "We'd have to research to see for sure, but based on what people are saying and our own common sense, it looks like students are looking for ways to finish up courses before the new semester schedule starts. Courses that meet graduation requirements filled up early."

Summer session—which ends August 25—used to end three to four weeks before classes started. This year, it will be more like 10 days.

"We'll be scrambling to pull together enrollment stats for summer '99 so we can provide them to the faculty when they come back—which they'll do two weeks earlier," Johnson says.

In the meantime, Johnson says that the push is to get preliminary summer course schedules on the Web by December. "We don't ask faculty what they'll be offering until beginning of fall. They've barely finished summer of '99 and now we're asking them to get ready for next summer."

By next year, though, things should be more relaxed, says Johnson. "Summer session will end earlier. Most course work will be over by August 4, so we'll be back on track next year."

Faculty intensive

For some, this is a summer of doing things earlier and differently and making choices about time. Joe Galaskiewicz,

director of undergraduate studies in sociology, says, "We have to do a lot of things we usually had pushed off until August: remind faculty about their syllabi, schedule orientation for TAs, assign TAs.

"It's not only a short summer, but it's a summer before semesters. We're revising all our undergraduate sociology courses. Also our courses are writing-intensive, so the faculty have to be redoing their courses so they include more writing. These are all things that make the summer even shorter. It's not only that there are fewer weeks; there's much more you have to be paying attention to."

As a researcher, Galaskiewicz says, "I don't usually finish the spring term until the third or even the fourth week of June. My research life doesn't begin until about July 1. That usually was OK; I still had all of July, all of August, and half of September. Now the amount of time for research is severely limited."

"Lots of faculty use the summer for research," agrees Laura Coffin Koch, associate professor in General College and director of semesters, who has spearheaded the conversion effort. "If you have a project that's planned out, where do you take off the two weeks? Vacation? Research? Both?"

"The colleagues who are taking their down time in July have had to choose between family and work," says Galaskiewicz. "Faculty have had to make a lot of difficult decisions to ensure that they do take care of their families. The precious time we have for research is what suffers. When the students walk through the door you have to take care of them. We all have that commitment."

No more golden September

"For faculty who teach, there's almost no time for a break between summer session

and the time they go into a 15-week term," says Koch. "Once, you had a break, a month of down time to clear your mind. Now you've had a short summer and come back to a 15-week term."

Even next year, when the break is longer, many people will miss what was a sort of golden time on campus.

"I think people will miss the period from Labor Day till the start of classes," says Koch. "People could sit back, take a break, enjoy a beautiful time of year. It was a peaceful time to be around the U, have good conversation. Not all faculty had that, but for those of us here, it was a good time. We will have something like that in May. Instead of taking stock before; it's reflection after. It's just different."

"Personally, the most relaxed time of year usually was from the middle of August to the middle of September, especially the first half of September," agrees Galaskiewicz. "It was a time to take trips or to have some down time. This year, there is no down time."

"September has always been my favorite month, my month to renew," says Karl Smith, associate professor of civil engineering, who teaches Summer Honors College, a program for high school students. "I go from January to August without a break. That was OK when I had September. I'm sure we'll adapt. It's just a one-time thing. We need to make the best of it. It's here. We need to do it."

Besides, admits Larry Rudnick, "We live for this. What can I say? We're faculty."

—Mary Shafer

Maureen Smith contributed to this article.

SPEAKING

THE COLOR OF FEAR

David is troubled and puzzled. A white man in a circle of mostly men of color, he doesn't understand why they keep defining themselves in racial terms and complaining about racism.

discussion," Sweitzer says. "If we can't talk to each other honestly about race and discrimination, we're not going to be able to address it or fix it." The beauty of the film is that it "jump starts that conversation and gets to the heart of the issues."

"I once criticized it because it's all men," Sweitzer says. "That's one of the reasons it can focus on race. Gender adds another layer of complexity that is equally important but different."

Because the film is so powerful and painful, she says, "we would never show the movie and just leave it at that." People need a chance to talk about what they have seen, what their own experiences have been, and how they feel about it all.

Much of what happens in the film is a struggle between David and some of the men of color. "You have to listen to our experiences, because they're valid," one of them says. David doesn't want to believe racism is as widespread as they say. "Maybe it is," he finally admits. "It must be, because you express it, and others in the group express it."

Reaching the point of acknowledging someone else's reality is crucial, Sweitzer says. "As you get to know somebody you can accept that it's their reality, whether or not it is familiar to you." Unlike a debate, the goal in a dialogue is to find common ground.

Race is such a loaded topic today that people are uneasy talking about it, Sweitzer says. To a white person, being accused of racism feels like being called a terrible person. "We're so jumpy about it." It takes a long time to get past "You're wrong" or "You're not listening" to "I didn't mean it that way, but I can see why you took it that way."

The direction of the small groups that are formed in the fall will depend partly on who is interested in participating, Sweitzer says. Some groups of faculty, staff, and students will be organized around a theme, such as classroom experiences or student activities. "We need to include the personal, but our focus is on the professional, in the workplace and the classroom."

Some groups may be narrowly focused, others more wide open. For the groups to be effective, it will be important for them to be racially and ethnically diverse. Groups might begin by seeing the film and then meet weekly for a month.

If you are interested in joining a group, call Sweitzer's office at 612-624-9547.

—Maureen Smith

Excerpts from The Color of Fear, a film the Office of Equal Opportunity and Affirmative Action (EOAA) will use this fall as the basis for dialogue in small groups.

"I am an American. I'm an all-American man. The reason I say that is that I was born here, educated here, and that makes me an American."

—David Lee, of Chinese heritage

"What is presented to me as an American does not look like me, does not think like me, does not smell like me, does not cry like me, does not play like me. To name 'American' as my primary identity would be to deny most of who I am."

—Roberto, Chicano

"You're not allowed to be a black man in corporate America. If you walk through halls with some pride, you're going to scare some people. You've got to shuffle. It's a 1990's shuffle, but it's still a shuffle."

—Loren, African American

"White people don't talk about themselves as white people. They talk about themselves as human beings, as if it means the same thing. What I want to know is, what does it mean to be a white person? Doesn't it seem kind of deep to you that you don't have an answer to that question?"

—Victor, African American

"I am a racist, and I've been working at it, at unlearning that, since 1976, and I've still got it, and there's a lot of pain around that."

—Gordon, European American

Nine men of ethnically diverse backgrounds share their experience, vulnerability, and anger in a 90-minute film that the Office of Equal Opportunity and Affirmative Action (EOAA) will use this fall as the basis for small-group dialogues.

"For years I've said, 'Why do these guys have such a problem being a color?' Why aren't we just humans?"

Victor, an African American, is angry. "Racism gets looked at as a person of color's problem, and it's not," he says. "We're on the receiving end of the problem. We're not the problem. Racism is essentially a white problem."

In our culture "American" and "white" and "human" become synonymous, Victor says. Telling a black person to be "just a person" is like saying, "Why don't you become like a white person?"

The clash between David and Victor is part of a conversation on race and racism in the film *The Color of Fear*, which will be used by the Office of Equal Opportunity and Affirmative Action (EOAA) this fall as the basis for dialogue in small groups.

In the film, nine men—African American, Asian American, Latino, and European American—talk honestly from their own experience, letting their anger and their vulnerability show. The 90-minute film by Lee Mun Wah is drawn from three days of dialogue. The film maker is a Chinese American whose mother was murdered by an African American and whose father became filled with hate against all African Americans. Lee Mun Wah did not want hate to be his own legacy.

The film is important, says EOAA director Julie Sweitzer, because it is both hard-hitting and hopeful and "has an impact on just about everybody who sees it." When the film was used at a workshop for equal opportunity officers in June, the evaluations were uniformly positive except for one criticism: the group was too large to give people enough chance to talk.

"What I would like to do is start many small groups. This needs to be an ongoing

projects—one U-produced, the other being used by U staff—are helping to
ge our often painful ethnic divisions.

UT VOICES FROM THE GAPS

When Toni Morrison was on campus a few years ago, the Nobel Prize-winning author used the term "voices from the gaps" to describe the many voices needed—especially those of women writers of color—to fill the gaps of human experience in the mainstream literary canon.

From that reference came the name of the award-winning Web site Voices from the Gaps (voices.cla.umn.edu), the brainchild of faculty members Toni McNaron and Carol Miller and graduate student Laurie Dickinson.

Now in its third year, the site is both a teaching tool and an expandable, updatable source of information on women writers of color. Some teachers, at the University and across the country, have made it a class assignment, or an extra project for students who want an A, to produce a page for the Voices site on an individual writer. Some local high school teachers have made similar assignments as group projects.

Voices is intended as "a pedagogical tool to allow not only professional and independent scholars, but also high school and college teachers and their students to produce research and scholarship that could be disseminated to the potential 'world-wide' audience via the Internet," says Miller, associate professor of American studies and American Indian studies.

"They've learned so much. It's been really great for them," English professor McNaron says about students who have prepared pages for the site. The students usually do their best when they know that their work, if it is good enough, will be published electronically.

Pages on individual writers include excerpts from their work, photographs, biographical and critical information, bibliographies, and links to other sites.

Almost 100 author-pages have now been completed, and a few hundred other writers are listed and ready to be claimed by scholars and students. The Voices site is in no danger of running out of subjects, McNaron says; the challenge is in keeping up.

"We get messages from people who find us and say, 'You don't have somebody.' Then we put the person on our list. It's such an interactive site. People are excited about it," McNaron says.

"We get tens of thousands of hits by the month," she says. Although she and Miller have promoted the site when they've had a chance—at conferences and meetings with teachers—people mostly learn about it by word of mouth or chance discovery. More than 1,200 Web users have sent their impressions by e-mail.

"Today I discovered Voices from the Gaps when doing a lunchtime surf. WOW!" one woman wrote from a military installation in Arizona. "This is the first site I've put on my favorites list!"

"Wow, wow, and wow again," someone wrote from South Africa. "This looks to be a truly informative and inspirational site."

"As a young, black, female writer who excels academically, I often felt alone," a woman wrote the summer before starting as an English major at Yale. She discovered the Voices site when looking for information about Alice Walker, and "when I realized what I had fallen across, I felt like I was finally home."

One e-mail response that especially pleased McNaron came from Lucy Ann Hurston, niece of Zora Neale Hurston. "I was extremely impressed with the depth of Hurston information your page supplied," she said.

"When people who are of the community we are writing about think what we have done is good, that's the real litmus test," McNaron says.

McNaron and Miller credit Dickinson with the functional and attractive design of the site. "The look is because of her," McNaron says. "It's beautiful." A graduate student in English at the time, Dickinson subsequently opened her own business designing Web pages.

As proud as they are of the site, the two faculty members think it still has untapped potential. They are now seeking support to broaden its reach. "We do all this on overload, with not a minute of release time or a penny recompense," McNaron says. Ongoing support to offer a research assistantship to a graduate student of color could keep the site going and expand it, she says.

"We believe that Voices from the Gaps is a wonderful resource to bring positive attention and connection to the University, not only from those who use it and contribute to it, but also as a tool of recruitment and retention of graduate and undergraduate students of color and others interested in doing research on issues related to an increasingly important body of American literary work," Miller says.

—Maureen Smith

Thanks to an award-winning U Web site, the world can hear the voices of women writers of color.

■ **Findings of an independent investigation** into charges that U officials had interfered with resolving alleged sexual misconduct and domestic abuse incidents by student athletes were announced July 9. President Yudof said a series of immediate actions will be taken.

Although the report found no evidence of routine interference, it did find favoritism toward student athletes and insensitivity toward female victims by officials within the Office of the Vice President for Student Development and Athletics. "While the evidence of actual interference in police investigations is minimal, the report describes a series of incidents that are deeply troubling to me," Yudof said.

■ The Faculty Consultative Committee agreed July 7 to appoint a special faculty committee "to provide faculty analysis and perspective on **allegations of academic misconduct** and to make specific recommendations for change when needed, to identify faculty responses and actions to findings of misconduct, and to evaluate University policies, processes, and procedures in order that any necessary changes be made."

■ A gift of \$10 million from Curtis Carlson and the Carlson Family Foundation, made before Carlson's death in February, was announced July 9. The largest portion of the gift, \$8 million, will go to the Carlson School of Management to create an endowment to provide a permanent source of funding for continuing advancement of the school's excellence. The remaining \$2 million is for the new University Gateway Alumni and Visitor Center.

The gift brings the total donations from the Carlson family to \$46.5 million. "Just as John Sargent Pillsbury is called the Father of the University, Curt Carlson could be called the Modern Father of this institution," Yudof said. "His devotion to the University, and to all that it has meant to this state, never wavered."

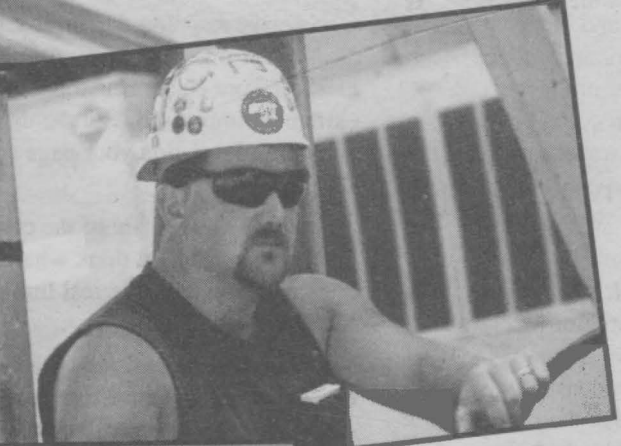
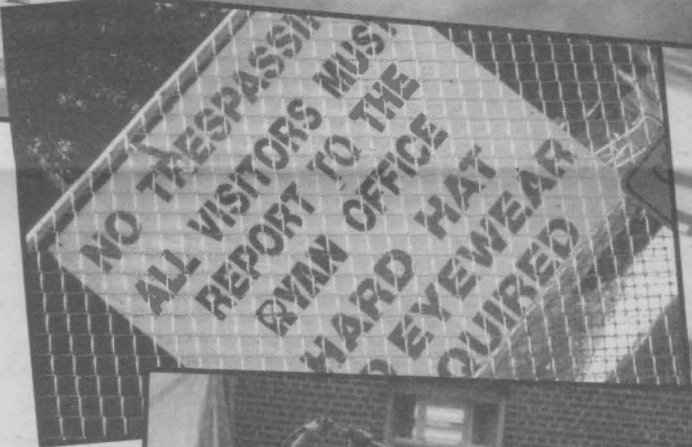
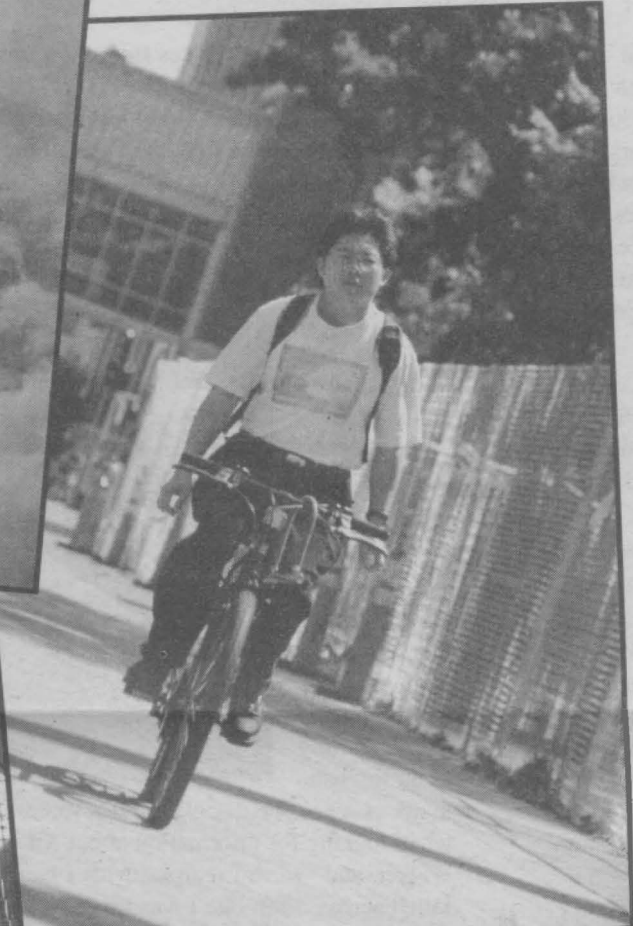
■ Yudof visited **Belgium, the Netherlands, and Israel** July 10–23, along with his wife, Judy, and senior members of his administration. Goals of the trip were to reinforce and establish international ties with universities that complement the teaching and research objectives of the U and enhance the economic development of the state.

■ **Mary Heltsley**, recently appointed associate vice president in the Office of the Executive Vice President and Provost with responsibility for outreach, has also been named interim chief academic officer for U educational programs in Rochester.

■ Ground was broken July 20 for a new cavern at the U's physics facility in the **Soudan mine**. The cavern will house a detector for neutrinos beamed from Fermi National Accelerator Laboratory in Chicago as part of an experiment to determine if the subatomic particles have mass. The \$146 million project begins in 2002.

Just another summer stroll

Actually, a tour of Church Street this summer is more like a walk on the wild side as U staff photographer Tom Foley found when he shot these images of the construction activity now in full swing. Cranes, hard hats, and No Trespassing signs are most evident around Förd and Murphy, which are undergoing major renovations. For detailed information about U construction, see www.umn.edu/construction.



on Church Street

Creating balance

“I understand why my parents love their jobs. What I don't understand is why they bothered to have me if they're never going to be with me.”

This child's insightful yet illustrative statement reflects the tremendous impact our choices can have when our work and home life become unbalanced. Working too much, giving too little time to family and friends, and neglecting the need for personal time can be harmful to others as well as ourselves. Others begin to feel disregarded or neglected, life starts to feel out of control, peace of mind becomes more difficult, and we begin to feel worn out.

What exactly does it mean to have your life in balance and how do you achieve it? First, balance is not a state we attain and stay at permanently. Instead, it is an ebbing and flowing process that we need to be continually aware of, engage fully in, and make adjustments to as we move through life's many changes and opportunities.

One tool that can assist us in managing this dynamic process of balance comes from the book, *The Seven Habits of Highly Successful People* (Covey, 1989). Covey uses the following grid to help people determine what is important in their lives and how they spend their time and energy.

Quadrant I of the grid is the place to list things that are currently urgent and impor-

I	II
III	IV

tant in your life such as deadlines, medical situations, certain household repairs such as a broken furnace in the winter, and certain meetings such as a next-day job interview.

Quadrant II should include things that are important but not urgent: writing your job goals for the next year, recreation activities with your family or friends, planning a relationship—building date night with your partner, having an hour to yourself each day, and so forth.

Quadrant III is for things that, while not really important, seem to take on a sense of urgency. Covey refers to this as the quadrant of deception because although these may seem like highly important and required activities, they really aren't. Examples include attending every activity or meeting to which you are invited, attending to unplanned interruptions in

your work, striving for perfection with every activity, or taking on work for which others are really responsible.

In Box IV list activities that are not important or urgent such as busywork, opening junk mail, listening to telephone solicitations, or watching TV.

Many of us choose to spend a large portion of our time in quadrants I and III, depleting ourselves of time and energy on activities that seem—and may not truly be—urgent. This leads to a sense of imbalance. Spending more of our time on activities in quadrant I and more importantly, in quadrant II, creates a sense of balance control. Time and energy are now directed toward activities and relationships of value and importance rather than “have to’s” or busywork.

As our lives at home and work change, adjustments may need to be made if we are to spend our time and energy on the activities and relationships that provide value and meaning. Listed below are additional suggestions to assist in managing the ongoing process of balance as our lives and relationships change

- Asking for assistance and delegating responsibility;
- Taking a lunch break every day away from your usual work activity;

- Sharing your challenges or feelings with others whom you trust;
- Eating nutritional meals daily;
- Developing a physically active lifestyle;
- Having a quiet place where you can rest daily;
- Surrounding yourself with positive and fun people;
- Not allowing your identity to be dependent solely on your work or role;
- Learning to say no and setting limits;
- Planning ahead and not letting others or things deter your plans;
- Doing one thing at a time;
- Building in fun and enjoyment each day;
- Letting go of things and other people's behavior that you cannot control.

—Lisa Dau

Source: Snow, M. *The workplace in children's lives: problem or promise?* in *The Leading Edge: Statements on Ethics and Corporate Responsibility* (p. 2). Minnesota Center for Corporate Responsibility: Affiliated with the University of Saint Thomas.

F.Y.I.

When I grow up

If you're looking for some professional development workshops this summer, the Career Enrichment Program offers these sessions in August. Register online at www1.umn.edu/ohr/ecep/schedule.htm.

■ **Do What You Are: Using the Myers-Briggs Type Indicator (MBTI) in Career Planning.** Wed., Aug. 4: 10 a.m.—noon, 210 Donhowe. \$15.

The MBTI helps you understand your strengths and the strengths of others. It can also be a very useful tool in career/job planning. This workshop goes beyond the basics of the MBTI and explores how your type is related to your career interests, skills, and values. This workshop is appropriate whether or not you have taken the MBTI before.

■ **What Jobs Would I be Good At? Recognizing your Skills and Potential.** Tues., Aug. 17: 9–11 a.m., St. Paul Student Center, Commons Room. Free.

This workshop will help you explore the skills you have gained over your lifetime, both in and out of your paid work. You'll participate in exercises designed to illuminate the skills you prize most and help you discover in what jobs or careers you can apply those skills.

I'm falling...

Demolition of Owre Hall, Millard Hall and Lyon Lab is scheduled to begin August 2 and will be complete in mid-October. Faculty and staff in buildings surrounding the demolition site should expect noise, dust and vibration as a result of the work. To accommodate demolition, the right lane on east-bound Washington Avenue will be closed from August 2 until September 3. The sidewalk on the south side of Washington Avenue from Church Street to Union Street, as well as the bus stop in that block will also close August 2. The sidewalk and bus stop will be closed throughout the construction of the new Molecular

and Cellular Biology building and will reopen in early 2002. For more information, visit the construction web site at umn.edu/construction/ or call the construction hotline at 626-7777.

Construction: just the facts

In response to the number of roofing projects on the Minneapolis campus this summer, the Department of Environmental Health and Safety has developed a fact sheet on the health issues surrounding tar smells. For a copy of the fact sheet, contact DEHS at 626-6002 or visit the DEHS website at dehs.umn.edu/roofingappendix.

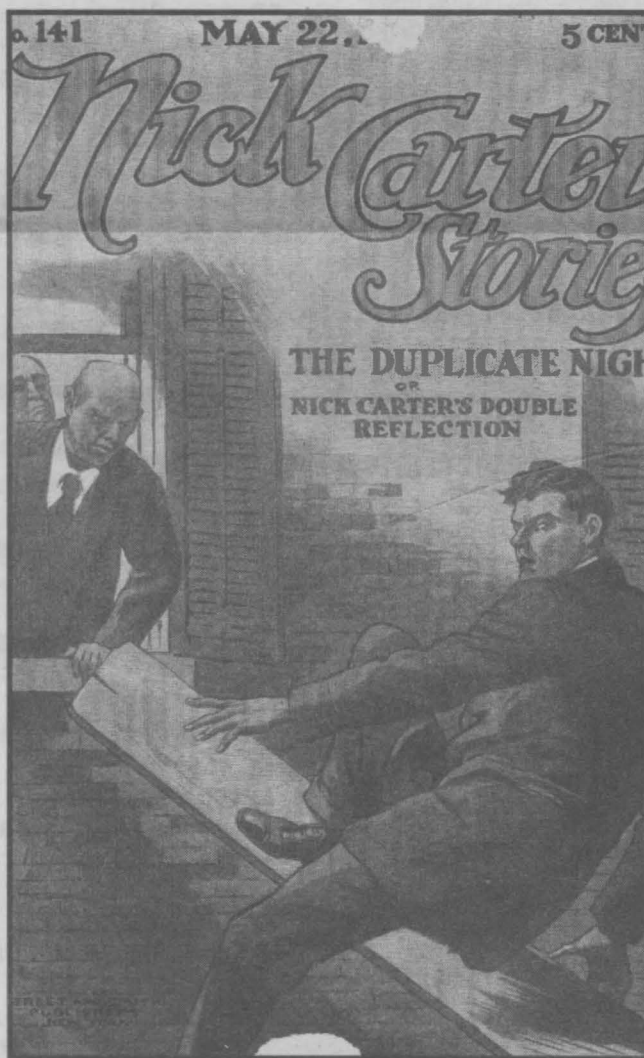
Meanwhile, brochures about construction are available from Institutional Relations. Call 612-624-6868.

WWW. new policies

Updates to the U's Policy Library include new policies on leasing and financing equipment, faculty development leave procedures, and senate involvement in central administrative searches. Improvements were made to effort-certification procedures and reporting work-related injuries. Open the What's New section at www.fpd.finop.umn.edu.

Replacement card fee update

The price of replacing your U card rose July 1 from \$10 to \$15 for the Twin Cities and Morris campuses. It's the first price increase in the card's four-year history and is needed to cover the increasing costs associated with card production, says Heather Powell, marketing communications manager for the U Card office. As always, your first U card is free. Info on this and other U card matters: 612-626-9900 or www.umn.edu/ucard.



Nick Carter, master detective: alive at the U

His name may not be familiar in this age of intergalactic heroes and villains, but at the turn of the century, Nick Carter was arguably America's most famous crime-stopping superhero. From 1860 to the 1940s, Carter and other heroes fought on in American popular books that have come to be known as dime novels and pulp fiction. In its Hess Collection, the U's own Walter Library houses what may be America's largest collection of dime novels and pulp literature. This year the Hess Collection celebrates its 45th anniversary, with activities including a presentation on August 12 by J. Randolph Cox, a professor emeritus at St. Olaf College, whose fascination with Nick Carter includes 30 years of research. Check out the Hess Collection display on Walter's first floor. For more information, call 612-624-4576.

Kudos

■ **Clint Hewitt** was selected the Minneapolis-University Rotary Club's 1998–99 Rotarian of the Year at the club's annual dinner meeting June 21. Earlier this spring Hewitt also received a 1998–99 Special Achievement Award from the University YMCA Board of Management.

■ **Paul Pagel**, senior engineer with the Minnesota Technical Assistance Program (MnTAP), was elected president of the Twin Cities Chapter of the Chemical Coaters Association International (CCAI), a technical and professional organization providing information and training on surface coating technologies.

■ **Will Thomas**, associate professor, biostatistics, is the 1999 recipient of the School of Public Health's Leonard M. Schuman Award for Excellence in Teaching. The award was announced June 10 and will be presented to Thomas at the fall faculty meeting.

■ **Alexander Wagenaar**, epidemiology, received the Jellinek Award for lifetime achievement in alcohol policy and community intervention research during the 25th annual conference of the Kettil Bruun Society for Social and Epidemiological Research on Alcohol May 31 in Montreal. The Jellinek Award is given once every five years.

August calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

SPECIAL EVENTS

Sun., Aug. 8

■ **State Championship Criterium Bicycle Race**—A criterium is a bicycle road race on a short circuit designed specifically to appeal to spectators. Lasting 30–90 minutes and emphasizing bike-handling skills and strategy, the races are fast, with riders easily reaching 30 mph. 10 a.m.–4 p.m., on the U's East Bank. Sponsored by the Department of Physical Medicine and Rehabilitation's physical therapy program, the Minnesota Cycling Federation, and Bolder Options, a mentorship program for at-risk youth. FFI and location specifics: 612-729-0702 or <http://bikerace.ahc.umn.edu>.

Sat., Aug. 14

■ **Minnesota Prairie Day**—This day of prairie celebration and enjoyment includes continental breakfast; bus trip to the Nature Conservancy's Schaefer Prairie near Glencoe to learn about natural history, biodiversity, cultural history, and land use; buffet lunch and slide lecture on prairie plants and wildlife; and an optional guided tour of the arboretum's restored prairie. 8:30 a.m.–3:30 p.m., front entrance of the Snyder Building, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI: 612-443-2460.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 612-624-9050

■ **"Wings of Paradise"**—John Cody's spectacular watercolors of moths and the plants they live with, featuring 50 paintings of the world's most beautiful silk moths. Through Aug. 29.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 612-624-7434

■ **"A Gathering of Stitches"**—Scheduled to coincide with several quilting exhibits in the Twin Cities in 1999, this display of historic and contemporary quilts from the Goldstein's permanent collection explores the social, cultural, and personal meanings of quilts, tradition and innovation in quilting, and the continued reliance of this art form to diverse communities today. Through Sept. 12.

LARSON ART GALLERY, ST. PAUL STUDENT CENTER, FFI: 612-625-0214

■ **"In Search of a Personal Symbol"**—This mixed media exhibit features artwork by Alice Holm, Larry Stark, Donna Yamishita-Berry, Gordon Stettinius, and Diana J. Eicher. Through Sept. 10.

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **"Botanica: Contemporary Art and the World of Plants"**—Curated by Peter Spooner, this exhibition features 55 contemporary artists who use the plant world as an inspiration, a material, a point of departure, a subject, and a means of exploring the natural world and our relationship to it. Through Oct. 10.

WEISMAN ART MUSEUM, FFI: 612-625-9678

■ **Berenice Abbott's Changing New York**—Works from Berenice Abbott's documentary portrait of New York in the Weisman Art Museum's permanent collection. Through Aug. 16.

■ **Theatre of Wonder: A Quarter-Century with "In the Heart of the Beast"**—In celebration of its 25th anniversary, In the Heart of the Beast Puppet and Mask Theatre (HOBT) collaborates with the Weisman to present a retrospective exhibition of work in masks, puppetry, and performance. *Theatre of Wonder* provides a retrospective of HOBT's May Day parades, mainstage productions, and residency activities. Through Aug. 15.

In conjunction with the exhibition: Thurs., Aug. 12

■ **Music of the Beast**—Highlights from the musical history of the theater, performed by the original musicians and composer. 7 p.m.

Fri., Aug. 13

■ **Puppets from the New Generation**—Expect the unexpected in this closing program of the Theatre of Wonder series. 7 p.m.

FILM

Fri., July 30–Thurs., Aug. 5

■ **Hands on a Hardbody**—This documentary sneaks up on you with its brutally honest visions of people at their weakest. 7 p.m., Bell Museum Theater. Free. FFI: 612-627-4430.

Wed., Aug. 11

■ **Mambo Kings**—Two brothers from Cuba try their luck at the American dream. A dramatic story with an amazing soundtrack. 7 p.m., Coffman Theater. Free. FFI: 612-624-INFO.

Thurs., Aug. 19

■ **Breakin' 2: Electric Boogaloo**—The sequel to *Breakin'*, the '80s hit about break-dancing. 7 p.m., Coffman Theater. Free. FFI: 612-624-INFO.

MUSIC

Tues., Aug. 3

■ **Urban Renewal**—Traditional and contemporary bluegrass featuring Phil Nusbaum of KBEM's Saturday Morning Bluegrass Show on banjo, Coffman's own Ed Munafu on guitar, and Karen Van Norman on upright bass. Noon–1 p.m., Coffman Terrace (rain site: Whole Music Club, basement of Coffman). Free. FFI: 612-624-INFO.

Wed., Aug. 4

■ **U-Swing Workshop**—Learn basic and advanced moves, then practice to some great swing tunes. It's the last workshop of the summer, so don't miss it. 7 p.m., Coffman Terrace (rain site: Whole Music Club, basement of Coffman). Free. FFI: 612-624-INFO.

Wed., Aug. 4, and Thurs., Aug. 5

■ **Bad Jazz Returns**—A vaudeville-tinged postmodern roots extravaganza. 8 p.m., Weisman Art Museum, \$5 (WAM members and students); \$10 (public). FFI: 612-625-9495.

Thurs., Aug. 12

■ **Latin Dance Workshop**—Learn the salsa, merengue, and rumba. 7–9:30 p.m., Coffman Terrace (rain site: Whole Music Club, basement of Coffman). Free. FFI: 612-624-INFO.

Wed., Aug. 18

■ **New Band Showcase**—Eclectic lineup of new bands. 6 p.m., Coffman Terrace. (rain site: Whole Music Club, basement of Coffman) Free. FFI: 612-624-INFO.

SUMMER AT NORTHROP

This summer's free, outdoor concerts are at noon on Northrop plaza. For more information, visit the Summer at Northrop Web site: www.cee.umn.edu/northrop/home/main.html.

Wed., Aug. 4

■ **Slim Hippos**—Original plus traditional blues, R&B

Mon., Aug. 9

■ **Zhang Ying**—Traditional Chinese folk music

Wed., Aug. 11

■ **Bluebeat**—Acoustic and African blues with Indian tabla drums

Thurs., Aug. 12

■ **Butch Thompson**—Traditional jazz and ragtime piano

Fri., Aug. 13

■ **Bomba**—An explosion of salsa/Latin jazz

Mon., Aug. 16

■ **Ellen Lease/Pat Moriarty Quintet**—Original contemporary jazz

Wed., Aug. 18

■ **Basileirada Trio**—Brazilian instrumental music

ST. PAUL STUDENT CENTER MELODIOUS LUNCHES

Free noon concerts every Wednesday in the St. Paul Student Center Terrace Café. Multicultural lunches on Thursdays.

Wed., Aug. 4

■ **Joan Griffith and Lucia Newell**—Brazilian jazz

Thurs., Aug. 5

■ **Nicholas Carter**—Latin American Harpist

Wed., Aug. 11

■ **Greenwood Tree**—Hammered dulcimer and mandolin

CLASSES FOR FUN

Tues., Aug. 3

■ **Hillside Gardening**—Learn about grading, drainage, erosion, walls, exposure, and what plants are suitable for the hillside garden. 10 a.m.–noon, classroom 2, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI: 612-443-2460.

■ **Measuring and Matcutting**—Learn how to measure artwork correctly, cut single and double mats, and conserve and mount artwork. 5–8 p.m., The Studio, B-70 Coffman Union. \$10 (students); \$15 (fac/staff/alumni); \$20 (public). FFI: 612-625-9918.

Thurs., Aug. 5, and Fri., Aug. 6

■ **15th Annual Herb Symposium**—The Minnesota Landscape Arboretum's "World of Herbs" features the wonders of lavender, the 1999 herb of the year. FFI: 612-443-2460, ext. 180.

Workshops:

■ **Thurs., Aug. 5**—Create fragrant candles or herbal soap. 5:30–7:30 p.m., \$30 (members); \$40 (nonmembers).

■ **Fri., Aug. 6**—Demonstrations include Cooking with Beatrice: Herbs, Seeds & Spices; and Sensual Floral Arrangements. This will also include an herbal lunch catered by the Arboretum Tearoom. 8 a.m.–3:30 p.m. \$45 (members); \$55 (nonmembers).

Tues., Aug. 10, and Aug. 24

■ **Sailing Lessons**—Dinner and introductory sailing lessons on Lake Harriet with the U Sailing Club. Space may be reserved at Coffman Union's ticket office, ground floor. Meet at 5:30 p.m., Coffman info desk. \$20. FFI: 612-624-INFO.

■ **Tie-dyeing**—Color your clothes creatively. You can bring your own apparel or buy a T-shirt for \$5. Dyes, equipment, and instruction are free; Coffman Plaza. Noon–3 p.m. Free. FFI: 612-624-INFO.

Tues., Aug. 24

■ **Sailing Lessons**—Last chance of the summer to get in on introductory lessons, dinner, and a great sailing adventure on Lake Harriet. Space may be reserved at Coffman Union's ticket office, ground floor. After Aug. 17, any available spots will be filled on a first-come, first-served basis. Meet at 5:30 p.m., Coffman info desk. \$20. FFI: 612-624-INFO.

Thurs., Aug. 26

■ **The Edible Landscape**—Learn how to use common and uncommon vegetables with flowering annuals and perennials to create interesting combinations. Class includes visits to gardens. 10 a.m.–noon, classroom 2, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI 612-443-2460.

OUTDOOR ACTIVITIES

Thurs., Aug. 5

■ **Afton Park Bike Trip**—Explore the scenic Lost Valley area and Afton State Park. Bring your bike, helmet, lunch, and drinking water. Space may be reserved at Coffman Union's ticket office, ground floor. After Aug. 2, any available spots will be filled on a first-come, first-served basis. Meet at 11 a.m., Coffman ticket office. \$2 (students); \$3 (general), includes transportation. FFI: 612-624-INFO.

Tues., Aug. 24

■ **Boccie ball**—Enjoy the last lazy days of summer by playing this popular Italian lawn game. All equipment provided. Noon–1 p.m., Coffman Plaza. Free. FFI: 612-624-INFO.

Sat., Aug. 28

■ **White Water Rafting**—A thrilling outdoor adventure on the St. Louis River (just south of Duluth). Space is limited. Reserve your space at Coffman's ticket office on the ground floor. After July 28, any available spots will be filled on a first-come, first-served basis. Transportation is provided and included in the cost. Meet at Coffman's ground floor east entrance at 9:30 a.m. \$30 (students); \$40 (general). FFI: 612-624-INFO.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 6 Morrill Hall. Deadline for the September issue is Aug. 16.

The Newspaper by and for University of Minnesota Faculty and Staff

In this issue:

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- An adoption story, p. 4
- A doctor-candidate, p. 6

Kiosk

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Quake-like

The Lyons-Owre-Millard complex began crumbling into memory last month as the buildings were demolished to make way for the new Molecular and Cellular Biology Building, scheduled for completion in 2002. Scenes like this one on Washington Avenue are becoming common around the U as numerous construction projects get under way. For up-to-the-minute construction information, call the construction hotline at 612-626-7777.

YOURS, MINE, AND OURS: THE ISSUE OF COMMON GOODS

The U tackles a taxing issue: how to define and pay for services that everybody uses while making sure individual units have the revenue they need to operate their programs.

Everybody at the University wants a strong library, Steve Rosenstone says. We also “want the snow to be shoveled when we come. We love seeing the flowers.”

But if Tom Shaughnessy told people he was now accepting contributions to the library, not many would fork over money from their pockets or their departmental budgets, Rosenstone says.

The question is how to pay for items that, like the library and other services, are common goods. It’s a classic problem in political science, Rosenstone says: how to get people to pay for things they want but can have for free.

Rosenstone, dean of the College of Liberal Arts (CLA), chairs a budget management task force that was named by President Yudof in late May. How to pay for common goods is just one of the issues the group will wrestle with in the next few months. Yudof asked for a preliminary report November 1 and a final report December 1.

The major drivers in the University’s budget over the next few years will be compensation, facilities, debt service, and technology. “Those things together constitute the lion’s share of the issues the University has to address,” Rosenstone says. “These are not things we can wave a magic wand over and pretend they’re going to go away.”

Nobody questions that those are the big-ticket items. People do question how high the price tags should be.

“The real issue in my view is how to control those costs that are decided centrally and balance them against the needs of colleges and departments for revenue to operate their programs,” says Fred Morrison,

Faculty Consultative Committee chair and task force member.

“Everybody would like to come up with a system whereby the amount of money we need to take out of academic programs is less,” Rosenstone says.

Nobody likes taxes

One common misunderstanding, says associate vice president Richard Pfitzenreuter, is that “all central costs are administrative.” In fact, half of the centrally allocated money goes back to academic units. Money has to come from somewhere, for example, to pay for new initiatives in the compact agreements with colleges.

If paying for common goods is a classic problem, one classic solution is a tax. In the 1999–2000 budget, departments were assessed the equivalent of 1 percent of total revenue to pay for common goods, core

administrative services, and targeted academic investments.

It’s called institutional revenue sharing (IRS). A separate 1 percent assessment is for the enterprise systems project of computerizing processes and records.

“We’re not going to go up the mountain and come down with the tablets.”

—Steven Rosenstone

In the old budget system, before incentives for managed growth (IMG), 60 percent of the money was distributed by central administration and 40 percent by collegiate units. Under IMG, it is almost the other way around: 57.8 percent by collegiate units, 42.2 percent by central.

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EDITORIAL STAFF

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Reviewing a trip abroad

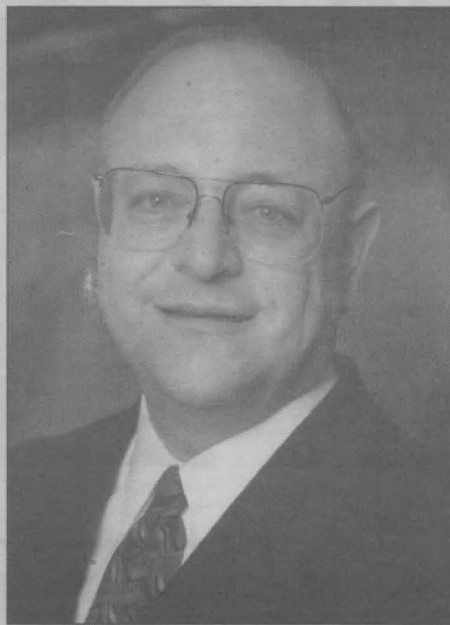
By Mark G. Yudof

In August I was invited to speak at an international conference of university presidents in Brussels. (Authentic Belgian waffles, incidentally, nearly converted me from pancakes!) Together with Associate Vice President Kvavik, I went on to Holland and then to Israel, for a visit organized by the American-Israel Chamber of Commerce & Industry of Minnesota. I was accompanied by Senior Vice President Cerra of the AHC, Dean Larsen of COAFES, Dean Michael of the Medical School, and other University staff.

Our goals were to enlarge funding for scholarships, to expand research/faculty/student exchange agreements, and to study technology transfer in Europe and the Mideast. Following are some highlights of our activities.

BRUSSELS. At the triennial meeting of the International Association of University Presidents, I joined academic and European Economic Community leaders in discussing the challenges and benefits of technology transfer, or the commercialization of technology developed by academic faculty and researchers.

HOLLAND. In meetings with University of Amsterdam President Jaap Franse, senior administrators, and faculty members, we celebrated the success of our mutual research and student-exchange programs, laying the groundwork for further such ventures.



ISRAEL. Over five days, our group met with the presidents, deans, and faculty at several locales to discuss future research collaborations and exchange programs.

At Tel Aviv University (TAU), we honored the accomplishments of the Lieberman-Okinow Chair in Disease-Resistance Breeding in Cereal Crops. This TAU-UM joint project involves the transfer of genetic materials from wild Mediterranean grains to crop grains such as wheat, barley, and oats to produce hardy hybrids. As a related matter, the TAU president agreed to seek creation of a program of courses taught in English, which is spoken by most TAU

professors and used in many Israeli textbooks. The aim is to attract U of M exchange students in engineering and science, as well as the social sciences, arts, and humanities.

At Hebrew University's School of Agriculture, we met with deans and key faculty to explore possible interactions in the areas of food science, soil science, and biological pest control.

In Galilee, classics professor Andrea Berlin showed us Tel Kedesh, an archaeological site of real excitement. At first thought to be an ordinary village, it has turned out to be an important Phoenician administrative center of the third to fourth century B.C.

During our visit we signed an exchange agreement that will send two American students to Poryah Medical Center in Tiberias this fall. Other stops included Haifa's Technion University, the Weizmann Institute in Rehoboth, and the Sachler School in Tel Aviv. While learning about Israeli medical education, Drs. Cerra and Michael also discussed neuroscience and other topics and explored possible joint efforts in genome therapy, perhaps under the Bilateral Academic R&D Cooperation (BARD) Fund. And at each visit we studied current models of technology transfer.

Everyone concerned was gratified by what we accomplished in cooperative research projects, exchange programs, government and business contacts, and other important areas. We look forward to further progress in the weeks and months ahead.

CIVIL SERVICE

Civil Service Committee sets goals for 1999-2000

In its strategic planning retreat August 5, the Civil Service Committee reorganized and created subcommittees as it set goals for the coming year.

The advocacy and rules subcommittees were merged and staff recognition was separated from the professional development subcommittee. Civil service employees are invited to participate on all our subcommittees. Information on each subcommittee can be found on the CSC Web site at www.socsci.umn.edu/civilser/assign.htm.

The five major goals identified for 1999-2000 are: achieve equitable benefits for civil service employees; revamp the professional development program; promote staff recognition; provide more opportunities for civil service employees to get involved in University governance; promote better management practices as a committee and overall at the University.

A very important goal every year, of course, is to improve compensation. Our compensation subcommittee has been meeting frequently in the last month to work out the final details of the new salary plan. Anyone wishing to become involved in this process should contact Mary Berg at bergx017@tc.umn.edu (612-627-4014) or Blake Downes at Blake.Downes-1@tc.umn.edu (612-624-5158).

This fall we are also working on getting the new civil service rules book printed for all new civil service employees and those employees without convenient Internet access. The current updated rules can now be found as a link from our main

Web page at www.socsci.umn.edu/civilser or at the human resources site at www.umn.edu/ohr/ohrpolicy/Governing/Civil/index.htm.

—Wendy Williamson
 Vice chair, Civil Service Committee

A tribute

In the few years I knew him through my membership on the Civil Service Committee, Roger Forrester was always willing to go the extra mile. He was good at brainstorming, a lot of fun in meetings, and knew how to get things done. He seemed to know everyone at the University. Without him, Staff Day never would have gotten off the ground. He made a few phone calls and accomplished so much! He spent at least 15 hours at work on Staff Day, staying on into the evening to make sure the second shift event ran smoothly.

I worked with Roger twice on revamping the University's gift program for bargaining unit and civil service employees. Roger paid attention to everyone's input, both those on the selection committee and those receiving gifts, and wanted it to be the best it could be.

Roger was also instrumental in the employee recognition event, held for employees reaching their milestone anniversaries (20, 25, 30, 35, 40, 45, and 50 years of service). At the 1998 event, Roger surprised us all by pulling out an Elvis wig during his emcee duties and crooning, "Love Me Tender" to the most senior employee there. For many years, Roger wanted the event to be held on a riverboat, and in 1999 we took a cruise on the "Betsey Northrup" from Boom Island

past campus. Roger greeted everyone as they boarded wearing his "R.M.S. Titanic" cap.

Roger took on these duties cheerfully, in addition to his regular job running the Job Center, though really this work was a full-time job itself. He championed the University as a place to work and wanted it to be a fun place as well. His famous words in planning any kind of event were, "If you're going to do it, do it right!"

He will be greatly missed.

—Wendy Williamson

Roger Forrester, director of the Job Center, worked at the U for 34 years. He retired in August.

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@tc.umn.edu.

A talk with Fred Morrison

The new FCC chair talks about the year ahead.

Fred Morrison, who took over as chair of the Faculty Consultative Committee (FCC) this summer, has a long history of tackling controversy.

When he chaired the Senate Finance Committee, he often challenged decision making in Morrill Hall. A law professor who is known as the faculty expert on tenure, he was one of the key faculty leaders in the 1994-95 controversy and worked against a faculty union, which was defeated in a close vote. In this interview with Maureen Smith, he talks about the issues the FCC will be facing this year.

What shape do you think the University is in?

I think we're in pretty good shape. We're in good shape with the extensive capital improvements, with the confidence in the administrative leadership, with the exceptional status and grants management matter apparently drawing to a conclusion.

We have some problems. They involve the fallout from the athletic situation, and they involve the budget and support for the intellectual infrastructure.

What do you mean by the intellectual infrastructure?

What I mean is support for the programmatic activities of the University, especially for faculty salaries, for adequate support for faculty development, for research assistants, for research materials in the way of libraries and technology.

Have the wounds healed from the tenure controversy and the union vote? I notice that the FCC includes people who strongly supported and people who strongly opposed a union.

Those things have been substantially healed. I think there still is a memory of it. People question some things a little more than they might otherwise have done.

How is faculty morale?

Faculty morale is I think up, but there was disappointment this year pretty broadly on salaries.



Photo by Tom Foley

Law professor Fred Morrison will chair the Faculty Consultative Committee in 1999-2000.

You mentioned fallout from the athletic situation. What is happening there?

We have two task forces under way presently. One is about the handling of sexual harassment cases. The other is about the handling of academic misconduct cases. Then I think we are going to need to scrutinize the whole governance of the athletic program in light of whatever conclusions come out.

Those will be forward-looking issues. They may have impact beyond just the athletic program. Whatever sexual harassment policy we have will apply to all students, not just to athletes. Whatever academic misconduct policy we have will apply to all students, not just to athletes. The athletic investigation has made the need for change in these areas quite apparent.

What about the faculty role in academic misconduct? What about faculty members who accepted papers that they knew weren't written by the students who handed them in?

We probably do not have adequate support now for faculty members who suspect a violation. That is one of the questions the new task force on academic misconduct is going to be looking at. That's going to be headed by Tom Clayton [Regents Professor of English].

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P&A

Thank you, academic staff!

The conversion to semesters has been an all-consuming process for faculty and academic affairs staff for the past two years.

The faculty had more than its share of headaches when at least a third of the courses offered in the quarter-based system were eliminated. It fell to academic advisers and student services staff, however, to manage this transition for students, ensuring that the switch was as hassle-free as possible. More than 70 P&A staff in collegiate student services units and academic advisers in departments carried the load of this transition, acting as one adviser put it, as "a buffer or sponge between students and whole conversion process."

Dan Detzner, interim dean of the College of Human Ecology and associate dean for academic affairs, has been engaged in the transition from the beginning and has high praise for the student services staff across campus.

"The University has done a very good job of providing supporting materials and information for the transition," he says, "but the 'heavy lifting' in really making this a successful process for students is due in large part to our advising staff. They have worked tirelessly and collaboratively with other units to troubleshoot problems as they emerged."

The implementation of PeopleSoft Student Administration has compounded and complicated the work and Y2K forced the issue

of new software to manage student records. Now both new systems begin this fall. Carol Dunkak-Dunekirchen, assistant director of student services in the College of Liberal Arts, agrees with Detzner about the University providing great information to staff on the transition process, yet adds, "With a short summer and early new student orientation, the addition of PeopleSoft to the stress of the transition has really pushed staff. I've never seen folks so stretched. There are very fatigued and frustrated staff out there."

Student services staff agree. "These two huge changes have added two more hours to my day. Stress levels are incredible," Gayle Woodruff, assistant director of student services in the College of Human Ecology said. But Woodruff is quick to add that "one of the positives of this process is that student services staff across campus have really pulled together on managing these changes; the good will and cooperation is incredible and a nice unintended consequence."

From agricultural, food, and environmental sciences through veterinary medicine, P&A student advisers and student services staff in 31 academic units have developed a range of supplementary materials and activities to customize and meet the needs of their students and to ensure a seamless transition.

The University owes these staff a huge "thank you!" for a job well done.

—Beth Emshof
Member, Academic Staff Advisory Committee

■ **Charles Muscoplat**, vice president for medical affairs at MGI PHARMA INC., has been named vice president for agricultural policy, dean of the College of Agricultural, Food, and Environmental Sciences, and director of the Agricultural Experiment Station. A widely recognized scientist and leader in biotechnology and its application to human, plant, and animal improvement, he will also hold a tenured professorship in the Department of Animal Science.

Muscoplat received a bachelor's degree in chemistry and a doctorate in veterinary microbiology from the U and was a faculty member in veterinary medicine from 1976 to 1983. President Yudof said he "combines the talents and perspectives of a first-rate scientist, academician, businessperson, manager, and advocate for agriculture."

■ **Dan Monson**, who had a 52-17 record in two seasons as head coach at Gonzaga, is the new Gopher men's basketball coach. "This is the place I want to be. I think I'm in the best league in the country, at one of the finest institutions in America, and I plan on being here for a long time," Monson said at a news conference July 24.

Monson signed a seven-year contract with a base salary of \$150,000 a year and \$190,000 a year in supplemental income from the U and a guarantee of \$150,000 in media income and \$210,000 in shoe contract and summer camp income for four years. Men's athletics director Mark Dienhart said Monson "is worth every penny of what he's being paid, and I'm awfully glad he's here." Yudof said Monson "takes the academic side seriously" and has "fire in his belly" and wants to win. "I'm very happy," Yudof said.

■ Regents Professor Tom Clayton has agreed to chair a **Special University Senate Committee on Student Academic Integrity**. Members will be faculty Carl Adams, Mary Jo Kane, Judith Martin, and Phil Shively, U grievance officer Nick Barbatsis, and two students to be named. "To maintain our intellectual credibility, we must insist on academic integrity and take the necessary steps to support it," Senate Consultative Committee chair Fred Morrison said in a letter to committee members.

■ **Roby Thompson** has been named associate vice president for academic affairs in the Academic Health Center, assuming responsibility for education, research, and clinical affairs. His appointment is 75 percent time.

■ **Sponsored research expenditures** increased to \$344 million in fiscal year 1998, up approximately 10 percent from 1997, according to a report from the Sponsored Projects Administration. The increase is "substantially higher" than the U's pattern of increases for the past several years, Vice President Maziar says, and this increase "is a promising indicator that our faculty and professional research staff are competing well for externally funded research support."

■ **Northrop plaza** will be partially closed for extensive maintenance and repair work from Aug. 30 through May 2000, and the entire plaza will close from May to October 2000. For updates on all campus construction projects, call the construction hot line at 612-626-7777.

Yours, mine

continued from page 1

Under IMG, colleges keep all of their tuition money. The incentive is to offer attractive courses that bring in students. Last year President Yudof wondered aloud if IMG needed to be modified so a portion of tuition money would go to central.

The deans protested. "The deans felt strongly that instead of modifying a system that was carefully figured out, [central] should send us a bill and let us figure out how to pay it," Rosenstone says. "The president said, 'Yes, I trust my deans.' He sent us the bill and we're all figuring it out." That bill is the IRS tax.

"No one likes taxes," Rosenstone says. "The reality of it is that there are expenses that need to be covered. I think it's fair that all units are asked to chip in to cover collective expenses."

In CLA the tax is \$1.6 million. "That's a lot of support for students, a lot of research support, a lot of new courses and new faculty that won't exist in CLA this year or next year or the year after that because we've had to pay the tax.

"But we've got a problem and we've got to chip in and solve it."

What goods are common?

Yudof and Pfitzenreuter have been using the term "common goods" to talk about the need for money for University-wide resources and services. Morrison thinks it's confusing.

"It would be better for us to avoid the term 'common goods.' It means different things to different people," he says.

Rosenstone says the task force will need to articulate "what really is a common good and what might be paid for out of a central pot but really is for a unit. The library is a common good. The mall is a common good. Our marching band is a common good.

"We have some clear undisputed examples. We need to think harder about the harder cases," Rosenstone says. "That's not going to be a short conversation."

Whatever words are used, Morrison says, the real issue is that centrally controlled costs are escalating and drawing dollars away from academic units that need them to pay for teaching assistants, faculty salaries, postage, and copying.

"How do you balance these things against new buildings, additional maintenance services, and better computerized records?"

"All of these things are good in themselves, but decisions get made earlier in the process to commit to buildings and computer systems. Only later do we realize that this comes at the expense of academic programs. We have to devise a way so that the tradeoffs and choices are made explicitly."

Hats at the door

When the group began its work this summer, the first task was trying to understand what the problems are, Rosenstone says. But "problem implies a pejorative. It's not that things have been done wrong. It's just that we may want to do them differently."

The idea of the task force is to "put faculty, staff, administrators, and executive officers together in one room and together figure out what we ought to do. We won't be battling each other or pointing fingers. We park our hats at the door. I'm not there as a dean. I'm not there as someone from CLA. We bring those experiences with us. We're there as citizens of the U.

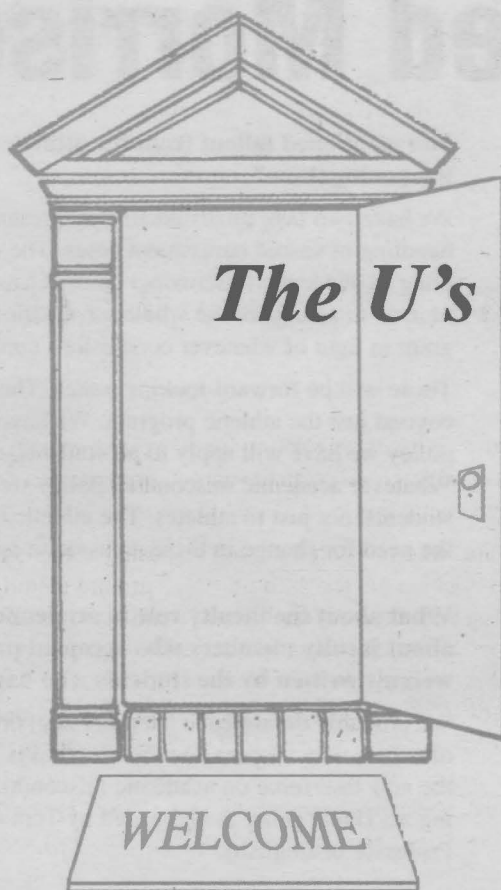
"So far, while the variety of viewpoints have been well represented in the room, people aren't fighting for their parochial interests. That's an impressive spirit."

The group will be looking for the most effective strategies for "doing the things that we all say are important," Rosenstone says.

Beyond the task force members, he says, the discussion will be opened up in the fall for wide consultation and extensive input. "We're not going to go up the mountain and come down with the tablets." Consultation will be through "the usual channels and some additional channels this fall when everyone gets back in town."

"We've got remarkable talent on this committee, from all corners of the U and all ranks. We'll do our best. The future of the University depends on us doing our best."

—Maureen Smith

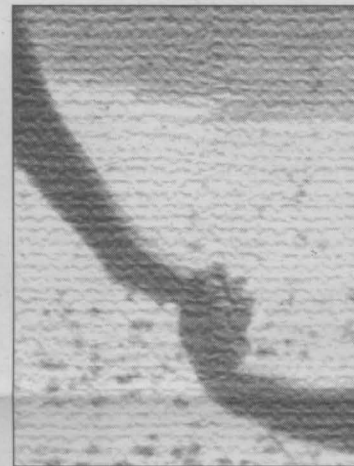


The U's conference on adoption

Four years ago this October, I traveled to Hangzhou, China, to become a mother. Ten thousand miles from home, I took my five-month-old baby from the arms of the woman who had cared for her since she had been brought to the orphanage as a four-day-old. As reluctant to let go as I was eager to receive, her English only a little better than my nonexistent Mandarin Chinese, the woman gave me some hasty instructions about formula and feedings and deftly changed a diaper without removing the baby's split-crotch pants. Our two disparate worlds were connected only by this tiny child, who was about to transform my life and had clearly touched hers. We both wept as we parted.

These days, my young daughter knows this woman as "the lady who took good care of me." When she packs up her doll clothes and baby bottles and tells me she is

"going to China to get a baby," I know she is enacting what she considers a happy story. But when she curls up near me, puts her arm next to mine and says, "I want skin like yours, Mom," I'm not sure. Is she reflecting her budding awareness that we are not genetically linked or is she simply asking for



closeness? After all, she also wants to dress like me and wear makeup like I do. And she wants to marry Daddy.

Adoptive parenting is exactly like any other kind of parenting except that it is, well, different. For one thing, it makes other kinds of planned parenthood seem positively accidental. The deliberate road to adoptive parenthood includes time, money, often a heartbreaking history of infertility, and a willingness to open your home, bank account, and all of the data in your personal history to strangers.

This kind of parenthood also is inevitably shadowed by loss. A child has been relinquished, a genetic connection has been broken, a dream of giving birth has been surrendered. Perhaps it was not surprising, then, that loss and grief were recurring themes at the International Conference on Adoption Research in August. Sponsored by the Minnesota/Texas Adoption Research Project and several units at the U, it was one of the first of its kind, drawing some 90 participants from around the world to Minneapolis.

For five days, these researchers from psychology and family therapy, social policy, public health, physiology, even criminology, discussed adoption's multiple issues: open vs. closed adoption, special needs and international adoption, adolescent pregnancy issues, abandonment, attachment and bonding, the importance of genetic inheritance, the search for self, and how these issues and others affect birth parents, adoptive parents, and their children.

"Researchers in this field are pretty scattered," says Harold Grotevant, a professor of family social science and director of graduate studies in child development at the U, who coordinated the conference. "We go to our disciplinary conferences and hear smatterings of research on adoption, or we go to adoption conferences that are about advocacy. We encounter a few people doing research on adoption, but not a critical mass. There's no cookbook for this research. We wanted this to be interdisciplinary. And we wanted it to be global. This is new."

Research presentations at this conference were wide-

CLOSE TO HOME

Research touches many issues. Some of them are personal.

ranging indeed. One paper described how monkeys separated and placed with another monkey immediately postbirth exhibited more depressive symptoms than other monkeys. Another study validated the importance of competent and confident caretakers who provide children with warmth, response, and consistency. Another tracked U.S. adolescent pregnancy and birth rates, both of which have dropped over time and decreased the number of domestic infants available for adoption. Another reported on a study in progress to measure the effects of openness in adoption.

Like my daughter, 65 percent of internationally adopted children come from institutions, according to Megan Gunnar, a professor in the U's Institute for Child Development. This in itself is a loss, not only of the opportunity for maternal bonding but also of neurophysiological development, which in general is delayed by a month for every two months spent in an institution, Gunnar said in her own conference presentation.

Gunnar's interest in trying to predict which internationally adopted kids will present the greatest challenges grew out of her experience working with Rumanian orphans. Beginning with research on rats, Gunnar learned that a mother's presence seems to buffer baby rats' stress reaction to the outside world. Without this maternal buffering, the babies produce a stress-reactive response and an increase in stress hormones. The same, Gunnar found, is true with monkeys. "It's as if the buffer was leaking," she says.

Gunnar is now measuring levels of these stress hormones—called glucocorticoids—in children adopted from Rumanian orphanages.

Measuring hormone levels by checking saliva, she's tracking these children over time to see their physiological progress. Gunnar will be part of a research team that plans to study all Minnesota families who have adopted internationally since 1990.

No one disputes the challenges internationally adopted kids have faced. For Chinese adoptees, the scenario is the painful legacy of the Chinese government's one-child policy and a deeply embedded cultural preference for boys. As a result, millions of infant girls are abandoned and brought to orphanages. Since Americans have been able to adopt these baby girls only since the 1990s, there are few research results yet to tell us how they—and we—are doing.

As conference presenter Frank Verhulst, from Erasmus University Hospital in Rotterdam put it, obviously they have had "more than their quota of early negative influences." There's the obvious fact of separation from their birth mothers and their genetic continuity. Beyond that, there is, for our family, the enormous unknown of what happened in the four days between my daughter's birth and when she was brought to the orphanage: how long she was alone, who found her, who cared for her, how

she got to the institution. In what part of her soul are these memories stored, and what will this all mean to her when she is able to comprehend it?

"Genetic roots cannot be relinquished," Rene Hoksbergen from the University of Utrecht in the Netherlands said at the adoption conference. "Generational incontinuity affects

us deeply, and knowledge of heritage is an important part of identity." For those adoptees who search for their genetic roots, to "not find anything about their backgrounds decreases the quality of their lives," he said.

Even though he concluded that, "the majority of adopted kids seem to function well after adoption," and that "transracial adoption is a good thing," his remarks

touched on what is perhaps my own greatest concern: how my daughter will manage and incorporate this missing genetic link.

Grotevant, who presented as well as hosted at the conference, focuses his research on issues around identity, openness, and the emotional life of families. He talks about collaboration in family relationships, a quality defined as adults managing relationships in service to the child's welfare. Although there's limited study yet, the general trend, he says, is that greater collaboration is correlated with better emotional control, better social integration, and fewer negative symptoms for children.

With no scientific reservations at all, I apply this general trend to us. And I find there what seems to me the great plus of adoptive parenting. We cannot make our daughter's genetic ghosts materialize, we cannot erase whatever grief we, she, or her birth parents carry in our hearts. But the great gift we have been given is so richly rewarding, so plainly delightful, and so hard won, that we are extraordinarily motivated parents, blessed with a support group of other families and resources to whom we can turn.

"Bring the wisdom of the field to the struggle to find answers for these people," the U's Marti Erickson, director of the Children, Youth, and Family Consortium, had urged the researchers in her opening remarks at the conference.

My own particular group is too new to have been studied much yet. But when I look at my own data—my bouncy, funny, independent, gregarious four-year-old, her friends, and their adoptive families—when I think of the caretaker who loved her so well, when I remember our good fortune at living in an area where dozens of families share our story and plentiful resources are available, I can't help but believe that she—and her parents—will flourish.

—Mary Shafer

For more information about the conference, as well as links to adoption sites—including several maintained by the U—see the Web site fsos.che.umn.edu/mtarp/internat.htm.



Photo by Tom Foley

Miles to go

Can Steve Miles make the leap from University professor to U.S. Senator?



Photo by Tom Foley

Steve Miles

It's morning and Steve Miles is enjoying a rare moment of relaxation, having just completed a whirlwind 10-day campaign tour that took him to Otter Tail County, Marine-on-St. Croix, Grand Rapids, Crosby, Ironton, Owatonna, Rochester and other stops.

"And that doesn't count all the phone calls I made during that time," he says with a smile.

Last spring, Miles, a University bioethicist, professor of medicine, and gerontologist, announced that he would seek the DFL endorsement to run against incumbent U.S. Senator Ron Grams in 2000. In other times—and perhaps in another state—Miles candidacy might seem the most quixotic of quests. But hard on the heels of the election of the darkest of dark horses as governor, and given Minnesota's history of upset victories, few are willing to dismiss Miles' bid out of hand.

In the past few weeks, he's raised \$100,000, a tiny fraction of the \$6 million he estimates he would need to run a credible campaign, first against DFL rivals, then, should he win endorsement, against Grams in the general election. It's enough, though, he says, to give him what he describes as "a fully operational campaign." He backs up this assertion by brandishing a professionally-designed brochure, complete with an admiring quote from the man whose political views he largely shares and whose success he'd like to emulate: Paul Wellstone.

Miles' candidacy has also been boosted by the perceived political weakness of Rod Grams, one of the most conservative members of Congress, who won election during the Republican landslide of 1994. Despite Grams' \$1 million campaign war chest, Miles believes that the incumbent's stand on farm subsidies, health care reform, Social Security and Medicare privatization, as well as the blame he perhaps unfairly shoulders for delays in 1997 flood-relief legislation, leaves Grams vulnerable.

"That being said, this is still going to be a costly race and no one should underestimate how difficult it will be to unseat Mr. Grams," he says. Still, Miles' campaign has met each of the benchmarks he has set for himself. He has ample statewide contacts, and polls conducted for his campaign show him beating Grams by 55 to 35 percent "when people are exposed to my experience and the issues I stress." He has also been received positively by party leaders and interest groups that lean toward the DFL.

"Frankly," he says, "I expect to get the endorsement at the convention."

A native Minnesotan, Miles has global experience. He attended Minnetonka High School, was president of the student body at St. Olaf, then enrolled in medical school at the U. His interest in bioethics—and perhaps gerontology as well—began early. While still in medical school, he became part of the first-ever ethics committee at Hennepin County Medical Center. His decision to join the committee was impelled by his grandfather's death.

"I joined largely because of the inadequate care my grandfather received for his terminal prostate cancer. In fact, as an intern, I had wound up helping to care for him at home," he says. The ethics committee went on to publish the paper that coined the term "do not resuscitate,"—or DOR—one of the first significant steps in codifying the field now known as patient rights.

In the midst of his residency in internal medicine at HCMC, Miles took a trip around the world. Shortly after his return, the Pol Pot regime collapsed and Cambodian refugees—many of them suffering from malnutrition and general lack of medical care—flooded over the Thai border and into makeshift camps set up to shelter them. On his own initiative, Miles went to the local offices of the American Refugees Committee. "The next thing I knew," he says, "I was on a plane headed for Thailand."

Arriving in one of the front-line camps, Miles encountered a scene he describes as nightmarish. Two hundred thousand refugees were camped out with little or no medical care. He was among a group who set up the first camp hospital inside Thailand.

After completing his residency, he returned to Southeast Asia to work at another Thai refugee camp and eventually became the head of the committee of health care directors for all the camps. "In the end we published a paper on the first successful use of tuberculosis therapy in open air camps," he says. "It's the same therapy now used in the United States."

Not surprisingly, after his stint in Thailand he found life as a physician in an American clinic a little less than stimulating. "I tried it," he says, "for about a week. I got totally bored."

"I went to see a friend at the VA hospital but he could only offer me a ward that included hospice care, and patients with dementia and severe chronic degenerative diseases.

"I loved it. It was then I switched to geriatrics, which I've taught and practiced ever since."

Understandably enough, health care is chief among the issues Miles focuses on in his campaign. Asked why he would want to be Senator, he says, "Just watching the health care system deteriorate is an enormous motivation to get involved in politics. We have more than 40 million uninsured people in America—and last year that number went up enormously, in large part because of welfare reform. Over the past 10 years, the economy should have insured another 10 million. Instead, there are 10 million more uninsured—most of whom are working full-time or are the children of working mothers. This has got to be fixed."

In addition to the need to open up health care access and find a permanent way to fund medical school education and research, Miles also calls for a federal policy akin to the G.I. Bill to help educate and retrain workers displaced by new technology or globalization.

Although he shies away from comparisons to Jesse Ventura, he uses the Governor's surprise victory as a compelling reason to dismiss media focus on a candidate's "electability." It's an important point for Miles; as an outsider and first-time candidate, he knows that he must face the question of whether he can be elected.

"In the press that's a code word for pushing certain mainstream candidates," he argues. "In the last election, it was a code word for pushing major party candidates who ended up faring poorly in the election." Besides Ventura, the successes of Paul Wellstone and Minneapolis mayor Sharon Sayles Belton—both discounted by the media during their first campaigns—shows the public is willing to "listen past coded discussions about electability and make up their own minds."

But what—besides expertise in health care—would a medical doctor bring to the Senate?

"I strongly feel the Senate needs a more diverse set of intellectual skills than it now has," he says. "Many of the policy issues we now face—global warming, lead emission from coal plants—require the ability to look at and discuss empirical data. Unfortunately, too few people in Congress are able to do that."

"Since I regularly teach classes with 180 students, and there are only 100 Senators, it's a fairly straightforward thing," he says wryly. "I look forward to a smaller class size."

—Richard Broderick

Morrison

continued from page 3

I've heard that it can be very difficult for a faculty member who is quite sure a student didn't write a paper but doesn't have evidence.

Yes. Here in the Law School we have an administrative officer who pursues that. The faculty member turns it over to the internal prosecutor. The faculty member becomes more of a witness than somebody who has primary responsibility.

That's something I want them to think about. It may not be the right solution.

What are the two or three biggest issues facing the FCC in the coming year?

Apart from the athletic issue, which I really don't know how is going to unfold, there is the academic appointments issue, the use of nonfaculty for teaching and related pur-

poses. There is a task force headed by Dean John Brandl, which includes both faculty and administrators. They are to report by the end of fall.

There is the budget issue and the expanding costs that draw money away from programs, the so-called IRS or institutional revenue sharing plan (see story on page 1).

There is the academic misconduct issue.

I suppose the other one I would put in there is the health care task force report. We will have another open enrollment period with a different selection of health care providers. I'm sure we'll talk about that.

Then one more, which is part of the budget issue but I want to mention it separately, is the continuing pressure to bring faculty salaries up to a level that enables us to meet the market for comparable research universities.

Beyond dealing with all of those issues, is there anything you especially want to accomplish in the year?

If we can get all of those taken care of, it will be a miracle.

We will press ahead to act on things sooner rather than later, which is, I think, both my style and that of Mr. Yudo

You've been heavily involved in faculty governance the past few years. How much has that cost you in terms of your academic work?

The tenure year cost me a whole year. I got very little done in that year other than my teaching. Beyond that, I find that the busier you are the more you get done.

Chairing the Finance Committee looked like a big job. How do you expect serving as FCC chair to compare?

The FCC chair also gets involved in a lot of individual meetings. People call up and ask for help with their problems. The work of the Finance Committee is mostly in the context of committee meetings. The FCC chair has all the side issues, and the chair serves in a representative role—which I've learned from Sara [Evans], who did such a good job.

Getting off to a good start

In the academic culture, fall is a time to start fresh. Each year, hundreds of people move to the Twin Cities and our coordinate campuses to work and study at the University. For our relocating colleagues, adjusting to a new job and new campus is only part of the transition. Many must simultaneously recreate their whole work and home infrastructure in a new community, deciding on a place to live, selecting health care providers, identifying child care sites and school systems, and connecting with new resources.

The Relocation Assistance Program

For new faculty and staff on the Twin Cities campus, the Relocation Assistance Program (RAP) can ease transitions. RAP helps new faculty, staff, and their families get information about campus and Twin Cities resources pertaining to housing, transportation, child and elder care, schools, cultural diversity, and community services. The information can not only be invaluable for those relocating, but also useful during recruitment, allowing candidates and their families to get concrete answers and make informed decisions. Services are confidential.

New employees are not the only ones affected by a move. Their spouses or partners may be faced with job searches as well, searches often complicated by the need to start from scratch in establishing professional networks. For spouses/partners, RAP provides job search guidance, resume/curriculum vita review, and career counseling. This fall RAP will sponsor Finding a New Job, a workshop for spouses/partners on how to conduct a job search in a new city. (To obtain details about the workshop, call 612-626-1085.)

Whether you are a new faculty or staff person, a seasoned Gopher, or a department person responsible for assisting new employees, you may be interested in visiting RAP's Web site at www.umn.edu/ohr/rap. You can reach RAP at 612-626-0775 or 800-227-8636, or via e-mail at rapland@tc.umn.edu.

Other services for new employees

Many Twin Cities campus offices offer programming of special interest for new faculty and staff. The Office of Human Resources hosts a monthly new-employee orientation, which includes a series of presentations about the University community, policies, and benefits programs.

Consult www.umn.edu/ohr/orientation/ for orientation dates and times and links to resources and services. All programs are held in the Donhowe Building.

The Center for Teaching and Learning Services offers an orientation for newly-hired faculty and instructors as part of its Teaching Enrichment Series. Scheduled for Sept. 1, the orientation session is designed to help newcomers make a successful transition to teaching at the U. To learn more about the orientation and the center, go to www.umn.edu/ohr/teachlearn/enrichment_series/fac-schedule.htm.

Meeting people who share similar backgrounds, interests, or ethnicity, can make the University and the Twin Cities feel like home. To start that process, check out Uffda!, a Web site from the Star Tribune, (www.mnonline.org/startribune/). Uffda! connects you to Twin Cities resources related to art, business, environmental issues, ethnic communities, families, lesbian and gay communities, neighborhood groups, events, places of worship, special interest groups, education, government, health, and recreation.

As a community within itself, the U also has many offices and programs that can put you in touch with people with similar interests. Click on the Communities button on RAP's Web page for numerous links to campus offices and programs.

Getting off to a good start

Research on new faculty (e.g., Sorcinelli, M.D., 1994) shows that new faculty are under tremendous stress to balance their work and family lives. When asked how their first-year experiences could have been made more rewarding and helpful, new faculty repeatedly "endorse programs that introduce them to campus colleagues and resources."

Learn a lesson from your peers and heed their advice. Get your semester or your new U of M career off to a good start by taking advantage of the U's many programs and services.

—Kate Schaefer, director
Relocation Assistance Program

—Mary Everley, associate director
Relocation Assistance Program



A McKnight Fellows exhibit

The McKnight Photography Fellows exhibit their work Sept. 1–Oct. 8 in the Nash Gallery's Main Gallery. Pictured here is *Brick by Brick*, 1999 (detail), photographic emulsion on brick by Keith Holmes.

Writer in residence: novelist David Treuer

Novelist David Treuer has been named this year's Minnesota Writer of Distinction by the English department's Creative Writing Program. Treuer's two highly acclaimed novels, *Little* and *The Hiawatha*, are loosely based on his experiences growing up Ojibwe on the Leech Lake Indian Reservation in northern Minnesota. *Little*, published by Graywolf Press in Minneapolis, received the 1996 Minnesota Book Award in fiction.

As writer in residence, Treuer will teach an advanced-level creative writing course this fall, called Hidden Treasure: The Layering of Modern Narrative, which will examine Nabokov's *Pale Fire* as a template for exploring modern fiction.

For more information, contact the Creative Writing Program at 625-4360.

Prescribe yourself a PIL

If you're looking for an alternative to traditional degree programs, check out the U's Program for Individualized Learning, a self-designed baccalaureate degree program offered by University College. The writing-intensive, liberal arts program is designed for self-directed learners who want to design their own degree plans for either a B.A. or a B.S. degree with a specialized or interdisciplinary area of study.

Information sessions will be offered Tuesdays and Fridays in September in the Armory. Sessions are free but reservations are required. Call 612-624-4020.

Be the wind beneath their wings

Our birds need your help. The Raptor Center in St. Paul is looking for volunteers to help care for injured birds of prey. If you're interested, come to the fall volunteer orientation and hear about opportunities. Orientations are scheduled for Wednesday, September 15 from 6:30 to 9:30 p.m. and on Saturday, September 18 from 10 a.m. to 12:30 p.m. To register or receive further information, please contact Noreen at 612-624-9753.

Repairs here

Computer Repair Services (CRS) is now located at 2331 University Avenue at the intersection of Washington and University Avenues, just east of the Minnesota Daily office. Free parking is available next to the front door. The new CRS phone number is 612-624-4800; the CRS fax number remains 612-627-4696.

For a map of the new location, visit the CRS Web site at www.umn.edu/crs.

Getting around

Northrop plaza will be partially closed for extensive maintenance and repair work beginning Aug. 30. Through May, the center of the plaza will be closed for clearing and site work. Then, the entire plaza will close from May to October. Access to Northrop Auditorium will be limited to the side and rear entrances. Throughout the project, alternate routing of handicap access to and around the plaza will be clearly marked. For updates on all campus construction projects, call the construction hot line at 612-626-7777.

A distance-teaching resource

Faculty can learn more about teaching on interactive television via a new Web site created by the media production group of Media Resources' distance education unit. The Web site provides teaching tips, course strategies, and examples of support materials. Susan Tade, media producer, and Nancy Johnson, photographer, designed and produced the site. Check it out at umrtv.cee.umn.edu/UMITV/index.htm.

September calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

Mon., Sept. 6

■ **Labor Day Holiday**—University offices closed.

Tues., Sept. 7

■ **Classes begin**—Welcome to semesters!

SPECIAL EVENTS

Through Mon., Sept. 6

■ **State Fair**—Check out the University's exhibits—and say hi to U staff volunteers—at the new location in the Crossroads Building on Dan Patch Avenue, just a block and a half from the main gates on Snelling. Open 9 a.m. to 9 p.m. daily through Sunday, Sept. 5; 9 a.m. to 8 p.m. Sept. 6.

Tues., Sept. 7

■ **New Student Convocation**—Second annual convocation is an official welcome to the class of 2003 and other new students on campus. Ceremony, fun, and food. 4–7 p.m., Northrop Auditorium and Northrop mall. Sponsored by the Office of the Vice President for Student Development and Athletics. FFI: Marj Savage, 612-626-9291.

Sat., Sept. 25

■ **Fall Bird Release and Run for the Raptors**—Educational programs, display birds, music, a 5K run/walk, and a fun run are part of this annual event to support the U's Raptor Center. New this year is the ZeroK option for those who haven't yet built up 5K endurance. Drawing will held for the chance to release a raptor to the wild. 10 a.m.–3 p.m., Hyland Lake Park Reserve, East Bush Lake Road, Bloomington, MN. Event is free; runner fees (including long-sleeved T-shirt): 5K and Fun Run: \$12 (\$15 after Sept. 5); ZeroK: \$10 (\$13 after Sept. 5). FFI: 612-624-7422, 612-624-4745, or www.raptor.cvm.umn.edu/raptor/events.html.

EXHIBITIONS

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 612-624-7434

■ **"A Gathering of Stitches"**—This display of historic and contemporary quilts from the Goldstein's permanent collection explores the social, cultural, and personal meanings of quilts. Through September 12.

LARSON ART GALLERY, ST. PAUL STUDENT CENTER, FFI: 612-625-0214

■ **"In Search of a Personal Symbol"**—Mixed-media exhibit features artwork by Alice Holm, Larry Stark, Donna Yamishita-Berry, Gordon Stettinius, and Diana J. Eicher. Through September 10.

■ **"The Art of Art Therapists"**—Mixed-media works by the Minnesota Association of Art Therapists. Opens Sept. 17 and runs through Oct. 8. Opening reception Fri., Sept. 17, 6–8 p.m.

NASH GALLERY, FFI: 624-7434

■ **McKnight Photography Fellows (Main Gallery)**—Works from the 1998 University of Minnesota/McKnight Foundation Artist Fellowships for Photographers Program. Opens Sept. 1 and runs through Oct. 8. Opening reception Fri., Sept. 17, 6–8:30 p.m.

■ **Jim Gubernick (Spotlight Gallery)**—Department of Art's ceramic technician. Opens Sept. 1 and runs through Oct. 8. Opening reception Fri., Sept. 17, 6–8:30 p.m.

■ **New Graduate Student Exhibition (Teaching Gallery)**—Opens Sept. 1 and runs through Oct. 8. Opening reception Fri., Sept. 17, 6–8:30 p.m.

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **"Botanica: Contemporary Art and the World of Plants"**—Works by 55 contemporary artists who use the plant world for inspiration, material, a point of departure, and subject. Through October 10.

WEISMAN ART MUSEUM, FFI: 612-625-9494

■ **World Views: Maps and Art**—In this exhibition, maps are viewed as forms of cultural and aesthetic expression. In addition to the extraordinary map collection in the U's James Ford Bell Library, the exhibition features artists who use cartographic elements to make cultural commentary. Opens Sept. 12; runs through Jan. 2, 2000.

In conjunction with the Weisman exhibition:

Sun., Sept. 12

■ **Opening reception and discussion with the artists**—Exhibition preview and panel discussion with guest curator Rob Silberman and artists. Refreshments. Noon–2 p.m. \$5 (WAM members and students); \$10.

Thurs., Sept. 23

■ **The Art and Science of Maps**—Panel discussion with noted geographers in the U's renowned geography department. 7 p.m.

Thurs., Sept. 30

■ **A Tour of Mapmaking Today and Yesterday**—Tour of the Wilson Library's collection and the geography department's cartography lab. 6–8:30 p.m. To reserve a spot: 612-625-9494.

■ **Structures of Memory**—The U's Andrezej Piotrowski, associate professor of architecture, uses computers to capture attributes that structure our perception of a building's physical form and meaning. Opens Sept. 18; runs through Jan. 30, 2000.

FILM

Fri., Sept. 10

■ **Kids In the Hall: Brain Candy**—A cure for depression turns out to be worse than the disease. 9:45 p.m., Coffman Terrace (rain site: President's Room). Free.

Sat., Sept. 11

■ **Mystery Science Theater 3000**—Enjoy the cult classic show on the silver screen with the '50s sci-fi classic *This Island Earth*. 9:45 p.m., Coffman Terrace (rain site: Coffman Theatre). Free.

Fri., Sept. 17

■ **Wayne's World**—Mike Myers and Dana Carvey save their TV show and get the girl. 7:30 and 9 p.m., West Bank Union Auditorium. \$2 (students); \$3 (general).

Fri., Sept. 24

■ **Who Framed Roger Rabbit?**—A toon-hating detective is a cartoon rabbit's only hope to prove his innocence when he's accused of murder. West Bank Union Auditorium. 7:30 and 9 p.m. \$2 (students) \$3 (general).

Sat., Sept. 25

■ **Pink Floyd: The Wall**—A burned-out rock star descends into madness. 7:30 and 9 p.m., West Bank Union Auditorium. \$2 (students); \$3 general.

MUSIC

Wed., Sept. 8

■ **Michael Gulezian and Dave Moore**—Two of the hottest performers in the acoustic music scene kick off the fall semester showcase. 7:30 p.m., Whole Music Club, Coffman. \$6 (students); \$8 (other). Free noon concerts in Coffman's Fireplace Lounge on Wednesday (Gulezian) and on Thurs., Sept. 9 (Moore).

Tues., Sept. 14

■ **Shalita**—Energetic African music. Noon, Coffman Fireplace Lounge. Free.

Wed., Sept. 15

■ **Dean Magraw**—Super guitar picker, player, and composer Dean Magraw is backed by some of Minneapolis's finest and most eclectic performers. Two shows: Noon, Coffman Fireplace Lounge; 7:30 p.m., Whole Music Club. Free.

Fri., Sept. 17

■ **Funk at the Fred**—Rhyme Sayers Collective and the Hothead Swing Band in concert, followed by dancing with DJ Cosmic Slop and 770 Radio K. Weisman Art Museum. Concert: 8 p.m.–10 p.m. Dancing: 10 p.m.–midnight, Weisman Art Museum. Free.

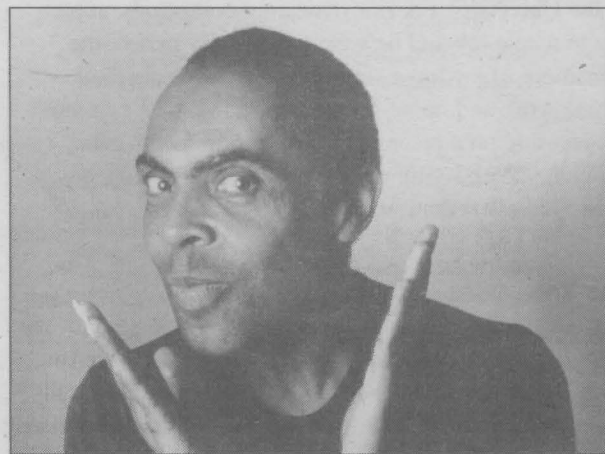
Tues., Sept. 21

■ **Gilberto Gil**—Leading an eight-member band in his first Twin Cities appearance, this Brazilian vocalist/guitarist superstar celebrates his homeland's glories and contradictions with music that spans pop, samba, bossa nova, and more. Sponsored by Northrop Auditorium. 8 p.m., Ted Mann Concert Hall. \$25.50; \$20.50. FFI: 612-624-2345.

■ **Flamenco 2000**—Traditional Spanish dance. Part of the Tuesday Performing Arts Series. Noon, Coffman Fireplace Lounge. Free.

Tues., Sept. 28

■ **Greenwood Tree**—Lively and lyrical renditions of traditional music from Ireland, Scotland, England, Canada and Appalachia. Part of the Tuesday Performing Arts Series. Noon, Coffman Fireplace Lounge. Free.



Gilberto Gil will dazzle the Ted Mann stage Sept. 21.

ST. PAUL STUDENT CENTER MELODIOUS LUNCHES

Free noon concerts every Wednesday and Thursday, noon to 1 p.m. All concerts are in the Terrace Cafe.

Wed., Sept. 8

■ **Rebekka Fisher**—R&B singer

Thurs., Sept. 9

■ **Michael Monroe**—Acoustic, folk

Wed., Sept. 15

■ **Scott Marris**—Contemporary folk guitar

Thurs., Sept. 16

■ **Joe Meyer**—Acoustic guitar

Wed., Sept. 22

■ **Dan Schwartz**—American guitar

Thurs., Sept. 23

■ **Anne Marie Lubovich**—Acoustic guitar

Wed., Sept. 29

■ **Vestalia**—Folk accordion

LECTURES, WORKSHOPS, AND CONFERENCES

Tues., Sept. 7

■ **"Sentencing Guidelines in Minnesota and Other Jurisdictions: A Twenty-Year Retrospective"**—Richard S. Frase, the U's Benjamin N. Berger Professor of Law. 3:30 p.m., 25 Lockhart Hall, Law School.

Mon., Sept. 27 and Tues., Sept. 28

■ **Minnesota Literacy Summit**—Nationally known literacy experts will present at this conference, which grew out of the U's Early Literacy Project. Sponsored by the College of Education and Human Development and the Center for Early Education and Development. Radisson Hotel Metrodome. FFI: 612-624-5780.

Wed., Sept. 29

■ **"Culture and Process: A Lawyer's View of the Smithsonian"**—I. Michael Heyman, secretary of the Smithsonian Institution. 12:15 p.m., 25 Lockhart Hall, Law School.

Thurs., Sept. 30

■ **"Itasca at 90: Field Stations at the Crossroads"**—Symposium in honor of the founding of the U's Lake Itasca Forestry and Biological Station. 10 a.m.–3 p.m., Earle Brown Center. FFI: Doris Rubenstein, 612-624-3279.

Thurs., Sept. 30

■ **Luis Alberto Urrea**—The author of seven books of poetry, fiction, and literary nonfiction, presents a nonfiction craft talk at 2 p.m., 207A Lind Hall; poetry reading at 7:30, 150 Lind Hall. Sponsored by the Creative Writing Program. FFI: 612-625-6366.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, Institutional Relations, 6 Morrill Hall. Deadline for the October issue is September 13.

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- Hot career Web sites, p. 7

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Heads up, class of '03!

This fall's incoming freshmen were welcomed to campus Sept. 7 in a convocation that included construction-zone-appropriate hard hats, food, and festivities on the mall, following a formal ceremony in Northrop auditorium. Among the newcomers (left to right): Rett Martin, Fergus Falls, MN, who plans on being an architecture major; Mark Sier, Appleton, WI, who's aiming for an international business degree; and Laura Braith, Delano, MN, who's undecided on a major but wants a career as a surgeon.

GROWING PAINS

In the midst of the most massive operations change in its history, the U works out the kinks in PeopleSoft.

Bob Kvavik had just lit a candle in Brussels's Cathedral Sts. Michel and Gudule in July when he got a phone call from his staff back at the U. There were problems with the upgrade to the PeopleSoft software, they told him; it looked like the long-scheduled, critically timed upgrade would have to be delayed. So Kvavik, an associate vice president, did what any rational, seasoned manager would do: He went back into the cathedral and lit a few more candles.

"An elderly lady was watching me and apparently thought I'd committed an enormous sin," Kvavik says.

"She suggested that I go to the priest in the second confessional, because he was very forgiving."

Actually, Kvavik told the well-intentioned woman, the candles were for a lot of good people he worked with back home who were facing a very big challenge. Having good people to work with was a blessing, she told him, adding, "You're a fortunate person, candles or not."

The upgrade was subsequently accomplished in August, but both divine intervention and earthly fortitude may be needed to complete the massive systems change now under way at the U.

The Enterprise Systems Project (ESP), as it's called, aims to develop an integrated computer network to support the U's \$1.7 billion operation, including all student, human resources, and payroll functions. The budget was initially \$43 million, though Kvavik says it will cost more than that. The Board of Regents has approved \$53 million.

"When we started, we lacked appreciation for the magnitude of this," he says.

In the beginning

It didn't start out to be this big. In 1995 a group called the Chuck Denny Task Force on Human Resources issued a report outlining many shortcomings in how the U managed its employee information. In particular, it cited the more than 50 systems that stored data but couldn't talk to each other. Subsequently, a project called Human Resources Management Systems (HRMS) was launched to address the problem.

But now, multiply that problem by the same situation in student services, where a project called Student 2000 was addressing similar issues. Then throw in the Y2K problem and semester conversion for good measure, and the magnitude of need begins to emerge.

"The student administration system was not Y2K compatible," Kvavik says. "Human resources basically had no systems at all. Our computer language was 30 years old. It would have cost \$15 million to

continued on page 3

Kiosk

Volume 5, Number 10 October 1999

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

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News digest

■ Regents heard a **glowing performance review** of President Yudof at their Sept. 10 meeting. "The president is viewed as an outstanding leader and manager," the report says. Yudof was given a salary increase of \$50,000, bringing his salary to \$325,000, and a year was added to the employment agreement to maintain a three-year cycle. An enhanced deferred compensation package includes a \$75,000 incentive for the president to serve the third year.

■ This year's freshmen are the **best academically prepared class** in the U's history, with a projected average high school rank of 76th percentile for freshmen on the Twin Cities campus. More good news: the largest percentage of freshmen living in U housing in school history (76 percent) and a freshman-to-sophomore retention rate of 84.6 percent from 1996 to 1997.

■ The **capital request** was presented to the regents in September. The total request is for \$134.3 million from the state, with a U match of \$31.5 million in debt and \$27.6 million from fund-raising. One change from a preliminary list is the request for \$10 million for a microbial and plant genomics building in St. Paul, linked to a \$10 million gift from Cargill, Inc.

■ **Student athletes** on the Twin Cities campus have a six-year graduation rate that meets or exceeds that of all students, Vice President Boston told regents. The rate was 48 percent for male athletes who entered in 1991-92 and went up to 56 percent for those who entered in 1992-93. Female athletes routinely exceed the rate for students as a whole, he said.

■ A **first-year student initiative** is transforming the first-year student experience, Boston said in another report. He cited changes in orientation, the success of new-student convocation, introduction of Gopherville on the Web for commuter students, and the popularity of freshman seminars. "Students want community, and they're finding it," he said. A survey of first-year students in 1999 found that 94 percent were satisfied or very satisfied with their life at the U.

■ **Trends in student health** were reported by associate vice president Jane Canney. Two emerging issues are credit card debt and tobacco use. A study showed 26 percent of students had \$1,000 or more in credit card debt and 12 percent had \$3,000 or more in debt. Tobacco use is increasing rapidly. In 1995, 31 percent of students said they had smoked at some time. In 1998, 42 percent said they had used tobacco within the last 30 days. "We're very concerned about it," Canney said.

■ Regents approved **contracts with AFSCME locals** representing clerical, technical, and health care workers.

■ **Increases in health insurance premiums** for 2000 will range from \$0 to \$45.65 a month for employee coverage and from \$61.82 to \$119.81 a month for family coverage. The U's cost for paying for the low-cost provider for employee coverage will go up from \$55 million to \$67 million a year.

CIVIL SERVICE

An update on compensation

The July payday was atypical for Civil Service staff. New tax rates went into effect, biweekly payroll conversion loans were finally paid off, parking deductions became pretax, and—perhaps most unusual of all—it included a pay increase.

Why should a raise on the first payday of a new fiscal year seem unusual?

Because this is the first year of the legislative biennium, a time when budgets are in flux and AFSCME contracts (to which civil service salary increases historically have been very closely tied) are renegotiated. The U's traditional approach has been to wait until the AFSCME contracts have been decided (sometimes in very late summer or early fall) and then accept a retroactive increase. But retroactive increases involve considerable effort and paperwork, the lump sum of retro pay can be whittled away by steeper withholding rates, and employees are deprived of their money during the waiting/negotiating period.

For the 1998-99 year, the Civil Service Committee decided that one of its goals would be to manage employee expectations regarding the effects of the biennial cycle. More ambitiously, the committee chose to work toward completing a partial pay plan that would include a modest increase in the first pay period of the year, to be followed by additional money once union contracts were settled.

"Modest" in this case means an initial increase well within the range of budget targets and likely contract settlements, an increase that wouldn't presume to set a

pattern advantageous to either University administration or union negotiators during bargaining. While it took hard work to reach agreement on the "right" number, the committee voted in late May to approve the 2 percent increase employees received in their July 14 checks.

After the completion of union negotiations, the committee reached agreement on the remainder of this year's compensation plan, including another increase. This increase will be effective with the November 8 pay period, and reflected in December 1 paychecks. Employees with hire dates on or before November 8, 1998 will receive an additional 2 percent increase; those with hire dates between and including November 9, 1998 and June 20, 1999 will receive an additional 0.5 percent.

Now the work begins on next year's plan. This includes tackling the thorny issue of merit pay, as the committee attempts to put the merit portion of its recently revised compensation principles into practice. Much of this work will be done by the Compensation Subcommittee. If you are a civil service staff member interested in becoming part of this process, or just wish to voice your opinion, please contact Blake Downes (e-mail: hscsebd@tc.umn.edu, phone: 612-624-5158) or Mary Berg (bergx017@tc.umn.edu, 612-627-4014).

Visit the civil service Web site at www.socsci.umn.edu/civilser/ for further information about the compensation plan, compensation principles, and the Civil Service Committee.

—Blake Downes
Compensation Subcommittee



Photo by Tom Foley

The witches of Eastcliff

All kinds of witches—not to mention ghosts, goblins, and assorted monsters—will descend on Eastcliff Oct. 29 as the Yudofs host their third annual Halloween party for the children of U employees. Watch for details in campus mail soon. The big-eyed little guy in the photo was snapped at last year's event.

repair the old system and we weren't even convinced we could find the people we needed; they were long gone. It was like needing specialists in ancient Hittite. We believed we had to build a new system. Our choices were to build our own or take one off the shelf."

The choice was to go shopping. In 1997, the Board of Regents approved the budget to launch the system that would integrate it all: human resources, student services, payroll, and grants management. Among the goals: one-stop shopping for students, seamless access to information for employees, and a near-paperless environment for the institution.

But the shelves weren't exactly stacked with software packages that could support such an ambitious project. The U chose PeopleSoft, a Silicon Valley company that manufactures software designed to distribute computer processing between an organization's central server and an individual user's desktop.

"PeopleSoft had a mature human resources system and its financial system was fairly good," says Kvavik. "The student system, however, was being built as we bought it. But we had no choice. There was no room for retreat."

Everyone seems to agree that the goal is laudable. It's the interim that is sometimes painful.

Finding our way

Though Kvavik is the first to admit that the process has had its share of problems, he also cites data showing that only 10 percent of all organizations that try to implement enterprise-wide projects finish on time and budget, 35 percent never finish at all, and those that do average 2.3 times longer than expected.

"If that's real data," says Kvavik, "we're not so bad. We're three months late, 20 percent over budget, and at 80-90 percent functionality. And we've done better than most. Wisconsin has the same problem we have in financial aid. Northwestern was slow to develop contingencies for financial aid. When Michigan ran into problems with PeopleSoft, they went back to their old systems. Ohio State didn't get payroll to work."

Those schools have all bought PeopleSoft, which by now has effectively cornered the higher education market. Kvavik says that individual PeopleSoft modules are being developed so rapidly that the company "is shipping us some lemons. They're not working out of the box, they're not being shipped on a regular schedule, and we need to tinker with all of them, causing both delay and uncertainty. Our technicians say it's the most complicated thing they've ever worked on in their lives."

Tim Fitzpatrick, director of the U's enterprise systems technical infrastructure, uses a highway analogy to describe the problem.

"The PeopleSoft application software system comes in hundreds of components or modules," Fitzpatrick says. "They're like cars that have to operate on our highway. You can design and tune the highway, the ramps, and the speeds so you can move the traffic. But if someone out there is starting up a PeopleSoft program that's a clunky old car, the side effect is that I have to slow down when I try to enter the system. I'm in a traffic jam and I don't know why. There are literally dozens of clunkers out there and they all have side effects. So we either have to get the clunker off the highway or fix it."

As a result, Kvavik says, "Performance

has been a major problem. We have gotten used to subsecond response times on the mainframe; PeopleSoft works in seconds and sometimes minutes. This is totally unacceptable and they know it and are working hard to fix it."

With the financial aid module scheduled for installation this fall, for example, the U chose to get the module off the highway.

"It had flaws," Kvavik says. "PeopleSoft didn't have the federal regulations upgrade for financial aid." The U chose instead to implement its contingency plan of making interest-free loans to students scheduled to receive financial aid.

Developing contingency plans has been important for the U because, at least in Kvavik's view, the time crunch overshadows most other risks. "We've had to have effective contingency plans; we cannot delay implementation. By Jan 1, 2000, this has to work," he says.

Timetables—the U's, rather than the century's—have also been critical in system upgrades. PeopleSoft's 7.5 upgrade, for example, had to be scheduled for a time when the whole system could be shut down for the seven to ten days required for installation: either before the start of school in September or after students had completed their class changes in October.

"So we found a time in July," says Kvavik. "Even the most optimistic staff didn't think we had more than a 50 percent chance of getting it going then."

It didn't get going then, in spite of the candles in Brussels. When it was installed a month later, though, "it went beyond our expectations," Kvavik says. "It was almost flawless. We put the system down on Friday at 6 p.m., hoping to have it up ten days later. Seven days in, the system was working so well we put it back up ahead of time. It really was an outstanding effort by very dedicated people."

Other modules have required considerable

tinkering to make them adaptable to the U's superhighway infrastructure. Many U staff know this firsthand.

Views from the road

Kathleen Voge, a principal systems analyst in the Academic Health Center's administrative information systems area, is a co-project lead for the AHC's human resources systems implementation. After volunteering to be a pilot for the human resources module—which went live in June 1998—Voge and co-lead Terri Devich became concerned that the system did not provide a way to verify data.

"We decided we would not ask anyone to implement a program where data had not

have a good grasp of the University's complex human resource policies, practices, and processes," Devich says. "The data entry process requires a high level of data interpretation."

"The potential is great, but we must coordinate implementation activities carefully so that AHC faculty and staff are paid correctly and on time and receive all the benefits to which they're entitled when the payroll conversion takes place."

Toni Ziegler, principal accountant for CLA's accounting and budget office, was also part of a pilot project. She agrees that PeopleSoft has both potential and challenges.

"I'm excited about the kind of reports you can run because we can look at it at the college level," she says. "but I do have concerns about the lack of checks and balances. There are no audits written into the program. Whatever you input is what the system takes."

"There are bugs to be worked out. People are frustrated because it's another thing they have to learn, another thing that's going down to the departments. The implications are overwhelming to people."

"I try to look into the future and I do think we're moving in the right direction. Once payroll can talk to human resources, it will be wonderful."

Another staff member who's been trained in the system is Cathy deRanitz, a CLA regional accountant. She worries that, "Nothing in the system says, 'This is the right way to do it.' It does have potential because it will allow systems to talk to each other. Right now there isn't a checking system for what you enter. The possibility for error seems great."

Gail Klatt, associate vice president for audits, agrees, but emphasizes her belief that, "PeopleSoft is really not better or worse than what we have now. The system comes with certain edits. We can build more—and do that—as we see the need. We find that certain types of entry are cumbersome. A goal is to help people do entry almost error-free. We're not there yet, but that's a goal."

A vision of beyond

So given the challenges—even the pain—what's the overall assessment?

"PeopleSoft has to succeed, but they know the U has to succeed," Kvavik says. "We're joined whether we like it or not. Our challenge is to make sure they're successful."

"In the long run, the system should allow us to move from efficiency to effectiveness in terms of service," Kvavik says. "Eventually, a student should be able to ask, 'Where can I take a course on the West Bank at 11 a.m. with an award-winning teacher?' PeopleSoft, with the IBM Web front end, makes that possible. So it's not just a transaction, but a value added. PeopleSoft allows us to change the entire service paradigm. That's the power of this thing. We can take all the data in a base and change how we serve people."

In the final analysis, he says, "It's something I'd rather not have done, but since we had to, I'm pretty satisfied. It's not been without bumps. It's rocked the springs. People at the U have been incredibly determined to make this work. We've asked a hell of a lot from a lot of people. There's no way to convey how important their support and patience have been."

—Mary Shafer

Change? It's up to you

For most staff, much of what's going on with the Enterprise Systems Project is behind the scenes, where project managers, technical staff, and consultants work to design and adapt the technology that—theoretically—will create the new and improved U of the twenty-first century.

The fruits of those staff labors become visible when life gets easier for the rest of us. Come mid-October, that will be the case with your personnel information.

Faculty and staff will be able to view and update personal information via the Web, including home address, preferred name, home phone numbers, education level, and citizen status. Online directories will reflect the changes the next day, the PeopleSoft database will be updated immediately, and University Payroll Services will be informed.

For security reasons, you will have to log into your personal information using your Internet ID (commonly referred to as your X.500 ID) and password.

Detailed information will be available when the system is changed.

been verified," she says, and, with Devich, led the effort to design and implement a data verification tool for the AHC. They also developed their own reporting application.

"I don't think it would have gotten here without people trying to make it work," she says. "The initial pilots could have thrown up their hands, but they stuck with it. It was a very intense time. Although there's been turnover on the core team, they have given pilots the support they needed and went the extra mile to make life bearable."

When human resources did go live, she says, the "error rate wasn't as bad as it could have been, coming from what we came from. We'd been dealing with mucky data for a long time."

Voge does have concerns about the time factor, including the scheduled implementation of payroll next June, a prospect she calls "daunting."

"It's hard," she says of the entire effort. "This is a big animal."

Terri Devich, Voge's co-project lead and the personnel systems coordinator in the Academic Health Center's human resources office, notes some of the major initiatives she and Voge have managed. There's HRTS II, for example, which AHC HR professionals and administrators use to review employee status and support organizational planning. Because data integrity is so important and because PeopleSoft doesn't enforce certain data standards, "data entry responsibility requires knowledgeable, motivated, and detail-oriented individuals who

Some ESP passages

December 1995

Student 2000 project planning and start-up begin.

June 1998

Human Resources goes live.

Spring 1999

Student registration is slowed by glitches in the system but is successfully completed. "We have passed a major milestone," Kvavik tells regents.

July 1999

Software upgrade expected, but experiments with the customized PeopleSoft program reveal quirks that push the conversion back a month.

August 6-15, 1999

The University upgrades to PeopleSoft 7.5 for handling such records as grades, tuition, and class schedules. A contingency financial aids plan is implemented to give interest-free loans.

August 18, 1999

ESP senior managers Bob Kvavik and Steve Cawley celebrate the successful upgrade with project teams and administrative staff.

June 2000

Payroll systems are scheduled for conversion.

2002

Budget systems will convert.



seeing RED



At the top of the rainbow, with the longest wavelength and the slowest vibration in the visible light spectrum, sits the strongest of all colors—red. Red is primary, aggressive, and intense. It borders infrared, that part of the larger electromagnetic spectrum that produces heat.

—from *Red*, by Belinda Recio, textbook for The Color Red seminar



It's the first day of fall semester, and for some students it's their first-ever University class.

"I'm a blank page right now. I feel kind of overwhelmed with the whole thing," says Jake Hodge, from Rochester. "I have 'freshman' tattooed on my head," says Abby Weingarten, from East Grand Forks.

If they wanted a good introduction to the U and a chance to get to know a professor and some other students, they made the right choice when they signed up for a freshman seminar called *The Color Red: Light, Spectrometers, Vision, Pigments, Politics, Blood, Bulls, and Redheads*, taught by chemistry professor Larry Miller.

"It's kind of an odd course," Miller acknowledges on the first day. "I hope you'll learn a lot, but you're not going to walk away from this and take the next class in *The Color Red—The Color Red II*."

Miller's idea is for students to explore one topic from a variety of perspectives. The course will include some science, some art, some humanities. Teaching assistant Chris Zerendow is a graduate student in studio arts. Topics range from the physics of light, the chemistry of color, and the biology of vision to the politics and emotional power and symbolism of the color red. "These are topics that you can discuss with your Uncle Bill," the syllabus says.

A second goal is to introduce students to the University. They'll visit the Weisman Art Museum, do an experiment in a chemistry lab, visit Zerendow's painting studio, complete a library project, send assignments by e-mail to Miller.

For the politics of red, Miller went looking for a Communist and found one right next door. Physics professor Erwin Marquit, a Marxist, will meet with the class later in the semester.

Throughout history, red has been the color of royalty and revolution, and it is the most widely used color in patriotic flags. Red commands our attention on stop signs, fire trucks, and warning labels. In Brazil, red cars are outlawed because of the high incidence of traffic accidents involving cars of this captivating color.

—From *Belinda Recio's Red*

The *Color Red* is listed as an Institute of Technology class, and Dean Ted Davis stops by to say hello. "I figured we should get the guy here. He should show up," Miller says.

Davis taught a freshman seminar last spring, and he tells the students he "had more fun than anything I've taught for a long time." One thing they will learn is that professors are people, he says. "You might even end up liking this guy. I like him."

If Davis has one message for the freshmen, it's this: "Ask questions. The only stupid question is the one that's unasked. I believe that strongly."

Miller asks if the students have any questions for Davis. Joe Young has a good one: "What exactly does a dean do?"

In his response, Davis mentions NSF grants and faculty tenure. Miller tells the students they should ask him: "What's NSF? What's tenure?" Davis agrees. "You should have nailed me on that right away."

The main business of the day is for the students to start getting to know each other. As they go around the circle, they offer interesting tidbits. Abby Weingarten, the one redhead in the class, says yes, she has a fiery temper. Joe Young, from Lexington, Kentucky, says his favorite color is Wildcat blue.

Joyce Terberg, from Battle Creek, Michigan, talks about the cereal museum in her hometown. "You can get your picture on a corn flakes box," she says. Jen Vaughan likes butterflies, Kurt Larson is a scuba diver, D.J. Rippl writes poetry, Michelle Parrish loves art but doesn't want to be a starving artist.

Tu Tran, born and raised in Minnesota, says she is enrolled in CBS.

The students have already learned one lesson. "What's CBS?" someone asks.

Jim Ferguson captures the class's interest when he reveals that he is red-green-blue color blind in one eye. Classmates ask him to close one eye and tell what colors he sees. Red looks pink to him. When he opens his eye, it's red again. "Cool!" someone says.

For a class exercise, we divide into small groups. (I pull away, but Miller protests, "Maureen, if you come here, you're in a group.") We're given pairs of emotions or conditions: Peaceful/angry. Quiet/noisy. Love/hate. Healthy/ill. Sin/purity. Fighting/running. Happy/sad.

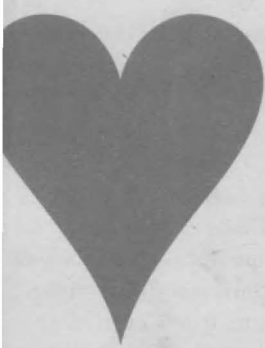
What color do we associate with each word? In my group we have some independent thinkers who want to avoid saying the obvious, but still some consensus emerges. We name baby blue for peaceful and red for angry, red for both love and hate, red for sin and white for purity, yellow for happy and blue for sad.

Abby Weingarten makes the observation, "It's interesting. You associate red with contrasting emotions, anger and hate but also love."

Yes, Miller says. "Red has to do with strong feelings; passionate stuff like love and hate, and revolution."

Even if the students love the class, they probably won't have as much fun as Miller did preparing it. "I spent the whole summer learning about red, reading interesting stuff," he says. "I'm talking to my friends about it. They love to talk to me about the color red."

Freshman seminars are hot—red hot, according to the students in an innovative course taught by chemistry professor Larry Miller, who says there's more to red than meets the eye.



"I'm interested in teaching courses that are not usual. I'm old, and I need something interesting to do. I teach organic chemistry and I love it, but I need some new stuff to do.

"For the next 14 weeks I'm yours," he tells the students. "I'm going to wake up in the middle of the night and think about the class. I'm just going to wake up and think about red."

—Maureen Smith

Red is the most active of all colors—it's about creation and destruction, love and war, valentines and volcanoes. After black and white, red is the first color that babies recognize, and it's the last color we see at the closing of the day as we watch the sun set.

—From Belinda Recio's Red

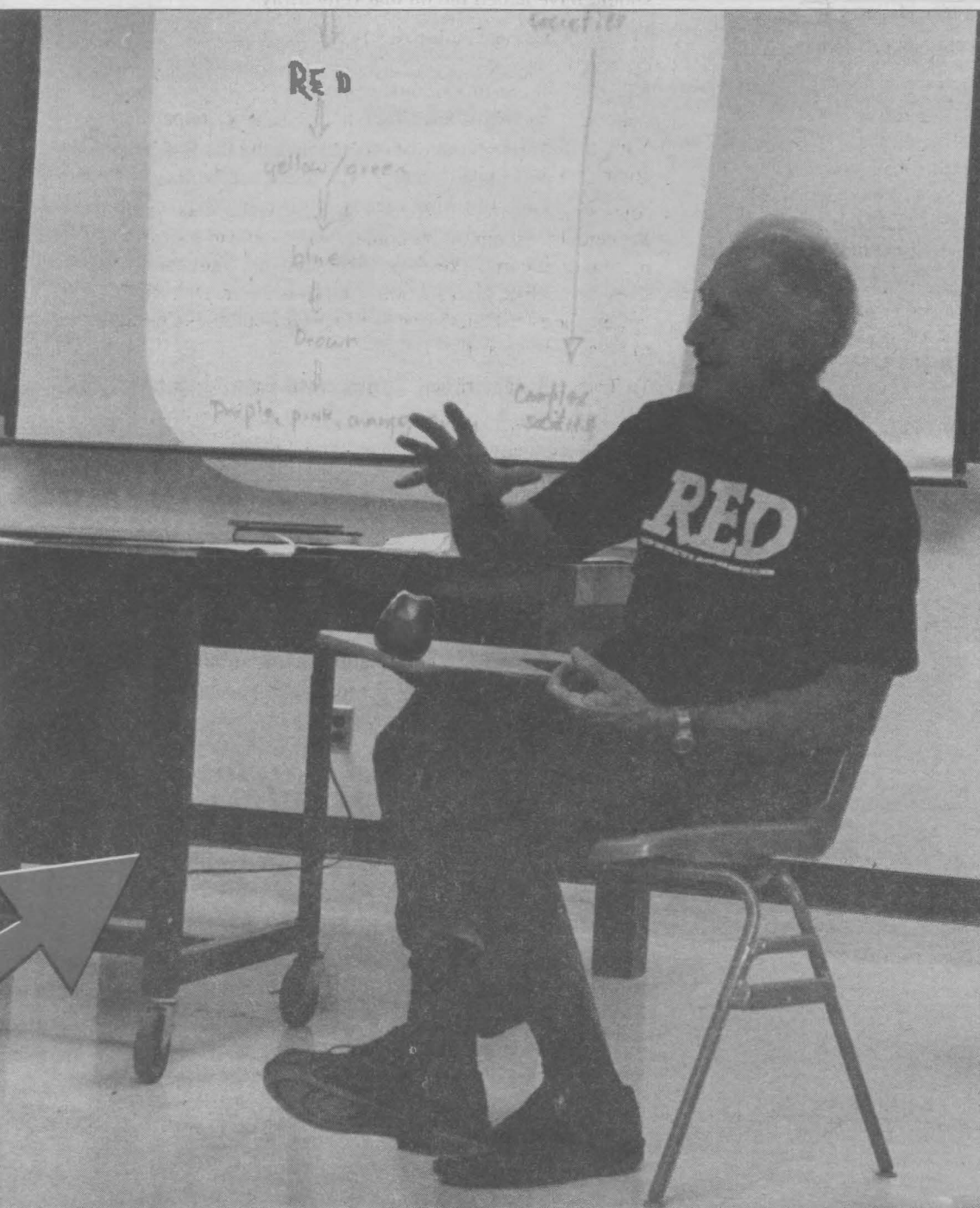


Photo by Tom Foley

Chemistry professor Larry Miller teaches *The Color Red*.

And there's more

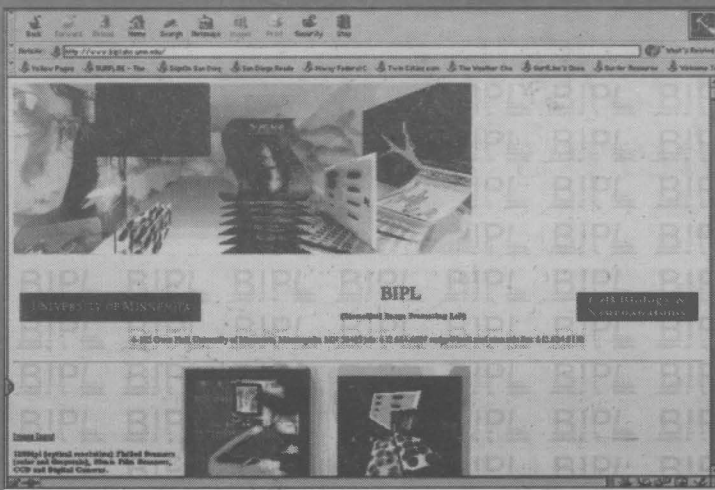
Intrigued by *The Color Red*? It is one of more than 100 freshman seminars offered this year, many on subjects that aren't in the regular curriculum.

For the second year, President Mark Yudof and general counsel Mark Rotenberg are teaching their seminar, *Students and the Constitution*. Yudof told the regents in September how impressed he is with the students.

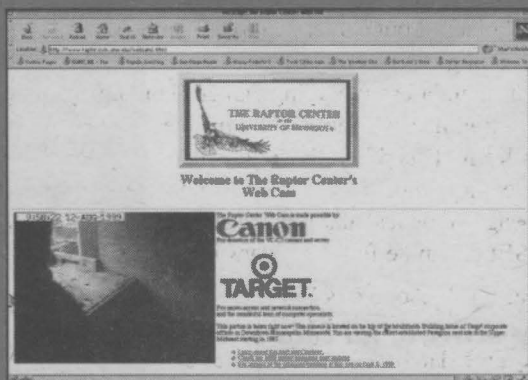
Here is a sampling of some other seminars:

- *Why Do Airplanes Fly?* taught by Bill Garrard, aerospace engineering.
- *Origins: By Chance or Design?* taught by Chris Macosko, chemical engineering and materials science.
- *The Holocaust and Contemporary Genocide*, taught by Stephen Feinstein, Center for Holocaust and Genocide Studies.
- *Vegetarian Food Patterns*, taught by Mary Darling, food science and nutrition.
- *Quebec: Cultural Conflict Seen Through Literature and Film*, taught by Eileen Sivert, French and Italian.
- *Dictionaries and Encyclopedias*, taught by Anatoly Liberman, German, Scandinavian, and Dutch.
- *The Meanings of Money*, taught by Kenneth Doyle, journalism and mass communication.
- *Movers and Shakers of the Cell: Protein Machines*, taught by Robert Elde, dean of the College of Biological Sciences.
- *Who Was Socrates?* taught by Sandra Peterson, philosophy.
- *Cosmic Catastrophes*, taught by Larry Rudnick, physics.
- *The Manhattan Project: A Case Study of the Impact of Science and Technology on History*, taught by Marvin Marshak, physics.
- *Science and Pseudo-Science*, taught by Allen Goldman, physics.
- *The Biology of Beer: Yeast, Barley, and Brewing*, taught by Judith Berman and Neil Olszewski, plant biology.
- *The Israeli/Palestinian Situation*, taught by Martin Sampson, political science.
- *Urban Life: Culture, Civic Challenges, and Opportunities*, taught by Judith Martin, geography.

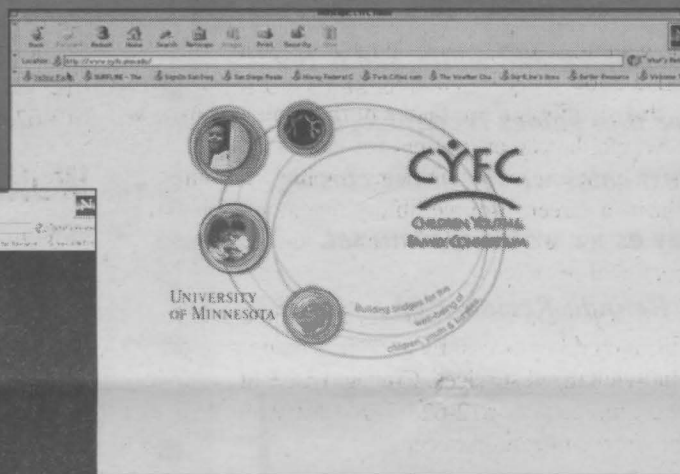
COOL SITES THE WEB AT U



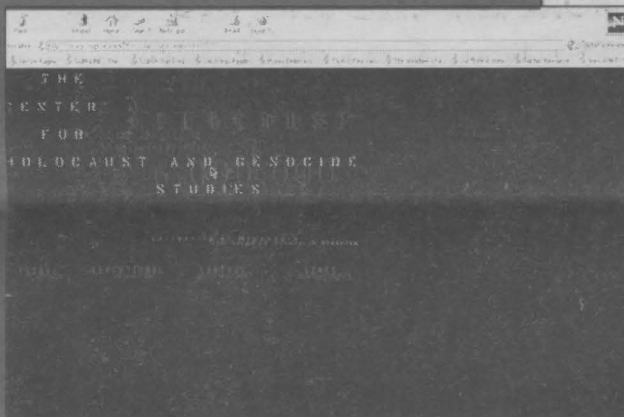
1. cbn.med.umn.edu/bipl/
Biomedical Image Processing Laboratory



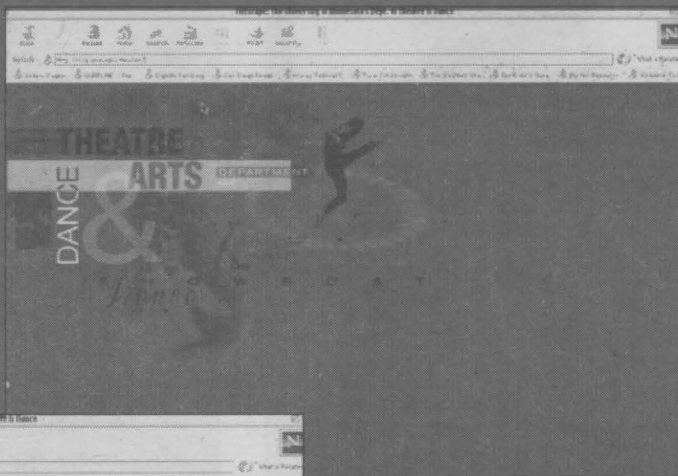
2. www.raptor.cvm.umn.edu/
Raptor Center



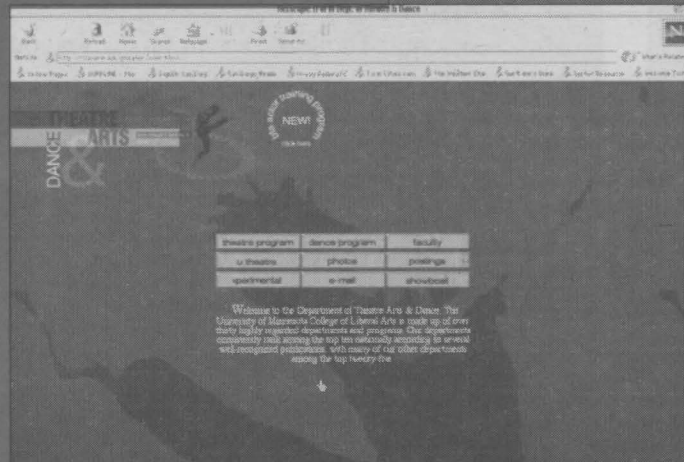
3. www.cyfc.umn.edu/
Children, Youth, and Family Consortium



4. www.chgs.umn.edu:592/chgs/
Center for Holocaust and Genocide Studies



5. www.cla.umn.edu/theater/index.html
Department of Theatre Arts and Dance



We won't argue that what we have here is a scientific sampling, nor even that we've managed to track down every U-based Web site. Actually, that would be a daunting task. The folks at Networking and Telecommunication Services tell us that hundreds of Web sites on the Twin Cities campus alone boast the "umn.edu" address—a figure that does not include coordinate campuses nor sites that University folks might maintain on another server. From there, it gets even more complicated: Those sites lead to more than 570,000 URLs and, well, more than enough U information to satisfy the most ardent Goldy-phile.

What we do have is an insatiable desire to recognize outstanding work at the U. With that in mind, we pondered the question, "Where are the U's cool Web sites and what makes them cool?" The computer-savvy design professionals on our staff were gracious—even enthusiastic—about responding. We looked at graphics, as well as how well we could find information, and were pleased to find lots of sites that deserve high marks. Here are some of the best and why we think so.

1. Biomedical Image Processing Laboratory

For a sheer visual delight (well, they *are* in the business), check out the Biomedical Image Processing Laboratory's (BIPL) site. BIPL is a unit in the Department of Cell Biology and Neuroanatomy that provides researchers with access to digital imaging technology, including equipment and workstations. The site leads you to some helpful how-tos—like a step-by-step process for creating publication-quality images—as well as to useful links.

2. Raptor Center

Through this site, you learn about the fine feathered patients now being rehabilitated at the Raptor Center in St. Paul. But what's really fun is using RaptorCam to track their flights after their release. You can go to Eagle Track, for example, and check out maps showing the flights of former patients like Murry, Lincoln, and Lucky Lindy, all of whom were outfitted with satellite transmitters at the time of their release.

3. Children, Youth, and Family Consortium

Though it's not immediately clear what the images on this site mean (the hands, for example, symbolize community partnerships), you can click on any one of them and find links to an exhaustive amount of information on virtually any family-related topic: adolescents, adoption information, early childhood training opportunities, how to be a dad, media influences on children, data on Minnesota kids, and much more.

4. Center for Holocaust and Genocide Studies

You may need to download Macromedia Shockwave to view this site, but it's worth it. You'll find listings of all U classes and course syllabi, events, films, and art exhibitions about the Holocaust and genocide, get access and referrals to slides, film, and video, and audiotapes for use in Holocaust and genocide education, and view art images from exhibitions. Links to bibliographical materials and Web sites are included.

5. Department of Theatre Arts and Dance

This site is both graphically beautiful and easy to navigate, whether you want information on upcoming performances for any of the U's theater seasons, potential-student program information, or details about performance opportunities. Links that take you outside the department are separate and easy to find.

— Mary Shafer

Thanks to Matthew Slagter for his work on this feature.

Finding your perfect job—online

“Don’t wait for your ship to come in, swim out to it.”

—Author unknown

There are times in your career when you may need to make a change. For whatever reason, your current job just isn’t meeting your needs anymore. Knowing this, and acting on it, however, are two different matters.

Fortunately for today’s job seekers, the Internet can serve as an endless resource. You can find occupation and industry information, self-assessment tools, and even lists of local career centers and counselors to assist you in your exploration.

The University hosts several Web sites to help you find that perfect job right here. As the third largest employer in the state, the U offers just about any career imaginable. The trick is to identify the right opportunities for you. The Web can simplify this process.

The first step is to identify where you are in the job search process. If you already have a concrete idea of what you want to do, then dive right into the University’s Job Center (www.umn.edu/ohr/employ.html). You’ll find application materials and all current job vacancies at the University.

If you aren’t sure what kind of work you want to do here, try exploring the Classification Information Database (data.ohr.umn.edu/). You’ll find detailed information regarding job titles, essential qualifications, and salary ranges. You can then determine the specific jobs for which you are qualified and narrow your search to those areas.

Department home pages offer a window into the workings of potential employers. You can get a sense of how departments are organized, and a feel for the environment. Read any mission statements, description of services, or strategic plans. They can indicate if the department is current with industry trends and compatible with your own goals and interests. If you have an interview, Web sites can help you learn departmental jargon and priorities. Remember, once you get that interview don’t be afraid to refer to the Web site. It will reinforce your knowledge of technology and skills on the Internet.

If you could use assistance either creating or editing a resume, try the University’s award winning (Lycos top 5 percent) Web site, Resume Tutor (www.umn.edu/ohr/ecep/resume/). This site hosts an interactive workbook to help you decide the best format, content, and resources needed for an effective resume.

Beyond the University, a number of sites are worth visiting. If you aren’t sure which career matches your interests, start with the Occupational Outlook Handbook (www.bls.gov/ocohome.htm). This site includes a wealth of information on just about any career path possible. Want to know the typical duties of a helicopter pilot? How about the salary range for a Secret Service agent? All of this information and more exists at this site. You can research areas such as nature of the work, working conditions, training, qualifications and advancement, job outlook, earnings, and related occupations. This Web site is definitely worth checking out.

For statewide information and resources, the Internet System for Education and Employment Knowledge (ISEEK) is a must. ISEEK was created to help you make smart choices about careers, employment, education, and training. It does this by providing information in four main areas including career planning, education and training, job search, and business growth. You’ll find lists of available jobs in Minnesota, detailed information about Minnesota employers, wage statistics, and links to many other Web sites. ISEEK can be found at www.iseek.org.

Another great local resource is WorkAvenue.com (www.workavenue.com). WorkAvenue features an up-to-date resume database and a resume search engine to link job seekers with employer needs. It links directly to the *Star Tribune* classifieds and other local recruiting media.

If you want to search a national network, visit America’s Job Bank (www.ajb.org). At any given time, this site hosts more than a million job vacancies. Search the career info-net for industry trends and state profiles, including demographics. The site also hosts a career resource library that stores job and resume banks, relocation information, and additional occupational resources.

The Employee Career Enrichment Program can help you through this process. ECEP offers many group and individualized services. Contact ECEP at ecep@tc.umn.edu or 612-626-0774, or try our Web site at www.umn.edu/ohr/ecep/.

There is a job out there that will completely satisfy your needs. These Web sites can help you find it, hopefully right here at the University. With any luck, the Internet can make this search a little easier and help you shine in your next interview.

Brian Catrine (catri001@tc.umn.edu)
Program Associate
Center for Human Resource Development

Kate Schaefer (k-scha@tc.umn.edu)
Director
Employee Career Enrichment Program

projects for the honor. Honorary chair of the Millennium Committee to Save America’s Treasures is Hillary Rodham Clinton.

U of M, Crookston (UMC) has been ranked one of the best public regional universities in the Midwest by *U.S. News and World Report*, which ranked it second in the category Regional Public Schools—Midwest Regional Liberal Arts Colleges.

U.S. News rankings are based on academic reputation, retention of students, faculty resources, student selectivity, financial resources, graduation rate performance, and alumni giving. UMC was honored out of a group of 400 similar institutions in the United States.

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@tc.umn.edu.

On the right track: Community Fund Drive

Get on Board: Help Engineer a Better Community” is the theme of the U’s annual Community Fund Drive, which runs from Sept. 27 through Oct. 22. Last year U staff contributed more than \$800,000 to the campaign.

You can contribute either through payroll deduction or by direct giving. As an incentive for early giving, names will be drawn weekly for great prizes, including Northwest Airlines tickets, gift certificates, theater tickets, and more. College- and department-sponsored promotional activities will include silent auctions, hole-in-one contests, and raffles.

This year’s chair is Theresa Robinson, assistant vice president for auxiliary services. The campaign raises funds for HealthFund of Minnesota; Minnesota Environmental Fund; Open Your Heart; United Arts; United Negro College Fund; United Way of Minneapolis; and United Way of St. Paul area.



Figure this out

Need help with data analysis? The U’s statistical consulting service—part of the School of Statistics—offers help with experiment design, surveys, report writing, and more. Staffed by grad students and supervised by faculty, the clinics are in 133 Classroom Office Building in St. Paul. Phone 612-625-3121. For an appointment with a faculty member, call 612-625-7030. FFI: www.stat.umn.edu.

Wake up with this java

Four U locations are now offering the well-known coffee products of Starbucks and Java City. Find Starbucks brewed coffee at the Terrace Cafe in the St. Paul Student Center and The Cup in Williamson. The Cup also sells Starbucks espresso-based drinks. Java City Cafe locations are in the Academic Health Center and Essentials Market in Blegen Hall on the West Bank. Both locations offer a full range of hot and iced coffees and espressos.

A-h-h-h...

You say all your stress accumulates in your shoulders and neck? Boynton Health Service massage therapists can help. You can visit them—for 15-minute chair mini-massages on your neck, arms, shoulders, hands, and/or feet—or they’ll come to you right where you work. At Boynton, the cost is \$15 for staff and faculty. If they visit you, it’s \$1 a minute, with a one-hour minimum. Two-week advance notice is required for the on-site visit. Call 612-625-8400. Same-day appointments at Boynton: call 612-625-3222.

Uffda! It’s kids’ classics

Scandinavian children’s literature is the topic of a noncredit short course, *From Trolls to Tough Issues: Scandinavian Children’s Literature*, which meets Mondays in October from 6 to 8:30 p.m., 109 Walter Library. Offered in conjunction with the Norwegian children’s literature exhibit, “Trolls, Mrs. Pepperpot, and Beyond,” from November 19 to January 7, the course explores classical and contemporary Danish, Finnish, Norwegian, and Swedish literature in translation for children. FFI or to register: 612-624-8880. It’s offered through the Compleat Scholar Program of University College.

Libraries on the move

Walter Library’s special collections and archives units will begin moving into the new Andersen storage caverns beginning in October. Service hours and access to materials for these units will be curtailed.

All library collections and service points will move out of Walter during the December/January break. The science/engineering reference and course reserves units, along with the reference collection and three years of journals, will relocate to Norris. All other materials will be moved to an Andersen cavern for the duration of the renovation.

Materials can be paged from Andersen and will be delivered to faculty and staff offices—or to Norris and the math library for those without a campus address. Also during this time, the remaining collections and all services for eight special collections and archives units—including units now in Walter, three off-campus sites, and Wilson, will move to Andersen.

Kudos

Joe Galaskiewicz and Wolfgang Bielefeld (Indiana University) received the 1999 Best Book Award from the Academy of Management’s Public and Nonprofit Division for their 1998 *Nonprofit Organizations in an Age of Uncertainty* (New York: Aldine de Gruyter). The award committee said the book, which focuses on public charities in the Twin Cities, is “a pathbreaking study of public charities.”

Norma Ramsay, professor of pediatrics and director of the Pediatric Bone Marrow Transplant Program, has received the Esther V. Crosby Award from the Girl Scout Council of Greater Minneapolis. The award honors a former Girl Scout who exemplifies Girl Scout values and ideals and has distinguished herself in professional work or community service.

The Immigration History Research Center’s *Documentation of the Immigrant Experience* has been designated an “Official Project” of Save America’s Treasures, a public-private partnership dedicated to increasing public awareness of and preserving the nation’s historic and cultural treasures. A partnership between the White House Millennium Council and the National Trust for Historic Preservation, Save America’s Treasures named 101

October calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

Fri., Oct. 15–Mon., Nov. 15

■ **Health Benefits Open Enrollment**—Information will be available in the packet you'll receive from Employee Benefits by Oct. 15.

SPECIAL EVENTS

Through Oct. 22

■ **U's Annual Community Fund Drive**—Watch for information on the annual campaign that supports eight participating federations.

Oct. 25–30

■ **Homecoming Week**

Wed., Oct. 27

■ **Computer Science and Engineering Open House**—Exhibits, lab tours, colloquium, reception, and dinner. 1:30–8 p.m., second and third floors, Electrical Engineering/ Computer Sciences Building. \$40.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 612-624-7083

■ **"Impressions of Nature: The Wildfowl Art of Frank W. Benson"**—Work of this American wildlife art pioneer includes rarely-seen etchings as well as paintings, drawings, and lithographs of subjects ranging from migratory waterfowl and shorebirds to hunting and fishing scenes. Through Dec. 5.

COFFMAN UNION'S GALLERY THREE (third floor), FFI: 612-624-0573

■ **Grassroots and Natural Wonders: Book Illustrations of Wendell Minor from the Kerlan Collection**—Illustrated books and original art of award-winning illustrator Wendell Minor. The exhibit runs in conjunction with the U's 1999 Book Week program sponsored by the College of Education and Human Development. Exhibit sponsor is the student Visual Arts Committee. Through Oct. 22.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 612-624-7434

■ **"Fiber Into Fantasy"**—An exploration of the turning seasons, the turning year, and the turning century, through the fantastical creations of British designer Zandra Rhodes and U.S. textile artist Robert Hillestad. Opens Oct. 3; runs through Jan. 9, 2000.

LARSON ART GALLERY, St. Paul Student Center, FFI: 612-625-0214

■ **"The Art of Art Therapists"**—Mixed media show features work by the Minnesota Association of Art Therapists. Through Oct. 8.

■ **"The Sounds of Nature"**—Mixed media show opens Oct. 15 and runs through Nov. 12. Opening reception Fri., Oct. 15, from 6 to 8 p.m.

NASH GALLERY, FFI: 612-624-7530 Through Oct. 8

■ **McKnight Photography Fellows (Main Gallery)**—Works from the 1998 University of Minnesota/McKnight Foundation Artist Fellowships for Photographers Program.

■ **Jim Gubernick (Spotlight Gallery)**—Department of Art's ceramic technician.

■ **New Graduate Student Exhibition (Teaching Gallery)**

Oct. 13–Nov. 19

■ **H2O: The Minnesota Watercolor Society (Main Gallery)**

■ **Professor Emeritus Malcolm Myers (Faculty Spotlight Gallery)**

■ **Students of Malcolm Myers (Teaching Gallery)**

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **"Botanica: Contemporary Art and the World of Plants"**—Works by 55 contemporary artists who use the plant world for inspiration, material, a point of departure, and subject. Through Oct. 10.

■ **"Works on Paper Series: Prints from Presses, Part 1"**—One of two exhibitions in Tweed's 50th anniversary year featuring selected prints from presses in different parts of the country, and one of three exhibitions featuring works on paper. Opens Oct. 19; runs through Jan. 9, 2000.

WEISMAN ART MUSEUM, FFI: 612-625-9494

■ **"World Views: Maps and Art"**—In this exhibition, maps are viewed as forms of cultural and aesthetic expression. In addition to the extraordinary map collection in the U's James Ford Bell Library, the exhibition features artists who use cartographic elements to make cultural commentary. Through Jan. 2, 2000.

■ **"Structures of Memory"**—The U's Andrezej Piotrowski, associate professor of architecture, uses computers to capture attributes that structure our perception of a building's physical form and meaning, images that cannot be captured through ordinary floor plans or details. Through Jan. 30, 2000.

MUSIC

Sun., Oct. 10

■ **U of M Faculty Recital**—Jorja Fleëzanis, violin, and Karl Paulnack, piano. 7:30 p.m., Ted Mann Concert Hall. Free. FFI: 612-626-8742.

Mon., Oct. 18

■ **Irakera**—Twelve-piece jazz ensemble from Cuba; part of Northrop Jazz Season. 8 p.m., Ted Mann Concert Hall. FFI/tickets: 612-624-2345.

Wednesdays and Thursdays in October

■ **Free noon concerts in the St. Paul Student Center Terrace Cafe.**

Wed., Oct. 6—Andy LaCasse: acoustic guitar and keyboards

Thurs., Oct. 7—Rincon Del Flamenco: flamenco dance

Wed., Oct. 13—Barbara Alter: hammered dulcimer

Thurs., Oct. 14—Tim Gadban and Vick Johnson: guitar duo

Wed., Oct. 20—Raymond Yates: folk, jazz, and blues

Thurs., Oct. 21—Patrick Cheever: acoustic guitar

Wed., Oct. 27—Greenwood Tree: hammered dulcimer and mandolin

Thurs., Oct. 28—Amy Holland: piano and guitar

FILM

Wednesdays and Fridays in October

■ **Roxy Films**—7 p.m., St. Paul Student Center Theatre. \$1 (U students); \$2 (other).

Oct. 1—*Dead Poets Society* (PG; 128 min.; 1989)

Oct. 6, 8—*Toy Story* (G; 89 min.; 1995)

Oct. 13, 15—*Jeffrey* (R; 92 min.; 1995)

Oct. 20, 22—*South Park* (R; 80 min.; 1999)

Oct. 27, 29—*Psycho* (not rated; 109 min.; 1960)

THEATRE & DANCE

Fri., Oct. 15–Sun., Oct. 31

■ **Night of the Iguana**—Tennessee Williams' haunting classic is guest-directed by Park Square Theatre artistic director Richard Cook. Rarig Center's Arena Theatre; performance times vary. FFI: 612-625-5380. Tickets: 612-624-2345.

Sat., Oct. 16

■ **Anne Teresa De Keersmaeker/Rosas**—Belgian contemporary choreographer Anne Teresa De Keersmaeker brings her Rosas company to the Twin Cities with a new production. *Drumming* transforms architectural structures of '70s-style minimal music into amazing contours of dance. 8 p.m., Northrop Memorial Auditorium. \$26.50–\$14.50. Sponsored by Northrop Dance Series. FFI: 612-624-2345.

Thur., Oct. 28–Sat., Oct. 30

■ **Ardele by Jean Anouilh**—Black comedy with a twisted sense of humor, Anouilh's *Ardele* is a penetrating romp that tears through our accepted notions of familial relations, scandal, and love. 8 p.m., Rarig Center. Free. Sponsored by U Theater's Xperimental Theatre Season. FFI: 612-625-1876.

LECTURES, WORKSHOPS, & CONFERENCES

Thurs., Oct. 7–Fri., Oct. 8

■ **Second Biennial Feminism(s) and Rhetoric(s) Conference**—Feminist scholars, writers, and artists share new developments in language, literacy, history, and rhetoric at this interdisciplinary, international gathering with more than 150 panels, performances, roundtables, workshops, and readings. Featured speakers: Dorothy Allison, Judith Butler, Evelyn Fox Keller, Jane Gallop, and more. FFI: femrhet.cla.umn.edu or Sara Van Wormer at vanw0019@tc.umn.edu.

Thurs., Oct. 7

■ **Work/Life Balance: Gaining a Competitive Edge by Creating a Productive & Inclusive Work Environment**—Video conference featuring Barbara Nobles Crawford, expert on work/life balance, leaders of employee network groups from various businesses and organizations, and the ingenuity of the Pillsbury House Theatre Company. Free and open to all U community members. 8:30 a.m.–noon, FFI, visit www.umn.edu/ohr/chrd/work_life/.

FAMILY ACTIVITIES

Wed., Oct. 13

■ **Live from the Tall Prairie Grass**—Explore the plants, animals, and people of a tall-grass prairie in northwestern Minnesota via electronic field trip. Broadcast times: 9 a.m., 11 a.m., 1:30 p.m., Bell Museum auditorium. \$3. Primary audience: students in grades 4–8. Reservations: 612-624-9050.

CLASSES FOR FUN

Tues., Oct. 5

■ **Ornamental Grasses for Minnesota**—Learn about what grasses are hardy and easy to grow in Minnesota. Teacher is Mary Hockenberry Meyer, who specializes in ornamental grasses and co-authored *Ornamental Grasses for Cold Climates*. 10 a.m.–12:30 p.m., classroom 2, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI: 612-443-2460.

Thurs., Oct. 7

■ **Designing Your Entryway**—Registered landscape architect Diane Klausner will show you how to avoid common landscaping mistakes and create welcoming entryways. 6:30–8:30 p.m., classroom 2, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI: 612-443-2460.

Wed., Oct. 13

■ **Dried Floral Vertical Swag Workshop**—Learn how to work with dried flowers and make your own floral swag. Session 1—10 a.m.–noon
Session 2—1–3 p.m.
Auditorium, Minnesota Landscape Arboretum. \$30 (members); \$40 (nonmembers). FFI: 612-443-2460.

Sat., Oct. 23

■ **The Well-Chosen Garden: Designing with Distinctive Plants**—This fourth annual symposium is a collaboration between the arboretum and *Horticulture* magazine. Topics include bulbs and herbs for the border; perennials; garden design priorities; and elegant small trees. 8 a.m.–4 p.m., University of St. Thomas. \$95 (members); \$109 (nonmembers). FFI: 612-443-2460.

Fri., Oct. 29

■ **Making Spring Bulbs Bloom Indoors**—Induce spring-flowering bulbs to break dormancy and bloom inside. 10 a.m.–noon, classroom 2, Minnesota Landscape Arboretum. \$15 (members); \$25 (nonmembers). FFI: 612-443-2460.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 6 Morrill Hall. Deadline for the November issue is Oct. 11.

In this issue:

- Raising readers, p. 4
- Wild Bell, p. 5
- A story of maps, p. 6

Kiosk



The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Gopher wanna-be?

As a rodent, she's close, but this squirrel and her myriad siblings scurrying around campus these fall days can only dream of the mascot-derived appeal afforded their gopher cousins. Perhaps a less aggressive approach to coveting human snacks would make them more endearing. The best advice: Don't make eye contact.

Doing the health benefits shuffle

With open enrollment here again, the U reconsiders its options.

The murmurs following the young man's remarks at the St. Paul health benefits forum suggested that, for this audience at least, he had hit a nerve. "I'm angry," the frustrated employee had said to presenters Robert Fahnhorst and Richard McGehee at the Oct. 4 gathering. "And I don't know who to be angry at."

Indeed.

With benefits open enrollment under way through Nov. 15, employees are being asked to choose from among providers whose premium rates have skyrocketed over the past year. Only by choosing State Health Plan Select—the low-cost provider—can employees avoid dramatic rate increases that will range up to \$50 a month for employee coverage and up to \$100 a month for family coverage. The University's share of paying for the low-cost provider will increase from \$55 million to \$67 million a year.

Why the drastic increase?

"The state and consulting firms say it's increased medical inflation rates of 6 to 9

percent this year, higher utilization rates, increased use of prescription drugs by 15 to 18 percent, and advances in medical technology," says Fahnhorst, who points to state reports that illustrate higher utilization rates over time.

"The question is why," he says. "Maybe the population is sicker. It may be that people are getting older. It may be a higher tendency to use medical care. Pharmacy companies are going to direct marketing; the products they advertise are more expensive, but patients see the ads and insist on them."

In practice, the options offered by State HealthPlan Select are similar to higher-priced options, including access to University physicians for primary care, an option also available with PreferredOne State Care Team—a new medical plan this year—and the State Health Plan. At the same time, neither Medica Primary nor Prudential DMO (a dental plan, offered as an option in the every-other-year cycle in which employees can change dental plans) is available to U employees. And this suggests another frustration, says Fahnhorst.

"I think people are starting to realize there are flaws in the system and hopefully are taking action," Fahnhorst says. "Now what happens is that to maintain a

doctor-patient relationship, you may have to change health plans all the time. A new approach—one that's being used by Aspen—is to have the contract with the health system or clinic. You remain with the clinic."

There are problems that are unique to the U, and that's why a U task force formed in 1997 is getting serious again about looking at the issue. Since 1967 the U has participated in the State of Minnesota Employee Group Insurance Program. The health plans offered through this program are determined largely through collective bargaining negotiations between state management and the unions representing organized state employees.

Richard McGehee, a math professor who chairs the task force, says, "For two years, we've sat on the sidelines and mostly tried to study the process. The state puts the plan together and we say, 'ok.' Although we had hoped for substantial improvement in the health plans by 2000, what we've gotten is a 'modified status quo, carried along by market forces.'"

So, says McGehee, the U is "going forward seriously with the option of not taking a ride with the state. If we separate from the state, we'll decide in a year, then have a new plan for 2002."

Such a move might not affect premiums much, but it could address issues of particular interest to University employees, such as sabbatical coverage and mental health coverage.

For now, you have until Nov. 15 to decide if you want to make a change in your medical or dental coverage for the 2000 calendar year. You should already have received packets from Employee Benefits outlining your options. Here are some additional resources.

For an overview of the plans, go to www.umn.edu/ohr/eb/ and click on Open Enrollment 2000. That will link you to information about both medical and dental plans for 2000. From there, you can link to individual plans, and for most of them, you can link to provider directories that will tell you if their networks include your physician.

Printed directories should be available soon.

For more information on the task force, including a message board, membership, and activity summaries, click on www.geom.umn.edu/usenate/welcome.html.

—Mary Shaler

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The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

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The state of the University

By Mark G. Yudof

On Sept. 30 President Mark Yudof delivered his second State of the University address. Following are excerpts from that speech. For the full text, click on www.umn.edu/systemwide/99stateofu.html.

U values

The University of Minnesota is a community built on trust. At the core lies integrity, marked by self-conscious efforts to nurture community, cooperation, enlightened self-interest, altruism, and reciprocal relationships.

I am only partially concerned about legally binding agreements. I am more concerned with the common goods we share, the social, financial, and other undertakings that embody the fulfillment of our promises.

Acceptance of a student carries a promise—from the University and from each one of us—not only of education but of protection from physical harm, sexual harassment, and other hazards; implicitly, we also promise to treat that student in a humane, compassionate, and understanding manner. In turn, students commit to studying, attending classes, turning in honest work, and treating their fellow students with respect and civility. Reciprocity is both the operative principle and the wellspring of trust.

A report on interdisciplinary initiatives

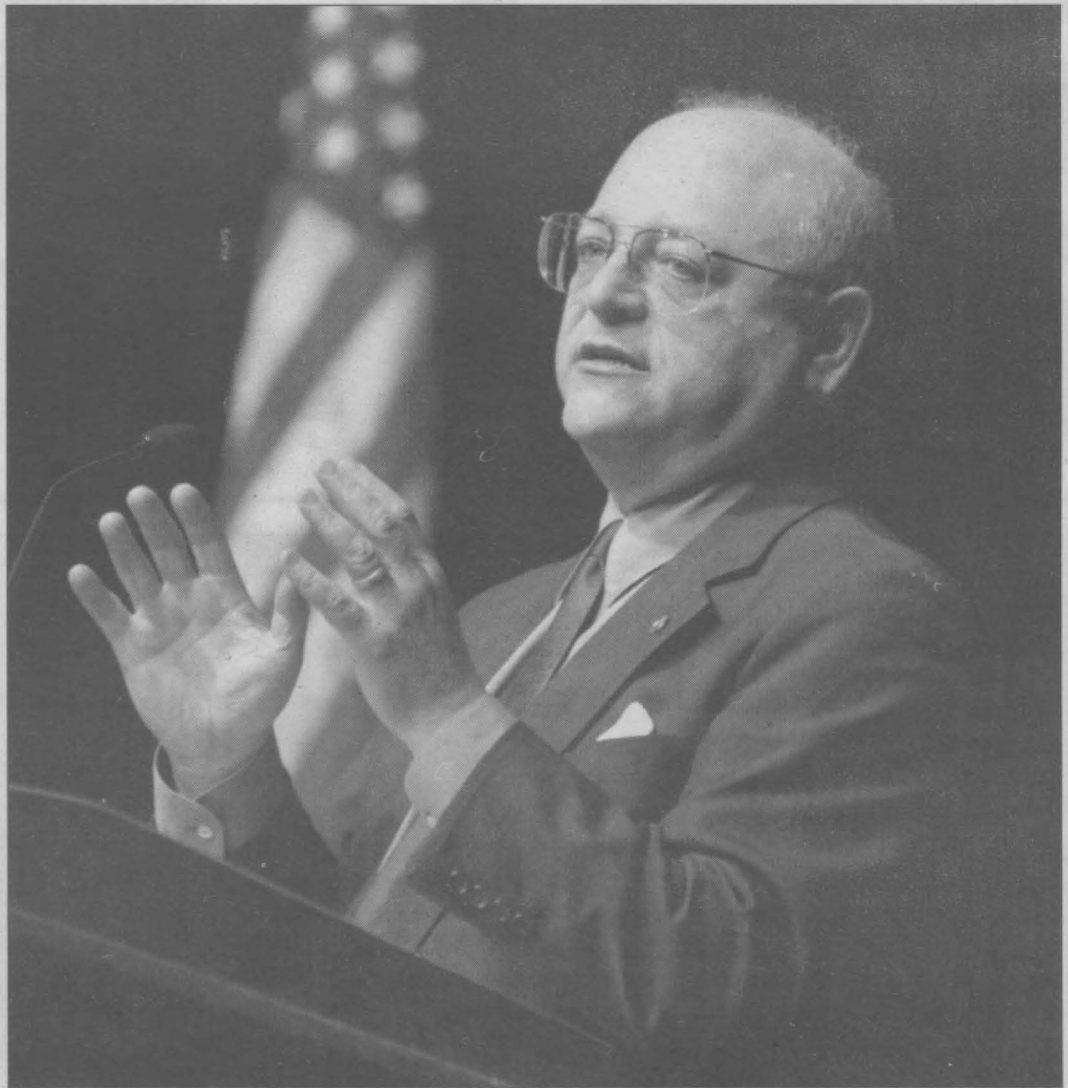
[In] molecular and cellular biology we are reorganizing the biological sciences into four new departments, merging related disciplines as a stimulus to new ideas and findings; hiring new faculty; applying genetic-engineering knowledge to remedy urgent problems.

In digital technology, we are building a bridge to the life sciences by hiring world-renowned professors, moving forward in imaging, wireless communication, e-commerce, and other technologies.

Our design initiative includes an undergraduate design minor; 16 new projects, funded largely by public-private partnerships, that span an exciting range of academic and public-service projects; and fruitful collaborations between design faculty and other University units systemwide.

In new media, we're well along in renovating Murphy Hall. CLA awarded the Cowles Chair to media economist Dr. Daniel J. Sullivan, a national authority, and the Silha Professorship to Dr. Jane E. Kirtley. The search for a director of the New Media Center is continuing.

In agriculture, the College of Agriculture, Food, and Environmental Science has developed a rapid response fund project to meet emergencies in the production of turkeys, wheat, barley, and potatoes; a proposed master plan for Rosemount; and a regional sustainable partnerships program, to facilitate access to the U's resources by communities that depend on local natural resources.



Responsible stewardship

As a state university, we are stewards of the public trust, and ethical behavior—whether in athletics, academics, research, or day-to-day interactions—is a benchmark of our stewardship. Nothing must come before this central value.

High national rankings are a desirable goal but never an exclusive one. Under our land-grant mandate—and, indeed, in simple fairness—we are committed both to access and to excellence; both to diversity and to inclusiveness, serving all Minnesotans; both to science and to the liberal arts. If prestigious rankings come our way—as they do and will do, with wonderful frequency—that's fine. But we must always honor our compact with the people of Minnesota.

Our commitment to undergraduates

Our commitment to undergraduates remains unchanged: to reduce the psychological scale of this large institution by making it more welcoming and user-friendly; to strengthen the sense of community on campus; and to improve academic performance by treating every student like an honors student.

We have taken major strides in keeping this commitment: We have added 30 new faculty positions; the freshman seminars will enroll some 1,500 students this year; new writing requirements will hone skills essential to academic and professional success; learning communities bring students into residential proximity with faculty and staff.

On athletics

In contrast, it is troubling to report that in national intercollegiate athletics, many universities are not keeping their promises to their student-athletes or to the taxpayers. I refer to the declining graduation rate among players, particularly in men's basketball and football programs.

As a step toward restoring the integrity of amateur athletics on campus, I am

urging two important changes in NCAA policy: One is simply to eliminate freshman eligibility in men's basketball; the other is to establish and implement an NCAA rule whereby an athlete who leaves a college or university for any reason must be in good academic standing upon departure, or else the institution will lose that scholarship until the time when the student would normally have graduated.

Compacts

Compact investments over the past year have yielded some outstanding success stories: One is reorganization within the biological sciences. Another is acceleration of the University's diversity agenda.

Compacts have generated a variety of interdisciplinary initiatives: electronic commerce; law and liberal arts; health and technology; environment and sustainable resources; urban and regional planning; neuroscience and human development; arts and the humanities; and global studies.

The course ahead

To keep a ship afloat, to keep it on course, to keep it sailing fast, you have to take care of all of it. You need to hire an outstanding crew, but you also have to paint the hull, caulk the seams, patch the sails, and repair the masts. You even need a great cook! That's what a university is like. We need the best faculty and staff we can find, and at the same time we have to address the full array of operational needs and obligations.

What we strive for is a balance between all of our needs and aspirations. This isn't a science; it's an art. With mutual trust, and the reciprocity in the compacts between us, together we will take this great sailing ship far.

Staff development fund can help

If you want to enhance your job skills, the civil service staff development fund can help. The purpose of the fund is to reimburse out-of-pocket expenses for employees who enroll in staff development programs. These funds may be used for registration fees for one seminar, workshop, or conference that develops skills and knowledge for a current or future position; travel expenses are not covered.

Individuals can select programs sponsored by the University or by outside organizations. Applicants may request a one-time grant of up to \$100 per year, but must wait 12 months to reapply for additional funds once an award is received. The Civil Service Committee will review requests and make awards on a monthly basis. To receive consideration by the committee, an application must be received by the 15th of the month and must be for classes or conferences no more 60 days from the date of the application.

To apply, send a copy of your course registration and the application to Norma Storms, 1-110 Carlson School of Management—or fax it to her at 612-625-8840. If you have questions, please call Storms at 612-624-5070. Applications are available at www.socsci.umn.edu/civilser.

Many classes available right here at the University are offered through the Center for Human Resource Development. Here are some suggestions:

- The Employee Career Enrichment Program tries to help

employees explore other career opportunities at the University. The new 1999 fall workshop schedule is available, and you can learn more from the program's Web site at www.umn.edu/ohr/ecep/.

- Classes to enhance job-related skills in areas such as supervision, finance, and grant management are offered as part of the Training Services Program. For more information on these classes, please go to the employee development Web site at www.umn.edu/ohr/adp/empdev/.

- Computer classes for staff are listed by the Academic and Distributed Computer Services Department of the Office of Information Technology. For more information go to www.training.finop.umn.edu.

- The Employer Education Service (EES) in the Carlson School of Management also offers many classes at a very reasonable rate that can enhance your administrative and managerial roles at the University. To find out more call 612-624-5525.

—Norma Storms
Professional Development Subcommittee

Correction

The civil service pay plan increase was incorrectly reported in the October *Kiosk*. The correct amount is 2.5 percent. The editor apologizes for the error.

- In his *State of the University* address Sept. 30, President Yudof said that the U "is a community built on trust," and at its core is integrity. "Today I focus on reciprocity, the explicit and implicit promises we make to each other, to students and staff, and to the people of Minnesota," Yudof said.

Acceptance of a student carries a promise, not only of education but also of protection from harm, and "implicitly, we also promise to treat that student in a humane, compassionate, and understanding manner," he said. "In turn, students commit to studying, attending classes, turning in honest work, and treating their fellow students with respect and civility."

- **Freshman seminars** will enroll more than 1,500 students in 1999–2000, a 245 percent increase over the 434 students in 1998–99. Also, 800 freshmen now live in residential learning communities, and three new ones will open for Spanish, German, and global studies. Yudof proposed "a residential college experience for every freshman, together with special arrangements for commuters."

- The U has settled a year-old lawsuit against Glaxo Wellcome, the pharmaceutical manufacturer, Yudof announced at a news conference Oct. 5. Glaxo agreed to pay the U royalties on the company's worldwide sales of Ziagen, an antiviral drug used to treat AIDS. The agreement settles a lawsuit brought by the U in October 1998, in which it claimed that Ziagen is among several antiviral compounds first patented in the 1980s by College of Pharmacy professor Robert Vince and subsequently licensed to Glaxo.

"This settlement is historic for this university, and for Minnesota," Yudof said. "The settlement is the jackpot—it's like winning the lottery," he said. Based on current sales estimates, total royalties from the settlement may exceed \$300 million.

- Yudof will ask for \$15 million to \$20 million from the legislature for a literacy initiative, he said Oct. 8 at the regents meeting in Rochester. The goal is to get all kids to read at grade level by the time they're in third grade.

- **Regents approved** the \$134.3 million capital request and the intellectual property policy.

- **Head-count enrollment** is down slightly (1.3 percent) for fall 1999, Peter Zetterberg told regents. The decline was expected as more students completed their degrees in 1998–99 before the shift to semesters, said Zetterberg, who coordinated the semester conversion. Preliminary numbers also show that student credit loads are down, but not by too much and not any more than was projected.

- **Ann Cieslak**, who was named interim executive director and corporate secretary to the regents when Andrea Turner resigned in September, was appointed to the position on a permanent basis.

- The **civil service pay plan** was approved at the Civil Service Committee meeting in Duluth Sept. 30. Most staff members will receive increases of 2.5 percent that are reflected on Dec. 1 paychecks.

- Yudof pushed a plunger Sept. 22 to set off the first of many explosions behind Coffman Union, preparing the ground for **Riverbend Commons**, a plaza that will extend from Coffman to the Mississippi River. Goldy Gopher handed out earplugs to onlookers. When the Riverbend Commons project is completed, it will include housing for 500 students, an underground parking ramp, and the sloped plaza down to the river.

P&A

A conversation with Linda Fisher

Linda Fisher, who was elected chair of the Academic Staff Advisory Committee (ASAC) in June 1999, works in the School of Music as the assistant to the director, and general manager of the Ted Mann Concert Hall. She has a total of 18.5 years' service at the University, 13 of these as a P&A.

How is ASAC doing?

It's a mixed picture. On the up side, our numbers are growing. P&As (academic professional and academic staff) number about 3,000, about equal in number to the faculty. ASAC represents these employees in an advisory capacity with the president. Members are also called upon to represent P&As on other committees and task forces across the campuses. Over the past two years we have initiated elections to select committee members and we have representatives from every college, academic unit, and the three coordinate campuses.

The down side, however, is that, as a committee and as a class of employees, we are somewhat transparent within the University community.

What is the nature of this "transparency"?

Much of the problem is that a great many P&As don't even know that this is their employment classification. Every faculty member knows she or he is a faculty member but there's no clear definition of who is a member of the professional/administrative staff. (That's why in many states our group is described as "underrepresented employees.")

So who are P&As?

Generally, we're all employees who are neither civil service/bargaining unit members nor regular faculty. More specifically, we're overwhelmingly college-educated, white-collar employees who work in a huge variety of ways to keep the University running.

Some are administrators, such as President Yudof. Others are librarians, advisers, public-relations workers, dentists, psychologists, researchers, financial and office managers, and on and on. Many teach courses but are not counted as regular fac-



Linda Fisher

ulty. We occupy hundreds of different positions under the rubric of more than 130 different classifications.

How did this category come to be?

About 20 years ago, the University created the classification to cover individuals who didn't readily fit into the civil service or faculty ranks. P&A contracts allowed the hiring unit staffing flexibility without having the problems inherent with tenure. Until recently, P&As' available percentage rate of compensation was nearly identical to that of faculty. Contracts of differing length were offered depending on the type of position. Benefits differed depending on the type of position. But when the legislature provided raises specifically designated for faculty only, P&As were decoupled from the faculty compensation plan.

What are the major issues for P&As?

Salary levels are a big one. Since the decoupling from the faculty plan, the percentages of our raises have been the lowest of any employee group. Under the present system, every unit, college, and campus decides what we will receive; there is no pressure group to lobby on our behalf.

The same is true of other issues, such as professional development. Faculty have visible, readily available sources of grants for sabbaticals, conferences, or leaves

from job duties to do research or related work elsewhere. Although the University rules say P&As may take leaves, there is no entitlement and we have no source for financial support, nor staffing for work missed.

What role does ASAC play?

Our role is changing. As our name implies, we were originally an advisory body, reporting to the president. As employment inequities have come to light, however, ASAC members and P&As generally are calling for a shift; they want us to represent them in much the same way the Faculty Consultative Committee and the Faculty and University Senates do, with lobbying power

in shaping policy.

The 32-member ASAC board does represent employees from every unit, every college, and every campus, so our organization is wide. But as I've mentioned, the people we represent often don't know we're here or even that they are P&As.

What are ASAC's biggest challenges?

Our most immediate problem is to articulate an identity for ourselves. We need to get in touch with P&As, hear their concerns, tell them what we are doing. Our Web site www.umn.edu/ohr/asac/ is quite active but again, we need more contacts with the uninitiated. We also have a list-serve, UMPA-L. To subscribe contact Mary Ellen Shaw (shawx001@tc.umn.edu or 612-625-4576).

Beyond that, we need to achieve a status comparable to that of the Faculty Senate, where our members' voices can carry force consistent with our numbers, value, and importance to the University community.

Exactly how we go about that is still a matter of debate, both within ASAC and between us and the administration. It's one further argument for improving our communications with "hidden P&As."

Raising T readers

Preschoolers don't need flashcards, but they do need adults who care, says the U's literacy coordinator, who's part of a major U effort to get kids reading.

The goal is an ambitious one: to get all Minnesota kids reading on grade level by third grade.

Toward that goal, President Mark Yudof told regents in October, he will ask the legislature for \$15 million to \$20 million for a reading initiative. Specifics still have to be worked out and the money wouldn't even necessarily have to go to the U, he said—as long as it is used to improve literacy.

The goal is so important that the U now has an early literacy coordinator, housed in the College of Education and Human Development. Hired a little over a year ago, Rosemary Miller is a passionate advocate for children's literacy.

Meeting the goal will take some doing, Miller says, but almost every kid is capable of fluent reading if given enough experiences and enough practice. Third grade is an important target, because a big shift happens in fourth grade, from "learning to read to reading to learn."

Kids are not reading any less well than they were 20 years ago, Miller says, but "the jobs they can go in to are not the same as in the '50s or even the '70s." Blue collar jobs are fewer, and even blue collar jobs usually require reading, maybe a complex manual. Kids who don't learn to read well are at a tremendous disadvantage for the rest of their lives.

Lots of people need to work together to bring kids to their grade level in reading: school superintendents, teachers, reading specialists, tutors, researchers, legislators.

The successful Minnesota Literacy Summit in late

September brought some of those people together. Besides offering good information and giving people a chance to work together on solutions, the summit helped to reestablish the University as a literacy center and resource. People kept telling Miller how glad they were that it was the University that sponsored the summit.

Now Yudof's initiative is taking that commitment a big step further.

Yudof gave "a wonderful talk" introducing the summit and voiced his own passion for literacy, Miller says.

"We have the support of President Yudof and Provost Bruininks and Dean Yussen," she says. "I was the first person he hired when he arrived here," she says of Steve Yussen, dean of her college.

"What has happened in the past year is exciting. What will happen in the coming years is even more exciting," she says.

Whenever anyone will listen, Miller starts spreading the word about what it takes to help children learn to read. One big theme at the summit, and a theme Miller keeps returning to, is the importance of the earliest years. "Preschool is where it all starts. Parents are really the first teachers," she says.

Preparing children to read starts at birth, she says. "I don't mean preparation in the sense that you're doing flash cards, but you're talking to them, reading to them, reading the street signs to them, introducing them to the world of language."

Day care givers are another key group. "If you're going to put your child in day care for eight to ten hours a day, you want a literacy environment," says Miller.

Kids benefit from a rich range of experiences. Children who have been to the zoo

homes. "This year 60 percent of St. Paul first graders are English language learners," Miller says. Probably most of these kids—as well as other kids who haven't been prepared for reading—will need intervention.

"I don't like to talk about five-year-olds having deficits," she says. "They're only behind in experiential stuff. We can bring them up. It's not too late. It's never too late. I don't think. We do know how to teach kids to read."

The University has a strong literacy faculty, she says, and part of her job is just to know what's being done and to be a resource for people in the community who want to tap into University expertise.

It used to be that when kids arrived behind, the school responded by going slow with them. "They were falling further and further behind. Now we know we need to speed them up, give them lots more experiences that they missed, make up the gaps," Miller says. Learning to read takes time, actual reading time, eyes-on-the-pages time. In the early primary grades the task is to go beyond reading word by word and start reading for meaning. "It's not just decoding. A lot of kids can decode just fine. They don't understand what they've decoded," she says.

To get the practice they need, some kids need extra reading time with the teacher or with a tutor. Another part of Miller's job is training tutors and sending them where they are needed. "The whole mission is to use the University resources—that's the faculty, the staff, the students, and the alumni—to reach out to do the best we can to increase the literacy level," she says.

"If anyone wanted to tutor, I could find them a place," she says. The best way to reach her is by e-mail at mille324@tc.umn.edu. Or you can call 612-625-0518. Retirees might be best able to tutor during the school day. For students and staff, evening slots are also available.

Tutors give students the reading time they need, and they give them something else that children treasure: the undivided attention of an adult. "That may be the only time that child has the undivided attention of an adult that day. Half an hour with an adult is a wonderful experience for most of them."

It's true, that it takes a village to raise a child, Miller says, and it also takes one caring adult. Research on resilient children shows how much one caring adult can mean.

"It's a win-win situation. The students that go out learn just as much as the students they're tutoring. They broaden their own experience base. And adults do, too," Miller says.

—Maureen Smith



Rosemary Miller

bring that experience with them when they read a book about going to the zoo. "You hang your knowledge on what you know," Miller says.

Families with limited resources are at a disadvantage, but they can still prepare their children for reading. "You can read signs on a bus. You just have to be aware that it's very important." Some homes have no books, but "that's where libraries come in."

Still, the reality is that children arrive in school with vastly different preparation. Children from a language-rich environment may start school with a 5,000-word vocabulary. Children without that advantage may know only 500 words.

And for an increasing number of children in school, English is not the language of their

Photo by Tom Foley

When Ian Dudley went up to Isle Royale in the spring of 1996, he wondered whether he'd get to spot a real, live moose. After all, aren't these giant inhabitants of the northern forests and peat bogs supposed to be as elusive as they are majestic?

Dudley, the exhibits coordinator for the James Ford Bell Museum of Natural History was hoping to observe moose in the wild to help him in executing the monumental sculpture project he'd proposed for the Bell: a life-size, bronze casting of a moose being attacked by wolves.

As it turned out, moose-watching on Isle Royale proved to be no problem. "You could set your watch by it," he says. "At about 3 o'clock each afternoon I'd go and sit by one of the rivers on Isle Royale and the moose would walk out into full view.

"It was great for me because it gave me a sense of their movement and their incredible agility in walking over rocks and rough terrain. They are incredibly well-adapted to the North American environment."

Armed with photos and videotape, his mind abuzz with images—and advice from Peter Jordan, a professor of wildlife biology at the U and an expert on wolf/moose interactions—Dudley went directly from Isle Royale to his studio at his Wisconsin home. There he spent three months creating preliminary models of the grouping that is the centerpiece of the Bell's new open-air diorama/sculpture garden.

Unveiled in late September, the 5,000-square-foot garden at the Bell's entrance marks the museum's new mission of integrating art and science

MINNESOTA WILD

The Bell Museum unveils its new outdoor sculpture garden



in exhibits, programs, and classes. Dudley's bronzes—symbolic renderings of the eternal struggle between predator and prey—are the centerpiece of the landscape, designed in part by students in the U's landscape architecture program.

In all, Dudley spent over a year on the sculptures, which were cast in Osceola, Wisconsin, by American Bronze Casting. Besides the College of Architecture and Landscape Architecture, he also worked with Mayer Electric, a local lighting firm, Schuler & Shook, a Minneapolis firm that specializes in theatrical lighting, the landscape firm Close Associates, and a general contractor called Second Nature to create the proper look for the garden setting, which features rocks and vegetation native to northern Minnesota.

Perhaps the most distinctive touch is a simulated creek, made of St. Cloud granite, that wends its way across the exhibit.

"It was a wonderful combination of talents," he says. "Often, the architect on a project walks away once the plans are drawn up, but in this case the architects worked closely with the contractors. Everyone has gone of their way to get the right materials and to take special care with the installation."

Dudley estimates that the entire project cost between \$225,000 and \$250,000, most of it privately funded.

"It's been the most incredible experience for me," says Dudley, "working with so many talented people who have been so excited about the concept."

"There have been days when I had to pinch myself to make sure it was really happening."

—Richard Broderick

Counting down to Y2K

Those who know say we're in good shape. But there are things you can do to be on the safe side.

Before you leave the office for New Year's Eve festivities, Ken Hanna urges you to do two things: Turn off your computer and research equipment. And make sure your hard drive is backed up.

For more than 24 months, it's been Hanna's priority to ensure that hardware, software, databases, and networks at the U's central administrative offices will roll into the millennium without a glitch. As the last quarter of 1999 began, work on those systems was 96 percent complete, says Hanna, coordinator of the U's Year 2000 project.

The U is on target to achieving its goal of Y2K compliance. Just to be sure, however, several dozen U employees will spend their New Year's Eve at the U on a Y2K vigil. None of them knows for certain what—or if—electronic gadgets or software that use two digits to identify the current year will fail, but with more than two years' worth of work and 400 projects checked off, the U's Y2K team feels confident problems will be minimal.

"A lot of people have been working very hard to make the rollover to a new millennium a non-event," Hanna says. "We are nonetheless going to check things over carefully."

For more than a year, University officials have had in place Y2K assurance committees involving all the University campuses, including units such as the Academic Health Center, the libraries, facilities management, transportation, and the regents' office.

When problems are discovered, programmers use a variety of techniques to overcome the Y2K issue. Still, no one can guarantee that every spreadsheet on every U employee's computer will be working once January begins. That's why computer turnoffs and hard drive backups are so crucial. Systems linked to a network could get confused, Hanna theorizes, and restarting a machine sometime in the new year can enable hardware and software to resynchronize. And with data backed up,

there is a clean cutoff for the preserved data. In the event of any problems, troubleshooting and workarounds will likely be much easier if there's a clean copy of data to work with.

For computers and research equipment that can't be turned off and must operate continuously, Hanna emphasizes the need to alert individual facilities zone offices. Staff will be assigned to check on this

equipment sometime after midnight on Jan. 1.

Items such as microwaves, clocks, and other technology with programs operating by the clock rather than by the date, will not be affected by the new year. After all, your clock doesn't care what day it is, just what time it is.

—Jim Thielman

What is the Year 2000 problem?

When computer storage space was expensive and scanty decades ago, the use of two-digit dates became the industry norm. The year 1966, for example, was expressed as "66." Unfortunately, two-digit dates cannot distinguish between centuries. So when the calendar flips over to 2000, most of this computer hardware and software will read "00" as "1900."

That leaves computer hardware and software at risk for "Y2K" problems. Even hardware and software produced in recent years could be at risk, rendering functions such as calculations, comparisons, and data sorting incorrect or indistinguishable.

As specialists worldwide have tackled the problem, there have been some good signs that the new millennium will arrive without too much disruption. July 1—the start of fiscal year 2000 for many businesses—passed with little fanfare. Another sigh of relief came when "9/9/99" generated few problems; some had worried that some software might interpret the date as something else—no expiration date, for example.

Concerns remain about Jan. 1, 2000—and about Feb. 28, 2000, as well, since some software might not recognize there are 29 days in February next year. That means that some systems might read Feb. 29 as March 1.

Map out

*The Weisman maps
the history and art of
cartography.*

Maps have always cast a spell on me. Give me a good topographical map of, say, the White Cloud Wilderness in Idaho, and my mind roams where my legs would probably no longer be able to take me—up and down hogback ridges, past narrow, flat-bottomed valleys where small herds of elk graze in the water meadows, along the edge of a glacial tarn beneath the curtain of a sheer rock escarpment.

Or let me unfold the road map of England a travel agent gave me before I went abroad last summer and I'm back humming along a narrow, two-lane blacktop tunneling its way through the Sussex hedgerows or coming out onto an open plateau overlooking the panorama of Salisbury Plain.

In grammar school, I even had the idea that the bright colors assigned to countries elsewhere in the world—principally Africa—somehow corresponded to the skin tone of the people who lived there. Thus the inhabitants of what was then the Belgian Congo were, to my nine-year-old mind, a rich-looking magenta, while those who lived in what was then French Morocco were pale green.

The near-universal power of maps to affect the way we see the world was captured by Elizabeth Bishop in "The Map":

*The shadow of Newfoundland lies
flat and still.
Labrador's yellow, where the moony
Eskimo
has oiled it. We can stroke these
lovely bays,
under a glass as if they were expected
to blossom.*

But if maps affect the way we see the

world, the way we see the world also shapes the maps we create. A battle, Napoleon observed, takes place in the gap between two maps—meaning that real terrain will always differ from the images presented on a map, no matter how "scientific" or "accurate," because all maps are, to some degree, idealized projections of our actual world.

The complex relationship among science, art, culture, and politics embodied in maps and cartography is the subject of "World Views: Maps and Art," a collaborative exhibit created by the Bell Museum, the art history department, and the Weisman Art Museum.

Cartography was always an evolving field as settled territory expanded over the years and trade routes stretched further and further into the unknown. For a long time, the change was slow, and mapmaking was often more about embellishment than guidance—or, in the case of the medieval maps on display here, projecting an idealized version of the cosmos onto a world map.

Beginning with the 15th century and the dawn of the Age of Exploration, the changes in cartography became explosive—a trend only accelerated in our own century by shifting boundaries and nomenclature resulting from wars, decolonization, and, most recently, the collapse of the Soviet Union.

In tracing this evolution, the Weisman

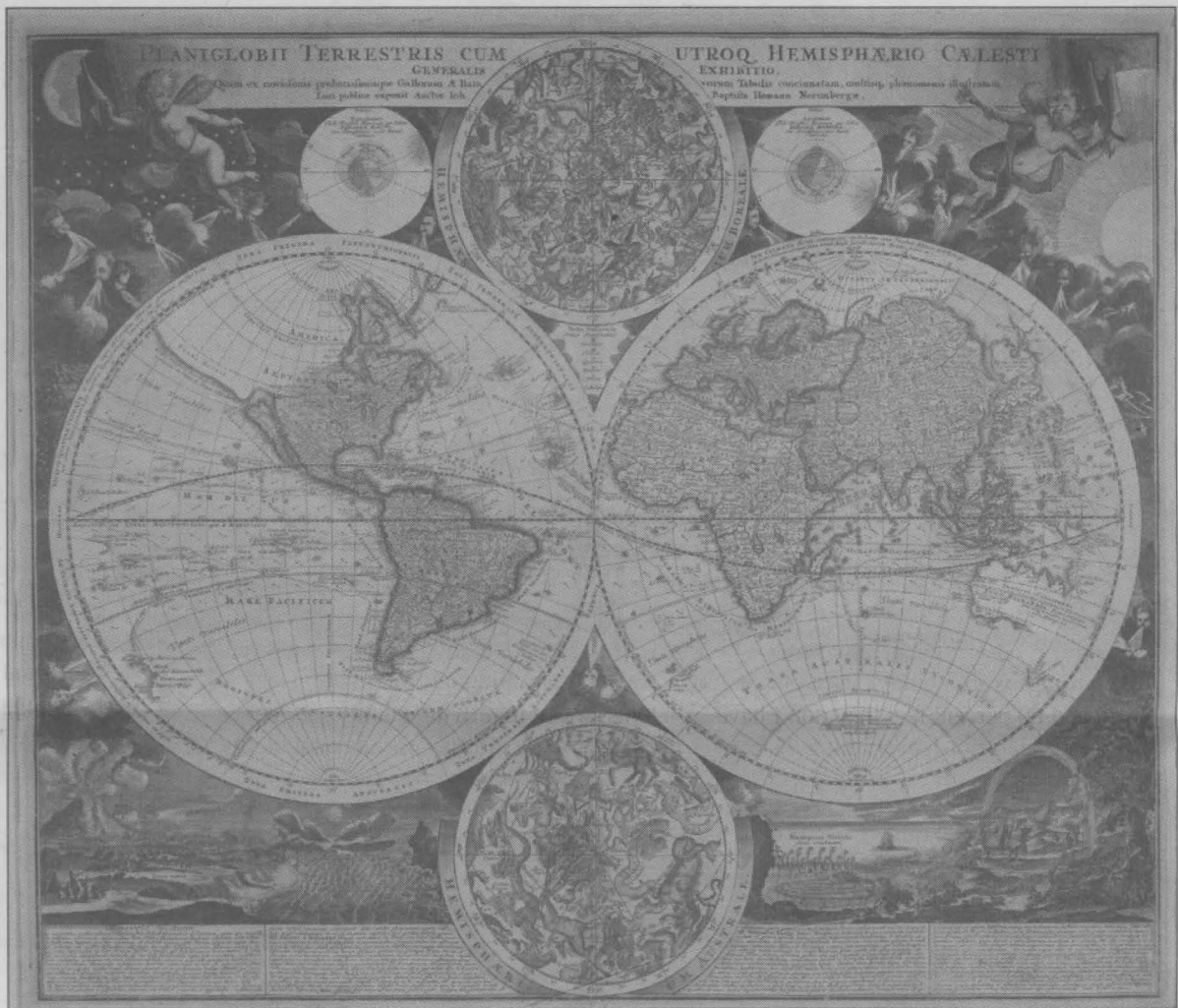
benefits from the fact that the Bell Museum is one of the country's most important map archives. The show's historical maps include woodcut copies of a map from the 7th century, a 15th century Portolan chart (a kind of map used by seagoing vessels), a map of the eastern half of North America drawn up by Claude Dablon in 1672 with a wildly fanciful depiction of what would become Minnesota, an engraved map from a book about the Lewis and Clark expedition, a linear 19th century riverboat chart of the Mississippi from its headwaters to the Gulf of Mexico, and, most spectacular of all, a copy of the first known map to include the name "America" on it.

Almost all of these historical maps are also works of art. But the exhibit also includes 20th century works of art that

include maps, or comment upon the cultural and political implications of cartography. Miguel Angel Rios's monumental 1994 composition, *Magallanes en la confusion encontro un oceano #3*, for example, does both, taking torn maps of the Western Hemisphere and rearranging them in a way that questions the assumption that North is or should be "up" (and thereby on top) and South always "down," in a position of subjugation. And looking forward to the new millennium, the show's sponsors commissioned a new installation, created by the KNOWMAD Confederacy, that poses new cartographic possibilities in the 21st century.

"World Views" continues at the Weisman through Jan. 2.

—Richard Broderick



Johann Baptist Homann (German, 1663–1724), *Planiglobii terrestris cum utroq; hemisphaerio caelesti generalis exhibitio (Flat globes of the Earth with each hemisphere of the heavens)*, 1707 copperplate engraving, hand colored, James Ford Bell Library.

Can you say sesquicentennial?

You only turn 150 once, so if you can say it (and that would be ses • kwi • sen • ten • i • il), you can be part of it as the U celebrates its 150th birthday from June 2000 through May 2001.

Plans for next year's birthday bash include a statewide kickoff at the 2000 State Fair, where the sesqui traveling exhibit will be unveiled; new student convocation with an all-community picnic on Northrop mall to launch the celebration on campus Sept. 5—the first day of class; Homecoming in October; an official birthday weekend February 23–25 with public celebrations and receptions, and a grand finale complete with fireworks in May 2001.

With all this, there are plenty of ways for faculty and staff to get involved, says Sue Eastman, the U's sesquicentennial coordinator.

"Concerts, lectures and special events can all be made even more special by tying it to this once-in-a-lifetime event," says Eastman. "Simply hanging the



sesquicentennial banner over already-scheduled activities is one easy way to get involved."

Information on how to use the banner and other sesquicentennial materials, as well as on how to access event speakers will be available from Institutional Relations in November.

Also, the sesquicentennial executive committee—co-chaired by regents professor Ellen Berscheid and associate vice provost Robert Jones—has established a

grants fund for staff, faculty and students with ideas for creating their own celebration. Details on how to apply will be available next month on the sesquicentennial Web site at www.umn.edu/sesqui.

Finally, anyone interested in helping with the birthday bash—from the design of the traveling sesquicentennial exhibit to next year's campus kickoff—can join any of the sesquicentennial's 10 working committees.

"Most importantly, every happening associated with the sesquicentennial should be fun—an enjoyable, hats-off inspiration for everyone involved," says Eastman, who explains her job is to "help all University units celebrate their achievements and help them tie upcoming, as well as existing activities, to the celebration."

For an informational packet on how your unit can participate, call Eastman at 612-624-0818.



Bas-relief

A stone-relief plaque in Scott Hall's lobby is one of 13 stone sculptures featured in a photo mural that will grace Williamson Hall. The montage, created by U photographer Tom Foley, is part of this year's Beautiful U Days Oct. 27–28.

The work-life challenge

I'm writing this column on my home computer, keeping my daughter company as she recovers from the flu. She's sleeping now, so I'm catching up on work. It took some juggling to clear my calendar, but I know this is where I belong. Thankfully, my supervisor agrees.

For me, as well as for many of today's employees, work duties, family responsibilities, household obligations, and community needs create numerous and often competing time demands. Many factors contribute to this increased complexity of work and family life. The Families and Work Institute compiled telling statistics in its 1998 National Study of the Changing Workforce. Forty-six percent of workers are parents; 19 percent of working parents are single. In 42 percent of two-parent households, both partners work—compared to just over 20 percent in 1950. One in four employees cares for an aging parent—and 42 percent of full-time workers expect to provide elder care within the next five years.

Simultaneously, jobs have become more demanding. One in three employees regularly brings work home at least once a week and 60 percent feel they don't have enough time to finish everything that needs to get done on the job—significantly higher than 20 years ago. Seventy-one percent report feeling "used up" at the end of the day and 38 percent say stress has caused minor health problems.

Meeting work and life demands isn't just an individual's concern; it impacts organizations as well. Mounting evidence supports what is common sense to most of us: employees are more motivated, productive, committed, and loyal when organizations support their work AND life needs. The challenge for individuals and organizations is to create balance and to maintain mental, physical, and emotional health while remaining productive and accountable.

What is work/life?

About 20 years ago, corporations started implementing programs and policies to help their employees manage work and family responsibilities. Early efforts, seen as employee perks, targeted working women and generally focused on child-care needs.

Today, the term "work/family" has given way to "work/life," encompassing a wide range of family and personal life issues, reflecting the diverse needs of our workforce, and sending a clear message that, regardless of parental status or how one defines "family," all employees crave a meaningful balance among the various aspects of their lives.

Increasingly, work/life support is tied to organizational mission and business success. Consequently, employers' efforts to promote work/life agendas have broadened to include resource and referral networks for elder and childcare, flexible benefits programs, alternative work arrangements (e.g. telecommuting),

domestic-partner benefits, convenience/concierge services, and health/wellness programming. Some initiatives are stand-alone programs; others link with broader efforts.

Michael Brott, coordinator of the U's Children, Youth, and Family Consortium, explains that we once viewed work and family life through the justice-scale model—striving for balance through a constant redistribution between the two arms of a scale. The research literature, however, has taught us that roles and pressures don't fall neatly into one or the other arm of the model.

"When we expect employees to leave work at work and home at home, it is destructive," says Brott. "When corporations support employees in holistic ways, they get returns in productivity." The goal is to create synergy between work and home, instead of viewing them as competing influences on an employee's energies.

What does this mean for the University community?

Like all employers, the University is making major changes. We've decentralized decision making and responsibility; we're overhauling our information systems; we're improving quality service. Each of these efforts depends on a highly skilled, motivated workforce. The way we respond to work/life issues affects our ability to recruit and retain that workforce.

When it comes to work/life support, the University is doing some things well. We have a strong benefit package for employees, including domestic-partner benefits. Our parental leave policy applies to fathers, domestic partners, and adoptive parents as well as birth mothers. Our amazing technology infrastructure allows remote site connections. We have an inhouse Employee Assistance Program available to all employees and their families. We have access to tremendous resources, such as the Children, Youth, and Family Consortium and the Minnesota Center for Corporate Responsibility.

There are also things we can do to improve. This column will be one effort to bring work/life issues to the forefront at the University. For the last four years, Careerscapes, featured articles on managing your career at the University. It's time to broaden that focus to better reflect the breadth of what you bring to your work life. Work/Life will explore how your job intertwines with your other life roles and offer perspectives for managing your life goals in concert with your career aspirations. We've assembled a team of writers to tackle major issues, suggest resources, recognize accomplishments, and challenge us to do better.

We welcome your input as we define the content of future columns of Work/Life.

—Kate Schaefer
Center for Human Resource
Development

Party here

What to do for your kid's next birthday party? The St. Paul Gym could be your answer. The gym hosts birthday parties for children from 5 to 15 years of age. Each party can include more than 10 children (there is an additional cost per child after the 10th child).

All parties include a decorated party room, supervision staff, party favors for each child, and a special gift for the birthday child. You can purchase one of three packages: 1) Take An Adventure—two hours of rock climbing, games, and activities (\$115); 2) Get Wet—2 hours of swimming, games and activities (\$115); 3) Experience It All—3 hours of swimming and rock climbing, plus more (\$135). Party times are Saturday from 3 to 5 or 6 p.m. or Sunday from 1 to 3 or 4 p.m. If you have questions or if you would like to schedule a birthday party, please call the party hotline at 612-625-2242.

Speech-Hearing Center opens

The new Julia M. Davis Speech-Language-Hearing Center has opened in Shevlin Hall and is available free of charge for hearing tests, hearing aid checks, hearing-conservation counseling, aural rehabilitation, and a wide range of speech and language evaluations and treatments. Services are provided by graduate students under the supervision of clinical audiologists. Call 612-626-7406 for more information or to make a referral.

Eat someplace else

Three dining locations in Coffman Memorial Union will be displaced beginning Nov. 1. They are Two City Cafe, Portage Market, and Lake Country Deli.

Catering facilities, previously housed in CMU, were consolidated recently at a new location, and are not affected by the renovation.

University Dining Services says it is actively looking for alternative dining sites for the duration of CMU's renovation and will announce those as soon as it can. In the meantime, nearby dining is available at Moos Café, Outside In, and Sostanza in the health sciences complex; Nolte Café, and The Cup in Williamson Hall.

Compleat Scholar

The U's Compleat Scholar Program is looking for course proposals for paid, part-time, temporary teaching positions in a variety of disciplines.

Courses will be held summer 2000 through spring 2001. Call 612-624-8880 for application or write Part-Time Instruction, Compleat Scholar Program,

Kudos

Richard Beach, professor in curriculum and instruction, and Frances Lawrenz, professor in curriculum and instruction and educational psychology, have been named Rodney S. Wallace Professors of Teaching and Learning in the College of Education and Human Development. The professorships are funded by Rodney Wallace, a long-time friend of the college and prominent local business leader.

Kerry Freedman, professor of curriculum and instruction in the College of

314 Nolte Center, 315 Pillsbury Dr. SE, Mpls., MN 55455-0139.

Deadlines for review of applications: Nov. 12 for summer 2000; Dec. 17 for fall 2000; May 5, 2000 for winter and spring 2001. Early submission is strongly recommended.

Let's meet at the Gateway

Meeting facilities in the Gateway building—scheduled to be dedicated Oct. 29—are available for reservations. Memorial Hall, with a capacity of 1,000 people, will not be available until mid-February; however, many of the smaller rooms will be available earlier. For more information, call Bob Shiff at 612-624-5079 or the reservations line at 612-624-9831.

Volunteer at the Raptor Center

The Raptor Center is looking for volunteers to help with several areas within the Freedom Gift Shop. Opportunities are available in catalog fulfillment (four–eight hours a week for eight–twelve weeks, starting mid-October), merchandise receiving (four hours a week), catalog data entry (four–eight hours a week for eight–twelve weeks, starting late October), special event production, and special events sales assistant. If you're interested, please contact Noreen at 612-624-9753.

Campus safety information available

Federal law requires that all students, staff, and faculty have access to annual campus crime statistics. To review "Safety and Security on Campus," the U's annual security report for the Twin Cities campus, visit www.umn.edu/umpolice/campsec1.htm.

For a printed copy of this report, please call 612-625-3454.

Also, a forum on interactive television (ITV) for the Crookston, Duluth, and Morris campuses was broadcast on Friday, October 15, from noon to 1 p.m.

For bio seminars, check the Web

Lists of biological seminars at the U will no longer be offered by mail or e-mail. The lists will be available on the Web at www.cbs.umn.edu/college_info/seminar.html. Those who do not have easy access to the Web can contact the department that is holding the seminar directly or call Nancy at 612-624-0774.

Education and Human Development, has been elected a distinguished fellow of the National Art Education Association. The selection is based on lifetime academic and scholarly achievement as well as service to the profession. Freedman was one of only five distinguished fellows elected this year.

Ronald Siegel, professor and head of the College of Pharmacy's Department of Pharmaceutics, has been named a Fellow of the AAPS.

November calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

Thurs., Nov. 25 and Fri., Nov. 26

■ **Thanksgiving holiday**—No classes; U offices closed.

SPECIAL EVENTS

Tues., Nov. 2

■ **Blast into the Past**—A 40th-anniversary celebration of the Minnesota Women's Center, organized by U women students. 3–5 p.m., St. Paul Student Center Ballroom. Dance follows at 5 p.m. \$3 (students); \$8 (general). FFI: 612-625-9837.

Thurs., Nov. 11

■ **Welcome Reception for International Scholars**—International faculty, staff, and researchers, along with Minnesota faculty sponsors, mentors, and colleagues, are invited. Hosted by Minnesota International Center. 4:30–6:30 p.m., Dolly Fiterman Gallery, Weisman Art Museum. FFI/reservations: 612-625-7753.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY, FFI: 612-624-7083

■ **"Impressions of Nature: The Wildfowl Art of Frank W. Benson"**—Work of this American wildlife art pioneer includes rarely seen etchings as well as paintings, drawings, and lithographs. Through Dec. 5.

GOLDSTEIN GALLERY, MCNEAL HALL, FFI: 612-624-7434

■ **"Fiber Into Fantasy"**—View the fantastical creations of British designer Zandra Rhodes and U.S. textile artist Robert Hillestad. Through Jan. 9.

LARSON ART GALLERY, ST. PAUL STUDENT CENTER, FFI: 612-625-0214

■ **"Sounds of Nature"**—Mixed media by Baofeng Wang. Through Nov. 12.

NASH GALLERY, FFI: 612-624-7530
Through Nov. 19

■ **H2O: The Minnesota Watercolor Society** (Main Gallery)

■ **Professor Emeritus Malcolm Myers** (Faculty Spotlight Gallery)

■ **Students of Malcolm Myers** (Teaching Gallery)

Nov. 23–Dec. 17

■ **BFA/MFA Exhibitions** (Main Gallery)

■ **Adjunct Faculty Member Valerie Frank** (Faculty Spotlight Gallery)

■ **Asako Nakauchi** (Teaching Gallery)—MFA Thesis Exhibition.

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **"Works on Paper Series: Prints from Presses, Part 1"**—One of two exhibitions in Tweed's 50th anniversary year featuring selected prints from presses in different parts of the country, and one of three exhibitions featuring works on paper. Through Jan. 9.

WEISMAN ART MUSEUM, FFI: 612-625-9494

■ **"World Views: Maps and Art"**—In addition to the extraordinary map collection in the U's James Ford Bell Library, the exhibition features artists who use cartographic elements to make cultural commentary. Through Jan. 2.

In conjunction with the exhibition:

■ **A Conversation about Maps**—Two renowned geographers—Yi-Fu Tuan and David Woodward—join "World Views" curator Rob Silberman to talk about the philosophical underpinnings of maps. Sun., Nov. 7, 2 p.m.

■ **"Twentieth Century American Cartography"**—Geographer Robert McMaster discusses this century's major innovations in cartography. Sun., Nov. 21, 2 p.m.

■ **Structures of Memory**—The U's Andrzej Piotrowski, associate professor of architecture, uses computers to capture attributes that structure our perception of a building's physical form and meaning. Through Jan. 30.

In conjunction with the exhibition:

■ **"Architecture: Representation and Knowledge"**—Prof. Piotrowski lectures on the relationships among design, representation, and knowing architecture. Wed., Nov. 17, 7 p.m.

WILSON LIBRARY (fourth floor), FFI: 612-624-4576

■ **"Trolls, Mrs. Pepperpot, and Beyond: Celebrating Norwegian Children's Books"**—This exhibit by Capital Children's Museum in Washington, D.C., is the largest Norwegian children's literature exhibit ever to tour North America. Opens Nov. 19; runs through Jan. 9.

THEATRE & DANCE

Sat., Nov. 6–Sun., Nov. 7

■ **Lyon Opera Ballet**—French troupe performs *Carmen* by Swedish choreographer Mats Ek. Nov. 6: 8 p.m.; Nov. 7: 2 p.m., Northrop auditorium. Part of Northrop Dance Season. \$21.50–\$34.50. FFI: 612-2345.

Fri., Nov. 12–Sun., Nov. 21

■ **The Dybbuk**—A ghostly mystery based on a Jewish legend. Directed by Stephen Kanee. Fri., 8 p.m.; Sat., 8 p.m.; Sun., 2 and 8 p.m.; Thurs., 7:30 p.m. Rarig Centre's Stoll Thrust Theatre. FFI/tickets: 612-624-2345.

MUSIC

Thurs., Nov. 4

■ **Buena Vist Social Club presents Orquesta Ibrahim Ferrer and Rubén González y si Grupo**—Twenty-member band recalls the thrill of Cuba's musical heyday. 8 p.m., Northrop auditorium. \$19.50; \$24.50. FFI: 612-624-2345.

Thurs., Nov. 4

■ **Bergen Woodwind Quintet**—7:30 p.m., Ted Mann Concert Hall. \$11.50. FFI/tickets: 612-624-2345.

Fri., Nov. 5

■ **U of M Chamber Singers**—Thomas Lancaster, conductor. Cosponsored by the St. Croix Valley chapter of the U Alumni Association and Stillwater's Trinity Lutheran Church. 8 p.m., Trinity Lutheran Church, Stillwater. \$5 (students and UMAA members); \$10 (other). FFI: 651-439-7400.

Thurs., Nov. 11–Sun., Nov. 14

■ **University Opera Theatre**—Mozart's *The Marriage of Figaro*. Akiri Mori, conductor. Sung in English. 7:30 p.m. on Thurs.–Sat.; 3 p.m. on Sun., Ted Mann Concert Hall. \$13.50 (advance); \$16.50 (at the door). FFI/tickets: 612-624-2345.

Tues., Nov. 16

■ **University Jazz Ensembles**—Dean Sorenson, director. 7:30 p.m., Ted Mann Concert Hall. Free.

Thurs., Nov. 18

■ **U of M Symphonic Wind Ensemble**—Craig Kirchoff, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Sat., Nov. 20

■ **U of M Percussion Ensemble**—Fernando Meza, director. 7:30 p.m., Lloyd Ultan Recital Hall. Free.

Sun., Nov. 21

■ **U of M Marching Band Indoor Concert**—Jerry Luckhardt, conductor. 3 p.m., Northrop auditorium. \$11.50 (adults); \$9.50 (children). FFI/tickets: 612-624-2345.

Tues., Nov. 30

■ **U of M Faculty Recital: Dean Billmeyer, organ**—Sponsored by the Friends of the Northrop Organ. 8 p.m., Northrop auditorium. Free.

Wednesdays and Thursdays in November

■ **FREE noon concerts**—St. Paul Student Center Terrace Cafe.

Nov. 3—Glenn Helgeson: acoustic jazz and blues guitar

Nov. 4—Matt Prudoehl: acoustic rock, blues and jazz guitar

Nov. 10—Mark Stillman: French and German accordion

Nov. 11—Nicholas Carter: Paraguayan harp

Nov. 17—Clint Hoover and Brian Barnes: electric guitar and harmonica

Nov. 18—Lisa Kane: alternative rock

Nov. 24—Shelly Medernach, jazz piano

LECTURES, WORKSHOPS, & CONFERENCES

Mon., Nov. 8

■ **International Organizations, the IMF, and Women's Work**—Colloquium with Nasrin Jewell, economics faculty, University of St. Catherine. Part of CLA's Feminist Studies Colloquium. 3–5 p.m., Nolte Library.

Mon., Nov. 8 and Tues., Nov. 9

■ **"Children's Human Rights: Implementing Practical Strategies in Minnesota"**—Conference sponsored by the U's Children, Youth, and Family Consortium and Human Rights Center, the Minnesota State Bar Association, and Minnesota Advocates for Human Rights. 9 a.m.–3 p.m., Earle Brown Center. FFI: 612-626-1212 or rmcfar@tc.umn.edu.

Thurs., Nov. 18–Sun., Nov. 21

■ **25th Annual Conference of the Association for Moral Education: "The Moral Imperative: Ethics in the 21st Century"**—Two public lectures: "Integrating the Advances in Moral Philosophy with the Advances in Moral Psychology," by Tom Beauchamp, Kennedy Institute of Ethics, Georgetown, and Dan Lapsley, Ball State, 9 a.m., Fri.; "Particularity and Universality in Moral Education: How to Be a Liberal Communitarian," by Ken Strike, Cornell,

9 a.m., Sat. Each lecture, \$5. Entire conference, \$315. Radisson Hotel Metrodome. FFI: narvaez@tc.umn.edu.

Mon., Nov. 15

■ **Mountain climbing**—Two notable climbers tell their stories: Conrad Anker, part of the expedition to find the body of Mt. Everest climbing pioneer George Leigh Mallory; and Bobbi Bensman, whose credits include more than 20 national champi-

onships. Presentations: 7–9 p.m.; book sales, signing: 6–6:45 p.m. and 9–10 p.m., 175 Willey Hall.

Wed., Nov. 17

■ **Eddie Dominguez, ceramist**—Lecture is part of the art department's Visiting Artist Program. Noon–1:30 p.m., West Bank Union auditorium. FFI: 612-625-8096.

Mon., Nov. 22

■ **A Law Unto Themselves: Professional Autonomy and Race in North Carolina's Campaign to Reform Midwifery, 1935–1953**—Colloquium with Karen Kruse Thomas, Hamline University. Part of CLA's Feminist Studies Colloquium. 3–5 p.m., Nolte Library.

Mon., Nov. 29

■ **"Why in the World Would You Want To Do That?" Making Sense of Gay and Lesbian Commitment Ceremonies**—Colloquium with Ellen Lewin, U of Iowa. Part of CLA's Feminist Studies Colloquium. 3–5 p.m., Nolte Library.

FAMILY ACTIVITIES

Sun., Nov. 14

■ **Making Your Image Your Own: An Art Class for Kids**—Twin Cities artist and art teacher Vera Wong will help kids in grades 4–6 with nature drawing and simple printmaking. 1–3 p.m., Bell Museum. \$15 (members); \$20 (other). Paid registration deadline: Nov. 2. FFI: 612-624-7083.

Sat., Nov. 20

■ **Waterfowl, Art, and Family Printmaking**—Adults and kids join naturalist and artist Jennifer Menkin on a tour of the Frank Benson exhibit, then make their own foam-block prints. One adult per two children required. 10–11:30 a.m., Bell Museum. \$7 (members); \$10 (nonmembers). Paid registration deadline: Nov. 16. FFI: 612-624-7083.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 6 Morrill Hall. Deadline for the December issue is Nov. 8.



Buena Vist Social Club presents Orquesta Ibrahim Ferrer and Rubén González y si Grupo, Northrop auditorium Nov. 4.

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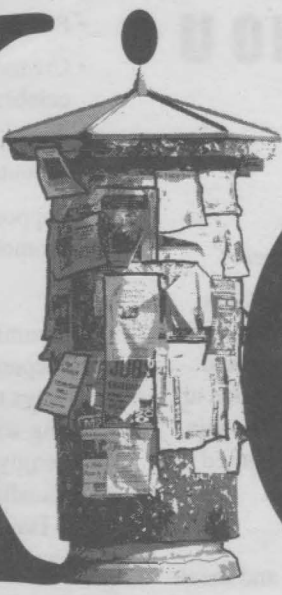
December 1999

The Newspaper by and
for University of
Minnesota Faculty
and Staff

In this issue:

- The mixed legacy of Filipino nurses, p. 4
- A history scholar looks at the 20th-century woman, p. 5
- A new healing clinic opens, p. 6

Kiosk



www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Lift Off!

Confetti and hoopla marked the opening of Campaign Minnesota October 21 at Coffman Union.

U launches \$1.3 billion drive

It's not every day you see Goldy Gopher, the Crookston Golden Eagle, the Duluth Bulldog, and the Morris Cougar passing time together. But then, October 21 was no ordinary day. Festivities on the Twin Cities campus marked the kick-off of Campaign Minnesota, a \$1.3 billion campaign that will affect every corner of the U.

Representing each of the campaign's participating 28 units, programs, and campuses, staff and faculty marched from Morrill Hall to Coffman Union, where President Yudof—

calling the campaign one of the U's "worst-kept secrets"—and Campaign Minnesota chair and U alum Russell M. Bennett announced the campaign's official opening.

The campaign seeks private funding that would add \$540 million to the University's endowment and an additional \$760 million for current programs through private funding. More than \$628 million has already been raised.

Endowed chairs and professorships, such as Regents

continued on page 6

Mark Yudof on the athletics program

After an eight-month investigation into charges of academic fraud and benefits violations in the U's athletic program, U President Mark Yudof released the investigation's 1,000-page report on Friday, November 19.



At a news conference following the report's release, Yudof said he had accepted the resignations of McKinley Boston and Mark Dienhart; that a search would begin immediately for a new vice president to replace Boston, who will retain responsibility for student development functions until the end of his contract June 30; that he would appoint an interim men's athletics director and launch an immediate search to replace Dienhart, whose resignation is effective December 6; that the contracts of the associate men's athletics director and the compliance officer would not be renewed.

President Yudof's full statement, as well as those of other U leaders, can be found on www.umn.edu/urelate/news.html. Following are excerpts from the president's remarks.

The period of time since March 10 has been a difficult one—for the University, for those involved in men's athletics, and for the community of people in Minnesota who care about the University. When press accounts reported significant cheating in our men's basketball program, I immediately initiated an outside investigation, and I have said many times since then, I would rely on that report as the basis for my decisions.

The final report is comprehensive. It's thorough. It's fair.

The findings compel a disturbing conclusion: between 1993 and 1998 there was systematic, widespread academic misconduct in the men's basketball program. In addition, there were cash payments to student-athletes and there was an effort by Coach Haskins to interfere with the investigation.

The report also makes clear that, in addition to the individual violations involving cheating and money paid to student-athletes, the NCAA will find that we violated its standard for institutional control. Athletic and central administrators failed to adequately manage the basketball program—it became a kind of isolated fiefdom, allowed to operate virtually unchecked. While the corruption was narrowly centered in men's basketball, the deference to the wishes of Coach Haskins extended to high ranks of the University's administration. Because of this loss of control, the fraud continued unchecked for years.

continued on page 3

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Kiosk is a monthly University of Minnesota publication for faculty and staff produced by Institutional Relations. It is distributed to faculty and staff on the Twin Cities, Morris, Duluth, and Crookston campuses.

Its contents and more information are available electronically and on the Web at www.umn.edu/urelate/kiosk/.

This publication is available in alternative formats. Please call 612-624-6868.

Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Kiosk's* publishers. Letters should be no longer than 150 words. Send letters or inquiries to *Kiosk*, 6 Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455-0110; 612-624-6868 or urelate@tc.umn.edu.

The purpose of *Kiosk* is to contribute to a sense of community among University of Minnesota faculty, administrators, and staff by providing information on current, upcoming, and ongoing issues relevant to major institutional decisions; providing a forum for dialogue among administrators, governance structures (e.g., Senate, P&A Advisory Committee), and faculty/staff; providing information on the regional and national events affecting our community; visibly honoring the work, lives, and accomplishments of faculty, staff, and administrators; providing information, such as professional tips, that will help the work of faculty, staff, and administrators; and adding to accessibility of other information available elsewhere.

The University of Minnesota is committed to the policy that all persons shall have equal access to programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Civil Service

And our top 10 U departments are...

Do you work for a great department?

The Civil Service Committee (CSC) is looking for the top 10 departments to work for at the U. We need your help to find them so we can recognize their efforts at the next Staff Recognition Day. The winners will be selected by the CSC based on the following criteria:

- Inspires leadership
- Promotes sense of purpose and meaning in work
- Supports team building efforts
- Supports professional development
- Supports alternative work arrangements
- Supports diversity in recruitment and staffing
- Provides safe and respectful work environment

- Provides outstanding facilities
- Creates positive work atmosphere/celebrates milestone events
- Values employee contributions/provides constructive feedback
- Supports succession planning/internal promotional opportunities

The committee will also consider entries from departments that have demonstrated new ways to be creative and flexible in working with staff to make the workplace more enjoyable. Winning departments will be officially recognized at Staff Recognition Day 2000. Entries must be received by December 31, 1999.

Fax or e-mail your entry to either: Dana Langseth, University Services Human Resources (fax 612-625-6675 or e-mail langsetd@facm.umn.edu) OR Paulette Jackson, Office of Admissions (fax 612-626-1693 or e-mail p-jack@maroon.tc.umn.edu). Thank you for your participation!

—Dana J. Langseth
Staff Recognition Subcommittee

Professional development survey

The Civil Service Committee is looking for your input on professional development. How can we best serve you in this area? What does professional development mean to you?

In December we are conducting a survey on our Web site and would like your ideas. For instance, should we increase monetary awards for individuals? Should we sponsor seminars for civil service employees?

Or is there something else you would like to see happen? If you are interested in a brown-bag lunch series, what topics would attract you?

Please go to www.socsci.umn.edu/civilser and give us your feedback!

—Wendy Williamson
Professional Development Subcommittee

Letters

Wrong Bell

We were horrified to see that you confused the James Ford Bell Library with the James Ford Bell Museum in the most recent issue ("Map Out," Nov. 1999). The Bell Museum is a natural history collection and has nothing to do with the rare books, maps, and manuscripts.

The James Ford Bell Library is a collection of 15,000 rare books, 2,500 maps, and 2,500 manuscripts from the period 1400–1800, documenting the expansion of Europe. This scope encompasses the commercial, political, religious, and social relationships that developed between Europeans and other people throughout the world in this early period. Books by merchants, travelers, explorers, missionaries, and colonists record their experiences in their own words.

In the library, emphasis is placed on the books, manuscripts, and maps that relate to the origin and development of international trade. The collection illustrates the ways in which European cultural influences

expanded worldwide, as well as the impact that non-Western cultures had on Europe.

—Peggy Johnson,
Association for Library Collections
Technical Services president

Ed. note:

Our apologies to both the James Ford Bell Library and the James Ford Bell Museum for the inadvertent but glaring error. Thanks for setting the record straight.

A kudo

On behalf of the Enterprise Systems Communications Team, I'd like to compliment you on the story about the Enterprise Systems Project ("Growing Pains," Oct. 1999). It's a very accurate picture of both [the project's] promise and its current frustrating complexity. Good job!

—DeeAnne Bonebright,
CHRD and members of the ESP
communications team

Kiosk welcomes letters to the editor and opinion pieces. To be considered for publication, opinion pieces should be between 250 and 500 words, and letters should be under 150 words. Send copy and disks to *Kiosk*, Institutional Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@tc.umn.edu.

Make your past come alive for the sesquicentennial

Grant money available for staff, students

The U's sesquicentennial celebration next year will have something for everyone—including funds for faculty, staff, and students to develop projects involving the U's history.

"We didn't want this to be a top-down celebration," says Virginia Gray, political science professor and chair of the grant subcommittee, "so we're offering some money to get people thinking about what kind of celebration they'd like to do in their own unit."

What kind of things? Gray says the possibilities are limitless: a departmental history, a celebration of the graduates of your program, a pictorial history. Projects could include books, articles, brochures, conferences, panel discussions, lecture series, lectures, workshops, exhibitions, performances—anything that celebrates or informs the public about the impact of the U or any of its units.

Any college, department, unit, registered student organization, or staff or faculty member can submit an application. The maximum amount available is \$10,000, although typically the

awards will range from \$500 to \$5,000. Proposals will be evaluated by the sesquicentennial committee's grant subcommittee on the basis of several criteria including quality, impact on the U, and commitment of support. All project-related activities should be completed between June 2000 and June 2001.

Proposals should include budget, title, project summary, timeline, purpose, impact, audience, relation to the sesquicentennial, publicity plans, and amount requested.

Proposals, including a signed original and five copies should be submitted to the Sesquicentennial Grants Fund, 6 Morrill Hall, Twin Cities Campus, by 4:30 on March 3, 2000.

Decisions will be made by April 3.

If you have any questions about project development or planning related to the Sesquicentennial Grants Fund, please call sesquicentennial coordinator Sue Eastman at 612-624-0818, or write to her at eastman@mailbox.mail.umn.edu. For more information about the grants program, go to www.umn.edu/sesqui/resources/grants.html.



Yudof continued from page 1

The scope and duration of this misconduct make it one of the most serious academic fraud cases ever reported to the NCAA.

These are serious and deeply troubling findings. This kind of fraud strikes at the heart of our most valuable and precious resource: the University's academic integrity, what this University is about, first and foremost, is education. Academic misconduct—cheating, fraud—is simply unacceptable.

Let me first say to the people of this great state—I'm sorry. I apologize for what has happened and what did not happen to prevent this activity. I regret we've brought shame and embarrassment upon the University for which you've demonstrated such loyalty. I hope that you will accept this heartfelt apology and join with us as we begin rebuilding trust.

In considering alternative actions, I reviewed thoroughly the report, portions of the testimony, and many of the exhibits. I took into account both the remedial actions we have already taken and the

sanctions that may be imposed on us by the NCAA. And I called upon my 25-plus years as a lawyer and law school teacher. That training and experience requires me to ground my decisions in the evidence before me, as contained in the report.

In addition, I adhered to four guiding principles.

- We must take action that restores the confidence of the people of Minnesota in the academic integrity of the university. We must accept responsibility and hold ourselves accountable.
- Our actions must be designed to prevent the circumstances that led to the very serious ethical and rule violations that have occurred.
- We must be fair to the individual people involved—administrators, faculty members, and students.
- We must respond aggressively to the significant violations of Board of Regents policy and NCAA rules.
- Let me also remind you that the actions I take today are in addition to those we've already taken.
- When we became aware of the allegations of academic misconduct, we acted quickly to deal with the immediate issue—eligibility of four of our players who were in Seattle—and we launched the investigation.
- All of the individuals, including coaches, staff, and students, who were directly involved in the misconduct are no longer at the university.
- We completed a report on allegations of interference into sexual misconduct investigations. As a result, significant policy changes are being implemented.
- We've imposed a ban on postseason play and placed ourselves on NCAA probation.

It is also important to remember that the steps I announce today are not the last consequences the University faces. This report finds that during the last five seasons, the men's basketball team competed with one or more student-athletes who received improper academic assistance, and were thus ineligible to participate in NCAA games. As a consequence, the University may be required by the NCAA to forfeit some games won during that period and to repay some revenues received from participating in NCAA postseason events.

With the principles I've articulated in mind, I am taking the following steps:

First, I am implementing significant structural changes to reduce the inherent natural conflicts and create a rigorous system of checks and balances.

- Management of intercollegiate athletics programs will be assigned to the president's chief of staff, beginning on December 1. Over the next several months I will confer with the regents, the faculty, and others on the issue of converting the chief of staff's position into an Office of the Vice President for Administration, with a recommendation to the Board of Regents, likely in February.

- The Athletic Academic Counseling Office will be reassigned to the Office of the Executive Vice President and Provost, effective December 1.

- The NCAA/Big Ten Athletic Compliance function will be reassigned to the Office of the General Counsel, effective December 1.

I am also taking other steps to create a stronger system of oversight of intercollegiate athletics.

- The procedures announced in

July, restricting the role of athletics personnel in the investigation and resolution of claims of sexual assault or misconduct, will remain in place pending consultation with the provost, the faculty, student groups, and others about the need for permanent changes in the handling of such claims.

- The provost and the faculty will also consider any needed changes in faculty oversight of intercollegiate athletics. The Faculty Consultative Committee has already adopted a resolution addressing some of these issues.

- In consultation with the provost and the consultative committee, I will be reviewing the faculty representation to the NCAA.

Issues of faculty complicity or misconduct identified by the report will be addressed in the collegiate units, consistent with University procedures and the tenure code. And any potential disciplinary actions against students or former students will be referred for consideration by the dean and faculty of the individual colleges involved.

Individuals entrusted with leadership responsibilities in this institution are held accountable for managing people and programs, to play by the rules, and to maintain the values of this great university—again, first among them academic integrity.

While nothing in the report demonstrates that either Dr. Boston or Dr. Dienhart knew of the cheating, the facts show that they had strong reason to be suspicious of the operation of the basketball counseling program. Plenty of warning signals were sent. Despite signals of irregularities, no adequate investigation was ever launched. Although the circumstances may have been difficult, given the power-coach culture surrounding Clem Haskins, I believe both Dr. Dienhart and Dr. Boston missed opportunities to act aggressively, particularly after I became president in July 1997.

I want—and I expect—proactive open management with a heavy dose of personal responsibility. I believe that where there is delegation, there must also be strict accountability. We failed to provide institutional oversight I believe, in part, because the management of men's athletics and the office of student development and athletics did not adhere to these priorities. Therefore, I have concluded that—based upon the findings of the report—new leadership for student development and men's athletics is warranted and appropriate.

While I determined that the evidence warrants personnel changes, and I accepted their resignations, I want to say a few words about McKinley Boston and Mark Dienhart. I know both Dr. Boston and Dr. Dienhart to be honorable men with integrity. This investigation reveals nothing that makes me question that knowledge, and my actions today represent no questioning of that integrity.

I also want to make it clear that our probe into allegations of interference in sexual misconduct investigations found no instance whatsoever of interference with such investigations by either Dr. Dienhart, Dr. Boston, or anyone else, and no inappropriate actions by University police.

Both Dr. Dienhart and Dr. Boston have made significant contributions to the University.

Dr. Dienhart's tenure as athletics director has been notable for its competitive programs, the high caliber of coaches he's hired, and the financial management of the department.

I also want to note Mac's strong commitment to improving access to the University for disadvantaged students and students of color. He has worked tirelessly to build better linkages between the University and the broader community, and for that we are all grateful.

The media has played a vital role, true to their fundamental place under the First Amendment, in investigating and revealing the corruption in the basketball program. But I have found the vilification of these individuals by some in the media both repugnant and unjustified. These are honorable people who made some mistakes.

Let me also say that I know that these findings will cause some to second-guess my decision to buy out Coach Haskins's contract and pursue new leadership for the men's basketball program. In retrospect however, I believe I made the right decision, because it was critical to get new leadership of the program in place to allow the season to start unencumbered by these allegations. It was also the right decision given the information I had at the time. In fact, investigators only received new information regarding Clem Haskins within the past few weeks.

Finally, the report is clear that the misconduct was primarily confined to the men's basketball program. The university has nearly 700 talented and committed student-athletes. They have an average GPA and graduation rate higher than the rest of the student body. It would be an injustice to let this scandal taint perceptions of our student-athletes who have weathered this very difficult time with poise and dedication. Indeed, the ultimate victims of this misconduct are the student-athletes whom we promised to educate. We failed those students in the most basic ways and for that, I again say I am sorry.

I feel confident that our new leadership team and this new structure—combined with changes in faculty oversight being considered by the Faculty Consultative Committee—will allow us to put this issue behind us, and assure the people of Minnesota that the University of Minnesota is back on track.

While I believe these are the right steps and they will improve oversight and restore confidence, structural and personnel changes alone do not constitute a guarantee. We must maintain constant vigilance, and the best way to do that is through full public disclosure. My commitment today to the people of Minnesota is that by July 1, 2000, and again in one year, I will provide a report on our progress.

I am grateful for the support I have received from the Board of Regents and from the public during this difficult period. I said when I became president of this great university that I would keep my compact with the people of Minnesota, that I would meet their generosity with my commitment to excellence, honesty, and integrity in education. The actions I recommend today are part of that commitment.

■ A report on the external investigation of allegations of misconduct in the men's basketball program was made public just as *Kiosk* went to press, along with President Yudof's decision on action steps. See the president's statement on page 1 and at left.

■ The Senate Consultative Committee (SCC) has endorsed most recommendations of the **Special Senate Committee on Student Academic Integrity**, which addressed athletic issues as well as academic misconduct overall. The SCC praised "hundreds of students and dozens of coaches" in varsity athletic programs, "condemns the misconduct of the few who have brought disrepute" on the athletic program and the University, and "deplores the failure of those responsible for the management and oversight of those programs to exercise the necessary control to maintain the standards that the University community rightfully expects," and "censures any faculty member who may be found willingly to have participated in any acts of academic misconduct." The special Senate committee is chaired by Regents Professor Tom Clayton.

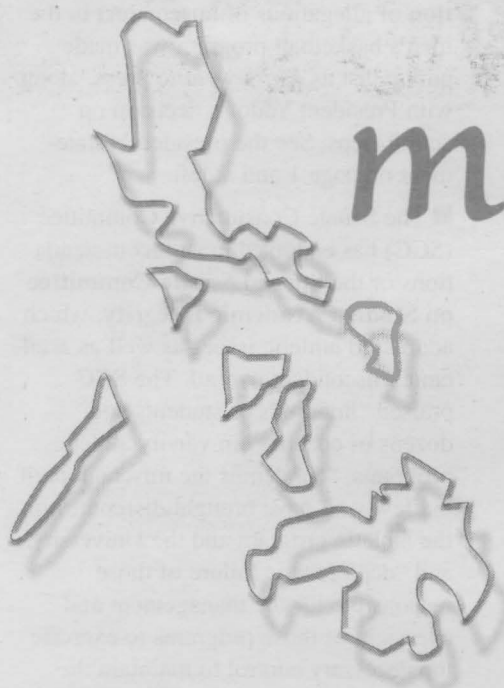
■ Regents established a **special committee on the Academic Health Center (AHC)** to help guide the AHC as it prepares its strategic plan for the 21st century. Fully funding the cost of medical education is among the AHC's challenges. Regent chair Patricia Spence said that by establishing the committee the board "is demonstrating our commitment to ensuring that the health professional education program [at the U] continues to be one of the best in the world." Committee members are Regents Baraga, Larson, Neel, and Reed. The first meeting will be Dec. 8.

■ Regents have approved a **policy on principal investigators** that defines who can be a principal investigator for purposes of receiving grant funding from the federal government and others. The policy is one action the U has taken to improve grants management in response to concerns the NIH raised when it placed the U on "exceptional status" in 1995. The U has also implemented a new electronic grants management system.

■ **Alcoholic beverage service will be allowed at Northrop Auditorium** for select events. By a 7-3 vote, the Board of Regents approved the measure as a means to improve Northrop's competitiveness and to help fund its renovation. Although alcohol sales on campus are prohibited by regents policy, the resolution provides an exception to allow Northrop to sell beer and wine at select events for a year. The split regents vote was the first in Yudof's presidency.

■ Regents have accepted **President Yudof's work plan** for 2000. The plan focuses on strengthening the U community, becoming a more service-oriented U, improving teaching and research, and meeting citizen expectations. It advances the president's existing priorities: investing in strategic initiatives (molecular and cellular biology, agricultural outreach, design, digital technology, and new media) and improving the undergraduate experience.

■ A six-year, \$602.7 million **capital plan** has been approved, including capital requests totaling \$391.8 million in the 2000, 2002, and 2004 legislative sessions, as well as U debt of \$79.5 million and a targeted \$131.4 million in fundraising.



a
mixed
LEGACY

For Filipino nurses, the legacy of migration to America is mixed and fascinating, says the U's Catherine Choy

In the 1960s, Filipino nurses were in this country on an exchange visitor program, ostensibly established to promote good will. In reality the program was used by American hospitals as a source of cheap labor.

In 1966 Richard Speck murdered eight student nurses in Chicago. Two of them, and one student nurse who survived, were Filipino.

The tragedy, sensationalized and popularized by the media, brought the presence of Filipino nurses in the U.S. to the attention of the American public, says Catherine Ceniza Choy, assistant professor of American studies, who is writing a book on Filipino nurses for Duke University Press. Since the late 1960s, the Philippines has been the world's leading exporter of nurses. It has also sent more professional immigrants to the U.S. than any other country in the world. Filipino nurses are "the overwhelming majority of foreign trained nurses in this country," says Choy, a second generation Filipino American.

Most studies of Filipino-American labor have focused on predominantly male migrant workers. Choy is studying Filipino nurses to "bring to light voices and experiences that have been neglected."

Her book will be an expansion of her dissertation, "The Export of Womanpower: A Transnational History of Filipino Nurse Migration to the United States," completed in 1998 as part of her doctoral degree in history at UCLA.

In interviews with Filipino nurses and others, Choy kept hearing the same comment, "All I can think about is Richard Speck." She decided she had to include something about the Speck case in her study.

For a contrast, she also wrote about two Filipino nurses, Filipina Narciso and Leonora Perez, who were accused of multiple murders at a Veterans Administration hospital in Michigan in 1975.

Choy talked about both cases—"The Trials of Filipino Nurses in America"—at a feminist studies colloquium October 11.

In the Speck case, she says, the media portrayed the six white victims as all-American girls, and the portraits of the Filipino exchange nurses were similarly sympathetic. The American public mourned the deaths of all eight.

The terror-stricken words of the survivor, Corazon Amurao, found their way to print: "My friends are all dead, all dead, all dead." The young women were portrayed as friends, not just classmates.

Amurao was a heroine, both in the U.S. and the Philippines. Her lifesaving escape by rolling under a bed and hiding "remains a popular memory to this day," especially among Filipino nurses, Choy says. Then she became the star witness against Speck. In coverage of the trial she was portrayed as strong and capable, quietly assured, and intelligent.

Still, Choy says, "the major star of the trial was Richard Speck himself." The media promoted a fascination with him and reported on all of his negative experiences with women, including the infidelity of his wife, to explain his horrifying crime.

Not surprisingly, the media portrayals of Narciso and Perez, the nurses accused of murder in 1975, were quite different from the portrayals of Speck's victims and Amurao. Although the cases are very different, Choy argues that the portrayals also tell something of the perception of Filipino nurses in the two decades.

In the 1960s, Filipino nurses were in this country on an exchange visitor program, ostensibly established to promote good will. In reality the program was used by American hospitals as a source of cheap labor, Choy says. In the 1970s Filipino nurses were seeking permanent status in the U.S.

The defense lawyers for Narciso and Perez were initially optimistic, both because of the evidence and because they thought the women gave an impression of innocence. But in the media portrayals, Choy says, their softspoken manner was described as a veil hiding evil. The women were seen as shy and disarming, yes, but also as inscrutable and sinister.

Narciso and Perez were convicted by a jury. The defense appealed, and grass roots protests against the verdict led to negative publicity for the FBI. In an unusual reversal, the prosecution withdrew from the case and the jury's decision was overturned.

In the Philippines the two women were seen as unjustly accused heroines from the start. Benjamin Tolosa, a visiting Fulbright scholar in political science, attended Choy's talk and commented from the audience.

"I was a first-year high school student. This case still sticks in my mind. I was following it day to day," he said. "What I remember is the benevolence of the defense. That was ingrained in me. The Filipino nurses were heroines, and the American lawyers who defended them were also very good."

Tolosa and Choy agreed that his response reflects the mixed legacy of colonialism. "Especially for the generation of my parents, if you grew up with American teachers, no matter how much you say about colonialism you remember your American teachers and how good they were," Tolosa says. "In my case the face of the American was the American priest."

Idealized views of America are part of what drew so many nurses to this country, Choy says, and Americanized training and fluency in English gave them good credentials for American jobs. The whole complicated history will be the topic of her book.

—Maureen Smith

Idealized views of America are part of what drew so many nurses to this country.

The way we were

On the eve of the new millennium, a U history professor reviews how women's lives have changed in the past century.

Sara Evans is a historian, not a futurist. When she was asked to write a long introductory chapter, "American Women in a New Millennium," for a book for the Women's Research and Education Institute, she mostly reviewed the events of the last half century.

"Historians don't predict the future. We try to understand the past, which I think is essential when you want to shape the future. I don't pretend to know what's going to happen next," says Evans, Regents Professor of history at the U.

Still, when Evans looks at where American women are at the end of the 20th century, one prediction seems safe. The contradictions in women's lives will continue to stir controversy and political involvement.

Today most women work for pay most of their adult lives, she says, but "the labor force is still organized as if most full-time workers had wives," and the ongoing presumption is that "women assume primary care for children and household."

When Evans gives a popular lecture on women in the 20th century, she likes to start by looking at the way things were for women in 1900—in the legal system, in political rights, in education, and in demographic facts about how they lived, when they got married, how many children they had, whether they were in the labor force, what kinds of jobs they had.

Then she says, "Let's take those same categories a century later." The changes are "very, very dramatic."

Some of the changes are related to broad structural forces, she says—"the move from an industrial economy to an information and services economy, the fact that people live several decades longer now."

Other changes happened only because of "women's own conscious organized action," she says. "In 1900 women were unable to vote. They couldn't run for offices in most places. They didn't have an independent legal existence."

All of that changed because women worked for change. "We got the vote in 1920. Black women really got the vote in 1965." Women's rights grew through the century, Evans says, but "an explosion of change" came in the 1970s. Women gained the right to have credit in their own names, broke down barriers and entered professional schools in significant numbers, saw the growth of women's athletics.

"Congress passed more laws on behalf of women's rights than it had seriously considered for decades," Evans calls the years between 1968 and 1975 "the golden years" for women.

In spite of some backlash in the 1980s, the gains have held. "Women now make up almost half the paid labor force and can be found in virtually every field. They occupy positions of public authority that would have been unthinkable even in the 1960s: Supreme Court justices, ministers and rabbis, engineers, generals, and airline pilots."

Besides the broad historical sweep, the chapter is full of telling examples. For one: "In 1957, Madeline Kunin, a student at Columbia University School of Journalism, applied for a newsroom job at the *New York Times*; she was offered a job in the cafeteria. She later became governor of Vermont."

Changes came, too, on the home front. Hours spent on housework declined for the first time starting in the late 1970s. "For decades, women who worked outside the home had been held to standards of cleanliness and meal preparation established by full-time housewives," and the standards just got higher when labor-saving devices like vacuum cleaners and washing machines were introduced.

The physical labor was reduced, but the expectations of cleanliness became higher than in any earlier time, and women spent many hours a week cleaning. "Finally the standards have begun to decline again," Evans says.

"Now that most women were employed, those standards began to give way to more realistic expectations. With a remarkable synergy, women's lives created demands for services—from meal preparation to child care—which in turn created vast numbers of female-dominated jobs."

But for all the changes, Evans says, the reality is bittersweet. Yes, women are "in the labor force everywhere, but they are still concentrated in the traditional female jobs that are paid less."

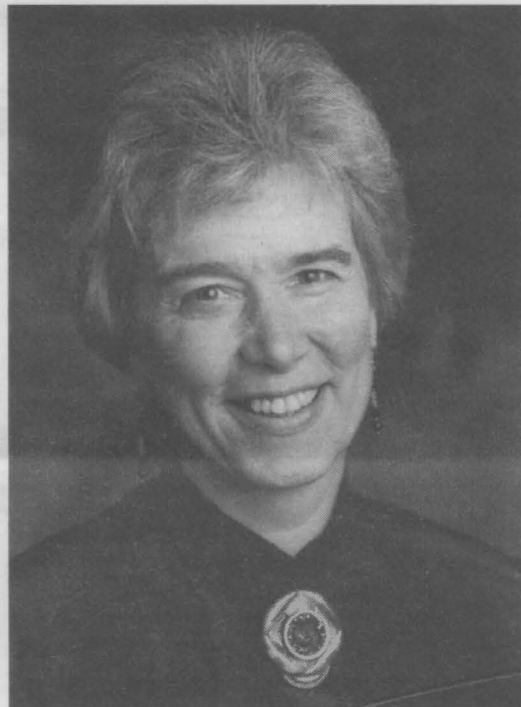
And in the 1980s "the increase in female employment was matched by an increase in female poverty." The proportion of the population living in poverty, down from around 20 percent in the 1940s to 12 percent in 1969, climbed again to 24 percent in the 1980s, and "most of the poor were women and children."

"Since the vast majority of married women with children now worked outside the home, public support for traditional welfare policies, premised on the notion that women without male support should be home with their children, eroded sharply."

What has been the biggest change for women in the century? "I could probably argue for several," Evans says. "The first one that comes to mind is women's labor force participation. That impacts everything else."

—Maureen Smith

(The chapter by Evans is in *The American Woman 1999–2000: A Century of Change—What's Next?* edited by Cynthia B. Costello, Shari Miles, and Anne J. Stone, published by W.W. Norton & Company.)



Sara Evans



Photo by Tom Foley

Spirit in the sky

This year's "Beautiful U" celebration Oct. 27–28 included huge cleanup and recycling efforts as well as an open house for the Bell Museum's new sculpture garden, a tree-planting ceremony honoring U truck driver Vern Mattson, a thank-you luncheon for staff and students, a Millard Hall time-capsule opening, groundbreaking for the Molecular and Cellular Biology Building, and the formal reopening of an outdoor garden adjacent to Morrill Hall. Over at Stadium Village (pictured at left), the two-day U celebration was the occasion to install new banners welcoming visitors to the east bank commercial district and broadcasting the strong U–Stadium Village connection.

continued from page 1

Professorships, are among the top priorities for the campaign. The campaign will also provide funding for the development and support of outstanding faculty, such as members of the Academy of Distinguished Teachers.

Although the state will continue to provide the core funding for salaries, private campaign gifts will add the support necessary to attract and retain top caliber faculty, explains law professor and Faculty Consultative Committee (FCC) chair Fred Morrison.

"The University competes with large, private institutions, which have better resources to attract and keep faculty," says Morrison. "The salary differentials between those schools and public institutions is substantial, but the difference in support for academic work is even greater. Faculty need to set up laboratories, to interact with other people in their fields, to purchase books and equipment, and to employ student assistants. Those are things that the state funds do not provide enough for."

Also high on the campaign priority list are scholarships and fellowships for students with promise. One such stu-

dent is forest resources graduate student Katherine Mitchell, who received a T. Schantz Hansen Memorial Fellowship, funded by the Potlatch Foundation II, during her second year of graduate studies.

"That fellowship kept me in the Ph.D. program," says Mitchell. "It allowed me to make it through the second

could succeed as a research scientist," Mitchell says. "It gives me time and freedom to research and inspires me to do the best work I can possibly do."

"Scholarships and fellowships are absolutely critical to attracting and retaining top students," says U admissions director Wayne Sigler. Competition for students is intense,

"As we begin the new millennium, the University of Minnesota has an unprecedented opportunity to become one of the world's premier land-grant institutions."

—Mark Yudof

year and to go into the research portion of my program."

Mitchell went on to receive a highly competitive doctoral dissertation fellowship to research global climate change and its impact on forests. "When I received that fellowship, the recognition made me feel for the first time like I

with many other universities now offering more and larger merit-based scholarships.

The U's last major campaign was the Minnesota Campaign in the mid 1980s, which raised \$365 million and created 127 new endowed chairs. That campaign was an unprecedented success, far surpassing its \$300 million goal and setting a new standard for private fundraising for public universities.

The current campaign, which will conclude in 2003, will build on that success and involve far more staff, alumni, volunteers, and donors—and have a far greater impact. Faculty and staff throughout the University system are mobilizing to assist in the massive effort as fundraisers and U ambassadors. Leading the charge will be the president, chancellors, deans, and directors; University of Minnesota Foundation and Minnesota Medical Foundation staff; and development staff from each of the participating units, programs, and campuses.

In announcing the campaign, Yudof called it a defining moment for the University of Minnesota. "As we begin the new millennium, the University of Minnesota has an unprecedented opportunity to become one of the world's premier land-grant institutions," he said.

If you have any questions about Campaign Minnesota, please contact your development office, the University of Minnesota Foundation (612-624-3333), or the Minnesota Medical Foundation (612-625-1440). Detailed information about campaign priorities, progress, and leadership is also available on the campaign Web site at www.campaign.umn.edu.

—Kara Rose

CAMPAIGN MINNESOTA



CAMPAIGN MINNESOTA PRIORITIES

Endowment Priorities	\$540 million
Faculty Distinction	\$275 million
Student Success	\$225 million
Strategic Opportunities	\$ 40 million

ONGOING PROGRAM PRIORITIES (\$760 MILLION)

Research	\$330 million
Service & Outreach	\$345 million
Libraries	\$ 15 million
New Facilities	\$ 50 million

For specific Campaign Minnesota priorities for your unit, program, or campus, please contact your development office.

F.Y.I.

Want to quit?

Smokers wanting to kick the habit can take advantage of free nicotine patches being offered by clinicians from the Medical School, School of Public Health, and Fairview Pharmacies.

Anyone interested may pick up a voucher at any Fairview Health System pharmacy and redeem it for a free six-week treatment of patches, provided the recipient has none of the medical conditions that require a physician's signature—including pregnancy, allergy to adhesive tape or related skin problems, heart problems, or high blood pressure, asthma, or depression.

For interviews contact Sheri Baker at 612-624-2629 or sherib@tc.umn.edu.

Nominate a teacher

January 28 is the deadline for submitting nominations for the Academy of Distinguished Teachers for 1999-2000.

The academy includes recipients of the Horace T. Morse-University of Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education and the Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education.

Nominations should be sent to individual collegiate nomination committees. For more information, contact Karen in the Office of the Executive Vice President and Provost at 612-624-9817. Guidelines can be found at www.umn.edu/ohr/awards.

Get your help from Culture Corps

Want to broaden the learning activities in your classroom or add an international perspective to your office?

Whatever it is you do at the U, there's probably a way to make it livelier with the

experience and knowledge of the many international students on campus. If you want to take advantage of that, the place to call is Culture Corps, a program of the U's International Student and Scholar Services (ISSS).

You can propose just about any classroom or nonacademic project that serves the U community and would take advantage of an international student's expertise and skill. Projects can take months or a full academic term. Students get a cash award or a full or partial tuition waiver; the U community gets the benefit of international experience and knowledge.

Need some ideas? The 13 projects approved so far this semester include programs to broaden cultural understanding via Japanese origami, Latin dance, Korean mask dance, an East Asian issues forum, and a Small World Coffee Hour, as well as programs to provide native-speaking mentors to students of Norwegian and Swedish.

For more information, contact Nelda Njos, the Culture Corps assistant program coordinator at 612-626-7194, or CultureC@tc.umn.edu.

Or check out the Culture Corps Web site at www.isp.acad.umn.edu/iss/SSservices/Culture_Corps/.

Community Fund Drive a recap

The U's Community Fund Drive, which ended Oct. 22, raised \$802,579 this year for Twin Cities charities. The amount is about equal to last year's total. Participation by faculty and staff was up from 26 percent to 27.9 percent. For more information, including statistics on participating units, click on cfid.umn.edu.

Self esteem and stress

Our self esteem—how we view ourselves—colors the way we see and experience the world.

Through the vehicle of self esteem, we come to know our values: how we will treat others and how we want to be treated by

them. It governs how we choose to live, cope, and project ourselves to the world.

From the time we are born (a stressful experience in itself!), we are faced with daily stress from a world that bombards us with demands and pressures. Little wonder that our bodies, minds, and spirits can feel overwhelmed, and sometimes, beaten down.

Self esteem is key in shaping how we cope with such stressful experiences—those that challenge us and in some cases threaten us.

That's because self esteem largely shapes our belief system—what we believe about ourselves and what we say to ourselves about who we are.

While life events are important in terms of the stresses we face—such things as personal losses, disappointments, and hurtful experiences—it is our belief system that acts as the filter through which such events are perceived.

Strong and positive self esteem helps shape a positive filter, creating the bedrock from which we cope with life's inevitable disappointments, opportunities, challenges, and changes. It is readily at our disposal, helping us to refute irrational ideas and cope with the deliberate meanness of others. Strong self esteem helps us see ourselves realistically, challenge ourselves constructively, and shine in our personal and professional lives.

On the other hand, poor self esteem shapes a negative filter. Viewed through this filter, the world is dangerous, and we must remain constantly vigilant for possible threats to our well-being. We invest so much energy into trying to avoid threats that there is little energy left for healthy relationships and a satisfying lifestyle. If I predict negative results from an encounter, I will experience distress. I'll wait for the other shoe to drop and will have an unpleasant experience either way.

Ultimately, someone with low self-esteem projects his or her unhappiness on others and creates conflict with others. The conflict generates more stress, which then leads to lower self-esteem. People don't intend to maintain this cycle; they simply don't know how to do it any differently.

There are things that we can do to increase self esteem and manage stress. The first step is to recognize situations in which you feel stressed. Then look at those situations and ask yourself if there is something you can do differently. For example, if you are arguing with a spouse or partner, stop, take a deep breath, and make a decision to approach the issue in a different way. If you again slip into arguing, stop and regain your composure. By making a commitment to clean up your part of the stress-making situation,

you can diffuse the stress and model more effective ways to deal with challenging situations.

The same is true at work. When you find yourself feeling stressed, identify and examine the source of the stress. What aspects of the situation can you control, and therefore change? Can you approach the problem differently?

What we are really doing is taking personal responsibility for how we react to stress. As the Greek philosopher Epictetus said, "There is only one way to happiness and that is to cease worrying about things which are beyond the power of our will."

When you recognize what you can control, and learn to take charge of that, then you can maintain a positive attitude, even in the face of adversity. To learn new ways of managing stress and building self-esteem or to connect with resources, contact the the University's Employee Assistance Program (612-626-0253 or www.umn.edu/ohr/eap).

Nobody can make you feel inferior without your consent.

—Eleanor Roosevelt

Work-Life is a continuing series devoted to issues affecting life on and off the job.

—David Johnson
Director, Employee Assistance Program

'Tis the spirit of the season at the U

However you celebrate these last holidays of the millennium, you can find something to suit your taste at the U, where you can get a great deal on last-minute gifts, catch a for-U-only sale, learn how to make a centerpiece for your holiday table, or just get some help with how to cope.

For a real adventure, you could even spend your New Year's Eve on campus with those sturdy souls—the systems analysts, telecommunications staff, facilities management staff, and others—who will be on deck to make sure we glide smoothly into the next millennium, Y2K-hassle-free.

Even if that's not your choice, the U offers a variety of holiday activities and events right here on campus.

Events

The cool-though-pricey place to be on New Year's Eve is **Northrop Auditorium**, where "It's New Year's Eve Live" with Dennis Miller, Kevin Nealon, and Victoria Jackson—three of the most prominent players in "Saturday Night Live's" 25-year history—usher in the millennium. Local comedian Scott Hanson will emcee the evening's two shows at 7 p.m. and 10 p.m. Tickets—at \$131.50, \$101.50, \$61.50—are on sale at 612-624-2345. You can also order tickets with a Downtown Hilton overnight package by calling Buzz Entertainment at 651-228-1111.

• For family fun, unique holiday shopping, and an opportunity to help those in need, stop by the **Raptor Center's "Free an Eagle and Feed a Child" Holiday Open House Sun., Dec. 5, from 11 a.m. to 4 p.m.** Bring 20 nonperishable food items for the Second Harvest St. Paul Food Bank and get your photo taken with a bald eagle. Plus tours and drawings. The Center is at 1920 Fitch Ave., St. Paul.

• **Festival of Trees at the Minnesota Landscape Arboretum**—A wonderland of trees created with handmade and natural materials by various garden clubs, herb societies, and other nonprofit groups is on display at the Minnesota Landscape Arboretum's Snyder Building from **Dec. 8 through Jan. 2**. Self-guided or volunteer-guided tours are available by advance registration. FFI: 612-443-2460.

• For a special treat, visit the Festival of Trees on **Sun., Dec. 12**, when the arboretum hosts **Winter Wonderland from noon to 4 p.m.** Ride in a horse-drawn wagon, enjoy a nature hike and other family activities, and listen to holiday music over hot cider and seasonal snacks, which can be purchased in the tearoom.

Gifts and sales

There's no place like work to shop for the holidays—at least when work is our very own campus. Check out these deals.

• **The Studio's Holiday Art Sale**—The St. Paul Student Center's annual sale is where you'll find handmade cards, raku, jewelry, sculpture, photographs, and more. The sale is **Thurs., Dec. 2 and Fri., Dec. 3: 10 a.m.–8 p.m.; Sat., Dec. 4: 10 a.m.–5 p.m.** Paul Larson Art Gallery, St. Paul Student Center. FFI: 612-625-0124.

• **Our own Minnesota Gardening 2000 calendar**—Brought to you by U horticulture faculty with spectacular photographs by U staff, this must-have gift for the gardener on your list has been winning awards for a decade. You can get these shrink-wrapped, spiral-bound calendars at book, gift, and gardening stores, and of course at U Bookstores, where you get a hefty discount. You can also order calendars mailed directly to you by calling **612-624-4900 or 800-876-8636**.

• **Arboretum Auxiliary's Holiday Sale and Open House**—Homemade decorations and arrangements grown, dried, and crafted by the Arboretum's auxiliary are among the items you can select here on **Sat., Dec. 4 and Sun., Dec. 5** at the Minnesota Landscape Arboretum. FFI: 612-443-2460.

• **The Outdoor Store**—You have to be a member to get in on these deals, but you can save 25 percent on most store merchandise when the St. Paul Student Center's Outdoor Store hosts its annual holiday sale **Fri., Dec. 9 and Sat., Dec. 10 from 10 a.m. to 6 p.m.**



• **Weisman Art Museum Store**—U students and staff get a 20 percent discount on all instock merchandise from **Nov. 29 through Dec. 6**. All you need is U identification. Find beautiful items for every taste while supporting regional artisans and craftspeople.

Trimmings

Martha Stewart won't hold a homemade candle to you when you take advantage of these classes at the **Minnesota Landscape Arboretum**. Oohs and aahs from your holiday guests and gift recipients are guaranteed. All classes will be held in classroom 2 at the arboretum. Cost for each is \$30 for members or \$40 for nonmembers. Call 612-443-2460 to register or for more information.

• Dress your holiday dinner table with a festive centerpiece you'll learn to create in a couple of hours.

Centerpieces for the Holidays is offered **Thurs., Dec. 9** either 1 to 3 p.m. or 4 to 6 p.m.

• Learn how to make your own holiday gift tags and greeting cards at a **Handmade Paper** workshop **Fri., Dec. 10, 9:30 a.m.–12:30 p.m.** You'll also learn how to add your own final touches such as embossing, rubbings, stenciling, rubber stamping, and weaving.

• **Create a Boxwood Tree Centerpiece** at this workshop from 10 a.m. to noon on **Thurs., Dec. 16**. The creation is a miniature holiday tree decorated with red berries and bows that will last for several weeks with minimal care.

Getting by

If your idea of holiday activity is simply survival, the U can even help you here. Survival guides of various sorts are produced and provided by the U's **Extension Service** and are available via the Minnesota Children, Youth, and Family Consortium's Electronic Clearinghouse. Articles with titles like "Tis Toy Season Again," "Holiday Tips," and "It Is Better to Give?" help you manage the holidays. View them online at www.cyfc.umn.edu/Parenting/better.html.

—Mary Shafer

December calendar



To find out more about individual U theaters, museums, and events, check out the online events calendar at events.tc.umn.edu.

OF NOTE

Fri., Dec. 24–Mon., Dec. 27

■ **Holidays**—U offices closed.

SPECIAL EVENTS

Wed., Dec. 1

■ **St. Paul Gym Information Fair**—6:30–9 p.m.; presentation from 7 to 8:30 p.m. Gym is located at 1536 Cleveland Ave.

EXHIBITIONS

BELL MUSEUM OF NATURAL HISTORY,
FFI: 612-624-7083

■ **"Impressions of Nature: The Wildfowl Art of Frank W. Benson"**—Work of this American wildlife art pioneer includes rarely seen etchings as well as paintings, drawings, and lithographs. Through Dec. 5.

■ **Nature Photography by Nadine Blacklock**—Images of the Minnesota wilderness, including selected works from the Tweed Museum and additional photographs chosen by Craig Blacklock. Opens Dec. 11; runs through Jan. 16.

GOLDSTEIN GALLERY, MCNEAL HALL,
FFI: 612-624-7434

■ **"Fiber Into Fantasy"**—View the fantastical creations of British designer Zandra Rhodes and U.S. textile artist Robert Hillestad. Through Jan. 9.

LARSON ART GALLERY, ST. PAUL STUDENT CENTER,
FFI: 612-625-0214

■ **Small Stuff: Miniature Artwork Show and Sale**—This mixed-media show of miniature art (4" x 4") runs from through Jan. 13. Artworks will be available for purchase.

NASH GALLERY, FFI: 612-624-7530

■ Through Dec. 17

BFA/MFA Exhibitions (Main Gallery)

Adjunct Faculty Member Valerie Frank

(Faculty Spotlight Gallery)

Asako Nakauchi (Teaching Gallery)—MFA Thesis Exhibition

TWEED MUSEUM OF ART, FFI: 218-726-8222

■ **"Works on Paper Series: Prints from Presses, Part 1"**—One of two exhibitions in Tweed's 50th anniversary year featuring selected prints from presses in different parts of the country, and one of three exhibitions featuring works on paper. Through Jan. 9.

WEISMAN ART MUSEUM, FFI: 612-625-9494

■ **"World Views: Maps and Art"**—In addition to the extraordinary map collection in the U's James Ford Bell Library, the exhibition features artists who use cartographic elements to make cultural commentary. Through Jan. 2.

In conjunction with the exhibition:

■ **Mapping the Night Sky: From the Solar System to the Universe**—The World Views series moves from mapping the Earth to charting the Earth's place in the universe in a slide talk with astronomer and U professor Roberta Humphreys. Thurs., Dec. 2, 7:30 p.m.

■ **Structures of Memory**—The U's Andrzej Piotrowski, associate professor of architecture, uses computers to capture attributes that structure our perception of a building's physical form and meaning. Through Jan. 30.

WILSON LIBRARY (fourth floor), FFI: 612-624-4576

■ **"Trolls, Mrs. Pepperpot, and Beyond: Celebrating Norwegian Children's Books"**—This exhibit by Capital Children's Museum in Washington, D.C., is the largest Norwegian children's literature exhibit ever to tour North America. Opens Nov. 19; runs through Jan. 9.

LECTURES, WORKSHOPS, & CONFERENCES

Mon., Dec. 6

■ **Engendering Politics: Why Scandals Work and When They Don't**—Colloquium with Anna Clark, U's history department. Part of CLA's Feminist Studies Colloquium. 3–5 p.m., Nolte Library.

Wed., Dec. 8

■ **David Treuer**—In honor of his appointment as the Creative Writing Program's Minnesota Writer of Distinction, David Treuer reads from his recently published book, *The Hiawatha*. 7:30 p.m., Frederick R. Weisman Art Museum. Free and open to the public; discussion/reception follows. Sponsored by the Program for Individualized Learning.



David Treuer reads at the Weisman Dec. 8.

MUSIC

Thurs., Dec. 2

■ **U of M Symphonic Band**—Jerry Luckhardt, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Fri., Dec. 3

■ **U of M Guitar Ensemble**—Jeffrey Van, coordinator. 3:30 p.m., Lloyd Ultan recital Hall. Free.

Tues., Dec. 7

■ **U of M University Band**—Denise Grant and Mark Olson, conductors. 7:30 p.m., Ted Mann Concert Hall. Free.

Wed., Dec. 8

■ **U of M Campus Orchestra**—Akira Mori, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Thurs., Dec. 9

■ **U of M Symphony Orchestra**—Akira Mori, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Fri., Dec. 10

■ **Student Piano Ensemble Recital**—Paul Shaw, coordinator. 4 p.m., Lloyd Ultan Recital Hall. Free.

■ **U of M Symphonic Wind Ensemble**—Craig Kirchhoff, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Fri., Dec. 10–Sun., Dec. 12

■ **Minnesota Orchestra and U of M Choral Union**—Eiji Oue, conductor; Thomas Lancaster, director. Beethoven's Ninth Symphony. Fri.: 11 a.m.; Sat.: 8 p.m.; Sun.: 7 p.m. Orchestra Hall. \$47.50–\$19.50. FFI: 612-371-5656.

Mon., Dec. 13

■ **U Jazz Ensembles**—Dean Sorenson, director. 7:30 p.m., Ted Mann Concert Hall. Free.

Tues., Dec. 14

■ **String Chamber Ensembles**—Korey Konkol, coordinator. 7:30 p.m., Lloyd Ultan Recital Hall. Free.

Wednesdays and Thursdays in December

■ **Free noon concerts at the Terrace Cafe, St. Paul Student Center**

Dec. 1—Telling of Beads: Eastern and Latin guitar and flute

Dec. 2—Katy Tessman: Acoustic folk and mandolin

Dec. 8—Justin Roth: Acoustic guitar

Dec. 9—Cam Waters: Blues and jazz guitar

Dec. 15—Michael Monroe: Jazz and reggae

Dec. 16—Scott Marrs: Contemporary folk

FILM

Roxy Films are shown Wednesdays at 7 p.m. and Fridays at 7 p.m. and 9:30 p.m. Admission: \$1 (U students); \$2 (general). Films are shown in the St. Paul Student Center Theatre except as indicated.

Dec. 1, 3*—*Life is Beautiful* (PG-13, 114 min., 1997)

Dec. 8, 10—*Blue Velvet* (R, 120 min., 1986)

Dec. 15, 17—*Grosse Pointe Blank* (R, 107 min., 1997)

*Dec. 3 showing is in the SPSC Terrace Cafe

CLASSES FOR FUN

Sun., Dec. 11

■ **Growing Orchids**—Topics include identification, care, repotting, insects, diseases, and a review of major species. Participants will receive an orchid plant to start their own collections. 1–3 p.m., classroom 2, Minnesota Landscape Arboretum. \$20 (members); \$30 (nonmembers). FFI: 612-443-2460.

FAMILY ACTIVITIES

Fri., Dec. 31

■ **New Year's Eve Children's Overnight at the Bell**—Celebrate the new millennium at the Bell Museum with a party just for kids (grades 1 through 6). Sleep over in the Touch and See Room, play games, meet a reptile, eat pizza, and hear spooky animal stories. Drop-off 6 p.m. Fri.; pick-up 10 a.m. Sat. \$30 (members); \$35 (nonmembers).

Wed., Dec. 15

■ **Deadline for submissions to "Natural Wonders: Children's Environmental Art from Around the World"**—Children of all ages are invited to submit artwork, which should express their vision of the natural world and what it means to them. Exhibition opens Feb. 2000 at the Bell Museum of Natural History. For guidelines and information contact Chris Goodwin at 612-624-3595 or goodw004@tc.umn.edu.

For a rundown of holiday activities at the U, see p. 7.

Send calendar items by fax: 612-624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, Institutional Relations, 6 Morrill Hall. Deadline for the January issue is Dec. 6.



The U's Symphonic Wind Ensemble performs Dec. 10.