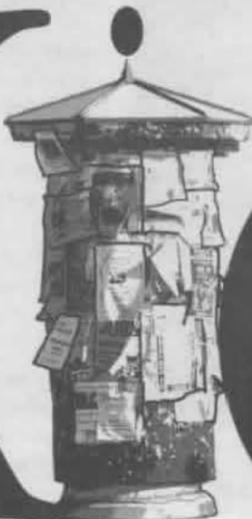


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Kiosk



The Newspaper by
and for University of
Minnesota Faculty
and Staff

<http://www.umn.edu/urelate/kiosk/>

Aiming for the top in biology

To restore its national rankings in biology, the U needs everyone on the same team.

The biggest package in the University's legislative request is for molecular and cellular biology: to hire blue-chip faculty and set them up in labs, build a \$70 million facility in Minneapolis, and renovate Snyder Hall and Gortner Lab into a technology center in St. Paul.

"This is the largest single investment I will ever ask the board to endorse," President Mark Yudof said when he presented the request to the regents. "We simply have to get this right." The academic future of the University and the economic health of Minnesota are both at stake, Yudof says.

About 70 percent of all research expenditures at the University are for biology broadly defined, and the core of contemporary biology is at the molecular and cellular level. Making sure this core is solid is key to the work of several colleges.

Making a virtual team reality

Along with a major investment, success will depend on reorganization of biological sciences, deans in biological areas agree. "The reorganization is vital to the future of the Medical School," says Dean Al Michael. "The Medical School has a lot on the table. It has all the science in the Medical School on the table."

Strengthening biology at the molecular and cellular level is crucial to the Medical School "because the basic sciences are the Medical School," he says. "This is not a group of departments that support the Medical School. They are as much the Medical School as the clinical departments are."

The Medical School needs strong basic sciences in order to "develop new ways of taking care of sick people and preventing disease," Michael says.

National rankings of the University's core disciplines in biology have dropped into the 30s, and Dean Robert Elde of the College of Biological Sciences (CBS) says he and other deans are convinced that's because the disciplines are fragmented.

happens "when you go to the coffee machine or the mailboxes and you bump into someone who has just been reading a journal article and says, 'I thought about what you were talking about last week when we had coffee.

If you did this and I did that, we could do the killer experiment.' That's the kind of synergy we need, and we just don't get it."

Elde's son is applying for graduate school in genetics, and he has found the process instructive. "Can I recommend that my son go here? I cannot. Do we have great geneticists? Yes, we do. Is there a team? No, there isn't." Elde pulls out brochures from schools that are strong in genetics. "We don't have a brochure. We could put one together, but it would be the virtual team. The people have not even all met each other."

Prospective faculty can tell the difference, Elde says. The people the University wants to recruit "will come here only if they can see a cohesive and attractive departmental home. They have to feel like homes to the people who live there, and that has to be obvious."

Reorganization is moving forward, although it was somewhat stalled in mid-December. Biochemistry departments in the Medical School and CBS have voted to merge. "They've come up with a pretty comprehensive plan. They've interviewed candidates for the interim headship. They're ready to go," Elde says. "This department in my opinion will move up in the rankings."

Another partnership department that is moving forward is plant biology, combining departments in CBS and the College of Agricultural, Food, and Environmental Sciences (COAFES).

What hasn't happened yet is combining the Medical School and CBS genetics departments into a department of cellular and developmental biology and genetics. "There is not a consensus on how the department should be configured," Elde says. "There is very active discussion right now. I'm confident that we're going to solve it."

Michael agrees. "We have a little more work to do, but we're moving in that direction."

The economic imperative

Investing and reorganizing to strengthen biology will have huge payoffs, deans and faculty agree. "If we want to be a great university, we've got to be great in biology," says biochemistry professor Victor Bloomfield.

And that's not all. "This stuff is critical for the state of Minnesota. It's not just an academic game we're in," Elde says. Universities that are strong in biology are making

Crosstown collaborators

To date, collaboration in the biological sciences at the U has often happened by accident or serendipity. This may make for an interesting story, but not for a first-rate biology program.

For eight years Pete Magee and Margaret Hostetter knew each other casually, aware of their common interest in the biology of yeast but hardly talking except when their paths happened to cross. Magee, a professor of genetics and cell biology on the St. Paul campus, and Hostetter, a pediatrician and infectious disease specialist in the Medical School, both studied *Candida*, the yeast that causes infections, but just didn't bump into each other very often. Nor did Hostetter see much of Judith Berman, a molecular geneticist who studied baker's yeast from her academic home in the plant biology department, also on the St. Paul campus.

But that all changed in December 1994, when Cheryl Gale, a pediatrician then in Hostetter's lab, found that when a *Candida* gene was inserted into baker's yeast, the baker's yeast cells assumed an unusual shape that resembled the shape of *Candida* cells. But was the *Candida* gene really causing the change? Hostetter sought the opinion of some colleagues on the Minneapolis campus, but they told her that she should find a baker's yeast geneticist. So she called Berman.

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"It's a paradox, because we have some real strengths, some real stars in this area," Elde says. "If you add up our grant support, it's impressive compared to peers. It's not that we have incapable people or lazy people."

"We have both the blessing and the bane of being almost unique in having every possible discipline in biology on a single campus, which in fact is not a single campus. The fragmentation is partly physical and partly administrative and partly cultural."

Elde draws an analogy with the Gopher men's basketball team that went to the Final Four last year. "It wouldn't have worked if we had put them together as a virtual team. Those guys had to practice together every day."

In biology, he says, "we're expecting national championships, but we've had the centers practicing in St. Paul, the guards in Minneapolis on the south side of Washington Avenue, and the forwards on the north side. On paper we put it down and say that's our team."

What is needed, he says, is the kind of collaboration that

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Making shared governance work

By Mark G. Yudof, president

Though a lawyer by training, I sometimes feel that Americans are too prone to argument, litigation, and legalese. I was reading a book by a former student, Mark Perlmutter, entitled *Why Lawyers Lie & Engage in Other Repugnant Behavior*. Although the title is somewhat troubling—implying that the legal profession is systemically infused with corrupt behavior—Mr. Perlmutter makes some powerful points.

He believes that the competitive strategies employed both inside and outside of the legal system often cause people to

“overlook cooperative strategies, even when they may be more effective in achieving [their] goals.” He goes on to say that “when people are committed to working cooperatively, they must relate to each other and forge a bond of trust.... In such a relationship, we look for the humanity in others and tend to treat them with humanity. In win/lose, however, the opponent becomes simply an object to prevail over.” When you objectify an opponent, “it’s relatively easy to...engage in...repugnant behavior when your victim is not perceived in human terms.”

In my inaugural address, I set out a list of values for the institution, one of which—community—I said was crucial. In a functioning university community, the students, staff, and faculty work for the institution as a whole. In that kind of atmosphere, civic responsibility, civility, and tolerance flourish. In that environment, we do not treat each other as stereotypes of our institutional roles.

Members of the campus community intellectually understand the need for a “collegial atmosphere,” but in reality the atmosphere on college campuses is too often one of distrust, envy, cynicism, and self-advancement. We forget we are all in this together.

At last month’s meeting of the University Senate, Senate Consultative Committee chair Vic Bloomfield stressed that the Senate’s number one priority for the year was restoring a sense of trust and community across the

University. Board of Regents chair Bill Hogan repeated the same message at a recent meeting of the American Association of University Professors. We need to suspend cynicism, the lack of trust, the fear of other opinions, and other needs. This will take time; we collectively have experienced some rough seas in recent years. But it is well worth the effort. I believe deeply in shared governance, but shared governance means shared responsibility, empathy, candor, and reciprocal relationships.

In a very important book, Robert Putnam described the preconditions for *Making Democracy Work*. Professor Putnam was referring specifically to nations. But his wisdom can guide us in making democracy work in the University of Minnesota system. He writes that a democracy requires a civic community, composed not so much of altruists, but of individuals who “regard the public domain as more than a battleground for pursuing personal interest.” It requires a concept of equal citizenship that emphasizes “horizontal relations of reciprocity and cooperation.” And, most of all, it requires virtuous citizens who are “helpful, respectful, and trustful toward one another, even when they differ on matters of substance.”

We all lose if we insist on win/lose scenarios. We all win if we establish a trust that enables us to sort out our differences, to compromise, and to solve problems cooperatively.

FACULTY CONSULTATIVE COMMITTEE

Lessons from biology reorganization

Restructuring isn't easy, but with clear goals, smooth communication, supportive administrators, and realistic resources, it can happen.

Articles in this issue of *Kiosk* describe the molecular and cell biology initiative and biology reorganization. As a professor of biochemistry in the College of Biological Sciences, I have a deep personal involvement in these issues. But as chair of the FCC, I'd like to reflect on biology reorganization as an example of how faculty and administrators have worked together on a major restructuring of a crucially important, but not optimally functional, academic program.

The plans, though far-reaching and dramatic, seem eminently sensible to many of us. But after two years, they are just beginning to be carried out. Why has it been so hard?

■ The Twin Cities campus split between St. Paul and Minneapolis has led to different cultures, local loyalties, and imperfect communication. To reorganize, painful individual choices must be made about moving from one campus to another, disrupting one set of interactions to gain (hopefully) a better set. To some faculty, it seems easier just to stay put.

■ The rapidly changing nature of molecular and cellular biology makes choosing new departments, colleagues, and locations particularly difficult. Deciding how to accommodate new specialties along with traditional disciplines is a challenge. Choosing between small, focused departments and broader, more inclusive ones introduces additional stresses.

■ Faculty in different colleges see the total picture differently. While all recognize the importance of modern biology, each sees it in a different context: med-

ical or agricultural applications, or basic research. Different sets of teaching responsibilities and service relationships obscure common interests.

■ The Medical School, like its counterparts in most other institutions, is imperfectly connected to the rest of the University, with different priorities, customs, and funding sources. The attention of the Medical School administration has been diverted by the Fairview merger and shrinking clinical revenues, giving biology reorganization a lower priority.

■ With three provosts, the University's previous administrative structure made it difficult for any senior administrator below the president to exert leadership and make decisions. This problem persists, with the Academic Health Center substantially independent of the provost's office.

■ Finally, there are organizational and human constants. Normal institutional behavior—protecting turf and vested interests—has played some role. Perhaps more important are inattention and denial. Many faculty do not see the need for dramatic improvement. We have slipped without realizing it.

Despite these problems, biology reorganization is moving along. What are we doing right?

■ In biochemistry and plant biology, we began from a good base. Faculty from different units have long worked together in research and teaching, making the final step of unification relatively easy (though not trivial).

■ Good personal relations among the provosts and deans have led to cooperation even without optimal administrative structures.

■ Good interaction between faculty and administrators has meant deans and provosts setting goals and deadlines, fac-

ulty working to meet them, and administrators using the results respectfully to move to the next stage.

■ Some champions emerged: a few administrators and faculty who believed strongly in reorganization and invested large amounts of time and energy in persuading their indifferent or recalcitrant colleagues.

■ Presidents Hasselmo and Yudof made biology reorganization a top priority. Lower levels were left to wrestle with the details, but the policy commitment from the top remained firm.

■ The promise of major new resources by President Yudof has been absolutely crucial. Meaningful reorganization cannot occur without suitable space, and rebuilding a first-rank reputation will require hiring first-rank faculty. Faculty know that without these commitments, the stress and disruption of reorganization would be for naught.

The tenure battle began over the question whether academic programs can be modernized without firing current faculty. The impending success of biology reorganization shows that the answer is a resounding “Yes!” Our experience shows that restructuring will run more smoothly if intellectual goals are clear, if communication among faculty is smooth and habitual, if all involved administrators are attentive and supportive, if there is steady commitment from the highest levels, and if realistic resources are provided.

It's not easy, but it's not all that hard, either.

—Victor Bloomfield, chair, FCC

Crosstown

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"I remembered Judy from a short meeting with other people at the U interested in yeast," Hostetter recalls. "She suggested important control experiments to answer the question of whether the *Candida* gene caused the change. [After doing the experiments] we found that it did."

Because the shape of *Candida* cells is associated with its ability to infect human tissues, Hostetter wanted to disable the gene in *Candida*. But disabling genes is much harder in *Candida* than in baker's yeast, so Hostetter turned to Magee, who, she says, "had the special expertise of being able to knock out genes in *Candida*."

With that, a collaboration was born, and soon Gale was hopping intercampus buses to visit Magee and Berman—a real chore in those pre-Transitway days.

"Cheryl would come talk to me, then the two of us would meet with Pete and Suzanne Grindle, a scientist in Pete's lab," says Berman. "Sometimes Cheryl came to my lab and worked." After nine months the effort paid off, and the researchers managed to disable the "shape" gene in *Candida*. Meanwhile,

Hostetter renewed her National Institutes of Health (NIH)-funded grant for *Candida* research with Berman as a collaborator. And Gale obtained an NIH-supported position through the U's Child Health Research Center to work for two to three years in Berman's lab, where she is pursuing the biology of the gene in both yeasts. Further, Berman, seeing opportunities to find out exactly how the gene "did its thing in both types of yeast," secured a grant from the Burroughs-Wellcome Fund in summer 1997.

"As Judy and I talked more about her Burroughs-Wellcome grant, and we realized Peggy was going full blast on *Candida*, we thought about broadening our connections with people we knew with expertise that would be useful," says Magee. "Judy talked to Georgiana May in plant biology, and Peggy talked to Carol Wells in laboratory medicine and pathology. We decided the five of us were a good nucleus and wrote a grant proposal to the Graduate School." The \$20,000 Graduate School grant came through, also in summer 1997, and the researchers established a center for *Candida* research. They'll soon apply to NIH for a grant to fund several different projects related to *Candida*.

Looking back on three years of working together, Berman, Hostetter and Magee agree that their collaboration could have been easier and that the cellular and molecular biology initiative will help. For one thing, housing people from different departments in the new cellular and molecular biology building will make it easier for people—not just faculty, but graduate students, postdocs and others—to hear about each other's work and start collaborating without wasting so many hours scheduling meetings and riding buses.

Collaborations will also get a boost from the plan to add 10 new blue-chip biology faculty, the researchers say. High-profile faculty will draw in top junior faculty—the type most likely to form collaborations, Hostetter says. Magee says that the blue-chip faculty are also highly unlikely to be bound by departmental boundaries. But beyond that, he welcomes the initiative's plan to replenish the supply of faculty at junior levels, a move he says is long overdue.

"We have many fewer junior faculty at the U than other places I've been to recently," says Magee. "It's as though we've lost a whole generation of biologists. But biology changes so fast, if you don't hire several new faculty members in each five-year period, you're out of date."

"The whole point of the initiative is that biology is to be built, not cut," he says. "It's the whole gestalt of hiring blue-chip faculty and junior faculty and new faculty investment—these things will put Minnesota back on the map in biology."

—Deane Morrison

"We have many fewer junior faculty at the U than other places I've been. It's as though we've lost a whole generation of biologists."

—Pete Magee

■ The regents in December discussed the preliminary financial outlook for 1998–99. "As a board, we've come to realize that our goals clearly exceed our anticipated revenue," chair William Hogan said. President Mark Yudof said the problem occurred when the legislature at the last minute switched a big chunk of U funding from recurring to nonrecurring.

Yudof described a number of possible ways to make up the shortfall, including asking units to absorb a 2.5 percent increase in supplies and expenses, giving faculty raises of 7 percent or 6 percent instead of 8.5 percent, or—his "favorite option"—getting money from the legislature. Getting the full amount for the supplemental request, coupled with administrative cuts already planned, "could take us a long way to where we need to be," Yudof said.

"One of our goals has been to allocate 8.5 percent for faculty pay raises for three years," Regent Patricia Spence said. "We're fully committed to that. I want it on the record that we will do the very best we can for the faculty without raising tuition [excessively]."

■ The report card on Fairview-University Medical Center shows "substantial progress in areas considered vital," senior vice president Frank Cerra told regents. "To have gone through a merger of this complexity and not have a reduction in market share is a credit to this partnership," he said. "Whatever challenges are before us, this was a good decision" for the U, he said.

"Cultural integration has not been achieved," Cerra said, and achieving it would be the "cornerstone of success."

■ The \$42 million "enterprise project" to install new computer systems for student services and human resources received unanimous approval. Associate vice president Robert Kvavik was named project director. Deciding to go ahead with the costly project was difficult, Yudof said, but "I'm enthusiastic, now that we have controls in place."

■ The regents approved the food service contract with Aramark, and the new food program on the Twin Cities campus begins this month. Vice president McKinley Boston said Aramark will deliver high-quality food at affordable prices where and when people want to eat.

■ The regents approved spending \$800,000 to plan and design part of the south mall remodeling project. The plan calls for building a showcase dormitory on the Mississippi River below Coffman Union, on what President Yudof called

"the best site in America." The 300-bed, \$12.6 million residence hall will probably be ready in 2001.

The plan is to spread costs around by raising room rents in all residence halls. Yudof said the monthly increase will be \$3 or \$4, less than 1 percent of the current monthly rent. The new south mall dorm will probably cost students less than \$400 a month, not the previously projected \$571.

■ About 1,200 frontline employees in Facilities Management were honored for their work on the Take Pride in U campus beautification program. A certificate of appreciation was presented at the regents meeting.

■ In a report to CLA dean Steven Rosenstone December 15, a 13-member task force recommended creating a School of Journalism and Communication encompassing professional journalism, strategic communication, communication research, and an Institute for New Media Studies, to be housed in a renovated Murphy Hall. Rosenstone said he would get feedback from affected constituents before making a recommendation to President Yudof.

Biology

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"substantial new contributions to the economy of their regions, a new biotechnology oriented economy. There is some very good biotechnology in Minnesota, but for the most part it's dated."

Minnesota has been successful with medical devices, says senior vice president Frank Cerra, but the future is in gene therapies and biotherapies. "We want it to happen in Minnesota," Yudof says. "We want to create jobs in Minnesota."

Driving economic development is also a major goal in agriculture, says COAFES dean Mike Martin. Minnesota is the second largest agribusiness state, and 80 percent of agricultural commodities exported from Minnesota were developed at the U.

"The revolution in molecular and cellular biology has occurred, and the first wave has passed by. There are still ample opportunities for us to deliver," Elde says. "But if we wait, what impact we have will be too little too late. The state will not get out of this institution what it deserves to."

—Maureen Smith

CIVIL SERVICE COMMITTEE

New legislative subcommittee invites members

Civil service staff are invited to serve on the new legislative subcommittee of the Civil Service Committee. Chaired by Debbie Melander and Jeffery Schaub, the subcommittee has already met with the University's state relations office staff to find out how we can interface with existing University efforts. One helpful effort for civil service staff would be to contact your House and Senate representatives to solicit their support and let them know the importance of the University's capital and supplemental requests. The Legislature's Web page (<http://www.leg.state.mn.us>) has links to enable you to find out about your district representatives. If you're interested in serving on the subcommittee, please contact Debbie Meander (626-4441; melan007.tc.umn.edu) or Jeff Schaub (624-7463; schaub@molbio.cbs.umn.edu).

Professional development survey

The Civil Service Committee needs information about resources available for professional development. We will present this information to President Yudof to support our

goal of increased funding and resources. Your response is needed to affect his decision-making. Please take a few minutes to complete this short survey and return it to Barb Nesheim by fax at 627-4769, campus mail at 1313 5th Street S.E., or by e-mail to CSC-list@tc.umn.edu.

1. Does your department or college provide any funding for employees to take classes, seminars, etc.?

Yes No

If yes, please explain.

2. Does your department or college provide any inhouse training for employees (i.e., brown bag lunches, seminars, staff development activities, etc.)?

Yes No

If yes, please explain.

3. Have you taken advantage of any of these inhouse development opportunities?

Civil Service committee professional development funds

- Employee Career Enrichment Program
- Employer Education Service classes
- OIT (on-campus) computer training/short courses
- Informal on-the-job training from peers
- Other (please state)

4. Please indicate which barriers have prevented you from taking advantage of professional development activities.

- Cannot find needed courses
- Can't leave work to take courses
- Cannot identify what courses would be helpful
- Lack of funding
- Lack of support from supervisor

Optional information

Name: _____ Job title: _____

Dept.: _____ Phone: _____

Work address: _____

Downsizing: U looks at

Yudof: cuts will be 'significant but not devastating'

Saving salary money paid to middle managers and using it to strengthen academic programs is the goal of President Mark Yudof's plan for downsizing central administration.

Decisions will be made over the next few months about where the cuts will happen. The cuts will be "significant but not devastating," Yudof said at a news conference November 19. "We need to have a more streamlined, less expensive administration, more responsive to the students, more service oriented."

In announcing the cuts, Yudof said he hoped most of them could be achieved through retirements and by eliminating open positions. If layoffs are necessary, efforts will be made to find the people jobs elsewhere in the University. "We were pretty effective in doing that when we closed two provosts' offices," he said. "I think we got everyone placed." (See accompanying story.)

He cannot guarantee that nobody will be out of a job, Yudof said, but "the numbers look as if we can do it."

The base from which an 8 percent cut will be taken is

the personnel budget for people in central administration in supervisory positions, Yudof explained.

The estimate is that 185 middle-management jobs would have to be eliminated to achieve the targeted savings. In November, 150 positions in central administration were open, but this included secretaries and people providing direct services, not just supervisors.

The plan calls for cutting at least \$6.3 million from central administration budgets and transferring it to a central account, so that there will be an identifiable pool of money. The president, with broad consultation from the University community, will use the savings to strengthen academic programs.

Yudof has issued a set of principles to guide the downsizing process, the main one being that supervisors and managers should seek input from their employees on how best to streamline or restructure their jobs. "We need to tap the ingenuity of our own staff people, who are on the front lines every day and know what the obstacles are," he said. The principles also state that actions taken to obtain savings in one area should not result in the transfer or addition of costs elsewhere.

When the Minnesota State Colleges and Universities cut their administration in half, it caused a service problem, *St. Paul Pioneer Press* reporter Nancy Livingstone said at the news conference. "How confident are you that you have the right data?"

"I'm pretty confident, but then I'm a Philadelphia lawyer so you have to expect that," Yudof replied. "We actually made a list of all the people who had those titles and then went in to each office and asked, 'Where have we got it wrong?'"

"It didn't seem to us that this would be catastrophic," Yudof said about cutting 185 jobs. "I didn't want to do anything stupid that would compromise the delivery of services."

In calling for cuts, Yudof said he felt a need to redirect more money toward academic programs. "Our academic units have suffered a lot," he said. "It doesn't mean people aren't working hard" in middle-management jobs.

In this round of administrative cuts, the vice presidents were each given a reduction of 8 percent, with discretion to vary the percentages across their departments. The plan called for vice presidents to set targets for cost reductions by December 15, 1998, and will be revised as part of the budgeting process through April 17. The money will be removed from unit budgets next July 1. Reductions will be completed and policy changes operational by June 30, 1999.

"I think over time there will be additional cuts," Yudof said. "To my way of thinking this is a modest cut in the first 18 months. Next time we will make more nuanced decisions instead of the 8 percent."

In addition to the cuts in central administration, Yudof said he expects individual colleges to reduce their own administrative costs and put the savings into programs they've targeted as top priority. Those savings will be retained by each unit and not pooled centrally.

—Maureen Smith

From one who's been there: adjusting to layoff 'takes a while'

Michaeleen Fox has been through downsizing twice in seven years at the University. Both times she ended up still employed, but the two experiences were dramatically different.

Fox has been at the University 28 years. "It's the only place I've ever worked as an adult," she says. In 1991 she was in Physical Plant at the time it was merged into Facilities Management.

Most of her fellow workers lost their jobs. As director of space management, she was on a contract and stayed with Facilities Management for another year. Then Gene Allen offered her a job in the Institute of Agriculture, Forestry, and Home Economics, and later he became provost for professional studies.

This time around, when the provost's office was closed, associate vice president Bob Kvavik offered her a position in his office. "I do essentially the same work," she says. "My portfolio has expanded." She has 15 colleges now instead of 10, and two of the new ones are the College of Liberal Arts and the Institute of Technology. "My time is spread thinner," she says.

"I've been through it twice," she says. "The first time I think one of the goals was to reduce the number of people on the payroll. I think they did it in as humane a manner as possible, but still it was very, very rough."

"This time there was an immediate effort by the leadership to assure staff that every effort would be made to find people jobs, and not just jobs but good jobs. They kept their word. They were careful not to promise 100 percent success, but they were able to achieve it."

Fox gives credit both to the leadership of the provost's office and the transition team led by Kvavik. "Gene Allen and Jeanne Markell were very good. They communicated well and often. They were reassuring to the best of their ability. We all had a sense that we could trust their leadership skills to speak for us."

Markell was one of the last to find a job. "In my opinion she gave a higher priority to making sure that others were taken care of than to concentrating on her own situation," Fox says.

Even those like Fox who knew early on that they had



"It had nothing to do with where we were going, but what we were leaving. That was one thing that Jeanne Markell and Gene Allen understood, the need to grieve."
—Michaeleen Fox

jobs went through a time of mourning. "It had nothing to do with where we were going, but what we were leaving. That was one thing that Jeanne Markell and Gene Allen understood, the need to grieve. I would say the transition team did, too."

"When Physical Plant was merged into Facilities

Management, there was no appreciation for that. We were expected to hop on board and wave the flag of Facilities Management. It takes a while. It just plain does."

—Maureen Smith

administrative cuts

Photos by Tom Foley

Where are they now?

With cuts coming in central administration, people are looking to the experience of another group of staff who recently lost their jobs. What happened to the people who worked for Provosts W. Phillips Shively and C. Eugene Allen before their offices were closed?

President Mark Yudof likes to give that example. "I think we got everybody placed," he said recently. It's



"We landed on our feet."
—Candy Zapzalka

true. It took longer for some than for others, but everyone in the two provosts' offices who wanted to keep working at the University found a job.

In the case of the Allen office, every single person on the staff is still at the University. "It's totally true for our office. Isn't it wonderful?" says Candy Zapzalka, now in the College of Agricultural, Food, and Environmental Sciences. "There is a list of all of us and where we went. We're everywhere from global outreach to the president's office to the Law School. We landed on our feet."

From Shively's shop, a few people left the University for their own reasons—for example, Janet Aucoin's husband was in seminary and when he graduated they moved to Indiana—but everyone who wanted a job found one. "I think one reason it worked out well is that I had such a very good staff that they were going to be in great demand," Shively says.

One of those is Shively's secretary, Judie Cilcain. When associate vice president Peter Zetterberg's secretary gave notice, Zetterberg offered Cilcain the job. "Many of us had been laid off before," she says. "It seems like that's something you should only have to go through once." Still, she says, "I have been really blessed in both of my layoffs. I'm very happy here."

Some people, like Zapzalka and Cilcain, were offered jobs that became open.



"It seems like that's something you should only have to go through once...I have been really blessed in both of my layoffs. I'm very happy here."
—Judie Cilcain

Others are still doing essentially what they were doing before, work that needed doing no matter what the organizational structure is. Some people found jobs in high places. Gene Allen's executive assistant C. J. Johnson is now working for Tonya Brown in the president's office.

Executive secretary Barb Hartman from Shively's office was one of the last to find a job. "She was cool about it," Cilcain says. Now Hartman is working for the two vice provosts under Provost Robert Bruininks who are located in St. Paul, Norma Allewell (who was a vice provost under Shively) and Ann Hill Duin. "I'm also supporting Gene Allen and whoever is left from that provost's office," Hartman says. Allen, now director of global outreach, is still in his Coffey Hall office, along with several of his former staff members who now report elsewhere.

With more cuts coming, it may be possible to learn from the experience in the provosts' offices, says Jeanne Markell, Allen's chief of staff who is now assistant director in the University of Minnesota Extension Service. "Change is absolutely going to happen over and over again," she says.

One thing that is important, she says, is to give people a space between the jobs they are losing and the new jobs

they find. "We built in room for people to take care of themselves," Markell says.

People in senior positions looked out for the support staff. "We put a lot of value in them," says Dick Hemmingsen, who did legislative work under Allen and now reports to Donna Peterson. "Some of us made a lot of calls saying, 'Consider our people.'"

Some of us worked harder to get them situated than we did ourselves."

Naming a transition team was "a humane and wise thing for the administration to do," Markell says. "Carol Carrier and Carol Boyer and Bob Kvavik were the ones we worked with most. The members of that team were particularly supportive. They paid attention to the human side of the transition.

"People were paid attention to and watched out for, but I still think it could have been done better," she says. "One of the things that was hurtful was what was being said publicly, that everyone will have a job. The way it felt was that they were saying that was all people would care about. Just to read that you'll have a job is not very satisfying."

In both provosts' offices, staff members grieved what they were losing. "Every single person was losing something they had a strong passion for and commitment to," Markell says. Shively says about his office: "We had a good operation, people liked it, it had an upbeat feel."

People are happy in their new jobs, Candy Zapzalka says, but "I'm not saying there weren't tears. There were

many days of tears. That family unit we had, we'll never have again. We're all the teenagers who have gone off to our new worlds and have to call Mom and Dad some-

"One thing that is important...is to give people a space between the jobs they are losing and the new jobs they find. We built in room for people to take care of themselves."

—Jeanne Markell

times, Mom and Dad being Jeanne and Gene."

Several people in Allen's office had been laid off from other jobs, so "we were almost a collection of refugees in some sense," Hemmingsen says. "We had really melded into a neat family. We did very supportive and constructive work. We just got that all cooking along, and it was poof. But everybody's still around. We're adapting."

Even when there are good reasons that things have to change, Markell says, the work people have done needs to be honored. Reasons for change can be given without criticizing the work that was done. It's a double whammy, she says, if "at the time you're losing your job you also feel devalued. I think we could do better with that."



"Some of us made a lot of calls saying, 'Consider our people.' Some of us worked harder to get them situated than we did ourselves."

—Dick Hemmingsen

Still, people felt valued in the job offers that came to them. "I feel that personally I have absolutely no complaints. I ended up in a position I am loving," Markell says.

"I am very, very honored and proud that Mike Martin had a position open and wanted me for it," Zapzalka says. "He was a great pusher of helping me stay on the St. Paul campus. People at the University care about each other. If you really try to do a good job, they will be very much on your side. I hope that happens in the central administration cuts."

—Maureen Smith

State support on the up-and-up

State appropriations for higher education climbed to a record \$49.4 billion for fiscal 1997-98, according to an annual study by the Center for Higher Education at Illinois State University.

Higher education is getting 6 percent—or \$2.8 billion—more state general-fund money than it received in the previous fiscal year, and 11.5 percent, or nearly \$5.1 billion, more than two years ago, the survey found.

Although the percentage gains make up for nearly all of the damage done to college budgets by the recession of a few years ago, says Edward R. Hines, the Illinois State professor who led the study, the bad news is that state spending on colleges continues to be tied closely to economic cycles, fluctuating widely as tax revenues rise or fall.

Nine states with the largest appropriations collectively accounted for half of the nation's state support for higher education; Minnesota ranked #12, up 11 percent from two years ago. Of the \$1.18 billion the state appropriated, the U system got \$540.9 million, the state universities and community colleges \$501.7 million. (*Chronicle of Higher Education*, 11/14/97)

Also up: the number of part-timers

The proportion of part-time professors doubled in two decades, a 1993 survey by the National Center for Education Statistics found, with part-timers making up more than 40 percent of faculty members at community colleges and universities. Adjuncts account for 64 percent of the faculty members at two-year colleges, but for only about 29 percent at four-year institutions. The data are the most recent available. (*Chronicle of Higher Education*, 11/7/97)

The perfect blendship

Workplace friendships should be encouraged, a researcher says. Dianne Blomberg, an assistant professor of speech communications at Metropolitan College of Denver, interviewed 71 people in six Colorado industries, and found that workers generally are happier and more productive when they work with a friend. "These people don't let the friendship interfere with the work experience," Blomberg says. (*Wall Street Journal*, 11/4/97)

CLA's Communications Study Task Force released its recommendations on how to improve programs in journalism, mass communications, and speech communication. The story ran in the *Star Tribune* and *Pioneer Press*, and was a hot topic of discussion on metro radio stations. CLA dean Steven Rosenstone was widely quoted...President Yudof's directive to cut the U's central administration proved popular with local media, and stories on this issue appeared in the *Star Tribune* and *Pioneer Press* and were discussed on WCCO-AM, Minnesota Public Radio, and KS95-FM. Even the Associated Press picked up the story...Punching someone in the face at work, now that's news in the nineties. But a study about punching someone in the face at work, is that newsworthy? Yes! said the *Oregonian*, which published a piece on violence in the workplace, referring to a study by Susan Gerberich from the U's division of environmental and occupational health...The U's ElderLearning Institute was featured in a piece that appeared in the *Star Tribune*...The Raptor Center food drive, which benefits those in need across the metro area, was featured on the good neighbor, WCCO-AM...Ron Larson from the U's Retail Food Industry Center was quoted in an article about ready-to-eat foods in *Newsweek* magazine...Ed Schiappa, director of graduate studies for speech communication, was quoted in an article in *USA Today* that pondered why we fickle, frugal Minnesotans refuse to subsidize the construction of a new stadium...Although the week-long series of

fun and festivities occurred nearly two months ago, Homecoming '97 was king—and queen—of metro area media coverage in November. Marching bands, bonfires, royalty, parades, and many other homecoming events and activities were covered by the *Star Tribune*, the *Pioneer Press*, WMNN, WCCO-AM, WCCO-4, KSTP-5, KMSP-9, and KARE-11. Kudos from *Kiosk* to the homecoming committee for a job well done...Speaking of well done, how was that Thanksgiving bird? Probably succulent and moist if you followed the turkey preparation and cooking recommendations printed in the *Star Tribune*, courtesy of U food technologist Bill Schafer. Thanksgiving history, folklore, and fact were also featured in the *Mankato Free Press*, thanks to Nature Wise, a monthly column written and distributed by the James Ford Bell Museum of Natural History...Meanwhile, stately Coffman Union was the worthy recipient of a full-page feature in the *Star Tribune*. The campus cornerstone received a gazillion column inches, and some lovely accompanying photographs...Other recent story topics in the news that quoted U students, faculty, and staff included pet nutrition, campus architecture, daydreaming, teen smoking, tattoo removal, body imaging and eating disorders, sexual abstinence, international adoption, and affirmative action.

—Mike Nelson, University News Service

CareerScapes

Depression

U of M employees and their family members are invited to take part in a national depression screening project from January 1 to March 31, sponsored by the Employee Assistance Program. Participants in the free, anonymous screening project respond to prerecorded questions with their touch-tone telephone keypad. The test takes only a few minutes and is totally anonymous, and you can find out immediately if your symptoms are consistent with depression and where you can go for help. To participate, call 800-200-9829.

Depressive disorders

In any one-year period, 17.6 million American adults—or 10 percent of the population—suffer from a depressive illness, according to the National Institute of Mental Health. Depression often interferes with normal functioning and causes pain and suffering not only to those with the disorder, but also to those who care about them.

Possibly the saddest fact about depression is that much of this suffering is unnecessary. Unfortunately, most people with a depressive illness do not seek treatment, although the great majority—even those with the severest disorders—can be helped. Although medications and psychosocial therapies can ease the pain of depression, many people do not recognize that they have a treatable illness.

Depression is a "whole-body" illness. It is not a passing blue mood nor a sign of weakness. People with a depressive illness cannot merely "pull themselves together." Without treatment, symptoms can last for weeks, months, or years.

Symptoms

Depressive disorders differ in type, severity, and symptoms. Common primary symptoms include:

- Persistent sad, anxious, or "empty" mood
- Feelings of hopelessness or pessimism
- Feelings of guilt, worthlessness, or helplessness
- Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex
- Insomnia, early-morning awakening, or oversleeping
- Appetite and/or weight loss or overeating and weight gain
- Decreased energy, fatigue, being "slowed down"
- Thoughts of death or suicide; suicide attempts
- Restlessness, irritability
- Difficulty concentrating, remembering, or making decisions
- Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain.

Some forms of depression include alternating moods of mania. Symptoms of mania include:

- Inappropriate elation
- Inappropriate irritability
- Severe insomnia
- Grandiose notions
- Increased talking
- Disconnected and racing thoughts

- Increased sexual desire
- Markedly increased energy
- Poor judgment
- Inappropriate social behavior

Causes

Some types of depression run in families, although not everyone with the family genetic makeup gets ill. Psychological makeup also plays a role, and additional factors—a stressful environment, a serious loss, chronic illness, difficult relationship, financial problem, or any unwelcome change in life patterns—can also trigger the onset of a depressive episode. Often a combination of genetic, psychological, and environmental factors is involved. A history of physical, emotional, or sexual abuse can exacerbate depression.

Diagnostic evaluation and treatment

Treatment starts with a complete physical and psychological evaluation to determine whether you have a depressive illness, and if so, what type. Next, a good diagnostic evaluation includes a complete history of your symptoms. Your doctor should ask about alcohol and drug use, and if you have any thoughts of suicide.

Each diagnosis and treatment plan is individual, and the treatment choice will depend on the evaluation outcome. Some people do best with psychotherapy, some with antidepressants, some a combination of the two.

Helping the depressed person

The most important thing anyone can do for a depressed person is to help him or

her get appropriate diagnosis and treatment. This may include expressing concern about how his or her behavior is impacting you. Remarks about suicide should not be ignored, but should be reported to the depressed person's therapist. Invite the person out for walks, to a movie, or to a restaurant. Encourage participation in some activities that once gave the person pleasure.

Do not accuse the depressed person of faking illness or of laziness, or expect him or her "to snap out of it." With treatment, most depressed people do get better eventually.

Where to get help

Call the University Employee Assistance Program (U-EAP) for an initial assessment or to find out more about depression. Your family doctor or the mental health specialist with your university health insurance plan, (HMO) can also help. Additional resources include community mental health centers and hospital psychiatry clinics.

If you have additional questions about depression or the National Depression Screening Project, or to make an appointment to see a counselor, you can reach U-EAP at:

Civil Service and Bargaining Unit Employees: 627-4242

Faculty and Academic Staff: 627-4037.

David Johnson, director
Employee Assistance Program

Source: National Institute of Mental Health

Student employment gets a makeover

As of January 5, hiring students is easier

When the Office of Admissions wanted to hire a tour guide last summer, there were 240 job classifications from which to choose. None, however, was titled "tour guide." So, the admissions staff used the classification, "public events attendant"—which actually refers to a theater usher.

"The system forced the Office of Admissions to choose a job title that did not make sense and probably confused students who may have been interested in the tour guide position," says Office of Human Resources Job Center director Roger Forrester.

Beginning this month, a new student employment system will help simplify and clarify student hiring.

Called Student Broadbanding, this program uses 11 job categories to replace the 240 that have until now classified the U's 6,500 student jobs.

Using the process, departmental hiring authorities select a category, list the job title, then create a job description that matches the job's responsibilities. For example, the family title for a tour guide is "Student Support Service positions dealing with students and student activities." Under that title, the Office of Admissions can list the specific title, "tour guide," the specific responsibilities, such as, "willing to share personal experience at the University with prospective students and their families," and a realis-

tic pay rate. This information gives job-searching students a better idea of what they are applying for.

Under the old system, the process for rewarding good work and increased duties with a pay raise was so cumbersome that it was easier to re-post the position, have the



Human resources staff member Trieu Vo and student staffer Toni Prekker use the new Student Broadbanding System.

student apply, and re-hire the student. Now, promoting a student employee is as easy as submitting a one-page form to the Job Center.

Before rolling out Student Broadbanding University-wide, managers of the new system not only obtained support from key audiences such as the student employment committee, but also pilot-tested it successfully this fall in two departments, the Office of Admissions and the Department of Recreational Sports.

Tony Brown, program director of the Department of Recreational Sports, sees a twofold benefit in the new system. It "allows employers to attract student

employees with market-based wages," and also offers students "a closer-to-real-life experience that will help them learn about the working-world job market," he says.

John Printz, associate director of the Office of Admissions, says the pilots did reveal ways to improve the system "as is the case when any new system is tested" and feedback about that was given to Roger Forrester. "From the department perspective, Student Broadbanding is simple and provides flexibility," says Printz. "These are what you need for any good management."

And that, says Carol Carrier, acting vice president for human resources, is the whole point. "The new system for classifying student positions is consistent with our goal of simplifying processes, adding flexibility, and decentralizing authority to the units," she says.

Hiring authorities who will use Student Broadbanding have completed training sessions and received a manual of guidelines, processes, and market salary information, which will also be available on the Web—something Office of Admissions coordinator Paul Meierant sees as a benefit, along with the eventual possible elimination of paper forms.

Ongoing consultative support will also be available from the Student Job Center.

New users of the system should not "make too many radical changes at the start," advises another pilot-study participant, admissions coordinator Roxanne Rockvam. She suggests taking time to plan how your department will award salary increases. She also points out the importance of keeping students informed of any changes in terms.

Student Broadbanding is one outcome of the University's Human Resource Management System (HRMS) project, which is implementing the vision for improving human resources processes at the U. The project is massive: In creating the vision for future employment processes, one HRMS redesign team alone recommended 65 changes in the Pre-Employment Project (PEP) outcomes of the HRMS Project. Future plans include eliminating many unnecessary steps involved in staff hiring and matching job openings with applicants via the World Wide Web.

"While many of these improvements cannot be implemented until new technology is in place, Student Broadbanding and the creation of a single Job Center that collapsed our former student employment and staffing operations into a single unit are two recommendations we are able to implement at this time," says Miriam Ward, HRMS project director.

All student employees on payroll at the time of conversion on January 5 have been converted to the new classification system at their current salaries. To them, the new system is largely invisible. Those who have applied for jobs in the past, however, will notice improvements. Thanks to improved accuracy in the job listings, busy students looking for jobs to fit their schedules will find an easier and shorter application process.

To learn more about the HRMS project, check out the Web site: <http://www.umn.edu/ohr/hrms/>.

—Barbara Thoenke

Barbara Thoenke is communications manager of the U's Human Resources Management System.

Anti-violence center changes name

The Higher Education Center Against Violence and Abuse has changed its name to the Minnesota Center Against Violence and Abuse (MINCAVA).

The center now sponsors four separate but related projects: a program to prepare students and working professionals to respond effectively to violence; a research study examining the link between child maltreatment and woman battering; a national electronic network of resources and support for domestic violence coalitions; and two electronic clearinghouse sites on the World Wide Web—one with information for legal and social service professionals on stopping violence against women (<http://www.vaw.umn.edu>) and one that provides educational resources about all types of violence (<http://www.mincava.umn.edu>).

The center is located at 386 McNeal Hall, 612-524-0721.

New hours for Parking and Transportation Services

New office hours for the Department of Parking and Transportation Services are 7 a.m. to 5:30 p.m., Monday through Friday. The department is at 511 Washington Avenue S.E. (Transportation and Safety Building), room 300. For more information, call 626-7275.

MMF return rate high

With a 23.7 percent one-year investment return, the Minnesota Medical Foundation (MMF) ranked 60th of 422 colleges and universities reporting annual returns for the fiscal year ending June 30. Average for colleges and universities was 20.5 percent; range was 6.8 percent to 46.9 percent. The return helped increase MMF's endowment by more than a third in fiscal '97, from \$104 million to \$144.6 million.

Jean Congdon dies

Jean Congdon, associate professor of theatre arts and dance, died of cancer at her home in St. Paul in August at the age of 71.

Born in Detroit in 1926, she received her B.A. and M.A. from Wayne State University. She began teaching and working on her Ph.D. at the University of Minnesota in 1966 and received the degree in 1971.

Until her retirement in June 1991, Congdon taught oral interpretation of fiction and drama, stage direction, and the humanities. She was director of undergraduate studies and honors adviser in the department for several years and served on numerous college and University committees.

She is survived by her husband and long-time collaborator Parker, her sister Evelyn Kolodsick, and niece Pamela Jean Sawicki of Detroit. A service celebrating her life and achievements was held at the Rarig Center on Friday, November 21, in the Arena Theatre.

Kudos

■ **Richard Goldstein** has been awarded an honorary doctorate by the A.V. Luikov Heat and Mass Transfer Institute, Minsk, Belarus. He has also been elected an honorary member of the Institute's scientific board. Goldstein is Regents Professor of Mechanical Engineering.

■ **Valerie Hoover** has received an award for excellence in college and university teaching in the food and agriculture sciences. Sponsored by the U.S. Department of Agriculture and the National Association of State Universities and Land-Grant Colleges, the award honors 10 outstanding faculty members in food and agricultural sciences. Hoover is professor of horticultural sciences.

■ **Carol Klee**, professor and chair of the Spanish and Portuguese department, has received the 1997 Emma Birkmaier Award from the Minnesota Council on the Teaching of Languages and Cultures. The annual award honors distinguished service to Minnesota's world languages and cultures education.

■ **Valerie Miner's** new novel, *Range of Light*, will be published in April by Zoland Books of Cambridge, Massachusetts. Miner, professor of English, is the author of six previous novels.

■ **Caroline Turner** has been elected to the editorial boards of two prestigious national journals, *The Review of Higher*

Education, a publication of the Association for the Study of Higher Education; and *The Journal of Higher Education*, an affiliated publication of The American Association of Higher Education, based at Ohio State University. Turner, associate professor in the Department of Educational Policy and Administration in the College of Education and Human Development, also recently accepted a half-time appointment as research coordinator for the faculty development program in the office of the University's vice president for multicultural affairs.

■ Five University faculty members are among the 270 individuals elected as fellows in the American Association for the Advancement of Science (AAAS). U members and their AAAS categories are **C. Eugene Allen**, professor and head, Ag Experiment Station (Agriculture, Food, and Renewable Resources); **Michael J. Simmons**, professor of genetics and cell biology (Biological Sciences); **Arnold G. Fredrickson**, professor, chemical engineering and materials science (Engineering); **John Beatty**, associate professor, ecology, evolution, and behavior (History and Philosophy of Science); and **Jay N. Cohn**, professor, medicine (Medical Sciences). The new fellows will be recognized at the Fellows Forum on February 14 in Philadelphia.

January 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., Jan. 11

■ **Rereading Wanda Gag**—A panel of scholars reconsiders the Gag's diaries, visual art, and children's literature. 2 p.m., Weisman Art Museum's William G. Shepherd Room.

Mon., Jan. 19

■ **Martin Luther King holiday**—University offices closed.

Sun., Jan. 25

■ **Remembering the Black Arts Movement**—Writers, photographers, artists, musicians, dancers, and film makers of the 1960s created art with a political edge. Performance and panel by Sounds of Blackness. 2 p.m., Weisman Art Museum's William G. Shepherd room.

Tues., Jan. 27

■ **Mixed Blood Theater presents *Dr. King's Dream***—A depiction of this great civil rights leader from his beginnings during the Montgomery bus strike to his death in Memphis. Coffman Fireplace Lounge. Noon. Free.

Thurs., Jan. 29–Sun., Feb. 8

■ **Winter Wonderland**—Winter Fest '98 Volunteers from Coffman's Program Council have put together a week of events to banish winter slump. Hot chocolate and treats at all activities. Fireplace Lounge.

EXHIBITS

Katherine E. Nash Gallery, Willey Hall, FFI: 624-7530

■ **Pulp Art: Investigations into Slurry Exhibit**—A juried exhibition by handmade-paper artists. Includes sculpture, installation, and two-dimensional surfaces. Call for gallery hours. Through Feb. 20. Free. Opening reception January 30, 6-8:30 p.m.

Tweed Museum of Art, UMD, FFI: 218-726-8222

■ **A Northland Legacy—Seven Women Artists 1865–1994**—Part of the Minnesota Masters series examining the region's continuing artistic legacy. Call for hours. Through Jan. 11.



God Bless America, oil on masonite by Philip Reisman, part of the *IN THE EYE OF THE STORM: An Art of Conscience*, at the Weisman Art Museum.

Weisman Art Museum, FFI: 625-9494

■ **The Unseen Wanda Gag**—This exhibition of rarely seen work by Minnesota native Wanda Gag is taken from the collections of the Philadelphia Museum of Art and the Van Pelt Library at the University of Pennsylvania. Through Jan. 26. Free.

■ **IN THE EYE OF THE STORM: An Art of Conscience, 1930–1970**—Selections from the collection of Philip J. and Suzanne Schiller—This touring exhibition documents how artists' expression of their social conscience changed in response to America's evolving political landscape in the 1930s and '40s. Opens January 24 and runs through March 22.

THEATER

■ **Shakespeare's *The Tempest***—Rarig Center's Stoll Thrust Theatre. Tickets: \$11, with discounts for students, seniors, subscribers, and U faculty, staff, and alumni. FFI: 624-2345.

Jan. 9, 16, 17: 8 p.m.

Jan. 10: 2 p.m., 8 p.m.

Jan. 11: 3 p.m.

Jan. 15: 7 p.m.

MUSIC

Tues., Jan. 6

■ **Zhang Ying: Chinese Folk Music**—Zhang Ying plays traditional Chinese folk music on 11 Chinese woodwind instruments. Coffman Fireplace Lounge. Noon. Free.

Wed., Jan. 7

■ **Mariah**—This first show of The Whole Jazz Series features Latin Jazz with the Chuck Armstrong Quartet. Two shows: noon in the Fireplace Lounge; 7:30 p.m. in The Whole Music Club, basement of Coffman. Both free.

Tues., Jan. 13

■ **The Deadly Nightshade Family Singers**—19th-century parlor music. Coffman Fireplace Lounge. Noon. Free.

Wed. Jan. 14

■ **James "CornBread" Harris**—The Whole Jazz Series presents Twin Cities blues/jazz pianist and vocalist, James "CornBread" Harris and band. Two shows: noon in the Fireplace Lounge; 7:30 p.m. in The Whole Music Club, basement of Coffman. Both free.

Tues., Jan. 20

■ **Nancy Hauser Dance Company**—The Nancy Hauser Dance Company provides a link to the ageless roots of modern dance when the elements of time, space, and energy were first combined to give dance its life. Coffman Fireplace Lounge. Noon. Free.

Thurs., Jan. 22

■ **Graduating Students' Choreographic Guild**—Featuring some of the U's best modern dancers and choreographers. Coffman Fireplace Lounge. Noon. Free.

Sat., Jan. 31

■ **Pat Donahue**—New Folk Collective Concert Series. 7:30 p.m., St. Paul Student Center Theater. Tickets \$5 students; \$10 in advance; \$12 at the door. FFI: 625-8266.



The Tempest is at Rarig Center Jan. 9–15.

FILM

■ **Roxy Films**—St. Paul Student Center Theater, Wednesdays, 7 p.m., and Fridays, 7 and 9:30 p.m. \$1 for U students; \$2 public. FFI: 625-8266.

Jan. 7 and 9—*Contact* (1997, 150 mins.)

Jan. 14 and 16—*Private Parts* (1997, 108 mins.)

Jan. 21 and 23—*Cop Land* (1997, 105 mins.)

Jan. 28 and 30—*Kiss Me Guido* (1996, 91 mins.)

LECTURES, WORKSHOPS, & CONFERENCES

Fri., Jan. 9

■ **Burma Symposium**—The Minnesota Free Burma Coalition (MFBC) hosts a symposium on Burma's political history and the human rights violations of the current military regime. In conjunction with Burma's 50th anniversary of independence. 1–5 p.m., 50 Law Building. Free and open to the public.

Sun., Jan. 11

■ **Slide lecture: Preview of 1998 Garden Travel Tours**—Slides and discussion of several garden travel tours with preview of 1998 national and international tours. Given by Peter Olin, Arboretum director. 1–3 p.m., Minnesota Landscape Arboretum auditorium. Free with regular paid gate admission.

Wed., Jan. 14

■ **Super Bowl stories**—School of Journalism and Mass Communication photojournalism professor Dona Schwartz and her colleagues examine a variety of stories generated by the 1992 Super Bowl. Noon–2 p.m., Cedar Lecture Hall, Coffman Union. Free.

Mon., Jan. 19

■ **Japanese Garden Serenity Winter Tours**—Experience the winter splendor of the Japanese garden with a guided walk through the Arboretum's own Japanese Garden. Dress for the weather and join one of the tours at 10:30, 11, or 11:30 a.m. Minnesota Landscape Arboretum auditorium. Tours are free with regular paid gate admission.

Sun., Jan. 25

■ **Slide lecture: A Visit to the Old South: Charleston and Savannah**—Slide presentation of travel tour to the South, with preview of upcoming tour. Given by Peter Olin, Arboretum director. 1:30–3 p.m., Minnesota Landscape Arboretum auditorium. Free with regular paid gate admission.

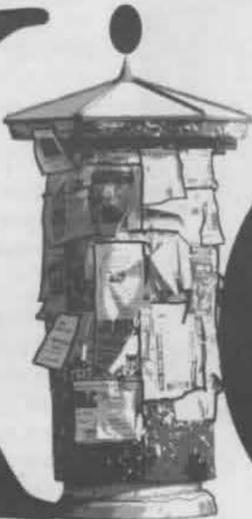
Sat., Jan. 31

■ **"Ebonics/African American Language and Literacy"**—Conference topics include the educational implications of ebonics; language varieties in the curriculum; teaching reading and writing to ebonics speakers; using ebonics to teach standard American English; and ebonics legislation. Scholars of African American vernacular and literacy will speak. 8 a.m.–3:30 p.m., Minneapolis Convention Center. Free and open to the public; registration is encouraged because space is limited to 300. Contact Elaine Richardson (richa071@gold.tc.umn.edu or 624-6867) or Ezra Hyland (hylan003@gold.tc.umn.edu or 626-7352).

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for February's calendar is January 12.

In this issue:

- Designs on the future, p. 5
- Tandem Program links cultures, p. 6
- Managing change, p. 7



Kiosk

<http://www.umn.edu/urelate/kiosk/>

U ADVANCES LEGISLATIVE REQUEST

DIGITAL TECHNOLOGY:

Reclaiming the edge

Digital technology has dramatically changed the way we do our jobs and live our lives, and its power has only begun to be tapped. H. Ted Davis, Regents' Professor and dean of the Institute of Technology (IT), compares it to invention of the airplane.

"We are about where the two-wing crop duster was as opposed to the 747," he says. "That's what's exciting, creating the 747 of digital technology."

The University wants to strengthen its role in those digital technology advances. That's what the legislative request for a Digital Technology Center is all about.

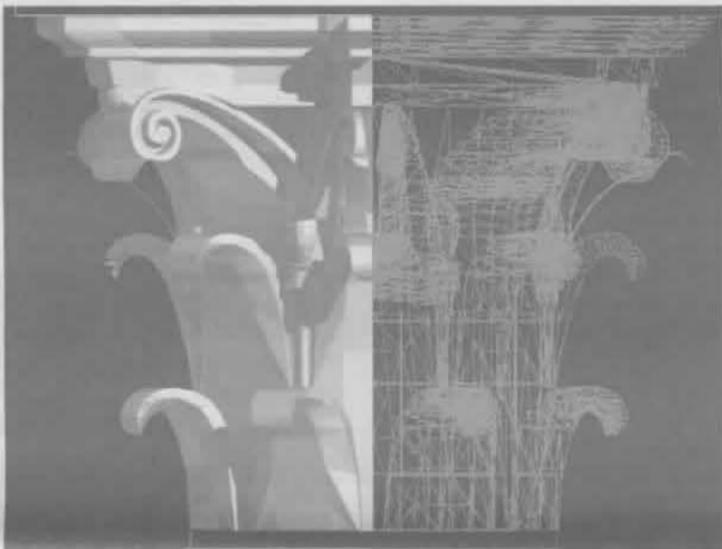
Minnesota leadership

During the 1960s and 1970s, Minnesota-based companies dominated the digital technology industry. "Although Minnesota lost much of its advantage to Silicon Valley during the personal computer revolution, the state has an ambitious plan to reclaim its leadership," Davis says.

A major step in that plan was last October's Digital Technology Summit, a brainchild of President Mark Yudof. Leaders of industry, government, and education met to assess trends and challenges and figure out "how we can work together to reclaim Minnesota's preeminence in computer and digital technology," Davis says.

The next step is creating the Digital Technology Center (DTC). "We have developed strengths in this area, but they are scattered across colleges," Davis says. We've not had a unifying force, a place that would pull us together.

"Even in the planning of what we want to do, we've developed a thematic way of thinking as opposed to collegiate silos. Not all of digital technology is going to take place in the center, but this center's going to be a hub."



With its legislative request, the U sets an ambitious agenda that underscores two directions—preserving the rich heritage of the past while shaping and nurturing a dynamic future. The asking price: \$249 million in capital funding and \$41.5 million in supplemental money to fuel five initiatives.

The DTC will enable the University to "bring together this community, which is big but scattered, and get its strength focused," Davis says. "That will make it easier for us to get the national visibility we deserve."

"The center will be a focus of considerable strengths we've already got, and for significant expansion," Davis says. In computer science and engineering, he says, "the demand is two or three times what we're producing."

The University's areas of strength include visualization and graphics, high performance computing, spatial data technology, computer-aided design, and telecommunication. Applications extend far beyond the sciences and engineering fields.

Visualization is a way of "taking advantage of the capability of computers to generate huge amounts of data," Davis says. "We're humans. We need some way of consuming these data in constructive ways." Visualization enables people to take in data that would otherwise be overwhelming.

In design, some of the same methods used to design automobiles can be used in costume design, interior design, and animation.

Digital technology is "a huge pervasive part of modern society in the way it touches our lives, our occupations, our entertainment," Davis says. The closest parallel he can think of in its pervasiveness is the English language.

The digital technology initiative is linked to the design and new media initiatives (see stories in this issue) and the molecular and cellular biology initiative (story in January *Kiosk*). "All of the initiatives have a lot of common needs, a lot of common goals," Davis says.

A dozen blue-chip faculty members would be added in digital technology—two in the Carlson School of Management and ten in IT. Of those in IT, four would be in scientific computation and six in advanced networking, Internet technology and telecommunication, and design.

continued on page 4

NEW MEDIA:

Making communications grads attractive in a high-tech world

After a month of consultation with students, faculty, alumni, and industry professionals, College of Liberal Arts dean Steven Rosenstone has recommended a new media initiative that creates a School of Journalism and Communication, with an Institute for New Media Studies as its centerpiece. Although the dean's proposal includes most of the recommendations made by a communications task force in December, it does not incorporate speech communication into the school's administrative structure.

The new media initiative aims to produce technologically savvy graduates in journalism, communications, television, radio, film, video, advertising, public relations, and publishing. To that end, the U is ask-

ing the state for \$18.5 million in capital funding to refurbish the adjacent Murphy and Ford halls with multimedia, interactive, and digital classrooms and labs. It also is asking for money to attract and support faculty, with an eye toward making Minnesota an international leader in communication studies.

Although details remain to be ironed out in the coming months, the structure of the school aims to create a center of excellence that will provide international leadership in communication education, research, and practice and forge strong collaborations both within the University and with external communities.

continued on page 4

THE INITIATIVES IN BRIEF

Five academic initiatives are driving the University's legislative request. For a recap of the molecular and cellular biology initiative, see the January *Kiosk* or visit our Web site: www.umn.edu/urelate/kiosk/.

Here are the U initiatives and their aims.

Molecular and cellular biology: Become a world leader in cellular and molecular research.

Digital science: Regain for Minnesota a pivotal place in the digital revolution; make the state a hub of digital technology expertise. Includes high-performance computing, electronic commerce, manufacturing, and 3-D computer simulation.

New media: Produce technologically adept graduates for Minnesota in journalism, communications, television, radio, film, video, advertising, public relations, and publishing.

Design: Apply the U's strength in design to everything from computer chips to communities.

Agricultural research and outreach: Continue Minnesota's tradition as the second-largest agribusiness state, where 80 percent of its agricultural exports were developed at the University.

See a summary of the U's legislative request on the Web: <http://www.umn.edu/urelate/newsservice/capital/working.html>.

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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, other 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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Investing in the University: a wise choice then and now

by Mark G. Yudof, president

It can be said to the glory of the commonwealth that whenever called upon by the Regents, aid has been voted without complaint and with practical unanimity, to the full extent of the requests or to the last dollar the state could properly command in support of the institution.

—The Gopher, 1897

The above words were written a century ago by the editor of the University of Minnesota's yearbook. They express an optimism that has survived the decades and that is still vibrant today. It is a simple belief that the University of Minnesota is among the best investments the people of the state can make.

Fiscal reality, of course, has not always

been as gracious, and legislative appropriations have often fallen short of expectations. Over the years, the competition for state tax dollars has grown, and today the University must vie with K-12 schools, highways, health care, corrections, and dozens of other entities for scarce public resources. The challenge for the University is to demonstrate that it continues to provide a return on investment that warrants public confidence and support.

During the next six weeks of the 1998 legislative session, we will be making our case for increased funding. We have an ambitious set of plans that seek \$249 million in capital investments and \$41.5 million in supplemental funds. The requests are tied to the needs of each of our campuses and emphasize two themes.

The first—Preserving the Past—reflects the fact that the University has many venerable and aging buildings that need major repairs to make them safe, usable, and up-to-date. Buildings that are obsolete will be renovated to retain their historic elegance on the outside and to have technologically modern teaching and research facilities on the inside. The second theme—Nurturing the Future—recognizes the role the University plays in preparing students for 21st century jobs, in improving the lives of Minnesotans, and in creating and growing new technologies for tomorrow's economy. To advance those contributions, five academic initiatives have been identified: Molecular and Cellular Biology, Digital Science, New Media, Design, and Agricultural Research and Outreach.

The requests have been endorsed by Governor Carlson and are part of his

recommendations to the State Legislature. Securing the necessary legislative approval, however, will require the commitment and efforts of the entire University community. I am asking each of you to join in the effort by contacting your legislators and voicing support for the entire University plan. Let me emphasize that selective support of particular items is not enough and, in fact, tends to be counterproductive. A unity of interests rather than parochialism is required because our needs are systemwide, crossing campus, disciplinary, and regional boundaries. It is the "big picture," not individual snapshots, that must be kept in mind.

To find out who your legislators are and how to contact them, you may call the offices and individuals listed below. In the meantime, I hope you will lend your help in securing the future of this state's greatest source of creativity: the University of Minnesota. We have a good case to make, and to echo the words of the 1897 Gopher yearbook, one that warrants "the full extent of the requests or to the last dollar the state could properly command in support of the institution."

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University Faculty Liaison Professor Marvin Marshak

(612) 624-1312

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(612) 296-0504

FACULTY CONSULTATIVE COMMITTEE

The professor as professional

In early January, Gary Trudeau's Doonesbury cartoon ran a series on the role of faculty at his mythical college. The professors had been reduced to a kind of intellectual peonage at the whim of the dean. Tenure had been abolished. Happily, our own tenure crisis is behind us. But issues about the role of faculty remain in a host of other contexts, here and nationally.

Professors are professionals. Professionals are those who use their personal judgment, built on long years of education and experience, to make important decisions. The doctor, lawyer, engineer, scientist, or other professional makes independent judgments. In turning to them for advice, one is not seeking the institutional decision of a firm or corporation (although the professional's activities may be supported by such an entity), but rather is trusting the judgment of the person into whose care one has entrusted important matters. The professor is the quintessential professional. We educate aspiring students to make their own independent judgments. We cannot (or, at least, should not) merely "train" them to copy our own judgments—or if we do so, we would be ultimate failures. We conduct independent research. We are not merely the lab assistants for some giant research institute. We, too, must exercise the independent judgment of a professional in our work: seeking sound outcomes, challenging error. Academic freedom is a corollary of that professionalism. For us, there can be no "school solution." We must always aspire to improve the available answers.

To retain that status, a professional must retain independence. Although the professional may be employed by an institu-

tion (HMO, law firm, university), the skill and judgment are those of the individual, not the institution.

A host of recent policy drafts have seemed to seek to constrain that independence of judgment and action. In part, they seemed to proceed from the proposition that, like Mephisto, who purchased Faust's soul, the University has purchased the faculty members' minds. The conflict of commitment policy was read by some to preclude (or at the very least to discourage) collaboration with colleagues at other institutions. The conflict of interest policy raises questions about the ability of the University to control activities unrelated to the work environment. The intellectual property policy seemed, at least in its early drafts, to assert a claim to institutional control of the intellectual output of faculty members.

None of these draft policies was the result of ill will. They proceeded as a response to federal mandates and as a reaction to some real abuses within our own community. They may have been a result of our own failures (and those of our administrators) to police ourselves under existing rules and policies. But a foolish consistency led some early drafts to be far more invasive of faculty independence and rights than was required either by law or by the circumstances. The Senate and its committees, particularly the Senate Committee on Faculty Affairs, have played a major role in protecting the role of faculty as professionals. Faculty governance has been working to confine the bureaucratic tendency to create policies that would unduly cabin our creative independence and that of our academic colleagues.

We must cherish that independence that comes with professionalism and preserve it. That involves two tasks. First, we must continue to assert our independence and professional status. Second, we must accept the duties and responsibilities to our community that come with that independence. The faculty collectively has a role in both endeavors. We must perform that role to preserve our professionalism.

—Fred Morrison, chair
Senate Committee on Finance and
Planning

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.

Faculty's role in combating alcohol and drug abuse

On most college campuses the burden of combating alcohol misuse among students falls mainly on the shoulders of those who work in student health services, residential life, and campus police departments. Faculty are rarely involved in alcohol prevention efforts—not due to a lack of interest, but due to a lack of outreach by chemical health professionals. In a recent survey, 96 percent of faculty and staff on campuses across the country said that student academic performance is affected by alcohol and other drug use; 49 percent reported being personally aware of a student whose academic performance was affected by such use. Forty-four percent said they wanted to be involved in efforts to combat abuse, but only 19 percent said they are actively involved in such efforts.

Faculty can be involved in several ways. For example, they can display alcohol prevention materials in their classrooms. Where appropriate, they can infuse their curricula with information about alcohol and other drugs, as many faculty across the nation are doing. Such infusion is possible in biology, marketing, literature, history, math, and other courses.

Another step is to become more cognizant of how faculty can affect students'

drinking behavior. For example, by routinely allowing students to turn in late assignments, faculty unwittingly enable students who drink excessively. Avoiding Friday exams also enables this behavior, with the implied message that since they will be drinking heavily on Thursday night, students will not be prepared to take a test on Friday. Students who choose to drink heavily the night before an exam must be responsible for the consequences of their behavior.

Research shows that students who binge drink miss more classes than those who do not. Perhaps faculty should make class attendance part of the course grade, as a means of encouraging students to place academics above drinking. Taken together, these actions can contribute to an environment in which students understand that their choice to misuse alcohol has consequences on their academic success.

Faculty, especially those who teach undergraduates, can also become involved in alcohol and other drug prevention efforts by including the following statement on their syllabi:

As a student at the University you should know that excessive use of alcohol can impede your ability to succeed academi-

cally. Alcohol use can impact a person's ability to learn new information and think abstractly for up to 30 days after consumption. A recent survey conducted with University undergraduates found that students who engaged in binge drinking (five or more drinks in a sitting) missed classes almost three times as much as those who did not binge drink. This survey also found that most students at the University are making healthy choices with regard to their alcohol consumption. Sixty-five percent of undergraduates drink three or fewer drinks in an average week and 32 percent do not drink at all. If you are concerned about your level of alcohol consumption, call Boynton Health Service at 626-1145.

Reducing binge drinking among students won't be accomplished without a concerted effort by the University community. It is vital that faculty be a part of this effort. If you are interested in becoming more involved, please call me at 626-1145.

—**Amelious Whyte**
Coordinator, Chemical Health Programs, Boynton Health Service; assistant to the vice president for student development and athletics

CIVIL SERVICE COMMITTEE

Civil Service Committee calendar to change for new members

If you remember the 1997 midsummer announcements for new Civil Service Committee members, you may wonder what is going on when you begin seeing recruitment announcements in early February 1998. What's happened is that the committee decided to move the start date for new members to July to match the fiscal year calendar. The summer months can then be used for new-member orientation, so that we can be up and fully running when the fall academic year begins.

This 15-person committee turns over by a third each year, with most appointments being for three years. There will be some overlap of membership during the next few years until the current three-year appointments end.

Begin thinking about joining now! For employees who want to be involved in

the consultative process for University governance, this is an excellent opportunity. All University civil service employees at all locations are welcome to apply. Watch for the February announcements appearing in University publications and on the Civil Service Committee Web site at <http://www.socsci.umn.edu/civilser>.

—**Mary Jane Towle**
Vice chair, Civil Service Committee

Parity is goal of market study project

The Civil Service Committee subcommittee on compensation is studying methods to pursue market parity for civil service jobs. This project arose from concern that employees in some job classifications are paid well below current market levels. This project is also tied closely to three other initiatives.

(1) The information technology classification market study, in which new job classifications have been proposed for information systems jobs. These classifications and the job information accompanying

them will be more standardized and thus more easily compared to the external market.

(2) The civil service compensation study originated by human resources, a more broadly focused effort that will measure civil service salaries against market. This may lead to an ongoing process.

(3) The Civil Service Committee's job classification/JEQ subcommittee, which is involved with both of the above efforts insofar as they affect changes to job classifications and to the classification system itself. This subcommittee is also working on classification "broadbanding" and its potential impact on the civil service constituency.

The market study project seeks to achieve a fair and practical approach to adjusting salaries toward market levels while recognizing the limited financial resources available to individual departments and to the University as a whole. Our objectives can be achieved only in partnerships with our constituents and other groups willing to support this effort. For information and input on this project contact Blake Downes at 626-8373 or Blake.Downes1@umn.edu.

—**Wendy Williamson**

Letters

To the president

Dear President Yudof,

Thank you for the wonderful article in the January issue of *Kiosk*. I have been working with my staff on "shared leadership" and cooperative strategies for the three years that I have been at the University of Minnesota. Your eloquent articulation of those ideas will help make my job easier.

Thank you.

Edward P. Ehlinger, M.D.
Director, Boynton Health Service

Equal distribution

I really enjoy the *Kiosk* and think it does a wonderful job of promoting a sense of community throughout the University. I especially liked President Yudof's message in the most recent issue. What a preamble for success!

In the credits and purposes column is stated, "distributed to faculty and staff on the Twin Cities campus, as well as on the Morris, Duluth, and Crookston campuses." This makes outstate campuses sound a little like an afterthought. Why not simply, "distrib-

uted to all campuses of the University." Just a thought.

W. Daniel Svedarsky
*Natural Resources Dept.
University of Minnesota, Crookston*

Ed. reply: You make a very good point. Although Kiosk is intended for the Twin Cities campus community primarily (similar in purpose to the faculty-staff publications that serve our other campuses), we do distribute it to all campuses and often include University-wide material. Thanks for the gentle suggestion, and we've revised our wording to reflect it.

■ **Christine Maziar**, vice provost and professor of electrical and computer engineering at the University of Texas at Austin, was named vice president for research and dean of the Graduate School. Her appointment by President Yudof concluded a nationwide search involving about 120 candidates.

"Christine Maziar is one of the brightest people I know. She has outstanding academic credentials," Yudof said. "I am thrilled to be able to appoint this outstanding leader to one of the key positions in my cabinet. Maziar, whose degrees are from Purdue, said returning to the Big Ten is "something of a homecoming for me." She will start June 1.

■ **Gov. Arne Carlson** endorsed the University's \$41.5 million supplemental legislative request; he earlier endorsed the capital request.

■ At the invitation of Gov. Carlson, President Yudof and his wife, Judy, took a short trip to China January 9-14 to participate in portions of the Minnesota Business Development Mission and meet with Chinese higher education officials.

■ The **Citizens League** issued a report in January on graduate and professional programs at the University, titled "A Competitive Place in the Quality Race: Putting the University of Minnesota in the Nation's Top Five Public Research Universities." President Yudof thanked the group for its "concern and support."

The report recommended a new U-state-industry partnership, called the Northstar Research Coalition, to channel significant investment into high-tech areas and prospect for discoveries within the U. Yudof said any new vehicle or entity should be fully accountable to the president and regents.

■ **Strengthening the humanities** is an internal priority for the U. President Yudof said at a news briefing December 17. Politically it is hard to go to the legislature for funding for the humanities and other liberal arts, he said, but if the legislature supports initiatives in molecular biology and digital technology, some resources will be freed up for other important areas.

"I'm being brutally frank," Yudof said. "In many of these departments two or three or four significant appointments would do them a lot of good," and faculty in these areas are not expensive; one and a half or two people might be hired "for what it costs for one of the megabig scientists."

■ **Nancy Hensel**, vice president for academic affairs and provost at the U of Maine, Farmington, and a candidate for **chancellor of the Morris campus**, will visit the campus Feb. 9-10. David Cook, vice president for academic affairs and provost at Dakota State U, Madison, S.D., visited Jan. 12-13; Anne Federlein, vice president for academic affairs at the State U of New York, has withdrawn from the search for personal reasons.

■ A revised policy on **consensual relationships** will probably go to the U Senate in February. The policy has been separated from the sexual harassment policy and combined with the nepotism policy.

■ A **gift of \$2 million** from Leland (Lee) and Louise Sundet of Excelsior and their family will endow a new chair in New Testament and Christian studies and improve the football facility.

Digital Technology

continued from page 1

Walter Library: the grandeur, the future

The capital request seeks \$53 million to renovate, restore, and redefine space within Walter Library. Building an up-to-date Digital Technology Center within Walter is a perfect example of the legislative request's twin themes of preserving the past and nurturing the future.

Davis, whose office is in Walter, welcomes the plan to locate a 21st century center in a beautiful historic building. "This is one of the few buildings you walk into and look up and are filled with awe," he says.

"It's a marvelous opportunity. The historic part of Walter is still going to be library. Those beautiful tall ceiling rooms are still going to be library, but it will be highly modernized." The first floor lobby, the north reading room on the first floor, the Arthur Upson Room, the grand staircase, and the monumental reading rooms on the second floor will be restored to their original appearance.

"We're going to have our cake and eat it, too. We're going to have a much better library at the end of the day, and we will have preserved a beautiful building."

About half of the assignable square feet in Walter will be used by the DTC. The core faculty will be there, along with students and research staff, and a DTC director and staff. Existing programs housed in the center will include the Supercomputer Institute, the Geometry Center, the Laboratory for Scientific and Engineering Computations, and the Science and Engineering Library.

Work space will be available for faculty from several colleges, and the center is intended "to foster cooperative, interdisciplinary collaborations between IT and other col-



Photo by Tom Foley

leges and between the University and the greater community," Davis says. A faculty committee is now working with the architects to make sure the space is designed in appropriate ways, he says.

A computer classroom for undergraduates will offer "access to the latest and the best in graphics and computers." Under the auspices of University College, opportunities will also be extended for continuing education, teleconferencing, and workshops and short courses. Space will be available for industrial fellows to carry out collaborative research programs with University researchers, and summer programs will enable teachers and students from Minnesota's other educational institutions to carry out research in digital technology.

In a column in IT's magazine *Inventing Tomorrow*, Davis closes with this analogy and this promise: "Like the major waterways that brought prosperity and development to the region in the 19th century, converging information highways in Minnesota have the potential to bring prosperity and development to the state in the 21st century. We at the University and IT stand ready and committed to see that it happens."

—Maureen Smith

"We are about where the two-wing crop duster was as opposed to the 747. That's what's exciting, creating the 747 of digital technology."

—H. Ted Davis, dean
Institute of Technology

New media

continued from page 1

The task force report

In December, a 13-member task force presented Rosenstone with its vision of a structure. Three months earlier, Rosenstone had charged the group—composed mostly of internal and external communications professionals—with designing a "dynamic program in communication studies" in the College of Liberal Arts.

The task force's recommendation was to create a School of Journalism and Communication with four components: professional journalism; strategic communication; communication research; and an Institute for New Media Studies. The school would bring together two of the most popular majors in the College of Liberal Arts—journalism and speech communication. The School of Journalism has 13 faculty, 22 instructors, 640 undergraduates, and a \$15 million endowment; the Department of Speech Communication, has 12 faculty members, 275 undergraduates, and an endowment of about \$700,000. But while speech communication is considered one of the top 15 programs in the country, journalism's reputation has tumbled in the last decade. The School has twice been placed on probation.

The task force said the proposed School of Journalism and Communication would strengthen the entire program and make graduates more competitive in the job market. "It's a moment in time," said Steven Goldstein, a U graduate who chaired the task force, adding that the recommendation "builds on the strengths of existing programs and faculties."

When he received the recommendation, Rosenstone said he would spend about a month getting feedback before he made a recommendation to President Yudof. He said his criteria for a recommendation would be whether or not it was right for students.

Although the dean's proposal includes the task force's broader mission, Rosenstone said concerns he had heard from faculty of the two departments made it clear to him that "the students and faculties of the two programs would be better served if the departments retained their own identities."



Photo by Tom Foley

"I have no interest in going forward with a plan that doesn't make students more attractive in the job market."

—Steven Rosenstone, dean, College of Liberal Arts, at a communications task force news briefing December 15.

"I have no interest in going forward with a plan that doesn't have the full support of the faculties," Rosenstone added. "My job as dean is to help make possible the best vision, with broad support. The proposal I am sending forward has that support and is also the best proposal for our students."

Going forward with the mission

Rosenstone's recommendations call for new professional master's degree programs in such areas as journalism, strategic communication, media management, business and scientific journalism, and health-care communications. The dean also recommends strengthening the Silha Center for the Study of Media Ethics and Law and the Cowles Minnesota Journalism Center, both already nationally recognized for their research and service.

The centerpiece of the school, the Institute for New Media Studies, could become an internationally recognized cen-

ter for innovation, experimentation, and creativity in new media, and a focal point for building partnerships with the communication industry.

To make it happen, CLA will certainly need new resources. The College has witnessed deep retrenchment, Rosenstone said, with the number of faculty dropping from 592 in 1980 to 480 in 1996.

"CLA is leaner and meaner than any other undergraduate college at the U," Rosenstone said. "I don't know what we'll do without new resources."

But he also believes that with the necessary resources the U is uniquely positioned to offer a world-class communications program.

"We already have many stellar faculty," Rosenstone said. "My goal is to create an environment that will allow these faculty to be more effective in meeting

the needs of our varied constituents, both on campus and off, and to better prepare students for the rapidly changing media environment, especially in new communication technologies."

"The Twin Cities are the sixth most important media center in the country, which means we have everything at our doorstep," he said. "We must seize this moment in history and build a program in the intellectual and technological vanguard of journalism and communications. The only way to make it happen is with a three-way partnership among the U, the community, and the legislature. We need to leverage community resources."

The task force report is available on the Web at www.umn.edu/urelate/comstudies. The dean's recommendations are available from the Office of the CLA dean, 215 Johnston Hall, (612) 624-2535.

—Mary Shafer

DESIGN:

Casting design in a new light

Sit in a room and look around you. Everything you see has been designed. Think about the chair you're sitting in. Is it comfortable? What materials is it made from? Those are design questions. Somebody designed the clothes you are wearing and paid attention to cost, fit, and durability as well as color and line.

Thomas Fisher, dean of the College of Architecture and Landscape Architecture (CALA), wants to build more design awareness in the University and the community. As the dean who heads the design initiative in the legislative request, he's getting lots of chances to talk about the importance of design.

"We want to be out asking, 'What should design be doing in the 21st century?' We want to develop a forum for that type of discussion," he says.

The conversation will include designers in a wide variety of areas, not just architecture but graphic design, apparel design, interior design, theater design, virtual design, advertising, engineering, and urban planning.

Design is a key to economic prosperity, Fisher says. "Every product has to be competitive globally. One of the best ways to distinguish your product is through a good design."

More than that, design can attract people to an area, and design itself is a big area of employment. "People who are mobile and are literally able to live anywhere in the world gravitate toward places that have a high quality of life, that are pleasant places to be. In this part of the country we've always had a high quality of life. We need to enhance that, support that, promote that."

The Twin Cities area is the fifth-largest design market in the country based on design fees, he says, and it has the potential to become a center for design excellence. "We're bigger in this field than our population would suggest. We've traditionally been known for design thinking."

New York and Los Angeles have more designers per capita, he says, but they have never held up design as a strength. New York has Wall Street, Los Angeles has the film industry. "In their world design doesn't loom as large. I see that as an advantage for us," Fisher says.

As ardent an advocate as he is for design, Fisher didn't come up with the idea of making it one of the University's legislative initiatives. President Mark Yudof "came with this in mind," he says. "It's great when you have a University president who says there is something to this thing called design."

Fisher is now bringing faculty together to define the design initiative in a more specific way. "The initiative itself needs to be designed. I want to get as many people involved from as many colleges as I can. Anyone who's interested should feel free to contact me. We're in the



Photo by Tom Foley

"We want to be out asking, 'What should design be doing in the 21st century?'"
—Thomas Fisher, dean, College of Architecture and Landscape Architecture

idea-collecting stage right now."

The design group begins with a design and planning affinity group funded by former provost Gene Allen. Besides CALA, the College of Human Ecology has a big design component.

Virtual environment design is a growing area. "The same skills you need to design the landscape are needed for designing environments within computers," Fisher says.

An industrial design or product design program is needed, he says, but "I don't see that right off the bat." Some important work in this area is now being done by William Durfee in mechanical engineering.

Interdisciplinary approaches are needed, Fisher says, because "problems you encounter out in the world are interdisciplinary by nature," and "a lot of new knowledge is growing at the edges of disciplines or between disciplines."

Administration of the design initiative would be housed in an addition to the architecture building, but Fisher doesn't see a single design center. "We'd have outposts in various colleges, as well as an outreach center that would probably be off campus in a highly visible place."

An outreach center is important, because there is "huge demand out there in the community and business sector, and we tend to seem monolithic for people outside. They don't know how to get access."

With or without a design initiative, an addition to Architecture is urgently needed, Fisher says. "We can fit only half of our college into this building. We're in basements, we're off campus in \$16-a-square-foot rented space."

"Our students are great. They're flexible people. You'd think as design students they'd be sensitive to the environment, but they'll meet in a hallway, meet on a stairwell." Still, Fisher says, the inadequate facilities are taking their toll.

"This is a very well-rated program, but all the competing schools have much newer facilities. Students are beginning to not come

here because of the facilities. That's a real problem for the design community, if we're not able to feed them the best students and the number of students they need. We have one of the oldest unrehabilitated facilities in the country. It's just become a disadvantage we can't overlook."

As part of his plan to promote design and promote the Twin Cities as a design center, Fisher wants to host a Design Summit next fall, modeled on the successful Digital Summit of last fall. "Just the act of planning it gets people interacting and thinking in new ways, and it can be really quite important in bringing national and international attention.

"We have to do it in a big way, not necessarily expensive, but visible. If we're going to be a leader, we don't want to be quiet about it."

—Maureen Smith

BACK TO THE FUTURE WITH THE WEISMAN'S CASS GILBERT EXHIBITION



Speaking of design, the original drawings and plans for the University of Minnesota by architect Cass Gilbert will be on display Feb. 6 through March 22 at the Weisman Art Museum. The

perspective of this pencil sketch, done in 1910, is from the Mississippi River, looking north toward Northrop Auditorium. (See calendar, p. 8, for exhibit details)

In tandem:

Students and staff match up for language, culture exchange

Keiko Takenoue came to Minnesota in April with hopes of applying to the U's graduate program in nursing.

Her credentials are impressive. She has a nursing degree and years of experience teaching midwifery in a nursing college in her native Japan. To have any chance of being accepted into the U's program, however, she knew she needed to enlarge her knowledge of English. Like most products of the Japanese school system, her English studies had been limited to grammar and vocabulary; before arriving in the U.S., she'd had almost no experience conversing in the language.

George Swan is a staff member at Wilson Library and, like Takenoue, something of an adventurous spirit. Although he doesn't speak any Asian languages, last summer he befriended a couple of U students from Korea whom he'd encountered having coffee at the Dinkydome. One of the students asked Swan for help polishing his English, which Swan did, largely by meeting and conversing with the student. Soon that student brought along a friend, who then brought along another friend and before long, Swan was meeting regularly with four students.

During those meetings, his newfound friends kept talking about their "Tandem partners"—Americans working with them on their English through the U's Tandem Conversation Program. Operated by the Minnesota English Center, Tandem matches foreign students hoping to enroll at the U with Americans willing to help them become more fluent in English. When Swan saw an announcement in *Brief* calling for Tandem participants, he decided to apply. And that's how he came to be matched up with Takenoue, as two of 220 participants who signed up for Tandem this fall.

"Originally, Tandem was only a language exchange, matching Americans who wanted to learn, say, Japanese, with Japanese students," explains Tandem's director, Natasha Fleischman.

"But with students coming here from such a wide variety of places like Turkey, Thailand, and Indonesia, we don't necessarily have enough Americans who want to learn



Photo by Tom Foley

**"We've gotten real philosophical in the Big 10."
—Tandem volunteer and Wilson Library staffer
George Swan, on his work with Japan native Keiko
Takenoue**

those languages, but who are interested in learning about the culture. So, the program has evolved into a language and cultural exchange."

And so it has been for Swan and Takenoue. After some initial nervousness on her part, the pair have become comfortable enough with each other to range over a wide array of topics. Over meals at the Village Wok or the Big 10, they've talked about Japanese food and culture, the symbolism behind Thanksgiving, Shintoism and Buddhism, Jung, differing conceptions of death in the American and Japanese mind, and more. Because Takenoue is here ultimately to study nursing, their conversations have also included discussions about the culture of American medicine.

"We've gotten real philosophical in the Big 10," Swan jokes.

"But it's been very interesting for me," Takenoue adds.

"Tandem is very useful for foreign students because it allows us to learn English informally, in a real way," she says. Such opportunities, she points out, are rare in Japan, an ethnically and linguistically homogenous country.

And learning English informally has advantages that cannot come from classroom study, no matter how diligent. Not only does real conversation in real settings make it easier for Swan to point out the many subtle shades of meaning in common English phrases and words, but it also offers him and Takenoue a chance to work out the non-verbal communication that always accompanies real life verbal exchanges. This last is especially important for someone from Japan with its vastly different lexicon of gestures, body language, and modes of conflict resolution.

Tandem partners are teamed up for a quarter. At this point, Takenoue and Swan are not sure if they will continue to meet informally this winter. Swan, who has continued to meet with his Korean friends, confesses himself "pretty exhausted" by this extracurricular work.

"But it's been rewarding," he says. "Very rewarding."

The Tandem Conversation Program is open to all University staff and faculty. For more information, contact the Minnesota English Center at 626-9581.

—Richard Broderick

Kudos

■ **Emily Hoover** is a 1997 recipient of a national Excellence in College and University Teaching in the Food and Agricultural Sciences Award. Hoover, a horticulture professor, is the first Minnesotan to receive the award.

■ **Anatoly Liberman**, professor of Germanic philology, was presented in December with a two-volume work prepared in his honor. A surprise for the internationally regarded Liberman, the book is entitled *Germanic Studies in Honor of Anatoly Liberman* and is published as two volumes of the journal *NOWELE*. It contains about 35 articles on Germanic linguistics and medieval literature solicited from scholars all over the world, including graduates of Liberman's program.

■ **Val Woodward and Cheryl Robertson** are the first recipients of the new Josie R. Johnson Human Rights and Social Justice Award. Woodward is professor of genetics and cell biology in the College of Biological Sciences. Robertson is a doctoral student in the School of Nursing.



Photo by Tom Foley

U kids in the spotlight

Gabriel Broderick, Megan Brady, and Jessica Meza aren't the only U kids you'll see lighting up your television screen in the next few months. In fact, more than a dozen tykes—most of them kids of University faculty and staff—will be appearing in a series of public service announcements to be aired during Gopher athletic events through the end of the school year. Filmed in December, the promotional spots feature the budding stars as representative of the U's future graduates. Gabriel, Megan, and Jessica are the children of Rich Broderick (University Relations), Bill Brady (University Relations) and Fernando Meza (School of Music).

U cosponsors business plan competition

Faculty and staff can participate in a business plan competition the U is cosponsoring. Entrants must be Minnesota-based entrepreneurs with for-profit companies totaling less than \$2 million in sales and less than \$1 million in capital.

The competition is intended to expand entrepreneurship in the state, as well as to educate future entrepreneurs, says Richard Cardozo, director of the Center for Entrepreneurial Studies at the Carlson School. Cardozo says, "pushing the envelope on new knowledge that is useful to entrepreneurs" is integral to the mission of the competition, which will include a series of free seminars on what makes a good business plan.

A blue-ribbon panel of judges will select three winners. First prize is \$15,000 cash and \$10,000 in services; second prize is \$5,000 cash and \$5,000 in services; and third prize is \$2,500 cash. Winners will be announced at a May 18 recognition event at the Carlson School.

For entry materials, call the Center for Entrepreneurial Studies at 624-6565. A one-page preliminary application is due February 13; deadline for business plans is March 31. In addition to the U, cosponsors are St. Paul Venture Capital; KPMG Peat Marwick, LLP; Riverside Bank; and Dorsey & Whitney.

Compact disk features Great Lakes images

A compact disk with 500 high-quality images of the Great Lakes, useful for publications, multimedia computer presentations, or Web site images, is available for \$12 from Minnesota Sea Grant.

Image categories include scenery, plants and animals, parks and attractions, recreation, research and education, management, commerce and development, and environmental issues. A slide set of the images is also available for loan.

For a sneak preview, visit Minnesota Sea Grant's Web site: <http://www.d.umn.edu/seagr/gallery.html>. To order the CD, contact Minnesota Sea Grant at 218-726-6191.

Statistics help available

Statistical consultation is now available on the East Bank for faculty and graduate student researchers. The new office, in 527 Science Classroom Building, will be open on Tuesdays and Thursdays while classes are in session. Call 625-3121. Statistical Consulting Clinic already has a St. Paul office; call 625-3121.

To our readers:

Beginning with our March issue, the system for managing the *Kiosk* mailing list will be incorporated into the system for distributing *Brief*, also produced by University Relations for faculty and staff. Most readers won't notice this change. Some departments or units, however, might find they're receiving more or fewer copies of *Kiosk*. In the long run, this change will mean greater efficiency in our mailings. In the meantime, after you get the March issue, please let us know if you need a quantity change by contacting Natasha Walkowicz: 625-6373 or walk0156@tc.umn.edu.

Rec Center offers fitness gift

Taking advantage of the gift of fitness faculty and staff received from Rec Sports in December lets you choose from four options: a free one-week trial membership to Rec Sports; three free aerobic classes; \$5 off the price of the Rec Sports weight management program; or a free fitness assessment with the purchase of an exercise design. Membership to Rec Sports is \$50 per quarter, which can be paid through payroll deduction. For more information, contact Christen Christopherson, 626-0553.

Givens Collection featured

Documentary on the Givens Collection, the U's extensive collection of writings by Black authors and playwrights, will be shown on KTCA-TV Feb. 15 at 10 p.m. and on KTCI-TV Feb. 18 at 7 p.m. The Givens Collection, housed in Wilson Library, includes documents dating back to colonial times. The documentary has already won several prestigious awards including the Black Filmmakers Award for Best Documentary.

Media watch

Christine Maziar's appointment as the new vice president for research and dean of the Graduate School generated a lot of interest among metro media. *The Star Tribune* and the *Pioneer Press* both ran large articles with accompanying photographs and Maziar's appointment was featured on WCCO-AM. She comes to the U from the University of Texas at Austin where she has been vice provost and professor of electrical and computer engineering....A Citizens League report focusing on the U warranted major coverage in both the *Pioneer Press* and the *Star Tribune*. Psychology professor **Ellen Berscheid** and physics professor **Marvin Marshak** commented on the report....A feature article focusing on the impending switch from quarters to semesters ran in the *Pioneer Press*. **Peter Zetterberg** from the Office of Planning and Analysis served as the main source for the article....An agreement between the U and IBM to develop and distribute computerized registration software appeared in the *Star Tribune* and was discussed on Minnesota Public Radio (MPR)....Shrinking CD microcircuits, or the creation of a "nano-CD," was featured in the *Pioneer Press* and on WCCO-AM and WMNN-AM. All featured electrical engineering professor **Steve Chou**....KARE-TV produced a nice piece on Law School students who volunteer to work on real-life court cases....Casual Fridays may be getting too casual, says **Kim Johnson**

from Design, Housing and Apparel. She shared her research with a national audience on ABC Radio....A timely story on seasonal affective disorder appeared in the *Pioneer Press* thanks to **Dee Ginther** from Design, Housing and Apparel and **Tom Mackenzie**, psychiatry....Virtual drivers testing North Shore highway design were the recipients of a nice feature in the *Star Tribune*. **Peter Hancock** from the Human Factors Research Laboratory was widely quoted....The U was a friend indeed to Colorado State University after CSU's library suffered serious flood damage. The donation of thousands of books was covered by KSTP-TV....**Larry Anderson** from the Campus Master Planning office was quoted in a column on planning urban space by *Star Tribune* columnist Kristin Tillotson....**Barbara Taylor** from curriculum & instruction talked about how kids learn on WCCO-AM....Other story topics that appeared last month on radio, television, and in print featuring U students, staff, and faculty, included arranged marriages, racial intolerance, urban sprawl, soft drink contracts at colleges and universities, electronic documents, meteor showers, social security, buying a home computer, experimental drugs and trends in K-12 education.

—Mike Nelson, University News Service

CareerScapes

Managing change

President Yudof has challenged the University's central administration to increase efficiency, decrease bureaucracy, and cut costs. This will mean major changes in how some employees do their jobs, and for others it will mean that their jobs no longer exist. For all of us, it will mean changes in how we do business.

At the University, the prospect of change is nothing new. After all, we've been downsizing through the 1990s, and we've even closed a campus. We've welcomed new leadership, and we've seen priorities shift. Even if we believe change is necessary, however, the process can be enormously stressful for employees and supervisors alike. This is especially true when change entails laying off or nonrenewing employees.

Inevitably, some University employees will need to find new jobs as a result of this initiative. Carol Carrier, acting vice president for human resources, has stepped up efforts to connect dislocated central administration employees with job opportunities elsewhere at the University. She has asked managers with open positions to actively recruit internally; her staff will facilitate matches. To be successful at these efforts, supervisors, managers, and employees need to do their part. Here are some things we can do.

For managers and supervisors:

■ Communicate

The number one thing managers/supervisors can do for employees during times of change is to COMMUNICATE. Managers mistakenly think that they need to keep a lid on information flow, to keep employees from panicking. The opposite is true. Without ongoing information, the rumor mill, with its inaccuracies and power dynamics, becomes the main source of information. Even bad news coming from you is better than conjecture. To build trust and keep employees motivated and committed to change, communicate with employees on an ongoing basis.

■ Be truthful

Although it might be tempting to reassure employees, avoid promises that may not be kept. Instead, acknowledge employees' feelings, and help them find ways to deal with uncertainty and fear.

■ Provide as much notice as possible

As soon as possible, notify affected employees and human resources of organizational plans. If there will be layoffs or non-renewals, early notification increases the likelihood that employees can make smooth transitions within the University.

■ Use available resources

The University's Human Resources consultants are excellent sources of information and guidance in planning organizational change. To find the consultant for your area, visit the Web site at <http://data.ohr.umn.edu/directory/servteam.html>. Other resources include the Employee Career Enrichment Program (ECEP), and the Employee Assistance Program (EAP).

■ Pay attention to staff emotions

Emotions can affect productivity and morale. During a staff reduction, survivors experience a roller coaster of emotions. When appropriate, refer employees to EAP. Better yet, invite EAP to come talk with staff about the emotional aspects of change.

■ Support displaced staff in exploring career options

When possible, allow flexibility so displaced employees can explore other career opportunities or upgrade skills. Support employees in attending workshops offered through ECEP. If appropriate, write a letter of recommendation for employee files.

For employees:

■ Update skills

Regardless of whether you are at risk of layoff or nonrenewal, it is a good idea to keep skills up to date. If you aren't sure what skills you lack, talk with a human resources staffing consultant or a staff member in the Employee Career Enrichment Program.

■ Acknowledge feelings

People react to change in a variety of ways, with emotions that can include denial, anger, depression, and acceptance. Understand your stress signs and develop healthy coping strategies. Talk with an employee assistance counselor.

■ Keep a positive attitude

Believe it or not, many employees eventually see a layoff or non-renewal as a blessing in disguise. It is an opportunity to take stock of yourself and your priorities, and to explore job opportunities. If inertia kept you in your job too long, now is your chance to turn a challenge into an opportunity.

President Yudof's vision for a streamlined central administration may be the spark. As a community, our challenge now is to make this a time of opportunity.

—Kate Schaefers

Kate Schaefers, director of the Employee Career Enrichment Program, is also the person to contact for help in connecting laid-off or nonrenewed employees to jobs within the University. She can be reached at 627-4354 or k-scha@tc.umn.edu.

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. 14

■ **The Mating Game: A Valentine's Day Event**—A light-hearted yet factual after-hours guided tour of courtship and mating in the wild. Dessert reception after the tour. 5:30 p.m., Bell Museum. \$16 per person/\$30 per couple (members); \$20 per person/\$35 per couple (nonmembers). FFI: (612) 624-9050. Registration deadline: Feb. 10.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls**—Photographic and interactive exhibit featuring artist François Robert. West Gallery. Opens Feb. 15 and runs through Aug. 16.

Goldstein Gallery, FFI: 624-7434

■ **The Indian Sari: Draping Bodies, Revealing Lives**—A comprehensive look at how Indian saris are worn in different geographic, historic, social, and activity contexts. Featured are saris from the collection of French anthropologist and guest curator Chantal Boulanger. 10 a.m.-4:30 p.m., Mon., Tues., Wed., Fri.; 10 a.m.-8 p.m., Thurs.; 1:30-4:30 p.m., Sat. & Sun. Through March 1. Free.

In conjunction with the exhibition:

■ **Lecture by Chantal Boulanger:** 2:30 p.m., Sun., Jan. 25, Goldstein Gallery.

■ **Film series: Indian Women in the Films of Satyajit Ray.** Seventh Place Cinema, Mon. and Wed., Jan. 26 through Feb. 11. FFI and schedule: 228-3070.

■ **Black Candle**—Nationally acclaimed collection of dance poems presented by the Nritya Jyoti Dance Theatre, with additional sequences choreographed exclusively for the Goldstein's exhibition. 7 p.m., Sat., Feb. 14, St. Paul Student Center Theatre. \$8 (students, seniors, Friends of the Goldstein Gallery, and members of the Minnesota Dance Alliance); \$12 (general).

Katherine E. Nash Gallery, FFI: 624-7530

■ **Pulp Art: Investigations into Slurry** (main gallery)—A juried exhibition by handmade-paper artists; **Paper Making: Twin Cities Resources** (teaching gallery); **Work by Stevie Rexroth**, lecturer in art (spotlight gallery). Through Feb. 20.

■ **Annual Grad Exhibition** (main gallery)—Work by students in the Art Department's MFA program; **Work by watercolor students of Malcolm Myers**, professor emeritus of art (teaching gallery); **Works by Vera Nikiforov**, lecturer in art (spotlight gallery). Feb. 25-March 20. Opening reception Feb. 27, 6-8:30 p.m.

Weisman Art Museum, FFI: 625-9494

■ **IN THE EYE OF THE STORM: An Art of Conscience, 1930-1970**—Selections from the collection of Philip J. and Suzanne Schiller, this touring exhibition documents how artists' expression of social conscience changed in response to America's evolving political landscape in the 1930s and '40s. Through March 22.

■ **An Enduring Emblem: Cass Gilbert and the Plans for the University of Minnesota**—Cass Gilbert (1859-1934) is a defining figure in Minnesota architecture. This exhibition features his original drawings and plans for the University. Opens Feb. 6 and runs through March 22. Viewing is limited. Call 625-9678 or 625-9683 to confirm availability.

■ **The Documentary Eye: Depression-Era Photography from the Weisman Art Collection**—Depression-era art was used to serve social causes, as government-sponsored photographers produced images of suffering to influence Congress. Opens Feb. 14 and runs through April 12.

In conjunction with the exhibition:

■ **Documentary Then and Now**—Panel discussion considers the legacy and influence of the Farm Security Administration (FSA) photographs. Panelists: U professor Paula Rabinowitz, photo critic and historian George Slade, and local photographer Wing Young Huie. Thurs., Feb. 12, 7 p.m.

8 ■ Kiosk February 1998



Cloud gate dance theatre, *Songs of the Wanderers*, at Northrop Auditorium February 25

■ **How Can Art Matter? A Roundtable on Contemporary Art and Social and Political Change**—Moderators are Colleen Sheehy, director of education at the Weisman, and Bienvenidas Matias, director of the Center for Arts Criticism. Sunday, Feb. 22, 2 p.m.

MUSIC

Tues., Feb. 3

■ **U of M Symphonic Band and Wind Ensemble**—7:30 p.m., Ted Mann Concert Hall. Free.

Thurs., Feb. 5

■ **Jazz I and Singers: Memories of Nat**—A tribute to Nat King Cole with guest vocalist Scott Faison. 7:30 p.m., Ted Mann Concert Hall. FFI: 624-2345.

Wed., Feb. 11

■ **Lincoln Center Jazz Orchestra**—Northrop Jazz Season features the 15-member orchestra with Jazz at Lincoln Center artistic director Wynton Marsalis. Concert is part of the *All Jazz is Modern* world tour. 8 p.m., Northrop Auditorium. \$34.50, \$25.50. FFI: 624-2345.

Fri., Feb. 13

■ **U of M Symphony Orchestra: Beethoven's Third Symphony**—Kate Tamarkin, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Sat., Feb. 14

■ **Valentines by Candlelight**—First in three-part St. Paul Student Center's Candlelight Concert Series. Includes four-course gourmet dinner followed by music of the jazz group the Senders. Dinner: 7 p.m.; concert: 8:15 p.m., North Star Ballroom. Series: \$51 (students); \$71.50; Single event: \$20; \$28. FFI: 624-2345.

Wed., Feb. 18; Thurs., Feb. 19

■ **Don Byron Octet**—Jazz clarinetist and composer Don Byron performs with his ensemble, accompanying *Scar of Shame*, a 1920s silent film about social conflict within the black community. 8 p.m., Walker Art Center. \$19.50. FFI: 624-2345.

Thurs., Feb. 19

■ **St. Paul Chamber Orchestra: Beethoven's Second**—Ivan Fischer, conductor. 8 p.m., Ted Mann Concert Hall. \$33-\$15. FFI: 291-1144.

Sat. Feb. 21

■ **New Folk Collective: James Keelahan**—7:30 p.m., St. Paul Student Center Theatre. \$5 (students); \$10 (in advance); \$12 (at the door).

Sun., Feb. 22

■ **Get Down Moses with the Blended Cultures Orchestra**—Jewish- and African-American musicians. 7:30 p.m., Weisman Art Museum. \$5 (WAM members and students); \$7 (general). FFI and tickets: 625-9495.

Thurs., Feb. 26, Fri., Feb. 27, & Sat. Feb. 28

■ **U of M Opera Theatre: Carmen**—Bizet's classic tale of duty and infatuation. Gary Gisselman, director. 7:30 p.m., Ted Mann Concert Hall. \$11.50-\$8.50. FFI: 624-2345.

Sat., Feb. 28

■ **New Folk Collective: Bill Staines**—7:30 p.m., St. Paul Student Center Theatre. \$5 (students); \$10 (in advance); \$12 (at the door).

FILM

■ **St. Paul Student Center**—Roxy Films series continues Wednesdays at 7 p.m. and Fridays at 7 and 9:30 p.m. \$1 (students); \$2 (public).

Feb. 4 & 6: L.A. Confidential (1997; 136 mins.)

Feb. 11 & 13: Shall We Dance (1997; 118 mins.)

Feb. 18 & 20: The End of Violence (1997; 122 mins.)

Feb. 25 & 27: Donnie Brasco (1996; 126 mins.)

DANCE

Sat., Feb. 20 & Sun., Feb. 14

■ **Alonzo King's LINES Contemporary Ballet**—Minnesota debut. 8 p.m., Northrop Auditorium. \$31.50-\$19.50. FFI: 624-2345.

Wed., Feb. 25

■ **Taiwan's Cloud Gate Dance Theatre: Songs of the Wanderers**. Regional debut, with Taipei-based 24-member troupe with founder and artistic director Lin Hwai-Min. Co-sponsored by Northrop Auditorium and Walker Art Center. 7:30 p.m., Northrop. \$24.50-\$13.50. FFI: 624-2345.

LECTURES, WORKSHOPS, & CONFERENCES

Wed., Feb. 4

■ **The Ultra-Nationalistic Movement to Restore the Glory of the Japanese Empire**—Lecture by Hirofumi Uzawa, economist and human rights activist. 12:20 p.m., 425 Blegan Hall. Sponsors: Program in Human Rights and Medicine, Depts. of Economics and Philosophy, CLA, HHH Institute, Human Rights Center. FFI: 626-6559.

Fri., Feb. 20

■ **Estrangement or Engagement: Local Responses to Global Challenges**—This Humphrey Institute Policy Forum conference explores the domestic implications of trade liberalization and international investment. Speakers include James Schlesinger, former Secretary of Defense. FFI: 625-8330.

Thurs., Feb. 26

■ **Slide lecture presentation by Gillian Brown**—Photographer, painter, and installation artist Gillian Brown will present a slide lecture of her work involving photographs and paintings of classroom blackboards. 7 p.m., West Bank Union Auditorium. Free.

Sat., Feb. 28

■ **Greening Conference: Using Plants to Build Community**—This annual Minnesota Landscape Arboretum conference offers the opportunity to learn about landscape partnerships, community organizing, therapeutic horticulture, horticultural techniques and more. FFI: (612) 643-3601 or (800) 676-6747. 8 a.m.-4 p.m., Hennepin Technical College, Brooklyn Park. \$40 (for members of sponsoring organizations), \$50 (nonmembers), \$15 (students). FFI: 228-3070.

FAMILY ACTIVITIES

Fri., Feb. 13

■ **Cupid's Creations**—Families can create valentines and decorate and eat Valentine's Day cookies. Evening includes an interactive variety show. Sponsored by Coffman's Program Council. 7-9 p.m., Coffman Union first floor. \$3 (students, staff, and children); \$4 (general). FFI: 625-6984.

Sat., Feb. 14

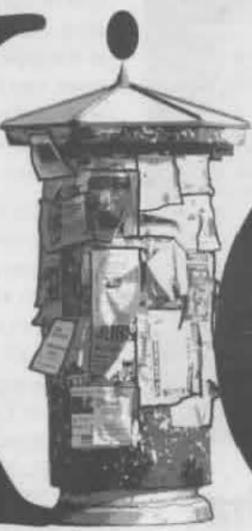
■ **Valentine's Day—Japanese Style**—A family event featuring classes in origami and Japanese paper folding, and a guided tour of the Arboretum's Japanese Garden. Regular gate fees apply; class and tour are free, nominal fees for materials. No advance reservations necessary. 10:30 a.m. class; 11:15 a.m. tour. Minnesota Landscape Arboretum.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, University Relations, 6 Morrill Hall. Deadline for March's calendar is February 9.

In this issue:

- The over-regulated research university p. 3
- Turning to the U for legal help, p. 4
- What happened to Cass Gilbert's plans? p. 5

Kiosk



<http://www.umn.edu/urelate/kiosk/>

CAN THE HUMANITIES SHARE THE SPOTLIGHT?

As the legislative request goes forward, attention focuses on the U's science areas. Where does that leave the arts and humanities?

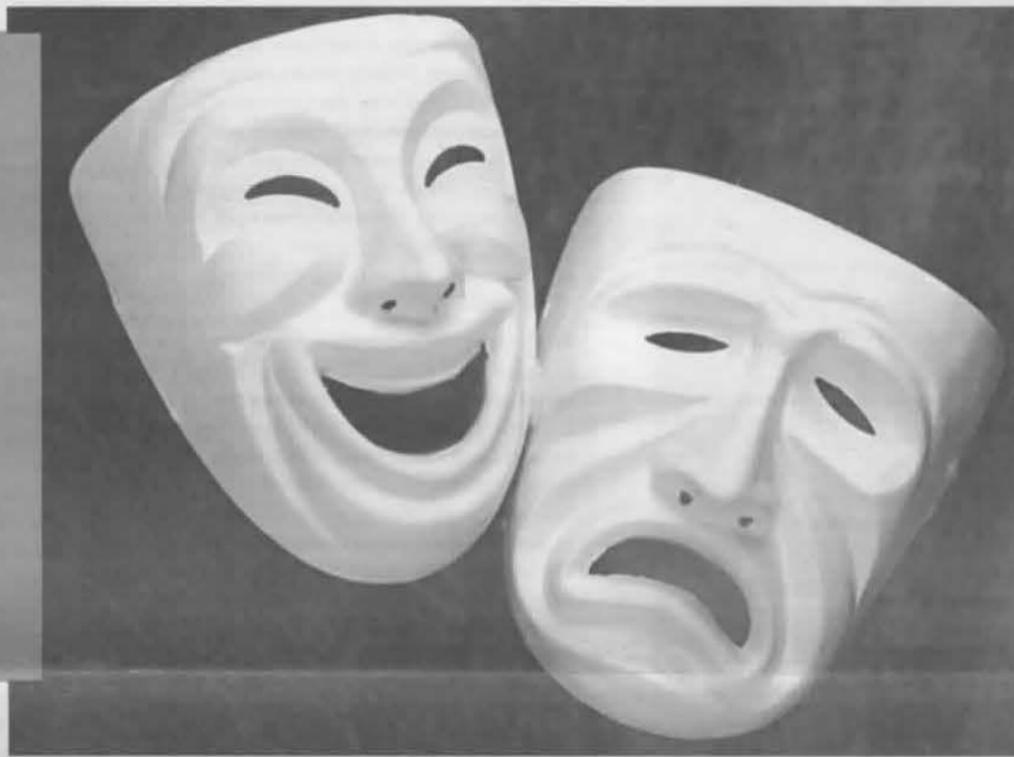


Photo by Tom Foley

Two years ago, a young scholar visited the Twin Cities to interview for a joint appointment in two U departments. Although impressed with the U, the potential faculty member said she wanted to meet more of the younger English Department faculty, who would be her colleagues. The only problem: There weren't any. "Seventy percent of the department's faculty is over 50," says English Department chair Shirley Garner. "If everyone retires at 65, we'll have 15 retirements by 2005. That takes away not only bodies, but also experienced advisers of Ph.D. theses, people with distinguished records."

The toll of neglect

Like many of the U's arts and humanities departments, English has seen its budget shrink and its faculty numbers erode over the past 15 years, the result of decreased state support and institutional budget decisions.

Garner says that in terms of FTEs, her department, with its 37 faculty members, ranks 11th out of the 12 member schools of the Committee on Institutional Cooperation (CIC). The only one lower, she says, is Northwestern, which has an undergraduate student body of 7-8,000.

"So in effect we rank at the bottom, and until our numbers are brought up, we simply cannot participate in the many exciting activities that are being proposed," Garner says.

Similarly, Art Department chair Wayne Potratz says his faculty numbers have gone down to 18 from 22 a decade ago. "We've done some creative stuff" to make ends meet, Potratz says, including depending on 38 affiliate faculty to meet the department's needs.

As arts and humanities faculty numbers have been depleted, salaries have stagnated. In the past couple of years, two retention offers would have required the English Department to "raise salaries about \$20,000-\$30,000 to match the salaries offered elsewhere. This suggests how low our salaries are," Garner says.

Such problems have a direct effect on the U's rankings. In a December report in which he outlined strategy to build up the humanities, CLA dean Steven Rosenstone said, "...with arts and humanities comprising 11 of the 41 disciplines evaluated by the NRC, the overall ranking of the University depends heavily upon the ranking of these departments. If the University's goal is to regain its

standing as a national research institution, it cannot succeed unless there is a substantial rise in the ranking of its arts and humanities departments."

In fact, Rosenstone says that CLA has taken steps to upgrade programs, targeting new faculty lines and successfully retaining outstanding faculty. Garner says she's encouraged by the allocation of two new positions to her department this year. "That's a restorative gesture," she says. "The dean has made a great effort to help us, but Central is going to need to find funds to help him. We can't just create positions; we can't ignore what's happened historically in CLA." In fact, Garner says, the new faculty positions still won't restore the department's losses over the past five years.

But the University's attention just now is focused heavily on the sciences as the \$249 million funding request to the legislature moves forward. How much commitment is there to restoring and building up the humanities? And if so, how will it be done?

The commitment, the hope

In his inaugural address, President Mark Yudof underscored his commitment to liberal arts education, calling it, "a signature feature of the unique heritage of this University. It is the responsibility of the Board of Regents and the president to adopt administrative cost savings and other measures that will benefit humanities departments," he said.

Twin Cities campus provost Robert Bruininks has reinforced that commitment, telling the FCC in February of the administration's "very strong commitment to maintaining and strengthening our core departments."

Although no funds have yet been allocated specifically, a proposal is on the table. In December, Rosenstone responded to a request from Bruininks to outline a strategy for building up the humanities. Still very much in the discussion stage, the proposal outlines some exciting possibilities that could be implemented over the next two to three years. One is the creation of an interdisciplinary Humanities Institute that would support interdisciplinary teaching and

research as well as strengthen ties to the community.

Another proposal is to build partnerships with the arts community, in effect helping Minnesota leverage its position as one of the country's richest arts communities, Rosenstone says. One example of this is the discussions

continued on page 4



Photo by Tom Foley

Wild about Harriet

Harriet the peregrine beaked for the camera in February as she remained under care for a broken wing at the Raptor Center clinic. One of the first nestling peregrine falcons bred in captivity, Harriet was released in 1985 from downtown Minneapolis and had been living in Chicago since 1986, nesting on the Wacker Building. She was found January 22 on a truck, unable to fly, and has been at the Raptor Center since January 27.

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A tip of the hat to the MNA

by Mark G. Yudof, president

Two weeks ago, I addressed the Minnesota Newspaper Association (MNA), outlining the University's capital and supplemental requests and asking the membership to support our funding proposals. I am pleased to report that the next day the association both endorsed our entire legislative package and voiced special enthusiasm for our "new media" initiative.

MNA delegates represent newspapers from across the state. They speak to and for Minnesotans. They care about the University because they care about their local communities. Many MNA members are also graduates of the School of Journalism, and have a personal as well as professional interest in the future of the School. They recognize that if Minnesota is to be a player in the changing field of communications, then the School of Journalism must play a leadership role.

It is sometimes said that modern communications technology is the single most

profound tool for shaping social, political, and cultural change since the invention of the printing press. The flow of information not only crosses international borders, but also shapes peoples, cultures, and events. Indeed, the ways we craft, deliver, receive, and process information affect the very ways we think about the world.

The Twin Cities campus is located in one of most vibrant communications markets in the nation. Minnesota boasts more than 400 newspapers, 22 television stations, and two dozen multi-media firms. It has a \$250 million per year film industry that employs some 5,000 people. In the Twin Cities alone, radio and television stations employ more than 1,500 workers. The region is also home to some 200 Internet-related businesses, 200 advertising agencies, 250 direct marketing firms, and 100 public relations agencies.

Together, these businesses provide tremendous contributions to the state's economy, culture, civic involvement, and quality of life. Their vitality, in turn, depends upon individuals who know how to communicate effectively, who are skilled in new technologies, and who are prepared for an increasingly complex information age.

The new media initiative is designed to ensure that both Minnesota and the School of Journalism are at the cutting edge of the communications field. It includes funds to refurbish classrooms for interactive and distance learning and to purchase state of the art equipment. It establishes an Institute for New Media Studies that embraces disciplines throughout the University and promotes collaboration between University faculty and communications professionals and industries. It combines professional and liberal arts education, theory and application, print and electronic media as well as innovative teaching and research. Ultimately, it seeks to foster skills and characteristics that are essential to any university graduate, which is why the

School of Journalism and Mass Communication was embedded in the College of Liberal Arts. CLA students are challenged:

- to think critically, broadly, and creatively;
- to communicate orally and in writing with precision and clarity;
- to understand and appreciate the complexities of the world;
- to appreciate the importance of maintaining high ethical standards; and
- to work collaboratively with people across disciplinary and cultural boundaries.

The new media initiative has been developed, in large part, by a communications studies task force that CLA dean Steven Rosenstone appointed last fall. It was refined by faculty in the School of Journalism and the Department of Speech Communication. While the proposal does not include a merger of any departments, it does emphasize broad collaboration, with knowledge, skills, faculty, and students traveling freely across programmatic boundaries.

To create a world-class center of excellence in communications education, research, and practice requires good faculty and good students, good friends and good luck. Fortunately, a week after the Minnesota Newspaper Association endorsed the University's request and new media initiative, the House Higher Education Finance Committee and the House Education Committee took an unprecedented action. They approved the University's entire \$249 million bonding request and forwarded the package to the next round of deliberations.

We are grateful for the MNA support and hope that it translates into final legislative support for what the University is all about: serving the people of Minnesota wherever they reside.

FACULTY CONSULTATIVE COMMITTEE

Grants management project undergoing reorganization

With the appointment of Christine Maziar as vice president for research and dean of the Graduate School, the University's senior management has decided that the Grants Management Project (GMP) will be reorganized. This may not come as earthshaking news to many of you, but some who have followed the process may be interested in what is happening.

In August 1995, the University received a letter from the NIH detailing perceived deficiencies in grants management. Until these deficiencies are corrected, NIH designated us "exceptional"—in the sense of exceptionally bad—and removed the "expanded authorities" that allowed the Office of Research and Technology Transfer Administration (ORTTA) to approve such things as budget changes, carryover of unexpended balances, etc. Both the exceptional designation and the loss of expanded authorities have had a material effect on how federally sponsored research is carried out in the University. The resulting administrative burden has angered a number of U researchers.

To address the issues raised by the NIH, a committee was appointed in August 1995 (chaired recently by Mark Brenner). It included two faculty members (D. Fennel

Evans from the Institute of Technology and myself from the Medical School) who have been on the committee ever since. The committee has accomplished an enormous amount and has now submitted a viable work plan to officials at NIH. Eventually, after the NIH accepts the plan, our exceptional designation will be removed and our expanded authorities restored.

The new charge to the committee is to accomplish the work plan. I have been asked to chair the committee and to be project director. WinAnn Schumi from ORTTA will be the full-time project manager. It has become obvious to me over the past few months that the committee needs expanded input from a broad spectrum of constituents. Since the institution's research productivity results from faculty activities, we have focused on bringing more faculty voices into the process. As a means of doing this, I have proposed a collaboration between central administration and faculty governance. To that end, two members of the Senate Faculty Research Committee (Burle Gengenbach, from agronomy and plant genetics, and Scott McConnell, from the College of Education and Human Development) have been appointed. It has been agreed that issues of policy and procedure, and other pertinent items, will be

brought to the Senate Faculty Research Committee for comment and input. In addition, associate deans in the Institute of Technology (Steve Crouch) and Medical School (to be named) will be appointed to provide other important input into the process.

We have only recently completed the reorganization and are working through some of the kinks in the process. I intend to keep the faculty and the University community fully informed of what is going on and want to engage you as much as possible in the process.

—David W. Hamilton
Faculty Consultative Committee

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The over-regulated research university

A few months ago I was contacted by a research colleague in Scandinavia, who wanted to acquire a special perfusion chamber I had described in a research paper many years ago. This chamber provided a way to perfuse an isolated mammalian retina so that drugs could be introduced and physiological properties of the retina could be studied with relative ease—a kind of heart-lung-retina machine on a small scale.

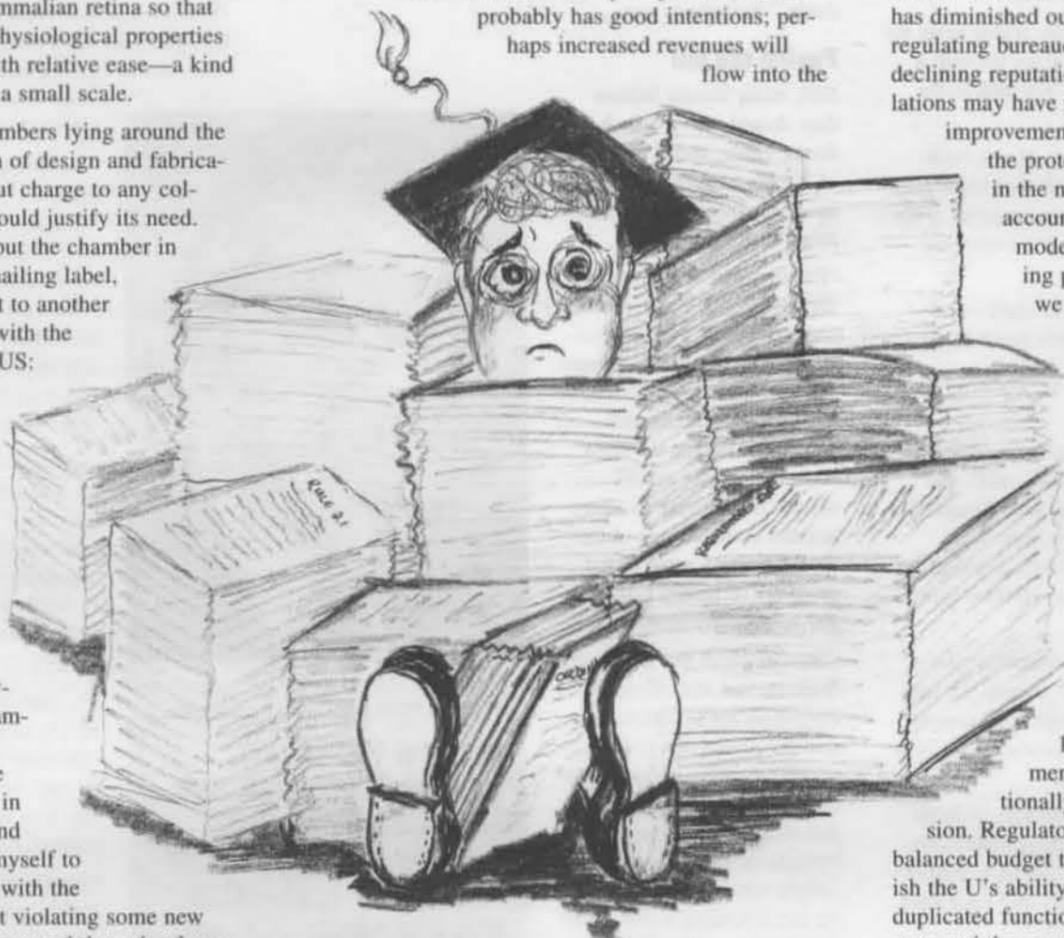
In the past, I often had such chambers lying around the laboratory from the last iteration of design and fabrication, and I provided them without charge to any colleague who requested one and could justify its need. My routine was quite simple: I put the chamber in a small shipping box, added a mailing label, and, if the device was being sent to another country, added a customs label with the words, SCIENTIFIC APPARATUS: OF NO COMMERCIAL VALUE, clearly visible. If I sent the package by air mail, my colleagues in another country could receive the device in a matter of days, without bureaucratic interference and without the exchange of a purchase order, packing slip, or sales receipt.

In this most recent episode, however, I didn't have any spare chambers and I explained to my colleague that I was willing to have our machinist manufacture one, in exchange for the cost of labor and supplies. As I was committing myself to this process, I decided to check with the University to make sure I wasn't violating some new regulation. Sure enough, we discovered that what I was attempting to do came under the jurisdiction of "external sales," a set of new policies that regulated such matters. I received a note on the subject, together with some forms. I also observed that the committee making policy for external sales consisted of no fewer than 11 people, representing such diverse areas as "product liability," "insurance," "IRS issues," and other legal matters. Suddenly, the simple, casual process I had exercised a few years earlier and from which I have benefited throughout my entire scientific career, was under regulatory control, in a manner conflicting directly with the concept of "free exchange of ideas" lying at the heart of science—and which serves the long-term interests of universities and the public. My simple mailing routine and customs labeling were out the window, replaced by new regulatory guidelines.

Regulations are not necessarily bad. Everyone understands that accountability for the use of public funds is essential to sustain public trust and that if we can eliminate waste and duplication, we will surely be a better, more efficient institution. Many of the regulations we face are mandated federally, and are not of local origin. But the degree of regulation and the changing philoso-

phy behind it has put us on a collision course with the principles of academic freedom, creativity, and free exchange of information.

The "external sales" policy I encountered probably has good intentions; perhaps increased revenues will flow into the



University as a result of such policies. We have witnessed, however, large, excessive growth of administration in recent years (as President Yudof notes, excessive by at least a factor of 2 in comparison with Texas). So the motivation for the increasing level of regulatory intrusion is less clearly understood as an improvement in University efficiency and better appreciated as a new source of revenue to help fund an intrusive, bloated bureaucracy.

Furthermore, such policy matters are not necessarily reviewed for their institutional impact through the Faculty Consultative Committee (FCC), either because they come under the guise of "regulations" or because they represent regulatory reform rather than new policy. I could find no evidence that the new policies regulating external sales were ever presented to the FCC.

As an institution, we are burdened by administrators who have little understanding of or willingness to advance the University's core mission: to provide and protect the intellectual environment that fosters creativity among our faculty and students. Administrators should really be "creativity environmentalists," trained and sworn in to protect the climate that fosters the cre-

ative process. When done properly, this is the surest path to their own job security as well as to the continued health and public appreciation of the institution.

Have we achieved a point at which regulatory intrusion has diminished our creative capacity? If so, is an over-regulating bureaucracy related to the University's declining reputation? The incentive for increased regulations may have its origins in well-intentioned improvements in the University's bottom line and the protection of diminishing resources. But in the name of fiscal responsibility and accountability we are seeing a "business model" increasingly imposed as the guiding principle for these reforms. The more we look and act like a business, the more we surely will be evaluated as a business. And ultimately, we will face institutional failure, because no business model can ever be translated to a university—despite this institution's attempts to achieve such an objective last year.

A university cannot be understood in terms of its short-term profit margin within the five-year life span of a CEO. A university deals in value, not profit. If we are to appreciate its value, we must view its performance over a long time span—25, 50, or 100 years. A harsh short-term judgment will always run the risk of unintentionally damaging the institution's core mission. Regulatory reform that provides a short-term balanced budget this year could, in the long run, diminish the U's ability to perform its essential and non-duplicated function of enhancing the well-being of the state and the country. Faculty creativity will be extinguished by a ruling administrative elite who view faculty as employees, rather than as who they really are: the institution's creative center.

Six months after submitting my documents to "external sales," I have yet to get a response. Numerous phone calls and e-mail messages from our administrator have gone unanswered. Such administrative arrogance is a component of this regulatory overload. I would like to see the faculty begin a "Regulatory Overload Award," perhaps naming an overall winner each year for the administrative office that has most inhibited academic creativity and free exchange.

Perhaps Newt Gingrich's institutional model for regulatory reform should begin with research universities.

—Robert F. Miller, M.D.
3M Cross Professor and head, Physiology

This article first appeared in the AAUP newsletter, December 1997.

CIVIL SERVICE COMMITTEE

Web page evolves

Have you seen our Civil Service Committee Web page yet? Find it at <http://www.socsci.umn.edu/civilser>. It's been up for more than a year and it continues to expand and evolve. You can find the current and proposed compensation plans there, as well as monthly committee meeting minutes, the latest issue of *InTouch*, information on our professional development funds, the current revision of the civil service rules, a list of committee members with e-mail addresses, and even our past civil service columns from *Kiosk*. We also have links to human resources pages of interest to civil service employees, such as the new employee orientation site and the job classification/description page.

Check it out and let us know what you think! The committee can be reached at: csc-list@tc.umn.edu.

—Wendy Williamson
Communications Subcommittee

Working toward shared governance

Change is terribly jarring to people, but it is going to happen whether we want it to or not within the University. It takes a strong community to be flexible enough to adapt to change. People get disoriented and dispirited, and have a tendency to drift, confused and aimless, unless there is a vision that captures their imagination, holds their atten-

tion, and hooks their hearts.

That is why the Civil Service Committee's number one goal is to be part of the University's governance process. We strive for representation at all levels of the University's organization, and to build bonds of respect and trust. We ask to be part of the larger community in the decision-making process as a means of empowering ourselves, our supervisors, and the administration to work toward a better University.

Shared governance means being proactive, having a vision, putting first things first, thinking win/win, seeking first to understand and then to be understood, synergizing (through creative cooperation and teamwork), and celebrating our success. It also means asking questions about honesty, integrity, respect, fairness, and trust when these principles are being violated or are

not in accordance with civil service rules and University policies.

We face many uncontrollables these days, both in our fast-changing culture and at the University. During such times of transition and change, upper management desperately needs our help and support. Civil service employees—more than 4,300 strong—now have a chance to demonstrate loyalty and commitment by becoming proactive in their jobs, having a vision that corresponds to the University's mission, and setting goals to accomplish in their workplace for the good of the University.

We can make our mark because there's a real need for good employees to support the University, our new president, and each other.

—Don Cavalier, chair
Civil Service Committee

Counsel for the defense

Turning to the U for legal help

You're doing your job at the University, trying to do the right thing, when all of a sudden you are hit with a lawsuit, or maybe a subpoena. Can you look to the University's lawyers for help?

Yes, says general counsel Mark Rotenberg. If you have acted in good faith and within the scope of your University employment, you are entitled to legal representation, at no cost to you. If you are sued and you lose, the University will pay the damages.

It's called defense and indemnification—D and I—and some faculty aren't sure they are covered as much as they should be.

Making a case

In Rotenberg's five years as general counsel, his office has received 70 requests for D and I from faculty, staff, and administrators. He told the Faculty Consultative Committee (FCC) in late October. Only four of the requests were denied totally, and three were denied partially. Some of those denials were famous cases involving Medical School faculty.

Rotenberg is the University's lawyer, accountable "ultimately to the Board of Regents and their officers," he says, adding that any employee who is in a position adverse to the University will not get D and I. "One lawyer can't both sue you and defend you," Rotenberg says.

So let's say you're faced with a lawsuit and you go to the general counsel's office. The office will immediately conduct an investigation, on behalf of the president, to ensure that you have not willfully broken any laws and your interests and the University's are not in conflict.

"In the overwhelming majority of cases there is no conflict," Rotenberg says. Usually the employee and the University are named together in the lawsuit and the case is defended jointly.

"Anyone here and anyone in America is free to go to other lawyers. We're free if you qualify," he says. (D and I is limited to cases involving your work at the University. "We don't help someone with their tax return or their divorce or buying a house.")

Deciding to provide D and I may take only a day, or the investigation may take a few weeks. If there is any doubt, an outside lawyer is assigned. "We immediately assign a lawyer to counsel the person right on the spot. The issue of who pays for the lawyer is deferred." Those first few weeks are a "period of great tension" when "the client is in most need of help and comfort."

Physics professor Marvin Marshak suggests that the FCC or another faculty group might have a fund to pay the

lawyer in this period, or have outside counsel on retainer.

"The lawyer we assign is never in doubt that she will be paid. The zealotness of this lawyer is not shaded by doubt," Rotenberg says.

Paying the bill

Still, many faculty believe they should not have to be in doubt, either, about what kind of bill they might be running up or whether the University might turn against them.

"Faculty members remain unconvinced that the general counsel will be on their side concerning legal issues," says Michael Steffes, professor of laboratory medicine and pathology. Paying the legal costs in the early weeks would "buy an extraordinary amount in the morale of the faculty," says Carole Bland, professor of family practice and community health.

Cases in which the University does not foot the bill are rare, Rotenberg says. "We represent faculty members every year." Examples include complaints brought by students and allegations of impropriety brought by federal agencies. "Right now we have faculty we are defending before federal agencies. That doesn't mean we defend everybody, as you know."

More than lawsuits, Bland is concerned about internal academic misconduct proceedings. Rotenberg says his office is neutral and is "counsel for the process," but Bland says faculty do not have that perception. "It is certainly the perception that the general counsel is there to assist the administrators, and the faculty are on their own," she says.

With their ethics and their professional standing on the line, faculty will certainly hire lawyers, she says, and it would send a wonderful message if the University would pay for those lawyers. As this article was written, Law School professor Fred Morrison was working on a proposal for these cases.

Rotenberg says lawyers are not involved in the proceedings, which are fact-finding inquiries and do not include motions,

or cross examination. If people seek legal advice on the side, he would have no way of knowing that, he says.

If a committee of the faculty member's peers find misconduct, he says, it is up to the dean to impose discipline. Then the faculty member "has all the rights under the tenure code, with a hearing and a full set of witnesses. It's at that stage where faculty members typically have chosen to hire a lawyer."

The vast majority of faculty and staff never get sued. More often, they are drawn into other people's lawsuits and receive subpoenas. In the current tobacco litigation, faculty have been subpoenaed by tobacco companies who want their research findings. "We've defended the University and the faculty. We've declined to turn over all the requested information. We've agreed to turn in some," Rotenberg says.

Newspapers have also made claims that they are entitled to see faculty research before it is published. "The newspaper says, 'I want all your research on this subject. You're a public university. I want to see your files.' The faculty member says, 'I'm going to publish it in a juried journal next year. That's the way we do it.'"

The general counsel's office sides with the faculty in these cases, Rotenberg says. "The University's interest and the faculty member's interest are not in conflict. The regents have the same interest in protecting the academic culture of orderly publication of research."

Rotenberg is in frequent touch with regents and the president, but his office includes 14 other lawyers and a large outside counsel budget. "In any given day or month those lawyers may never see the regents or the president," he says. "One lawyer may be working with a group of faculty in the Academic Health Center, another may spend all her time working for the real estate office,

who are all staff."

Two years ago Rotenberg's office conducted a survey of client satisfaction. "We were very proud of the results. Roughly 80 percent were satisfied or more than satisfied. We hired a professional research firm, and we were told that was an unusually high rate of satisfaction.

"Some people didn't like the service. It was very strongly correlated with the outcome of the case."

—Maureen Smith



"The University's interest and the faculty member's interest are not in conflict. The regents have the same interest in protecting the academic culture of orderly publication of research."
—Mark Rotenberg

Humanities

continued from page 1

the Department of Theatre Arts and Dance is having with the Guthrie Theatre about a new model for actor training based on integrated experiences. The U's ability to create such partnerships in this arts-rich environment, says Rosenstone, is what "makes us different from others in the Big Ten."

To make proposals like this happen, of course, takes money. Bruininks has already submitted a proposal to the Bush Foundation "to provide some support for an interdisciplinary humanities institute that would involve exciting academic experiences in Minnesota...with Penumbra, the Guthrie, the St. Paul Chamber, and the various performing arts."

Long term, Bruininks says, "we must decide what academic areas are most important to strengthen within the humanities. Central Administration will develop a partnership to decide what those will be; it will be a shared responsibility in which we'll raise some money and reallocate to CLA."



Nobody is ruling out making the humanities part of a future legislative request, either.

"We have a responsibility to work together for strength in humanities," Bruininks says. "We expect our next regular biennial

"The dean has made a great effort to help us, but Central is going to need to find funds to help him. We can't just create positions; we can't ignore what's happened historically in CLA."

—Shirley Garner

request to make a strong effort to strengthen a broad arts and humanities program. We expect to help colleges maintain and strengthen highly rated programs, and I think we could get money to do that from the state. We clearly will consider the possibility of putting together a legislative request in the future. But at this stage, it's too early to say."

For their part, faculty are waiting to see. "When you ask academics, they always say the humanities are so important," Potratz says. "Arts are expected to be the

showcase for creativity but there's no money for that. One thing that has changed is that this dean has brought a lot of enthusiasm and hope. We have the same feeling about the president. Of course, actions speaking louder than words, but everyone is very enthused about the leadership."

Garner, too, says she is "very encouraged by the expression of desire to build the humanities. I am waiting to see how those stated desires will translate into reality...The one thing that simply must be understood at all levels is that we must have more faculty to do the things we do and to engage in many of the very exciting activities that will improve our national rankings.

"The intentions seem to be there. And I hope and trust the administration will find ways to raise funds to make it happen." And, she adds, "sooner rather than later."

—Mary Shaler

The best-laid plans:

How Cass Gilbert's dream ran aground

For the next three weeks, the Weisman Art Museum will continue to display the master plans laid out for the University of Minnesota by Cass Gilbert, the architect who envisioned Northrop Mall, as part of an exhibit called *An Enduring Emblem: Cass Gilbert and the Plans for the University of Minnesota*.

The Weisman display shows us what might have been. Why today's reality doesn't match Gilbert's dream is the story of a vision that ran afoul of down-to-earth limitations—and maybe a tale of intriguing personal entanglements as well.

Picture this: the initial plans

Gilbert began drawing up plans in 1907 after being contacted by members of the University's Alumni Building Committee, who also happened to be old friends and admirers of his work. He turned over plans to the Board of Regents and struck an informal agreement with the board for a fee of up to \$4,500. The following year, however, the board decided to hold a design competition.

In 1908, Gilbert—who had a big leg up on the competition—won the design contest, which was judged by a panel of architects from Chicago, New York, and Minneapolis.

Over the next two years, in response to the call for a "General Plan for Laying Out the Grounds and Locating Buildings on the Campus of the University of Minnesota," he created an orderly neoclassical design with an impressive central mall running from what eventually became Northrop Auditorium all the way to the river, with buildings facing each other across the mall in architectonic harmony. On the bluffs, Gilbert envisioned a series of landings spilling onto a huge classical esplanade on the Mississippi itself. Newspaper articles declared that Gilbert's ideas—which, in one journalist's words "observe unity and classic construction"—proved that the University was coming into its own as a world-class institution of higher learning.

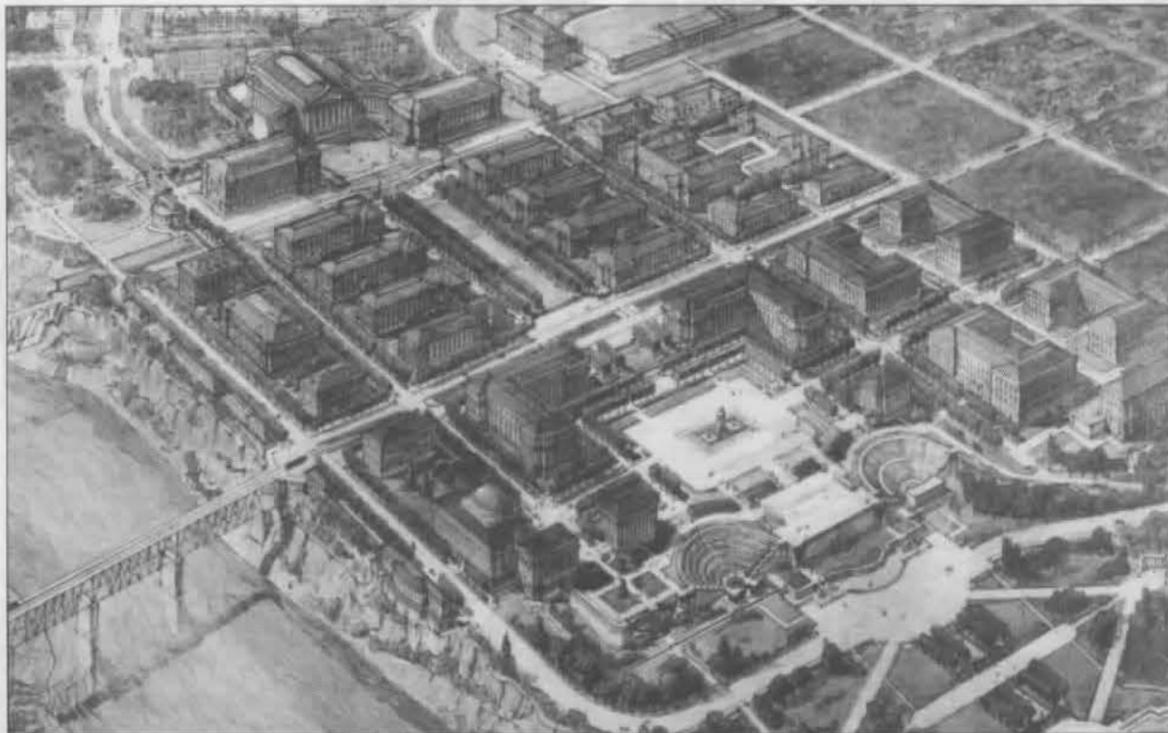
Gilbert's scheme was massive, breathtaking, and perhaps just a tad too imperial for the egalitarian tastes of Minnesotans (in particular, drawings of the esplanade look like a rendering of the ancient harbor of Alexandria—all that's missing is Antony and Cleopatra's trireme).

But no one should have been surprised by the grandeur of his vision: The St. Paul native also created the world-renowned designs for the United States Supreme Court building and the United States Customs House in New York. Like other architects in the so-called Beaux Arts school, Gilbert was influenced by the earlier neoclassical revival of the late 18th and early 19th centuries. In fact, his design for the mall was based on Thomas Jefferson's scheme for the University of Virginia.

Back to the drawing board

Despite winning the competition, Gilbert never got to see his comprehensive plan come to life. On the contrary. A truncated version of the mall was finally completed in the late 1930s, its access to the river cut off by construction of Coffman Memorial Union. What's more, Gilbert didn't even get to design that portion of the mall which did eventually come into being. In 1931, that job went to Clarence H. Johnston—an old roommate of Gilbert's at M.I.T. and the head architect with the state board of architectural control—and the unofficial state landscape architectural firm of Morrell and Nichols. What happened?

"The bottom line was it was a bottom-line issue," says



Cass Gilbert's dream

The architect's plans included the above drawing of a central mall, running from a neoclassical auditorium all the way to the river, with buildings facing along each side. On the river bluffs, Gilbert imagined a series of landing spilling onto a huge esplanade on the Mississippi itself.

Thora Carlidge, a faculty member of the College of Architecture and Landscape Architecture and co-curator of the Weisman exhibit. "Cass Gilbert was dismissed—fired—by the Board of Regents for developing a plan that was too lavish for a public land-grant university."

But if Gilbert's plan was too lavish, how come it won the competition?

"He won by the power of image and vision," Carlidge says.

What is clear is that the judges were caught up in the "white city" neoclassical style that swept the nation at the turn of the century, inspired by the model city designed for the Chicago Exhibition in 1893. City and campus plans around the country were profoundly influenced by the white city ideal, including the University of Wisconsin-Madison and the University of Chicago, both of which center on classically designed buildings facing an axial mall. Likewise, the layout of streets and large public buildings in the city of Minneapolis reflect this Beaux Art neoclassicism.

Regent Butler draws the line

In addition to expense and other bottom-line concerns, however, Gilbert's hopes also seemed to have run aground on the bitter animosity between himself and regent Pierce Butler, who later went on to serve on the Supreme Court—in the very building designed by Gilbert. It was Butler who appears to have instigated opposition to Gilbert's initial fee—and later led the criticism of the architect's demand that he receive the full \$10,000

design prize for plans he had been willing to sell the University only a couple of years earlier for \$4,500.

In Gilbert's view, however, Butler's enmity was as much personal as financial, stemming from a 1906 dispute between Gilbert and a contracting firm owned by Butler's brother, Walter. When Walter Butler's firm failed to complete work on a Boston bank building Gilbert had designed, the architect recommended that Butler's company be assessed a \$6,000 penalty.

Whatever the truth about the Butler-Gilbert impasse, Gilbert was awarded the \$10,000 prize but was never again employed by the University. And even though the plans used by Johnston, and by Morrell & Nichols, were based on Gilbert's design, things had changed. Says Carlidge, "Between the time his site plans had been submitted for the competition and the actual building of the mall, some 20 years elapsed."

During that time, the University's opportunity to develop the river flats on the east bank of the Mississippi below Washington Avenue had disappeared when the property passed over into the Minneapolis Park System.

"From a resource management standpoint, building on a

river flat wouldn't have much sense anyway," says Carlidge. "Gilbert envisioned a Roman revival, but in the 20th century we do not have the same commitment to maintenance that [the Roman world had], which would have been necessary to keep up that kind of structure."

Tracing the evolution

Ultimately, of course, Northrop Mall does hold true to at least part of Gilbert's vision, although the buildings that line the mall are not ornamented with nearly as much detail as in his drawings. Even the siting of Coffman at the south end of the mall is not a complete departure. Gilbert's winning design called for a structure that would "close" the mall by squaring off to face Northrop, although in Gilbert's many drawings, that structure might be a belvedere or a large Greek-inspired columned monument with sweeping arms, not a student union.

Today, access to the river below the University is cut off by buildings and roads. Maybe that was inevitable. Maybe it's for the better. What the Weisman exhibit makes clear is that there was an alternative, a vision of the future that, like most such visions, was no match for the "slippage" of the here-and-now.

—Richard Broderick

The Cass Gilbert exhibition continues at the Weisman through March 22. For information call 625-9494.

To our readers:

Beginning with our March issue, the system for managing the *Kiosk* mailing list is being incorporated into the system for distributing *Brief*, also produced by University Relations for faculty and staff. Most readers won't notice this change. Some of you however, might find you're receiving more or fewer copies of *Kiosk*. In the long run, this change will mean greater efficiency in our mailings. In the meantime, please let us know if you need a quantity change by contacting Natasha Walkowicz: 625-6373 or walk0156@tc.umn.edu.

Eyes on the prize

The Weisman's ongoing exhibit proves that political art can also be "good"

Having come of age in the sixties, and having been turned off by ever more extravagant special pleading on behalf of identity, victim, and performance art, I am skeptical about incorporating political or social commentary into art. And besides, haven't I, like everyone else, been thoroughly indoctrinated in the modernist creed of Art as Process, of the work of art as, first and foremost, something made, an object?

Well, of course. Which is why I came with some trepidation to the Weisman's latest exhibit, "In the Eye of the Storm: An Art of Conscience, 1930-1970." Think of it—62 works grouped into categories with names like the *Rise of Fascism*; the *Issue of Race*; the *Horrors of War/Dangers of Peace*. What a rich opportunity for subjecting myself to outbursts of self-righteous indignation, dreary social realism, and two-dimensional agitprop!

Social realism, indignation, and even agitprop can be found in "Storm," but none of the work can be described as dreary, and very little is truly two-dimensional. On the contrary. This is a show with a stunningly vibrant palette and an abundance of vivid, sometimes haunting imagery. Viewing it made me long for a bygone era when it was possible, apparently, to fuse anger and control in the service of indelible, if not always, great art. Ben Shahn, Ida Abelman, Lucienne Bloch, and Jacob Lawrence (whose extraordinary scenes from Harlem in the mid-30s are among the highlights of the show) were committed to their subjects, not to themselves.



Study for Goyescas, 1956 from "In the Eye of the Storm: An Art of Conscience, 1930-1970" at the Weisman Museum through March 22.

If there is any limitation demonstrated by "Storm" it may be one visible by its absence. Perhaps because of the artists' felt need to communicate an idea quickly and powerfully, none of the work can be described as avant-garde or experimental for its time. The modernist influence most on view is *faute de mieux*: a pervasive expressionism that artist after artist in "Storm" fell back on, most likely because of expressionism's emotive charge.

Between the lines, "Storm" communicates another, important if somewhat regrettable lesson. However critical of contemporary conditions, however caustic the treatment of designated villains, "Storm" is remarkably free of the cynical nihilism that is now one of the hallmarks of American

consciousness—and especially of an arts subculture filled with climbers and grant-mongers. "Storm" hearkens back to an America that, however flawed, was still big-hearted, a society where you might even believe that a painting or an engraving could help others or rally opposition to fascism. Though informed by negative states—anger, sadness, regret—"Storm" mostly chronicles the collapse of American optimism. And that alone is sufficient reason to see the show.

—Richard Broderick

"Eye of the Storm" continues at the Weisman through March 22. For information call 625-9494.

Trendwatch

An eye on news and trends that may affect the U and its staff.

Buyer beware

The distance education boom has at least one dark side: an upsurge in diploma mills, says the Dec. 19 *Chronicle of Higher Education*. Using the Internet to market themselves, unaccredited institutions—often "nothing more than post office boxes"—are passing themselves off as educational innovators and can "taint all distance-education programs as something to avoid." The *Chronicle* says links to information about standards for distance education can be found at its Web site: <http://chronicle.com>.

Ph.D.'s up, graduate students down

Although the number of doctorates awarded by U.S. universities continued to rise in 1996 (reaching a new high of 42,415), the number of U.S. citizens enrolled in U.S. graduate programs declined that same year for the first time in a decade, says the Dec. 5 AAU newsletter. Biggest drops were in

the physical sciences and engineering, where graduate enrollments were down by 4 percent and 3 percent, respectively. Overall drop was 2 percent.

Funding rises

The National Science Foundation estimated in November that total U.S. spending on R&D during the past three years went up at an annual rate 3.5 percent. Although much smaller than the 6.9 percent annual real-growth average recorded from 1980 to 1985, it is significantly larger than the 2.2 percent average recorded from 1985 to 1990, and much larger than the 1.0 percent average recorded from 1990 to 1995. The agency expected 1997 R&D spending to be \$205.7 billion, up 3.8 percent from the year before.

Is the customer right?

How good a measure of a teacher's skills are student evaluations? With student evaluations of teachers now the most important measure of an instructor's teaching ability, the Jan. 16 *Chronicle* looks at some new studies questioning their assumptions. A study reported in last fall's *Change* magazine indicts student evaluations of instructors

as invalid markers of instructor competence, says the *Chronicle*. Some professors have found they can boost ratings simply by being more entertaining—while not increasing students' learning. In fact, concludes one professor in the article, allowing students to determine what is good teaching "does not lend itself to the kind of critical, messy thinking that we need to be encouraging in higher education."

Rush to computers?

The *Chronicle* (1/16/98) reports on a conference at Teachers College of Columbia University in December at which participants shared skepticism about the actual impact of computer policies on schools and colleges. Critics voiced concern about pervasive reluctance to consider the drawbacks of information technology as they consider the benefits; the feeling that business agendas, rather than evidence that computers improve education, are driving the push to computerize education; and the potential harm of introducing computers too early in childhood.

■ **JoAnne Jackson**, senior vice president for finance and operations, resigned effective Feb. 28 to become vice chancellor for financial affairs with the University of Alabama System. She had been the University's top financial officer since Jan. 1, 1996. Before that, she spent two years as chief financial officer of the Academic Health Center.

"It has been a very exciting four years" at the University, Jackson said. "I leave this institution with many happy memories."

■ The House Higher Education Division and then the full Education Committee voted early in February to appropriate \$252 million to the University in a **capital bonding bill**, the same as the governor's recommendation. The committee approved all projects but ranked them by categories.

■ A bill on the **regent election process** has been introduced in the legislature. Currently, five regents are selected as at-large members, and seven are chosen from each of Minnesota's congressional districts. Under the bill, five regents would be selected from the metro area, five from outside the metro area, and two at large. Size of the Regent Selection Committee would be reduced from 24 to 15 members.

■ **Five conservative students** sued the University last month, claiming that mandatory student fees violate their constitutional rights by forcing students to support organizations they do not believe in. When a similar suit was filed last year against the University of Wisconsin, the conservative students won in U.S. district court, and the U of Wisconsin appealed.

■ **President Yudof** visited Albert Lea and Austin Jan. 28 and St. Cloud and Brainerd Feb. 9. He has visited more than 35 Minnesota cities in the first seven months of his presidency.

■ **The Task Force on Health Insurance** does not recommend that the University separate from the state for 1999 but recommends making appropriate preparations to be ready by July 1998 to decide to separate in 2000. Two additional U representatives have been appointed to the state's Joint Labor Management Committee; one is task force chair Dick McGehee.

"The state has come a long way in our direction," McGehee told the Faculty Consultative Committee (FCC). "We should have a pretty good idea by the middle of March" where the state is going, he said, and "a very solid idea by July." A copy of the report and a discussion forum are available on the Web at www.geom.umn.edu/usenate/.

■ A proposed change in the **nonresident tuition waiver policy** would combine two existing waiver programs, one for students of color and one for economically disadvantaged students. The combined policy, with multiple criteria, would be "more defensible" in light of recent court rulings, Provost Bruininks told FCC. The proposed change "does not represent a retreat" from the commitment to diversity, he said.

■ **Budget compact meetings** with colleges have been "very productive," Bruininks said. Besides identifying strategic directions of colleges, he has been impressed by how many issues have emerged that affect multiple colleges. One example is the need to rethink the funding of libraries. He plans to get a task force working on library issues in the early spring.

Bell Museum needs volunteers

The Bell Museum needs volunteers to greet visitors, serve as gift shop staff and exhibit guides, and help with special events.

All volunteers receive a Bell Museum membership, which offers free museum admission, discounts in the museum's wildlife gift shop, free parking, and invitations to exhibit openings and receptions.

For more information, call Kevin Williams, volunteer coordinator at 624-3898.

Women's Leadership Institute seeks applicants

University women who have just moved into administrative or management roles at the U or are interested in making such a move, are invited to apply for the Women's Leadership Institute.

The Institute's pilot year, which will begin in September and conclude in June 1999, will help organizers shape the future of the Institute. Activities will include lectures and small group activities on topics such as success in a politicized environment, negotiation skills, and administrative career paths. The Institute is sponsored by the Network of Women Administrators, a committee of the Commission on Women.

Applications are due March 30. For more information, contact Kathleen Murray, Commission on Women, 626-9238.

Voices in Our Community to be celebrated

Voices in Our Community: A Week of Building and Celebrating Community Through the Arts at the U will be held March 2-6.

In conjunction with a metro-wide initiative celebrating Women's History Month, the celebration is designed to build community through the arts.

During the week, members of the internationally acclaimed group, Sweet Honey in the Rock, will present workshops and lectures throughout the Twin Cities at various elementary schools, colleges, and universities. At the U, events kick off at noon on Monday, March 2 in Coffman Theater, with several ethnic performing groups as well as a theater piece by students.

Forum examines distance education

"Technology-enhanced Learning: Promise and Problems of Distance Education" is the title of a forum Wednesday, March 11, from 3 to 5 p.m. in the Coffman Memorial Theatre Union. Moderated by FCC chair Victor Bloomfield, the panel will include faculty, administrative, regent, student, and business representatives. A reception will follow in the Ski-Mah lounge.

Media watch

An object from the heavens, a U holiday, and a football game all received major radio, television, and newspaper coverage, thanks to the knowledge and expertise of U faculty and staff....When Al Stegora of Champlin unearthed a 123-pound "rock" in his backyard in 1983, he suspected it was something rare. Stegora used the rock as a doorstep for more than 15 years before finally consulting professor, geophysicist, and planetary scientist **Bob Pepin** about its origin. Pepin identified the rock as a meteorite, and estimated that it fell to earth thousands—or millions—of years ago. The story caught the attention of WCCO-4, KSTP-5, KARE-11, WCCO-AM, the Associated Press, and the *Star Tribune*. When the meteorite went on display at the Weisman Museum, geology and geophysics professor **Calvin Alexander** provided commentary.... Events surrounding Dr. Martin Luther King Day included nearly two weeks of festivities, lectures, presentations, discussions, activities, and live music at the U. Many events were covered by the *Star Tribune*, the *Pioneer Press*, the *Spokesman, Insight*, and WCCO-AM.... Super Sunday typically sends media outlets into a frenzy, and this year was no exception. Local coverage was more interdisciplinary this year, however. Along with the usual stats and pregame hype, the *Star Tribune* dedicated an entire page—News with a View—to provide fresh perspectives of the spectacle, and invited **Dona Schwartz**, journalism professor, and **Mary Jo Kane**, director of the Tucker Center for Research on Girls and Women in Sport, to participate. Schwartz, author of the recently released book *Contesting the Super Bowl*, discussed her experiences during 1992, when the Twin Cities hosted the Super Bowl. Kane addressed her confession that, while she is a passionate advocate for girls and women in sport, she is also a passionate fan of professional football.... The proliferation of Gay, Lesbian, Bisexual, and Transgender (GLBT) studies nationwide aroused the interest of the *New York Times*, which used GLBT Programs Office director **Beth Zemsky** as a

source for its article that generated a national debate.... When senior vice president for finance and operations **JoAnne Jackson** announced that she was leaving the University to become vice chancellor of financial affairs for the University of Alabama System, stories appeared in the *Star Tribune* and the *Pioneer Press*.... When the University received \$1.5 million to endow a new faculty chair in New Testament and Christian Studies, the story was picked up by the *Star Tribune*, WCCO-AM and WMNN-AM. **William Malandra**, chair of the Classical and Near Eastern Studies Department in the College of Liberal Arts, was quoted.... A Boynton Health Services study on undergraduate alcohol consumption at the U was featured in the *Star Tribune* and discussed on WMNN-AM. **Amelious Whyte** from student development and athletics provided commentary for WMNN-AM.... The Medical School's white-coat ceremony was covered by KSTP-5 and KARE-11, and the *Pioneer Press* ran a photograph of the event.... When a pig aorta and valve were planted in a human by U surgeons **Chip Bolman** and **Soon Park**, the story caught the attention of the *Star Tribune*, the *Pioneer Press*, the *Winona Daily News*, the *Crookston Daily Times*, the *Brainerd Daily Dispatch*, and the *Rochester Post Bulletin*.... Other story topics that appeared last month on radio, television, and in print featuring U students, faculty, and staff included stories on behavioral differences between girls and boys, working teens, funerals, allegations against the president, aging and its effects, spirituality and healing, new arthritis therapies, ebonics, suburban transportation, and dental hygiene.

—Mike Nelson

Kudos

Lisa Albrecht was elected chair of the Minneapolis Commission on Civil Rights in January. She is the second woman to serve as chair of the Commission, a 21-member volunteer body that promotes civil rights through research, public meetings/hearings, and formal investigations. Albrecht is an associate professor of writing in General College.

Paul Rosenblatt, professor of family social science, received the Ernest G. Osborne Award from the National Council on Family Relations. This award is presented annually to an outstanding teacher in the family field.

CareerScapes

When who you are is not what you do

When people meet each other, a conversation often begins with, "What do you do?" Although often intended as a safe way to break the ice, this query can make many people uncomfortable.

For some, identifying ourselves by our work title can feel like describing who we are, not just what we do for paid work. And, if "who we are" is very different from "what we do," we want to qualify our answer with something like, "...but that's not really me!"

Others are uncomfortable with this question because it feels like an attempt to ascertain status. Those of us in paid positions with traditionally lower status can feel that we, not just our job title, are farther down on the "employment food chain."

Either way, the question can feel unfair or incomplete. This is not to say that we should avoid answering, "What do you do?" ever again. Instead, understanding what your life's work is can help you respond in a more comfortable and accurate way.

Are you in a job or a career?

The distinction between a "job" and a "career" is important. We often use these words interchangeably, yet according to Betty Michelozzi, author of *Coming Alive*

from *Nine to Five* (Mayfield Publishing, 1996), a job is defined as "something one does to earn money, requiring little involvement beyond one's physical and mental presence." A career, on the other hand, "is the kind of work that usually absorbs much of a person's energy. A career is often planned for and trained for, and it involves dedication of time and energy. Another word for "career" is "life's work," defined as those things we do anywhere (e.g., at work, at home, in the community) that feel like our "ideal career."

You don't have to have a career to find your life's work

Many individuals never made a conscious, planned choice to end up in the work they have now. When we talk to staff at the U, we often hear these kinds of stories:

■ I took the first job that would have me. Then, things kept falling into place from there.

■ I thought this line of work sounded okay when I was younger but now I realize it's just not a good choice for me.

■ I only entered the job market because I had to. (E.g., the family needed extra money, I went through a divorce, or as my children got older, I wasn't "needed at home" as much.)

It might also be that your "life's work" is something for which you are not paid at all: parenting, music, sports,

volunteer activities, hobbies—the thousands of things we might otherwise refer to as leisure. (By the way, real leisure is characterized by activities that give you feelings of satisfaction, freedom, and control, not just the things you do when you go home from your job. (See CareerScapes article in the April 1997 issue of *Kiosk* to read more about this topic.)

In these situations, "who you are" might definitely not be what you do for a living. So, who says you have to answer that question with your job title? When asked what you "do," talk about your life's work: Describe those activities that give you meaning and purpose and to which you devote your best time and energy. For some of us, this includes our paid work, but for many others, it doesn't.

The Employee Career Enrichment Program believes the process of "career development" is relevant whether you identify yourself as having a job or a career. We hope that once you know your life's work, we can help you find a part of it here at the U. We also realize that may not be possible for everyone.

We invite you to take a longer look at the issue of identity and work at our workshop called, "When Who You Are Is Not What You Do," scheduled for February 26, 9-11 A.M. in 210 Donhowe. To register or for more information, call 627-4033 or visit our Web page (<http://www.umn.edu/ohr/ecep>).

—Barb Krantz Taylor, assistant director
Employee Career Enrichment Program

March 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., March 7 and Sun., March 8

■ **Hina-Matsuri (The Doll's Festival)**—Celebrated on the third day of March in Japan, the Doll's Festival is a special occasion when parents display the family's ceremonial dolls and pray for the health and beauty of their young daughters. The Arboretum's festival will include a full set of ceremonial dolls on display through March. Other activities include the Sogetsu Ikebana Flower Show display (March 7 and 8); Minnesota's first Sogetsu Ikebana flower show, with floral demonstrations (March 7, 10 a.m. and 1 p.m.); Japanese girl's dance group (March 8, 1 p.m.), Minnesota Landscape Arboretum.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Photographic and interactive exhibit featuring artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through Aug. 16.

■ **The JASON Project Exhibit**—Designed and built by Minnesota students, this year's JASON exhibit explores the classic adventure novel *20,000 Leagues Under the Sea*. Tours available. Opens March 15; through July 1. Opening reception, March 15, 1 p.m.

Katherine E. Nash Gallery, Willey Hall, FFI: 624-7530

■ **Main gallery: 1998 Annual Grad Exhibition**—Work by students in the Art department's M.F.A. program; **Teaching gallery:** Work by watercolor students of Malcolm Myers, professor emeritus of art; **Spotlight gallery:** Works by Vera Nikiforov, lecturer in art. Through March 20.

Paul Whitney Larson Gallery, St. Paul Student Center, FFI: 625-0214

■ **Global Sisterhood: Minnesota Women's Perspective**—Mixed media by Minnesota women artists. Opening reception, March 6, 6–8 p.m. Free.

Tweed Museum of Art, FFI: (218) 726-8222

■ **Road Trip Diary/Journal de route: Photographs by Cyndra McDowell**—On display in the main gallery. Through March 8.

■ **Drawings by George Morrison: New Acquisitions**—A gift from the artist, 49 works on paper created between 1942 and 1990. Morrison is recognized as one of a few artists who has successfully synthesized American Indian themes and spirit with abstract art. Court Gallery. Through April 12.

Weisman Art Museum, FFI: 625-9494

■ **IN THE EYE OF THE STORM: An Art of Conscience, 1930-1970**—Selections from the collection of Philip J. and Suzanne Schiller, this touring exhibition documents how artists' expression of social conscience changed in response to America's evolving political landscape in the 1930s and '40s. Through March 22.

■ **An Enduring Emblem: Cass Gilbert and the Plans for the University of Minnesota**—Cass Gilbert (1859–1934) is a defining figure in Minnesota architecture. This exhibition features his original drawings and plans for the University. Through March 22. Viewing is limited. Please call 625-9678 or 625-9683 ahead of time to confirm the exhibition's availability.

■ **The Documentary Eye: Depression-Era Photography from the Weisman Art Collection**—Depression-era art was used to serve social causes, as government-sponsored photographers such as Walker Evans, Dorothea Lange, and Ben Shahn produced images of suffering to influence Congress. Through April 12.

MUSIC

■ **St. Paul Student Center Terrace Cafe concerts**—Free noon concerts every Wednesday and Thursday. Noon.

- March 4: Matt Prudoehl—Jazz guitar
- March 5: Rebecca Fisher—R&B vocalist
- March 11: Shelley Mitternach—Piano
- March 12: Le'Nor Barry—12 string guitar

Sun., March 1

■ **Faculty Recital**—Featuring music by John Anderson, clarinet, and guest artist Valerie Anderson, oboe. 7:30 p.m., Ferguson Recital Hall. Free. FFI: 626-8742.

Tues., March 10

■ **U of M Symphonic Band**—Featuring music conducted by Jerry Luckhardt. 7:30 p.m., Ted Mann Concert Hall. Free. FFI: 626-8742.

Wed., March 11

■ **University Band and Ensembles**—Featuring music conducted by Paul Kile. 7:30 p.m., Ted Mann Concert Hall. Free. FFI: 626-8742.



Top: Joe's Auto Graveyard, 1936. Bottom: Tenant Farmer's Wife Alabama, 1936. Both by Walker Evans, from the *Documentary Eye at the Weisman Art Museum*.

Thurs., March 12

■ **Emerald Isle**—Second in three-part St. Paul Student Center's Candlelight Concert Series. Includes a four-course gourmet dinner followed by the songs, airs, and dance tunes of Ireland and Scotland performed by Macha Tri. Dinner: 7 p.m.; concert: 8:15 p.m., North Star Ballroom. Series: \$51 (students); \$71.50; Single event: \$20; \$28. FFI: 624-2345.

Fri., March 13

■ **Ted Mann musicians**—7:30 p.m., Ted Mann Concert Hall. Free. FFI: 626-8742.

Sat., March 14

■ **New Folk Collective: Chuck Suchy**. 7:30 p.m., St. Paul Student Center Theater. Tickets: \$5 (students), \$10 in advance, \$12 at the door.

DANCE

Fri., March 6, Sat., March 7, & Thurs., March 12

■ **"From the Ground Up"**—Annual U Dance Theater concertWorks by Danny Buraczeski, Zvi Gotheiner, Neil Greenberg, Bebe Miller. March 6 & 7, 8 p.m.; March 8, 3 p.m.; March 12, 7 p.m. Rarig Center; Whiting Proscenium Theatre. FFI: 624-4008.

Sat., March 14

■ **Georgian State Dance Company**—75 dancers and musi-

cians combine cultural traditions and high art in a kaleidoscopic, quicksilver sequence. Part of the Northrop Dance Season. 8 p.m., Northrop Memorial Auditorium. \$29.50, \$23.50, \$19.50. FFI and reservations: 624-2345.

Sat., March 21

■ **Carbone 14 of Montreal**—This Canadian image-dance-theater, "The Dead Souls," envelops its audience in the atmosphere of an old house haunted by memories of its former inhabitants. Part of the Northrop Dance Season. 8 p.m., Northrop Auditorium. \$24.50, \$19.50, \$13.50. Call 624-2345 for information and reservations.

FILM

■ **St. Paul Student Center Roxy Films** series continues Wednesdays at 7 p.m. and Fridays at 7 and 9:30 p.m. Students \$1; public \$2.

- March 4 & 6: *Monty Python's Meaning of Life* (1983; 103 mins.)
- March 11 & 13: *U-Turn* (1997; 125 mins.)

LECTURES, WORKSHOPS, & CONFERENCES

Mon., March 2

■ **Old Urbanism Speaks to New Urbanism: Barrios and Latin American Colonial Cities**—Lecture by William Siembieda, a nationally recognized planning educator, who has developed planning studies and master plans for cities and states in the American Southwest and Latin America. He is head of the Department of City and Regional Planning at the College of Architecture and Environmental Design, California Polytechnic State University. 5:30 p.m. CALA court.

Saturday, March 14

■ **Labor Day: A Celebration of Working-Class Heroes and Sheroes**—The Weisman celebrates Labor Day in March with an afternoon of performances devoted to artists involved in the labor and union movements of the early 20th century.

1 p.m. *Solidarity Kids Theater*. University of Minnesota professors of English Paula Rabinowitz and Marty Roth perform a reading of writers from the 1930s on labor issues and work experiences.

3 p.m. *Waiting for Lefty*. Beth Cleary, professor of theater at Macalester College in St. Paul, and her students present scenes from Clifford Odets's Broadway play, one of the key works on labor from the 1930s. Weisman Art Museum. FFI: 625-9494.

FAMILY ACTIVITIES

Sun., March 8

■ **Family Day: Explore the Winter Landscape**—Explore the winter landscape by discovering what lives in trees, which trees are budding, where tracks lead, and what sounds you hear. When you bring your family out on this day to participate in this program, Arboretum gate fees will be waived. Tours leave building at 1 and 2 p.m. Minnesota Landscape Arboretum. FFI: 553-2460.

Sat., March 21

■ **ScienceFest!**—Through hands-on exhibits, activities, and displays, kids can tinker with technology and exercise their problem-solving skills with help from University scientists and other experts. 10 a.m.–2 p.m. Bell Museum of Natural History. Free with museum admission. FFI: 624-9050.

Sat., March 21 and Sat., March 28

■ **Birding Hot Spots I & II**—Join Bob Janssen, one of Minnesota's most popular bird trip leaders, on an expedition of birding activity around the metro area. Because hot spots are hard to predict, we'll let registrants know the location about a week in advance. 7 a.m.–noon, Bell Museum of Natural History. \$8 (members); \$10 (non-member). Registration deadline: March 10 (for March 21 tour) and March 17 (for March 28 tour). FFI: 624-9050.

Sat., March 28 and Sun., March 29

■ **Sugarbush Pancake Brunch and Maple Tour**—Brunch includes Arboretum maple syrup, all-you-can-eat pancakes, and all the fixings. Tour both days, 10 a.m. to 3 p.m. Brunch both days, 9 a.m. to 1 p.m.; Minnesota Landscape Arboretum. \$5.50 (ages 11 and up); \$3 (ages 4–10). Children age 3 and under are free. FFI: 443-2460.

Send calendar items by fax: 624-6369—by e-mail: urelate@tc.umn.edu—by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for April's calendar is March 16.

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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.

Transforming student services

I want to take this opportunity to thank a dedicated group of faculty, staff, and students who are investing enormous time and energy in rebuilding our student service systems and processes. Through their efforts, we will forever change how student services, especially advising, are provided at the University of Minnesota and nationally. We are now installing PeopleSoft human resources and student systems and building a Web front end with the help of IBM. When completed in fall 1999, the new systems and the business process redesign that accompanies them, will radically improve how we do hundreds of thousands of transactions annually—registration and grade reporting, for example—as well as increase accuracy and reduce cost. For example, we expect that 75–90 percent of all transactions now done manually and by paper will be performed electronically and without the intervention of an administrator. The year 2000 problem will be removed, and the systems will be able to support the semester calendar.

Although these changes in how transactions are handled—and the concomitant cost savings—are significant, they do not by themselves fundamentally change how we provide services nor do they generate the kind of productivity and customer satisfaction needed as we go forward. Minimally, the systems must have three additional capacities: planning, performance assessment, and marketing.

The new systems provide powerful plan-

ning and management tools for students, faculty, and staff. Even while in high school, students can plan financial aid, courses and programs, and careers. They can determine academic progress toward degree or desired GPAs by asking a host of “what if” or auditing questions (not unlike the performance tools in products such as Quicken).

Deans and department chairs can manage instructional resources to better meet student demand, and monitor and assess performance, including tuition revenues. Faculty can assess in advance the academic capability and interests of their classes. We are also adding capacities for program marketing and for matching students’ interests and skills with course requirements and faculty performance expectations. For example, with a course planner and guide, students will have readily available information on their instructors’ background, interests, expectations, and achievements. Operating around the clock, the systems will provide information and services when students, faculty, and staff want them anywhere in the world.

In the very near future, we will announce opportunities to learn how to use and operate the new systems. We also want to engage many of you in the design process, to ensure that the systems work in ways you need and want. This is an exciting time in the history of student services delivery, and we are grateful to all of you who are helping to make it possible.

Robert B. Kvavik, associate vice president
Office of the Executive Vice President and Provost

P&A

This is the first in a regular series of columns from and about the U's academic professional and administrative staff.

ASAC? What's ASAC?

The Academic Staff Advisory Committee (ASAC) consists of 25 members representing the University's professional academic and administrative personnel—commonly called P&A. Appointed by the president for three-year terms, committee members are charged with advising the president on matters pertinent to the P&A staff.

The committee meets monthly. The executive committee comprises the chair (Craig Johnson), vice chair (Karen Wolterstorff) and previous chair (Jerry Rinehart). Three subcommittees are now working on the issues of compensation and benefits, governance and representation, and communications and professional development.

The Board of Regents instituted the P&A class in December 1980. From small numbers then, the class has grown to include more than 3,000 members, who perform widely diverse tasks alongside the faculty. P&A are associates with the faculty in research, teaching, and/or service. Most have the Ph.D. (or M.D.) degree; others have one or more master's degrees. Their ranks include librarians, scientists, educators, counselors, administrators, coordinators, clinical and other specialists, assistants and associates to deans or directors, and even vice presidents or provosts. P&A thus provide many of the academic and administrative support services required in an institution as complex as the University of Minnesota. In his capacity as president, Mark Yudof is a member of the P&A ranks; he also has a tenured faculty position in the Law School independent of his P&A status.

To obtain more information about ASAC, see the following article on the ASAC Web site.

Peter J Hannan, research fellow
Epidemiology, School of Public Health
Member, ASAC

On the Web: ASAC and Professional/Administrative Staff

The University's 3,000 academic professional and administrative (P&A) staff now have a Web site—www.umn.edu/ohr/asac—to keep P&A informed, as well as to help faculty and civil service staff learn more about their P&A colleagues.

Who are P&A? Menu items “Info about ASAC” and “Frequently Asked Questions” give an overview of the P&A employee class and the committee appointed to advise the president on issues affecting them.

For a quick look at a cross section of positions held by P&A staff, check out “Membership,” which has links from the ASAC list to short background descriptions of each member. The “Academic Staff Award” section lists outstanding P&A winners since 1992; you probably know some of them.

P&A staff will learn what issues each ASAC subcommittee is addressing, when

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CIVIL SERVICE COMMITTEE

Professional development funding on hold

Due to lack of funding, no additional professional development awards will be available from the Civil Service Committee until July 1998. The committee allocated \$4,000 of its fiscal year 1997–98 budget for these awards, and the entire amount has been given out to employees. Our attempts to receive a budget supplement for the rest of the fiscal year were unsuccessful. The travel grants awarded in previous years by lottery will not be given out this year, either.

The professional development survey results, which we are currently compiling, tell us civil service staff definitely need professional development and training, and that monetary support from individual units varies widely. If you would like to participate in this survey, it is available on the CSC Web site (<http://www.socsci.umn.edu/civilser>).

One point mentioned by a number of staff was that their departments would not give them time off to attend a class. We hope, however, that with the president's new performance compact system, departments will provide training and professional development for their employees, in an effort to advance them. The committee has also recommended a civil service rules revision to include a statement encouraging supervisors to allow employees to attend seminars, workshops, and professional development activities during scheduled work hours as paid work time.

Another point raised in the survey by some staff was that no appropriate classes were

available on campus. We want to make sure staff are aware of University classes that are available. Many of these classes are either free of charge or cost very little.

These Web sites list some opportunities for staff:

■ A list of resources and classes is available on the Human Resources Web site www.umn.edu/ohr/adp/empdev/.

■ A number of free classes for supervisors and managers can be viewed on Human Resources' Administrative Development Program: www.umn.edu/ohr/adp/index2.html.

■ Many computer classes for staff are listed by the Academic and Distributed Computing Services Department of the Office of Information Technology. Staff fee is \$50. Find this site at www.training.micro.umn.edu/training/index.cfm.

■ A number of one-day or multi-day classes at a very reasonable cost are available through the Employer Education Service of the Industrial Relations Center at the Carlson School. Find these at www.csom.umn.edu/WWPages/EES/.

While we sincerely regret that funds are not available for the remainder of this fiscal year, we will work with the Office of Human Resources to continue to improve professional development opportunities for civil service employees.

—Wendy Williamson and Mary Jane Towle

Technology-aided education, nontraditional students, and teaching-track faculty

The recent University forum "Technology-Enhanced Learning: Promise and Problems of Distance Education" raised many interesting points. One that needs more discussion is the extra burden that will be imposed on faculty if preparing courses for new media and the Web becomes a common expectation.

Once you've roughed out a set of lectures for a traditional course, particularly a basic course whose content doesn't change very much from year to year, it's relatively easy to give the course again. Your notes are there as speaker's prompts, you can update the lectures as you speak from your own recent reading and research, you write key words, phrases, and diagrams on the board or overhead projector, and the students listen and take notes, with the details coming from the textbook.

If you've ever tried to convert your lecture notes into such a textbook, you'll remember your consternation at how much work was involved in getting them into proper form. You need complete sentences, suitable headings and subheads, neatly drawn diagrams, complete references, copyright permissions, etc. If you try to use desktop publishing tools to lay out your book so it can be printed rapidly and efficiently, you need to make further decisions about appropriate typefaces and paragraph formatting. You rapidly gain

respect for the skills of the book designer and publisher.

Many faculty feel that developing online instructional material is akin to writing a fully fleshed-out and formatted textbook, with multimedia content and hyperlinks to boot, and then publishing it on the Web. One needn't be so ambitious, of course, but the expectations are growing. They put new demands on the already over-committed time of research-active faculty. New software tools for computerized presentation and Web authoring can make the job easier, but these programs still need to be learned, available on the faculty member's computer, and paid for by somebody.

Experience to date has generally been that, if faculty are to get seriously involved in developing technology-aided or Web-based instructional material, they need properly trained and expensive support staff to help. Finding the resources for this is a major concern if the effort is to be expanded to a significant fraction of the courses taught at the U. On the other hand, faculty whose career paths have taken them mainly onto the teaching track may find new opportunities.

The general consensus is that distance education will not significantly displace the traditional residential undergraduate experience. And the audience for such traditional courses is limited: If half our faculty decided they wanted to give up

research and do twice as much teaching to compensate, there probably wouldn't be enough student demand. It's the nontraditional audience of life-long learners and just-in-time trainees, however, who constitute a vast new potential audience for higher education. It is these nontraditional audiences for whom distance education, via technology-aided instruction and Web-based courses, will be most useful.

The U hasn't fully decided whether it wants to go after this audience, but it probably will. If it does, faculty who wish to devote more of their effort to teaching will have an important role. Those who want to emphasize the teaching track and who are willing to learn the new instructional technologies will constitute a crucial resource. The activity must be valued and rewarded if it is to be an attractive career path.

Our revised tenure policy makes explicit the possibility that people at different stages of their careers can redirect their efforts, if their departments agree. We will need serious discussion throughout the University to decide whether this is a suitable role for significant numbers of faculty in a research university.

—Victor Bloomfield, chair
Faculty Consultative Committee

P&A

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and where the monthly meetings are, and how to be heard online and in person. We hope you'll come visit!

Outstanding P&A for 1998

To recognize P&A for outstanding achievements and contributions to the University, an annual awards process was begun in 1992 (see the Web site for criteria and nomination requirements). This year's awards will be given on Wednesday, May 13, in the 3M Auditorium of the Carlson School of Management. Gather at 2:15. About 2:45, President Yudof will give the address and then present the awards to the five honored P&A staff members. A reception follows from 4 to 4:30 p.m. in the atrium.

Peter J Hannan, research fellow
Epidemiology, School of Public Health
Member, ASAC

No walls around the ivory tower



Photo by Tom Feley

Technology forum panelists: vice provost Ann Hill Duin, Regent Patricia Spence, associate professor Laura Koch, former student Joe Skupienowitz, businessman George Welles, Crookston chancellor Don Sargeant, and FCC chair Victor Bloomfield

Panel examines U's role in distance education

The irony wasn't lost on anyone. At the U's March 11 forum, "Technology-Enhanced Learning: Promise and Problems of Distance Education," moderator Victor Bloomfield was interrupted by disconnected microphones, malfunctioning hookups to coordinate campuses, and at one point, an outside conversation mistakenly broadcast into the theater.

"Well, we are here to explore the problems of distance education," Bloomfield chuckled.

Technical difficulties aside, the 75 or so faculty and staff in attendance at Coffman Memorial Union Theatre heard seven panelists—representing faculty, students, businesses, regents, coordinate campuses, and administration—address some key issues and posit some eye-opening possibilities for the U in a world where basic assumptions about education are turning upside down.

"The 64-thousand-dollar question for the U is, 'What is our role?'" was how Crookston chancellor and panelist Donald Sargeant put it.

Although no one on the panel—no one, period—can answer that question yet, panelist views ranged from the optimistic to

the cautionary. Sargeant, whose campus provides laptop computers for all students and faculty, said he believes "the promises of distance education are better than ever."

Those promises, however, will need to be fulfilled in a learning environment that panelist George Welles called, "just in time, just enough, just for me." It's very personal.

Welles, an educational technologies consultant and former manager at US WEST, said all of the factors driving this environment are external.

■ Terrence O'Connor, associate vice president and controller, was named interim vice president for finance, and Eric Kruse, associate vice president for facilities, was named interim vice president for operations. President Yudof said he would make a decision on the long-term organizational structure in the next several weeks.

■ The regents approved construction of a \$4.3 million Dance Center on the west bank of the Twin Cities campus. Construction is scheduled to begin in May, and the center is expected to open in January 1999.

■ Streamlined job searches for academic positions will save time and money and help in hiring the best candidates, the regents were told. "Often we lose candidates because they've found options where the process moves along quicker, acting vice president Carol Carrier said.

■ Senior vice president Frank Cerra met with the Faculty Consultative Committee March 12 and outlined what has happened to the \$70 million from the sale of University Hospital: \$10 million for new student, human resources, and financial systems; \$6.9 million for educational programs in the Medical School; \$24 million in an account to refurbish space that will be vacated by Fairview (of which \$8 million has now been committed to the School of Public Health); and \$35 million remaining in regents reserves.

■ The fifth and final candidate for chancellor of the Morris campus visited the campus in mid-March, and the search committee was expected to send its recommendation to President Yudof soon afterward.

"The U is not an island. The walls are down. There are no moats, no walls, no drawbridges," said Welles. "We're competing, not just with Purdue, Cal Tech, or Harvard, but with places like Trinity College in Dublin and the University of Phoenix," a private venture whose "campus" is a small downtown building.

Such an environment poses tremendous opportunities, Welles said, but the U must be alert and willing to take advantage of the forces that are driving it. One force is changing student and business demand. An example: the impact of Asia's economic crisis on Asian students.

"Asian students can't afford to come here," Welles said. "The U can write these students off and let others figure out how to serve them. Or the U can figure it out."

Other forces are needs for lifelong learning and continuous training. Welles said that in one year, US WEST spent \$65 million on training at the corporate level. "Had the U been able to deliver that training, it would have had quite an impact on the bottom line," he said. "The U couldn't. We asked."

As a case in point to describe the new environment, Welles offered the Western Governors University (WGU) a private, nonprofit corporation begun to serve the scattered populations of 12 western states. WGU involves 21 colleges and corporations, has no professors of its own, and plans to deliver all of its courses electronically, connecting the colleges and companies to students who want to sign up for their distance-learning courses. It will award degrees and certificates

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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. Send copy and disks to Kiosk, University Relations, 6 Morrill Hall, via campus mail, or e-mail us at urelate@gold.tc.umn.edu.

"The U is not an island. The walls are down. There are no moats, no walls, no drawbridges."

—George Welles



At the corner of Fourteenth Avenue and Fourth Street S.E., the streets are new, the building deserted: On February 20, Gray's Campus Drug left the spot it had occupied for 50 years. For veteran business owner Dave Watts (below, right), Dinkytown will always be home. He's been in the neighborhood 36 years.

Dinkytown

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people. I'd frankly say that things look bright."

But if there is a bright future for Dinkytown, what does it look like, particularly as it affects the U community? Some of the needs are basic: it needs to stay attractive, well-lit, and safe. A Minneapolis police officer is now assigned exclusively to the Dinkytown beat, and has just moved in to a spot in Dinkytown.

"Part of the key is to broaden our market," Johnson says. "Once, students weren't as mobile. Now, students have cars, so they go downtown. We also need a good business mix. There's great opportunity now. We've looked at other areas like St. Anthony Main and the Conservatory, to

see what mistakes they've made, like being confusing, or having a bad mix of stores, and we've learned from them."

To lure some U business back, the Business Association has scheduled some activities, including farmers' markets on the last three Fridays in May. A "U corridor" will be erected along Fourth Street this spring, with banners and other athletic materials, and a fall marching-band concert is planned.

No one suggests that Dinkytown will return to the kind of small-town community that it was in the days of People's Park, a fact that makes some people sad.

"Even if some spirit is rekindled in Dinkytown, it will never be like it was," says Schmidt. "It doesn't feel like a little-town community anymore. I really miss it."

—Mary Shaler

"There was never much reason to go anywhere else."

—Mary Hastings Kenyon



Photos by Tom Foley

To preserve and protect

The U gets a preservation plan

Besides being the state's largest university, the U is also one of Minnesota's biggest property owners, with more than 1,000 buildings located on 32,000 acres of land.

Among those buildings are some that have "objective" historical value, i.e., they would have value regardless of their setting, while many more are valuable for their heritage within the context of the U's historical development. In some cases, as with the Knoll portion of the Minneapolis campus, buildings and landscapes possess value both in and of themselves and within the context of University history.

Until now, however, the U has undertaken no comprehensive assessment of its own historical resources nor developed any comprehensive plan for preserving or restoring those resources according to a framework of clearly enunciated preservation principles.

That's all about to change, pending the release of the University of Minnesota Preservation Plan, a 250-page document currently in final review. The plan provides not only a framework of governing principles for preservation but also—and not incidentally—fascinating design history of all four campuses.

Commissioned by former vice president for finance and operations Robert Erickson, the preservation plan was

developed by a team of University planners and architects working in collaboration with outside consultants, and was reviewed by a preservation plan work group made up of representatives from Facilities Management, Campus Master Planning, and the State Historic Preservation Office. Despite all that, it may very well have taken Mark Yudof's enthusiastic support of historic preservation to save the plan from the bureaucratic limbo the plan fell into after reaching a draft form in February 1997.

"Without a doubt, President Yudof's firm and clear emphasis on preservation, and his openness to hearing all sides of the issue—even to consulting outside the U—has been the critical piece in pushing this to the point where we have an effective document," says associate vice president for master planning Clint Hewitt.

It was Hewitt who got the ball rolling for the preservation plan. As part of his work on campus master planning a few years ago, he wrote a report on a trio of buildings that had been designated for preservation. What the U needs, he reasoned, was "a formalized process by which we could address the future of historic buildings." So Hewitt went to Erickson and proposed just such a process.

Since then, Master Planning and Facilities Management have been working toward what Hewitt calls a "comfort level" between the desire to preserve and the demands that the U be cost-effective in its treatment of buildings. Without the push from above, however, it seems possible that this elusive comfort level might never have been found.

But now that it has, all parties express satisfaction with the preservation plan and what it bodes for the future of the U's architectural and landscape heritage. "This gives

us a cutting-edge framework to plan the future physical aspects of the institution," says Eric Kruse, interim vice president for operations.

While it contains a lot of fascinating documentation about the social, architectural, and educational forces that played a hand in the evolution of the U's campuses, the heart of the report is the two chapters detailing the process by which the preservation group evaluated the University's heritage buildings and landscapes, and then set forth the five principles—and their corollary policies—that the report recommends should be followed in the future.

The principles are broad enough to allow the U flexibility in adapting old buildings to evolving academic demands and changes in educational technology, yet strict enough to protect heritage structures and landscapes from changes that a later generation might come to regret.

"This report starts to put down what the values of the institution are in regards to its architectural heritage," says Kruse. "That makes that heritage less susceptible to individual or temporary influences." In other words, Kruse goes on to elaborate, the report helps ensure that the principle of historic preservation will survive even if future U administrations express a lower level of enthusiasm about restoration than Yudof's.

"While it's taken time to get the report out, I don't think it's been time wasted," says Hewitt. "In the final analysis, we are all trying to achieve the same thing: to preserve those places and buildings that are part of our heritage."

—Richard Broderick

Spinal tap

A U researcher examines the effectiveness of chiropractic treatment of hypertension.

With medical costs climbing and a baby boom generation aging but still leery of traditional authority, more and more people are willing to explore alternative health care—acupuncture, herbal medicine, chiropractic—than ever before.

Managed care companies don't mind the trend; alternative treatments are often far less expensive than conventional approaches. And in the past few years, even the medical establishment has begun to give ground a little, as signaled by the willingness of respected researchers to investigate alternative care. A recent paper in the *Journal of the American Medical Association (JAMA)* reported on acupuncture's sometimes remarkable effectiveness in reducing pain. The NIH, meanwhile, has launched an initiative to look into acupuncture's value in treating alcoholism. And now, for first time, a University major clinical study is nearing completion on the use of chiropractic spinal manipulation in lowering high blood pressure.

Conducted at the Berman Center for Clinical Research in Minneapolis, the Treatment of Hypertension with Alternative Therapies (THAT) study has been tracking the progress of 140 participants who showed signs of either high normal blood pressure (systolic readings between 130 and 139 and diastolic readings of 85 to 89) or mild "stage 1" hypertension (systolic readings of 140 to 159 and diastolic readings between 90 and 99).

High normal and stage 1 "essential" hypertension (i.e., for which there is no detectable organic cause) often presage the onset of more serious hypertension, especially among the 40-to 50-year-olds targeted by the study. Recent research has also indicated that even mild or high normal blood pressure can have subtle but detrimental effects on internal organs and could very well be a risk factor for heart attacks and stroke.

In the THAT study, half the participants have been placed on a low-fat, low-sodium diet. In addition to that dietary control, the other 70 participants also undergo thrice-weekly spinal manipulation.

"I'm interested in alternative therapies because the reality is that they are being used by a lot of people," says Richard Grimm, a professor of medicine and epidemiology in the School of Public Health, and the principal researcher on the THAT study. "In the past, medical people have had blinders on when it comes to such treatment. Most medical doctors don't have a high opinion of chiropractic and don't think it has a scientific basis, so they discount the whole field."

The idea for the project originated with Christine Goertz, a post-doctoral fellow in the Institute for Health Services Research in the School of Public Health. Goertz, a gradu-

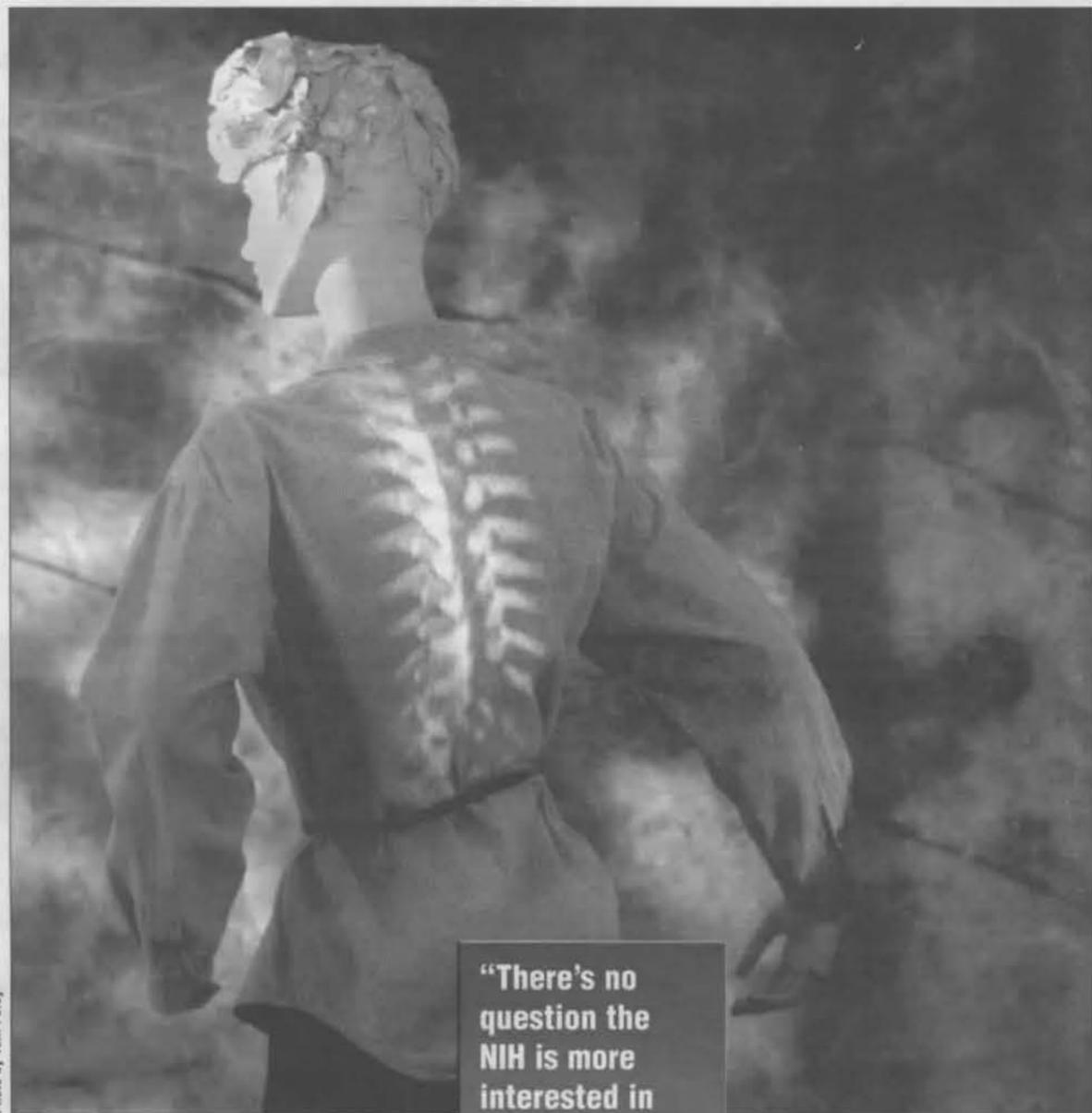


Photo by Tom Foley

ate of the Northwestern College of Chiropractic, wrote a grant for a study of hypertension and chiropractic manipulation while she was a student.

Later, during a class at the U in clinical studies, she asked her professor to review her grant proposal. "After a year of graduate work, I realized it was a lousy proposal and was ready to trash it," she recalls with a laugh. Instead, her instructor directed her to Grimm. Under his direction, she rewrote the grant for a class in research methods.

"When we got done, we submitted the grant to the Foundation for Chiropractic Education and Research," she says. "It was a lot of fun, being a student and getting a \$267,000 grant for a research methods project!"

"Richard's help made all the difference [in securing the grant]," she says, "because of all the resources I had available to me because of his deep experience. That kind of experience isn't there in chiropractic, because the field

"There's no question the NIH is more interested in alternative medicine now than it used to be."

—Richard Grimm

has only been doing clinical studies for 10 or 15 years."

Unless the study debunks the value of chiropractic, it's possible that the source of THAT's funding might lead some to discount its findings.

"There's always the possibility of that happening," says Grimm, "but if people look below the surface and

study our methodology, they will be satisfied by the validity of what we're doing."

Whatever the outcome, Grimm already has another grant under review by the NIH. Its subject? The relative merits of acupuncture, chiropractic, and conventional medical approaches to the treatment of carpal tunnel syndrome.

"We're not sure yet whether we'll be funded, but there's no question the NIH is more interested in alternative medicine now than it used to be," he says.

—Richard Broderick

Exercising choice in health plans

Health Plan Task Force report underscores U options

University employees will never get everything they want in the state health plan. What remains to be seen is if they can do better in a separate plan.

Two messages come through in the Health Plan Task Force report, released January 29: optimism that the state will improve its plan enough for the University to stay, and determination to be ready to split from the state if that optimism is proved wrong.

An actuarial analysis and preliminary discussions with vendors will be conducted this spring. Because of all the work and negotiations involved in setting up a health plan, a decision will have to be made by July if the

University is going to separate from the state for the year 2000.

The state program covers about 60,000 employees, including about 15,000 University faculty and staff. A

"In my view the whole idea of insurance is that we're all in it together. If you don't need it, you count yourself lucky, not cheated."

—Richard McGehee

bigger group has "much more bargaining power in the health care marketplace," the report says. But staying with the state plan makes sense only if it meets the needs of University employees, says task force chair Richard McGehee.

"I remain optimistic that we can work something out with the state," he says. "But just in case, we want to continue on this track so that we can go our separate way if we have to."

Why the optimism? For one thing, last year's bad news—Medica Premier's withdrawal and the State Health Plan's escalated costs—wasn't just bad at the University.

Thousands of state employees were unhappy, too.

Being able to choose a provider and stay with that provider over time are "two issues that have percolated to the top" for the union representing state employees,

McGehee says. "In the past these have not been big issues. I would have to say those are also the top two at the University.

"What really gets to people is that they have to change their doctors every couple of years. The state can solve that as well as we can."

Through its Joint Labor Management Committee (JMLC), the state is conducting a major study to determine the options it will offer beginning January 2000. One encouraging development is the addition of two University representatives—McGehee and Linda Aaker, director of University Student Legal Service—to the JMLC. Employee Benefits director Bob Fahnhorst was already on it.

Curing health insurance

To understand what has gone wrong with health insurance, McGehee says, it is important to recognize two

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Health choice

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realities: the customer isn't the consumer, and insurance companies compete for healthy people.

In theory, market forces should lead customers to choose the highest quality care for the best price, he says. The problem is that the people choosing plans aren't consumers, but employers, whose primary concern may be cost.

Under managed competition, employees do have some choices among providers. Such choices, however, lead insurance companies into bidding battles for a healthy pool, and the shifts from year to year lead to disruptions in medical care.

One answer may be for the state to join the Buyers Health Care Action Group (BHCAG) or—more likely—adopt a similar model, McGehee says. BHCAG works by making providers bid as if they had the entire pool. That determines the cost of the premium. After people sign up, BHCAG looks at the pool each plan actually got and adjusts for risk. "If you get a healthy pool, you are paid less. That takes care of adverse selection."

When companies aren't putting low prices on their products to attract the young and healthy, their premiums might be higher.

Does this mean healthy people are subsidizing sick people? That's what insurance is all about, McGehee says. "We have all these subsidies. Healthy people subsidize sick people, young people subsidize old people, the University subsidizes families. There are questions of fairness you can ask all up and down in all different directions."

"In my view the whole idea of insurance is that we're all in it together. If you don't need it, you count yourself lucky, not cheated."

Issues for the U

Some issues are bigger at the University than at the state, McGehee says. "Access to University providers is not a big issue for them, but they're certainly willing to work with us on it."

McGehee's own view is that, at a university with an Academic Health Center, it's "ridiculous if we can't go to University providers if we want to."

Out-of-area coverage is an issue for both groups. The state doesn't have faculty on sabbaticals, "but they have early retirees, they have people with dependents who move out of state."

Mental health is a big issue at the University, McGehee says. "It's clear from the e-mail that the issue has been unresolved for ten years." At the last JLMC meeting, he was encouraged to learn that "it also appears to be on the table for the state."

Coverage for domestic partners is another issue. The University now provides a cash benefit equal to its contribution to the family plan for married employees. "The situation is far from an equitable solution, since it leaves the domestic partner paying an individual rate instead of a group rate, which is especially significant in cases where prior health problems exist," the report says.

Unfortunately, McGehee says, "I have not seen any indication that the state is going to do anything about that."

Another issue at the University is that people are not allowed to opt out of insurance if their spouses have good coverage. The problem is that "insurance companies quibble over who's going to pay," McGehee says. "That turned out to be a much bigger issue than I thought it was."

People who want to decline health coverage might like something else in exchange, in a cafeteria benefit plan, but "a lot of people would choose no coverage even if they didn't get anything back." For reasons McGehee doesn't entirely understand, the state has resisted allowing anyone to opt out.

For a copy of the report, a market analysis by graduate student Matthew Maciejewski, and a discussion forum, see the Web site at www.geom.umn.edu/usenate/.

—Maureen Smith

Technology

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to students who master specified competencies.

Panelist Laura Koch, an associate professor and chair of the U Senate's educational policy committee, however, urged the U to be "careful and thoughtful as we move forward. We need to ask, 'Is this what we want?'"

Unlike the need for access driving the creation of WGU, Koch said, Minnesota students "don't have to travel long distances; we have 64 campuses. Our students have access."

Koch said the U isn't like California either, which has just launched its own version of Virtual University, which will promote and distribute courses and programs from all 301 accredited California colleges and universities. (Unlike WGU, California's Virtual U won't offer

"We must avoid tinkering at the margins, because the sea change is upon us. Academic 'business as usual' threatens our collective future."

—Ann Hill Duin

degrees; students will earn certificates or degrees from the campuses in which they are enrolled.)

"Unlike California, we don't expect a large influx of students," Koch said. "We must ask: Do we want to become global? Do we have the expertise, the interest? How do we support Minnesota? Will the state support us? Would we have to give up who we are? Who will be the instructors?"

This last question is particularly troubling to some professors who worry that the distance education drive will encourage institutions to hire more low-paid, part-time adjuncts, rather than expand

their permanent faculties to meet the needs of distance-education students.

"Do the faculty have the time? How do we reward faculty who do it? Can we make the necessary transformations? How do we assess quality?" asked Koch.

Panelist Ann Hill Duin, the U's vice provost for technology-enhanced learning, didn't provide answers, but she did point out that she sees the need all over Minnesota. "What I see are business leaders who don't have the professionals they need, faculty feeling overwhelmed, graduate students who will need to use distance education and don't get the training they need."

Duin has been key in the development of Minnesota's own proposed Virtual University, a cooperative effort that includes the U, the state, Minnesota's other private and public colleges, and businesses, and which Duin called "a seamless front door, a knowledge utility."

She emphasized that a learning community may not depend on place, but should include what she called "the five c's: collaboration, communication, community, content, and critical thinking."

In any event, "we must avoid tinkering at the margins, because the sea change is upon us," Duin said. "Academic 'business as usual' threatens our collective future."

To learn more about the U's Technology-Enhanced Learning Initiatives: www.extension.umn.edu/tel/.

For more information about Minnesota's Virtual University: www.extension.umn.edu/~MVU/.

—Mary Shafer

Media watch

Approval and scheduled groundbreaking for the U's new **University Dance Center** on the west bank was picked up as quickly as a pirouette by the *Star Tribune* and the *Pioneer Press*. Both ran feature stories with accompanying colorful photographs. **Steven Rosenstone**, CLA dean, and **Clint Hewitt**, director of the campus master planning process, were quoted....When **Mark Herzberg** and **Maurice Meyer** from the **School of Dentistry** announced that mouth bacteria may cause heart attacks, the findings generated media interest locally and nationally. In the metro area, the *Star Tribune* and the *Pioneer Press*, along with WCCO-4, KSTP-5, KMSP-9 and KARE-11, provided coverage....When computer hackers temporarily froze computers across the country, including hundreds at the U, the story appeared in the *Star Tribune* and the *Pioneer Press*. **John Ladwig**, security architect for **Network and Telecommunications Services**, shared his expertise....The **women's basketball team** invited two guest coaches to cheer the team on from the bench during recent action against Illinois in the Sports Pavilion. The guest coaches? **Mark and Judy Yudof**. United Press International (UPI) picked up the story....The report that U scientists are ready to begin human trials of an artificial liver found its way to the front page of the *Star Tribune*. **Frank**

Cerra, senior vice president for health sciences, and **Wei-Shu Hu**, professor of chemical engineering and material science, provided insight....A wide range of editorials supporting the U's **legislative request** appeared in newspapers statewide, including the *Monticello Times*, the *Hibbing Daily Tribune*, the *Fargo Forum*, the *Bemidji Pioneer*, the *Brainerd Daily Dispatch*, the *St. Cloud Times*, the *Stillwater Gazette* and the *Austin Daily Herald*....Political science associate professor **Larry Jacobs** was quoted in the *Los Angeles Times* concerning president Clinton's high job approval ratings....Stories on the Asian financial crisis and the effect on Asian students at the U appeared in the *Pioneer Press*, *Asian Pages* and the *Asian American Press*....The *Star Tribune* helped announce **Steven Yussen** as the new dean for the **College of Education and Human Development**....Features on the **Battle of the Colleges**—a venue with a game show format where students and faculty strut their knowledge and intellect in a tournament-style, single elimination competition—ran in the *Star Tribune* and the *Pioneer Press*....The announcement of the U's business plan competition was picked up by WCCO-AM and *Finance and Commerce*. **Richard Cardozo** from the **Carlson School of Management** was quoted. Disabling harmful yeast (*C. albi-*

cans), a process discovered by **Judy Berman**, plant biology, and **Margaret Hostetter**, pediatrics, caught the interest of media near and far. The story ran on the BBC World Service and was picked up by Reuters; locally the *Pioneer Press*, KSTP-5, KARE-11 and Minnesota Public Radio ran the story....A story on the African American Heritage Bowl, featuring students from the **Africana Student Cultural Center**, ran in the *Star Tribune*....**Robert McKinnell**, professor of genetics and cell biology, was quoted in a story about cloning in the *Chronicle of Higher Education*....If you like pancakes, waffles, french toast or any dietary staple requiring maple syrup, then **Carl Vogt**, forest resources, may or may not have good or bad news. Seems our unseasonably warm winter-month temperatures may have affected the state's maple syrup harvest. The story, along with an update a week later, appeared in the *Star Tribune*. Other recent story topics in the news that quoted U students, faculty, and staff included U.S. policy towards Iraq, office romances, prayer and weight loss, sexual contact between teachers and students, biological warfare, obesity, business partnerships, metabolic disorders, mice invading homes, recycling, mentoring and headaches.

—Mike Nelson
University New Service

Kudos

■ **Victor Bloomfield**, professor of biochemistry in the College of Biological Sciences, received the 1998 Distinguished Service Award of the Biophysical Society. The citation reads, "For outstanding contributions as Editor of the *Biophysical Journal* and stellar and unselfish service to the Biophysical Society in various capacities, including its presidency."

■ **Robert McKinnell**, professor of genetics and cell biology, is the winner of the 1998 Prince Hitachi Prize for Comparative Oncology by the Cancer Institute of the Japanese Foundation for Cancer Research. Dr. and Mrs. McKinnell will travel to Tokyo in May for the award presentation.

■ Six assistant professors have been named **McKnight Land-Grant Professors**: **C. Daniel Frisbie**, chemical engineering; **Rachel Kuske**, mathematics; **Andre Lardinois**, classical and Near Eastern studies; **Eric Munson**, chemistry; **Martha Tappen**, anthropology; and **Donna Whitney**, geology.

What do I do now?

Finding new ways to grow in the same old job

Most people master a job in about three years, according to Judith Bardwick, author of *The Plateau Trap* (1988) and *Danger in the Comfort Zone* (1994). At this point, the work becomes routine, offering you little new to learn. You may feel stuck, finding your work less validating and satisfying than it once was.

This normal experience is called a plateau. There are actually different types of

plateaus, but all of them can leave you feeling that "your present situation is not engrossing yet your future is uncertain," says Bardwick. Although people sometimes contemplate changing jobs or careers when they feel plateaued, they commonly wonder if a new job will actually be better or (gasp!) even worse.

Kinds of plateaus

There are three kinds of plateaus, each with a distinct cause.

Content plateaus occur when you have mastered your job and there is no longer a sense of challenge.

Structural plateaus occur when you have progressed to a point where the organization's structure prevents you from moving up. This type of plateau is especially upset-

ting for those who base their success upon promotion as opposed to other types of career movement.

Life plateaus occur when your life—not just your job—is predictable, monotonous, and without meaning. Potentially the most serious of the plateaus, this is the one you should talk about with someone, perhaps a friend or the U's Employee Assistance Program (7-1042).

No matter what kind of plateau you may be in, chances are you are not alone. In fact, 99 percent of workers will plateau at some time in their careers. At a plateau, you may wonder if you really want to stay where you are for the rest of your career, or even if you have a choice in the matter. You may not feel strongly negative about your work yet ask, "Is this all there is?"

People tend to have five different reactions to this plateauing experience.

- **Rational:** You try harder at your current job, hoping if you put more energy in, you'll get more energy out.
- **Resistant:** You deny the plateau and hope something will change.
- **Resigned:** You believe nothing will change and feel powerful anger, grief, and/or frustration.
- **Revitalized:** You accept the plateau and use it as a motivator for change, experiencing a renewed sense of energy and enthusiasm.
- **Relieved:** You enjoy the plateau and see it as a nice rest from frequent change. Often, you find challenge and novelty in other aspects of your life.

What to do

If you decide you are unhappily plateaued (e.g., rational, resistant, or resigned), the key is to take action. *Being* plateaued may be a fact, but *feeling* plateaued is a state of mind. Although it may feel like the single most difficult thing to do when your energy is low, direct action is essential. Here are some examples.

- Seek out new experiences in your work or life.

Doing anything new at work or home can break monotony. Talk to your supervisor about new projects or new ways to be involved with your department. Explore a new hobby or leisure activity.

- Restructure your view of success. Explore ways to feel successful on the job aside from "moving up." Lateral moves, downward moves, or no moves at all may be the answer. Think adjustment, not starting over.

- Continuously learn, on or off the job. Take classes, read books, surf the Internet, talk to co-workers, visit Lumina online. In and of itself learning is a challenge that can also lead to new experiences in your job. Learning need not always cost money.

- Take a workshop. This spring quarter, ECEP will be offering a workshop entitled, "What do I do now? Finding new ways to grow in the same old job." Check it out on our Web site (www.umn.edu/ohr/ecep) or call us in our new office 626-0774.

Heidi J. Perman, intern
Employee Career Enrichment Program

FYI

Awards for Innovation in Technology-Enhanced Learning

Applications for Innovation in Technology-Enhanced Learning Awards are due April 13.

The 20 award winners, to be announced May 1, will each receive \$3,000, as well as an invitation to present at the Technology-Enhanced Learning Conference and Exhibit on May 20. All faculty members are eligible. For information, contact Shih-Pau Yen at yen@boombox.micro.umn.edu. Application information is available at <http://www.umn.edu/dmc/portfolio/TEL-awards.shtml>. Application forms are available at <http://www.umn.edu/dmc/portfolio/TEL-awards-form.shtml>.

Outstanding service nominations due

Nominations for the President's Award for Outstanding Service are due April 1. The award honors active or retired faculty or staff for unusual commitment to the University community. Nominators, who must be

alumni, faculty, or staff, must submit nomination letters focusing on personal knowledge of the nominee's exceptional service, to students, the University community, individual units, or outreach.

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

For more information, call the University Senate Office, 625-9369.

Tassel? No hassle

"No Hassle for Your Tassel" is the promise of GradFest '98, a one-stop graduation fair to be held Wednesday, April 8 from 10 a.m. to 6 p.m., and Thursday, April 9 from 9 a.m. to 3 p.m. in the Great Hall of Coffman Union.

Designed to ease the graduation process, GradFest will feature University exhibits including alumni, athletics, financial aid, graduate school and others, as well as non-University exhibits, such as area hotels, placement services, career resources such as resume paper and briefcases, and party supplies. Graduates can pick up their caps and gowns, order graduation announcements, and start seriously preparing for commencement.

The event is sponsored by the University of Minnesota Bookstores and University Relations. For additional information, contact the Bookstores at 625-6564 or check out the GradFest Web site at www.bookstore.umn.edu/grad/gradfest.html.

Needed: philosophy of compensation

All staff are being asked to participate in a compensation philosophy survey to be conducted soon by the office of human resources.

The purpose of the study is get an accurate picture of what people from all parts of the University feel are the most important considerations in developing the University's compensation philosophy. Along with other information, survey responses will be used to help policy makers form an overall compensation philosophy.

Survey postcards will be sent via campus mail soon.

To Laura Halldorson and team:

Big kudos

Minutes after the women's hockey team took the ice at Mariucci Arena last November in the first game of their inaugural season—at 1:55 in the first period to be exact—senior captain Julie Otto, assisted by freshman Laura Tryba, scored the first goal in Golden Gopher women's Division I hockey history.

Just four short months later, the Ms. Golden Gophers hockey team had compiled a 21-5-3 record and received an invitation to participate in the prestigious inaugural American Women's College Hockey Alliance tournament, the equivalent of college basketball's Final Four.

The four teams receiving tournament invitations—New Hampshire, Brown, Harvard, and Minnesota—gathered on March 21 in Boston to determine the unofficial national champion among the 13 Division I women's hockey teams in the nation. The Gopher women lost their first post-season tournament game to #1 seed and perennial women's hockey powerhouse New Hampshire, 4-1, and their second game in a bid for third place to Northeastern 4-0.

"All in all, we had a great season," says Otto.

No kidding. From Mariucci's center ice to Boston's center stage in four months.

To any hockey aficionado, this impressive accomplishment is comparable to, and just as exciting as, the U.S. women's hockey team capturing gold at the Nagano Winter Olympics. So how did this first-year team compile an

impressive record and receive notice that it is one of the four finest teams in collegiate women's hockey?

Well, it started with U.S. Navy surplus middies, black bloomers and hockey shoe skates. According to archivists, that's the uniform donned by the first University of Minnesota women's hockey club team in 1917. These pioneers, who played at the Hippodrome on the State Fair Grounds, bear little, if any, resemblance to present day stick handlers.

Middies and bloomers have been replaced by aerodynamic protective head/face gear, and molded, form-fitting breezers. Hockey shoe skates are now high-tech hockey skates, constructed of top grain fitted leather, featuring fulcrum-balanced, razor sharp titanium steel blades. The cost of a new pair can easily exceed \$300; in 1917, it cost a nickel to "sign out" a pair of hockey shoe skates for the season.

Today, the Gopher women's hockey team, consistently ranked #5 in the nation throughout their inaugural sea-



Women's hockey head coach Laura Halldorson

son, is eagerly awaiting the fulfillment of one long-time goal—a rink of their own. Although the team shared ice time in Mariucci Arena with the men's hockey team this past season, plans are under way for construction of a new hockey arena adjacent to Mariucci. This new facility, which will serve as the home ice for the women's team, will also—just like Mariucci Arena—host portions of the state boys and girls hockey tournaments, allow for expanded intramural participation, and provide open skating for the general public.

From the Hippodrome to Mariucci Arena to Boston's FleetCenter to play for the national championship: 81 years for a history, a legacy, and a most memorable inaugural season.

To head coach Laura Halldorson, and assistant coaches Libby Witchger and David Horn, a tip of the maroon and gold cap. And to Hattie, Laura, Nadine, Dacia, Angela, Sarma, Kelly, Megan, Kris, Tai, Matty, Betsey, Brittany, Julie, Ambria, Emily, Heather, Lacey, Marisa, Paula, Tracy, Sarah and Erica, a standing ovation.

—Mike Nelson

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

Thurs., April 23

■ **Take Our Daughters to Work Day**—Activities include a "business card scavenger hunt," and caricature drawings. Coffman Union. All day. Free.

Fri., April 24

■ **Application deadline for the U's Great Gopher Pancake Cook-off**—Call 624-6252 for more details about entering the May 18 culinary competition. Requirements include a pancake recipe and an adventurous spirit.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Exhibit features artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through Aug. 16.

■ **The JASON Project Exhibit**—Designed and built by Minnesota students, this year's JASON exhibit explores the classic novel, *20,000 Leagues Under the Sea*. Tours available. Through July 1.

Nash Gallery, Willey Hall, FFI: 624-7530

■ **Main gallery**: Second Minnesota National Print Biennial—Competitive exhibition; **Teaching gallery**: Print exchange curated by Jerald Krepps; **Spotlight gallery**: Works by James Boyd-Brent. April 1-24. Opening reception April 3, 6-8:30 P.M.

■ **We Are All Related**—Local Native American artists working in printmaking, photography, and sculpture. Opens April 29 and runs through May 22. Opening reception May 1, 6-8:30 P.M.

■ **We Are Many, We Are One**—Exhibit of contemporary Native American professional indigenous artists representing 25 Native American nations and curated by Juane Quick-to-See Smith. Opening reception: May 1, 6-8:30 P.M. Opens April 29 and runs through May 22.

Goldstein Gallery, FFI: 624-7434

■ **Bead Dreams, Future Visions**—International juried exhibition showcasing contemporary work in seed beads by artists from many traditions. Through June 14.

In conjunction with the exhibition:

■ **Introduction to Beadwork: Peyote Primer**—Instructor: Nancy Eha. Sat., April 4. FFI: 624-8880.

■ **An Amazing Day: Creating the Beaded Maze**—Instructor: Nan C. Meinhardt. Sun., April 19, 10 a.m.-4 p.m. FFI: 624-8880.

■ **Beadwork Symposium**—Five bead-artists speak on their work. McNeal Hall. Sat., April 18, 9:30 a.m.-3:30 p.m. Registration: \$25. FFI: 624-7434.

Tweed Museum of Art, FFI: 218-726-8222

■ **Drawings by George Morrison: New Acquisitions**—A gift from the artist, 49 works on paper created between 1942 and 1990. Court Gallery. Through April 12.

■ **Modernist Art: Charles Biederman**—Newly acquired, abstract, three-dimensional relief sculpture by Minnesota artist Charles Biederman is featured. Open and ongoing.

Weisman Art Museum, FFI: 625-9494

■ **The Documentary Eye: Depression-Era Photography from the Weisman Art Collection**—Depression-era art served social causes, as government-sponsored photographs produced images of suffering. Through April 12.

■ **Metroscapes**—This exhibition pairs two collections: the Minneapolis Gateway photographs of Jerome Liebling and Robert Wilcox, and *Suburban Landscapes of the Twin Cities and Beyond*. Opens April 11 and runs through June 14.

In conjunction with the exhibition:

■ **Opening night dialogue with Jerome Liebling and exhibition curator Robert Silberman**. Thursday, April 16, 7 p.m. FFI and tickets: 625-9495

■ **Lunch and discussion with Jerome Liebling**, who established the U's Art Department in the 1960s. Thursday, April 16, noon, Department of Art. Bring your own lunch.



Windmill, 1994, by Mary Tortorici, from Suburban Landscapes of the Twin Cities and Beyond at the Weisman Art Museum.

■ Suburbia on Film: The History of Suburbia,

Thursday, April 23, 7 P.M.

■ **Building the American Dream: Levittown, New York** (1994/60 min.) and **Suburbia: Arcadia for Everyone** (1986/58 min.).

■ **Outside the Picture Window: Photographers Look at the Suburbs**. Sunday, April 26, 2 P.M. Colleen Sheehy, moderator.

MUSIC

Wed., April 1

■ **Billy Holloman**—Hammond organ master Holloman transcends Gospel, R & B, and jazz. Two shows: noon, Coffman Fireplace Lounge; 7:30 P.M., Whole Music Club, Coffman Union basement. Free.

Thurs., April 2

■ **Chicago Jazz Ensemble**—8 P.M., Ted Mann Concert Hall. \$19.50, \$23.50. FFI: 624-2345.

Tues., April 7

■ **Voices of Sepharad**—In the archaic Judeo-Spanish dialect, this group performs lyrics sung throughout the Mediterranean after the 1492 Jewish expulsion from Spain. Part of Coffman's Performing Arts Series. Coffman Fireplace Lounge. Noon. Free.

Wed., April 8

■ **Bobby E., Clint Hoover, and Jim Chenoweth**—Guitar, chromatic harmonica, and bass. Two shows: noon, Coffman Fireplace Lounge; 7:30 P.M., Whole Music Club, Coffman Union basement. Free.

Fri., April 17

■ **Swing Into Spring**—Final concert in St. Paul Student Center's Candlelight Concert series. Four-course gourmet dinner followed by the music of Count Basie and Duke Ellington, performed by the U's Jazz Repertory Ensemble. Dinner: 7 P.M.; concert: 8:15 P.M., North Star Ballroom. \$20 (students); \$28 (public). FFI: 624-2345.

Tues., April 21

■ **The Jazz Messengers: The Legacy of Art Blakey**—Some of Blakey's former Jazz Messengers reunite for a special tribute. 8 P.M., Ted Mann Concert Hall. \$19.50, \$23.50. FFI: 624-2345.

Wed., April 22

■ **The Big Wu in Concert**—Coffman Plaza (rain site: The Whole Music Club). Noon. Free.

Wed., April 29

■ **The Motion Poets**—Formerly known as the Little Big Band. Two shows: noon, Coffman Fireplace Lounge; 7:30 p.m., Whole Music Club, Coffman Union basement. Free.

LECTURES, WORKSHOPS, & CONFERENCES

Thurs., April 2

■ **The New Gender Panic: Reflections on Sex Scandals and the Military**—U of Pittsburgh law professor Martha Chamallas lectures. Part of the series on feminist economics sponsored by the Center on Women and Public Policy. 2:30-4 P.M. 215 Wilkins Room, Humphrey Institute. FFI: 625-6082.

Wed., April 8

■ **Gender and Development: The Contributions of a Field**—Lecture by Lourdes Beneria, consultant for branches of the UN and other international organizations. Sponsor: Center on Women and Public Policy. 1:25-3 P.M., 215 Wilkins Room, Humphrey Center.

Wed., April 15

■ **Gender and the Global Economy**—Lecture by Nilufer Cagatay, economic advisor at the Social Development and Poverty Elimination Division of the UNDP. Sponsor: Center on Women and Public Policy.

Thurs., April 16

■ **The Asian Economic Crisis: A Forum**—Exploration of the rapid collapse of Asian financial markets. 2 P.M. Humphrey Center Auditorium. Organized by the Minnesota Korean Graduate Students Association. FFI: 625-0166 or 331-0081.

Sun., April 19

■ **The Holocaust: A Legacy, Not History: Responses of Contemporary Israeli Artists to the Holocaust**—Lecture by Yehudit Shendar, chief curator of the permanent collection of Holocaust art at Yad Vashem, and former director of the U's Hebrew Program in the Classical and Near Eastern Studies Department. Cosponsored by the Center for Holocaust and Genocide Studies and the departments of Jewish Studies and Art History. 2 P.M., Weisman Art Museum.

Wed., April 22

■ **Yaron Svoray: "The Infiltrator"**—International investigator Yaron Svoray sheds light on some of the world's most notorious criminal activities. Coffman Theatre, 1st floor. 7 P.M. Free.

Thurs., April 23 and Fri., April 24

■ **Technology and Literacy in a Wired Academy**—Center for Interdisciplinary Studies of Writing's ninth annual colloquium.

■ **Visual Rhetoric: Literacy by Design**—Lecture by Lester Faigley, director of the division of rhetoric and composition at the U of Texas at Austin and a national expert on literacy and writing. April 23, 7-9 P.M., Radisson Metrodome Hotel. Reception follows. Free and open to the public.

■ **Spinning the Web into the Undergraduate Curriculum**—A faculty workshop and luncheon with Lester Faigley. April 24, 9 A.M.-1 P.M., Radisson Metrodome Hotel. RSVP 626-7579.

Tues., April 28

■ **The Layout of a Museum**—Lecture by Richard Wollheim, Mills Professor of intellectual and moral philosophy at the U of California at Berkeley. 3:30 P.M., Weisman Art Museum. Discussion and reception follow.

Wed., April 29

■ **On Pictorial Representation**—Second lecture by Richard Wollheim. Discussion follows. Cosponsored by the Department of Philosophy. 3:30 P.M., Weisman Art Museum.

FAMILY ACTIVITIES

Sun., April 5

■ **Raptor Center/College of Veterinary Medicine Open House**—Annual Raptor Center event includes tour, drawing for a chance to release a bird. College of Veterinary Medicine will have all clinics open to the public, and feature tours, seminars, food, and booths. Park free at the fair grounds lot. 11 A.M.-4 P.M., St. Paul. FFI: 624-4745.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for May's calendar is April 13.

In this issue:

- Is another tenure crisis looming? p. 2
- The '98 Morse-Alumni winners talk shop, p. 4
- Josef Mestenhauser's remarkable tale, p. 6

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

BABY, IT'S EWE

Springtime at the U is nowhere more apparent than in St. Paul, where more than 100 baby lambs have been born this year. One-year-old Nicholas Brady visited the sheep barns recently and made a particular friend of this three-day-old Montadale lamb. Nicholas is the son of Bill Brady, University Relations, and Cheryl Brady, executive vice president and provost's office. Some 400-500 children visit the lambs each year, says Charles Christians, animal science professor, who's responsible for the sheep program.

New budget system: no small change

The U's new budgeting framework means more money is going directly to the colleges these days. That's good news...mostly.

A recent *Wall Street Journal* cartoon captures the new spirit of budgeting at the University. President Mark Yudof says. In the cartoon, God is standing on a cloud and contemplating what to do with human beings. "Let's have some fun," God chuckles to an angel. "Let's make them responsible for their own actions."

In other words, say Yudof and Provost Robert Bruininks, the U's new budgeting framework—built on incentives for managed growth (IMG) that give more money directly to colleges—may be both blessing and headache: Colleges have more money to spend, but also more responsibility for figuring out how to spend it.

Yudof told regents in April that although he supports IMG, the culture change is huge. "I'm not convinced I understood this when I took the job," he said. "I'm not convinced every faculty member understands it."

In the past, revenue from tuition and indirect cost recovery (ICR) went

continued on page 3

'98 legislative session was thumbs up for the U

Going into the 1998 legislative session, University leaders called it a once-in-a-generation opportunity to improve the University and build for its future.

They weren't disappointed. When the session closed April 9, the legislature had come through with strong funding, both in the bonding bill and the supplemental higher education bill.

"I was thrilled by the outcome," says President Mark Yudof. "The funding we received is going to mean a renaissance for the University."

Observers offer several reasons for the success: Yudof's leadership in a honeymoon time, Governor Arne Carlson's early and strong support, the thriving state economy, an attractive request that linked buildings and academic initiatives, and an effective and united network of supporters.

The numbers tell the story. The bonding bill calls for \$138.3 million in state funding for U projects and authorizes the U to issue bonds for \$68.5 million more, for a total of \$206.8 million. The result is the same as if the state funded the total and required the University to pay one-third debt service.

The supplemental bill gives the University \$36 million, about \$23.6 million of it in recurring funds. The recurring money is in two parts, both tremendously important: \$13 million for faculty and staff salary increases and \$10.6 million for academic initiatives.

On the bonding side, all major projects in the request were funded at some level. The biggest difference between the \$206.8 million in the bill and the \$249 million requested is in funding for the molecular and cellular biology building. The request was \$70 million and the bill authorizes \$35

million for a first phase. Once that much money is committed, it is expected that the legislature will fund the second phase in 2000.

Major projects for which the state will pay 100 percent include \$53.6 million for a digital technology center in Walter Library, \$22.3 million for a Duluth library, and \$28.2 million for a Morris science and math building.

Projects for which the University will issue bonds are the \$35 million for the first phase of molecular and cellular biology, \$14.6 million for an addition to the Architecture Building (linked to the design initiative), and \$9 million for Murphy Hall renovation and \$9.9 million for Ford Hall renovation (both linked to the new media initiative).

Although the signals were positive and University officials were optimistic throughout the session, they had some scares along the way. Twice the University's requests were in danger of being derailed for unrelated reasons.

One troublesome issue was the 4-H amendment, added by the house at the last minute to the supplemental bill. The amendment would have made the entire appropriation contingent on the regents adopting a resolution that the University would not require 4-H leaders to refrain from discriminating on the basis of sexual orientation.

A compromise was reached. Some changes were made in the forms signed by 4-H leaders, and the University held to its commitment against discrimination.

Then for a while it looked as if controversy over the St. Paul hockey arena might block the whole bonding bill.

In the end, everything was worked out, and University people had reason to celebrate. At the April 16 University Senate meeting, Yudof thanked everyone who contributed to the good outcome. Legislators received so many phone calls, e-mails, and faxes from University supporters, he said, that some said "they were willing to surrender if we would just call them off."

"The funding we received is going to mean a renaissance for the University."

—Mark Yudof

The senate passed two resolutions. The first, introduced by faculty lobbyist Marvin Marshak, extended "enthusiastic thanks" to Gov. Carlson, state senators, and state representatives.

The other resolution, introduced by V. Rama Murthy, praised Yudof for the way he has communicated the value of higher education and

research, set new directions for academic excellence, and "helped restore a sense of trust and harmony in the University community...after the fractious and discordant times of the recent past."

In the resolution, the senate "congratulates and commends President Yudof on his skills of leadership and effectiveness in dealing with the various external and internal constituencies, and conveys its sincere gratitude for his efforts."

"I know we don't do this kind of thing very often in Minnesota," Murthy said, "but sometimes we've got to break loose."

—Maureen Smith

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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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Transferring authority and resources to colleges and schools

By Mark Yudof, president

The academic heart of every university resides in its faculty and staff working in their departments and colleges. It is here that knowledge is created, students are taught, and outreach is launched. Like other modern organizations, we are finding it increasingly difficult to achieve our multiple missions effectively and efficiently without decentralizing authority, resources, and accountability to these core structures. In a world where research results can be distributed to millions instantly via the Internet and where students can take courses taught thousands of miles away, universities must move from a model that depends on central control and regu-

lation, toward one that allows core units to respond quickly and effectively to emerging needs and changing conditions. Many of the initiatives I have proposed rest on these ideas of increased authority for colleges, shared responsibility, and accountability. I am reorganizing central administration to make it smaller, flatter, and more responsive. Although I have been most impressed with the caliber of the administration, we must continue to remind ourselves that Morrill Hall houses no research labs, no classrooms, and no outreach programs. It exists to support the work of the University, not to control and regulate it.

The planning and budgeting compact process is designed to allow colleges and the administration to have open, honest discussions and to create an atmosphere of collegiality and peer relationships. The process should produce a focused discussions of each college's mission, values, and priorities, informed primarily by the work of departments and programs. Nearly all the ideas contained in the academic compacts have come from the imagination and hard work of faculty, staff, and students within the colleges.

Incentives for Managed Growth (IMG), ameliorated by the provost's ability to direct the funds on the basis of program need and quality, complements this management philosophy well. For colleges to effectively manage their programs and produce competitive outcomes, they must have direct control of some resources, and these resources must be responsive to increases in instructional and research activity. IMG fills this type of need by moving two major revenue

streams (tuition and ICR) under the direct control of colleges. Productivity increases are immediately rewarded, and expenditure of these resources is at each college's discretion, not that of an administration that may not understand the dynamics of a particular line of research or instructional program.

Finally, I am encouraging greater communication within and across the University. I have attempted to meet more often with governance groups such as the Senate Faculty Consultative Committee, the Academic Staff Advisory Committee, the Civil Service Committee, labor management committees, and student governance groups. I am also hopeful that local-level consultation with faculty, staff, and students will continue to be strengthened within colleges and departments, so that the best ideas for moving the University forward may be advanced.

The transfer of authority and resources does not come without responsibility, and there will be difficult decisions to be made within colleges, such as tradeoffs between compensation and programmatic investment. However, I believe firmly that it is the colleges that are in the best position to make these difficult decisions, and that our future will be stronger because those that best understand our core missions and values will be making and implementing key investment decisions.

Accountability will be secured through the compact process and focusing on outcomes, and not by unduly limiting discretion in our colleges and schools.

FACULTY CONSULTATIVE COMMITTEE

Academic appointments: another tenure crisis?

Although we seem to have weathered a crisis over tenure, at least one University committee has concluded otherwise. The joint committee—comprising representatives of the Senate committees on educational policy and faculty affairs, the Faculty Consultative Committee, and the Academic Staff Advisory Committee—is looking into corollary problems that, although generally less visible, seem equally threatening to the health of universities and colleges. They might be called branches of the same bush, for they spring from the same crises of cost and financing that gave us our nationally watched battle over tenure.

In its most newsworthy form, this crisis usually takes the form of an expose. The *New York Times*, for example, recently ran a story on Ph.D.s who piece together temporary, part-time appointments at several colleges and universities in order to live and to practice their professions. Unprotected by health insurance or tenure code, these professionals seem a curious blend of migrant worker and outsource expert, their only office the room or two in which they also live. Such an account casts colleges and universities as cold corporate exploiters.

This issue may seem far from Minnesota, but signs of its presence here already are making flesh crawl in some quarters. Both CLA and IT recently have increased the number of non-tenure-track faculty (NTTF), most visibly in language departments and mathematics, which have too few faculty and graduate students to teach the introductory classes. While many NTTF at Minnesota are hired full-time for a year and have health bene-

fits—and so look little like the pitiful cases reported by the *Times*—they teach enough students to turn a tidy profit for the collegiate units. As Professor Connie Sullivan points out in an article to be published in the *Association of Departments of Foreign Languages Bulletin*, that profit typically is not returned to the departments that generated it, but is instead used for other purposes in the college.

Those living among the ruins created by years of retrenchment can hardly blame the colleges for staffing required courses and making a useful profit at the same time. Yet a limit of sorts—a professional propriety—already has been broken. Sullivan points out that the ratio of NTTF to tenure-track faculty in the University of Minnesota's Department of Spanish and Portuguese is 21:13—an extreme in national practice.

Minnesota has long used NTTF, who have been useful colleagues in many departments, indispensable ones in some professional schools. Moreover, the academic staff (P&A) classifications into which such "adjuncts" usually are fitted, were created to regularize prudent NTT hires in such departments and schools. So the problem is not the NTTF. The problem seems to be the displacement of tenured faculty, the new reality created out of recent troubled decades. Within that reality, Sullivan has reason to conclude, we are destroying tenure in departments of modern language. We are damaging it elsewhere as well.

The joint committee will report on this trend, document it as well as possible, and recommend ways of reversing it. But

it cannot do so quickly. For it also must recommend ways of funding tenure-track positions—or, more precisely, it must define the degree of risk that may be hazarded by using soft money to replace the hard, state money that everybody knows will not be restored in any near future. Other committees also are at work on this problem, clear evidence that it is widely recognized.

Aspects of the problem have also had public airing. "Adjuncts in Academe: No Place Called Home," by Katherine Kolb (an NTT "adjunct" in French and Italian), already has been reprinted in the *Modern Language Association's Profession 1997*. In this article Kolb describes the unsettling experience of meeting with the kind of personal cordiality yet professional distance that is often the lot of even the most successful NTTF member in the most welcoming of departments.

If the articles by Kolb and Sullivan and the committee's recommendations cohere, Minnesota may once again be in the news for having wrestled with a tenure problem—and, let us hope, having won. The proofs will be the strengthening of tenure, the more successful integration of NTTF, and tenured appointments made upon fiscally sound bases.

—Kent Bales

Kent Bales, professor of English language and literature, is chair of the Senate Committee on Faculty Affairs (SCFA), an *ex officio* member of the FCC, and a member of the joint committee on academic appointments.

Staff to receive governance survey

All Professional and Administrative (P&A) staff are being surveyed about their preferences for representation in University governance.

In the past, the University's P&A staff have been linked closely to faculty in terms of benefits, compensation, and employment conditions. Last year, however, the legislature, regents, and University administration separated the compensation plans of the two groups. As a result, P&A staff members were not included in the faculty salary increase. The Academic Staff Advisory Committee (ASAC) then decided to advocate more actively for the needs of the class.

In comparison to the faculty, the P&A staff historically have had relatively little representation in University and most unit gov-

ernance structures. And within those governance structures, the number of P&A representatives eligible to vote has been comparatively small, even though systemwide, faculty and P&A numbers are about equal. ASAC—the main P&A voice in University governance—reports to the University president, but serves only in an advisory capacity.

When the P&A staff were excluded from the faculty compensation plan, ASAC's representation and governance subcommittee began a systematic evaluation of governance structures both here and at other Big Ten universities. It found that about half of the institutions have P&A representational bodies of varying size, structure, and function. The survey now being generated is an attempt to find out what kind of governance structure P&As think would best suit their needs and advance a P&A agenda at the University.

The survey is being distributed by an electronic list to most P&As. If you have not received one, are a P&A, and would like to respond, you may e-mail Linda Fisher at lfisher@tc.umn.edu or leave a voice mail message at 626-2224.

1998 P&A award ceremony set

Five academic professional and administrative (P&A) staff members will be honored for their professional achievements on Wednesday, May 13 at 2:15 p.m. in the 3M Auditorium of the Carlson School of Management. President Yudof will address the audience and present the awards, and a reception to congratulate the winners will follow at 4 p.m. in the Atrium.

CIVIL SERVICE COMMITTEE

Compensation plan and salary principles ok'd

The civil service compensation plan for July 1, 1998–June 30, 1999, was approved at the March 19 Civil Service Committee meeting. The plan has also been approved by human resources and administration.

The plan's main points include a 2.75 percent across-the-board salary increase as of June 22, and, for employees hired before January 1, 1998, a 2 percent across-the-board salary increase as of December 21. The salary ranges will be adjusted upward. The four scientist-classification ranges will be adjusted upward from one to five ranges, and the information technology classifications will also receive pay adjustment increases. See the complete plan on the Web at www.socsci.umn.edu/civilser.

Our compensation plans are based on salary principles, which are now being reworked. They will be available on the Web in a few weeks.

We'd like your feedback. Please respond to me at smith040@maroon.tc.umn.edu.

—Linda Smith
Compensation Subcommittee

Committee to update president and Board

The Civil Service Committee will provide regular quarterly reports to the president and Board of Regents at the regents' meetings, beginning in May.

Updates will include the committee's advisory responsibilities, major civil service issues, subcommittee activities, strategic planning, and advancement toward 1997-98 goals and objectives.

If you have any information that you would like included in the report, please contact Don R. Cavalier at 1-218-281-8585 or cavalier@mail.crk.umn.edu; or Katie Stuckert at 1-612-626-8743 or stuck005@tc.umn.edu.

—Don R. Cavalier
Chair, Civil Service Committee

Compensation study under way

The Office of Human Resources compensation philosophy study is now under way. The study's purpose is get an accurate picture of what people from all parts of the University feel are the most important considerations in the University's compensation philosophy. Along with other compensation information, the survey responses will be used to help policymakers form an overall compensation philosophy.

Yellow postcards have been mailed to all employees. We would like participation from everyone. You can complete the survey online at data.ohr.umn.edu/comp/ or you can obtain a paper copy by calling 612-627-4300. Your feedback is very important to the survey's success.

—Rob Jackson
Human Resources

Budgeting

continued from page 1

into central funds, from where it was allocated to units. Now 100 percent of tuition revenue and 51 percent of ICR money go straight to the colleges. The idea with tuition is that "dollars go more immediately to where the students are," says associate vice president Robert Kvavik.

Impact: salary increases*

The full impact of IMG—which started under President Hasselmo and went into effect last July—is being felt only now. The real crunch is on salary increases.

In the old system, salary increases were funded entirely from central funds. But now that "we have given away a quarter of the central administration's income flow," Yudof says, such a system is "not sustainable." Instead, a plan for faculty and staff salary increases will have to include "a shared obligation," he says.

The biggest chunk will still come from central, in an amount to be determined, and colleges will have discretion to pay more.

The concern that some faculty have expressed, though, is that a mandated increase above the centrally funded amount would force some colleges to retrench to come up with the money. The Senate Committee on Finance and Planning unanimously passed this motion March 17: "There shall be no unfunded mandated salary increases imposed by the

central administration on the colleges."

For the average faculty member in CLA, every 1 percent raise is \$409 per year after taxes, the committee minutes say. "That same 1 percent would provide salaries and fringe benefits for seven new assistant professors," a committee member said. "Most faculty would probably prefer that the college have the new positions."

Although a salary plan has not been announced, it appears that central administration will encourage units to award higher raises but will not require them.

Yudof says he is proud that his administration is as able as it is to pay salary increases. Were it not for two important achievements—central administration cuts and a supplemental appropriation that includes \$13 million for salaries—only \$7 million would have been left in the budget for raises, enough for maybe 1.25 or 1.5 percent.

"As we stand here today we have \$34.7 million" for salaries and other ongoing needs, he says. Still, he says, "we cannot afford to fund the level of raises that are necessary."

Even under the old system, colleges found ways to pay higher increases, Yudof says. Last year the stated increase for P&A staff was only 2.5 percent, but actual raises averaged 5.6 percent.

Compact arrangement

The centerpiece of the new budgeting framework, Yudof told regents, is the compact, a written agreement between

central administration and a unit. Bruininks says the compacts represent "a rather substantial sea change in the way we've gone about planning and budgeting."

A compact outlines a unit's goals, values, strengths, and aspirations. Each only a few pages long, compacts will be on the Web for everyone to see. "This is a much streamlined process," Bruininks says, and an open and public one.

More than 35 compact meetings have now been held with all the colleges, says Bruininks, and the atmosphere has been "very much one of mutual give and take."

The move is away from a highly regulatory system to one "built far more on trust and accountability for outcomes," Bruininks says, with IMG including "built-in rewards for productivity."

Some colleges clearly benefit from IMG, says Kvavik. "CLA will probably have \$4 million more than it otherwise would have had," he says. "The Carlson School has generated a lot more tuition, IT has more tuition, General College has more tuition. And their budgets reflect it."

He points out that the system will avoid the kind of situation that happened, for example, after the Carlson School decided unilaterally a few years ago to reduce its undergraduate enrollment from 1,500 to 750, with no commensurate cut in the budget. Students then went to CLA, where student-faculty ratios got worse.

Are there losers under IMG? Some col-

News digest

■ A salary proposal for faculty and P&A staff was announced just as *Kiosk* went to press. The plans calls for 6 percent from central funds for faculty salary increases and 4 percent for P&A, with provision that colleges could pay up to 2 percent more. Provost Bruininks said he will urge units to go at least an additional 1 percent, and he believes they can do it.

■ Nearly 50 student protesters gathered in front of Morrill Hall April 8 to seek additional faculty positions for the Program in Chinese Language and Literature, and nearly a dozen students began a hunger strike. Dean Rosenstone said CLA has just completed a search for a third tenure-track faculty member in the program and has increased the program's funding for next year by 18 percent. These resources are "more than adequate" for current enrollment levels, he said. Rosenstone and President Yudof both said they are committed to attracting more students to the program through a new scholarship.

■ Three finalists have been named for vice president for human resources: acting vice president Carol Carrier; Jackie McClain, executive director of human resources and affirmative action at the U of Michigan; and C. Keith Groty, assistant vice president for human resources at Michigan State.

■ The Gopher men's basketball team won the National Invitation Tournament by defeating Penn State March 26 at Madison Square Garden and returned the next day to a rousing victory celebration in the Coffman Union.

■ Four out of five freshmen who were asked during spring 1997 said they "like" the U (51.1 percent) or "love it" (30.1 percent). The survey was also conducted at the U of Texas and the U of Washington, with similar results. One difference was that satisfaction with registration was significantly higher at Minnesota.

leges will say they are, but Kvavik doesn't see it that way. "Every college in the place has more money than before. Colleges with more students will have even more."

IMG may show some colleges heavily dependent on tuition, others on ICR. "Folks, that was the case before we started," Kvavik says. "All IMG has done is reveal where the dollars come from."

When all is said and done

Kvavik sees two main effects from IMG's first round. "It has moved dollars to where students are, so you could say students in one sense are the winners, and it holds flat the resources available to administration."

"Administrators are much more at a loss to grow revenues," Kvavik says. "You'll see. This budget shows no growth in central, and marked improvement in resources available to colleges."

In the past, Kvavik says, the University "would have been retrenching every college, and we'd have said [the money for salary increases] all came from central."

As far as Kvavik is concerned, this is a good-news year. "The president has brought in more resources through a supplemental request and a bonding bill that will move the institution forward. Every college will be markedly better off. That's what we ought to focus our attention on."

—Maureen Smith

*As *Kiosk* went to press, a new salary plan was announced. See "News digest" above for details.

The U's best teachers talk about teaching

On May 11, five faculty members will receive the U's most prestigious teaching award, the Morse-Alumni Award for Outstanding Contributions to Undergraduate Teaching. Presented annually since 1965, the award has been given to 253 faculty, including this year's group. The award, named for the late Horace T. Morse, first dean of General College, includes a \$1,500 annual salary augmentation and a \$2,500 award to the recipient's college for three consecutive years.

This year's winners cover the spectrum of undergraduate education. John Beatty, associate professor, teaches ecology and the history and philosophy of science in the Department of

✓ **What are the qualities of good undergraduate teaching?**

LINDA MILLER-CLEARY: You need to take the students from where they are to where they want to go or where you think they need to be. To me, in good undergraduate teaching, that link-up is really important. The way you can connect the two is through lots of engagement, establishing in their minds why they should be in that course, and helping them examine their own experience in relationship to the topic. Somehow, they have to reorganize a new body of knowledge.

JOHN BEATTY: Actually, I think we should blur the distinction between graduate and undergraduate learning, and have students pursue the subject matter like graduate students: *be* historians, *reason* like biologists, *do* biology. Don't just memorize. It boils down to having undergraduate students think like graduate students.

Ecology, Evolution, and Behavior. Denise Guerin is a professor of interior design in the Department of Housing, Design, and Apparel in St. Paul. Jay Hatch is an associate professor of biological science, with an appointment in General College. Linda Miller-Cleary is a professor in English education at Duluth. Professor Lawrence Rudnick teaches astrophysics in the School of Physics and Astronomy.

As distinguished and popular teachers, these five are articulate spokespeople for undergraduate education. Kiosk talked to them to find out what they think about teaching and learning at the U. Here's what they said.

DENISE GUERIN: Realizing that you're not just here to teach content, but to help your students be prepared to learn. I'm not here just to teach design, but to teach my students how to be the best designers 20 years from now. Also, qualities like approachability and humor are very important. You can't learn if you're not having a good time. This doesn't mean making a course less demanding, but removing the stress and pressure that can impede learning.

JAY HATCH: There's a distinction between good teaching—as in being informed about pedagogy—and what you can do in a classroom to make students like you. You can't be effective unless you do something to show you like what you're doing. But once you've opened that door, you can have good or bad pedagogy. Good means you need to engage them; you can't bring them along otherwise. I think good teachers always strive to engage students. It's essential for undergraduates, but also important for graduate students.



Photos by Tom Foley

"You can't be effective unless you show students you like what you're doing. But once you've opened that door, you need to engage them; you can't bring them along otherwise."

—Jay Hatch, associate professor, General College



"I'm not here just to teach design, but to teach my students how to be the best designers 20 years from now."

—Denise Guerin, professor, College of Human Ecology



"The best reward is the appreciation of your students. Nothing makes you feel better or worse than a course evaluation."

—John Beatty, professor, College of Biological Sciences

✓ How have you learned to be a good teacher?

LMC: It became a profound insight to me when I was doing my own research. I was having people tell their own stories, and I found that when they started with their own stories, they became engaged. This supports what we now know about the human mind, that it is more than stimulus-response. To learn, you have to find out how your knowledge is organized, then attach new things to that knowledge until a new knowledge is organized. You construct your knowledge by combining what you hear with what you have known.

LARRY RUDNICK: The desire to teach has always been part of who I am. The same is true of science. I knew by upper elementary school what I wanted to do. I can picture the moment: In the alley between my house and my grandparents' house. My grandfather took out lead blocks and melted them down to make sinkers for fishing. I realized there was something neat here and I would end up in science or math. I knew that science/math/teaching would be part of my life. I've learned from reading, workshops, from people here, and from my daughter's school. I learned that there was a whole body of knowledge about education and learning. I didn't feel prepared for teaching. I didn't know how little I knew. I was mostly concerned with "What should I know in terms of content?" I was very concerned about mechanics. When I think about it now, I realize those are trivial details.

✓ Who were your role models?

DG: My parents. They were both high school teachers. So there has been teaching on both sides. I was a practicing interior designer. One day a colleague asked if I'd teach a class for her. I fell in love with the students and the classroom. So I went back for my master's degree with the intent to teach.

LR: Mr. Wizard. There really hasn't been anyone in real life, but Mr. Wizard's job got me excited. I once dedicated a paper at a conference to him.

JH: I've had a few teachers who modeled, "Get your brain in

Every classroom needs a timepiece and an armadillo—or at least John Beatty's classroom does. He uses the timepiece to explain different approaches to understanding science. The armadillo is key to explaining how Darwin developed his theory of evolution.

gear." I had three professors in particular who expected, not just focused discussion, but a dialogue, who really involved us. Two of those three had that "I couldn't be happier about doing this" attitude and one of them was so ecstatic, so engaging, so enthusiastic, you couldn't go to sleep if you wanted to.

LMC: My first female professor in grad school. That was a great moment for me. I began to see how I could operate in the system. It wasn't about teaching but about being female in the workplace.

✓ What mistakes have you made that taught you the most about good teaching?

JB: I keep making one mistake that I can't seem to rectify: I don't raise the subject of teaching with students. It's a lack of courage, I suppose. I'd like to raise the issue of what makes a course good in the course. I think we'd get more from students if we talked about teaching. I think students would take interest in a course in a different way.

Another mistake is that I emphasize breadth over depth. I think I could do a whole biology course using just the potato—or the armadillo. Breadth is traditionally overemphasized in introductory biology. Students learn as much new vocabulary in first-year biology as they do in introductory French. This mistake always costs. It costs the students because they learn less about how to reason.

LR: The biggest lesson has been to take people seriously and at face value. When people are intimidated, their questions come out in funny or warped ways, so I've learned to presume that all questions deserve serious responses. I have learned to be much more respectful in dealing with students. If I want to excite, challenge, and motivate, I must understand the dynamics of the relationship. Also, I must accept that what I do isn't going to work for everyone. I always knew that for the content side. But the same is true for the relationship side. I get almost universal comments from students on how nurturing and caring I am, and then there will be one or two students who see me as condescending. I have to realize that's inevitable.

JH: Sometimes I may have tried too much to be on stage. And then there's a mistake I made last quarter with a technique I tried. Students were frustrated, and I felt it in the whole course. They had no clue what would happen next. In a way I knew better, and maybe I didn't put in enough time. When I first put new things into practice and fail, that may be why. We need to put as much time into interactive pedagogy as into lectures. If you just take someone else's idea and try to implement it, you may fail.

continued on page 7



"Listen to your students."

—Linda Miller-Cleary, professor, College of Liberal Arts, Duluth



"I've become a surprised convert to the power of positive feedback."

—Lawrence Rudnick, professor, School of Physics and Astronomy, Institute of Technology

The honorary Czech

Josef Mestenhauer's life proves that you can go home again after all

Josef Mestenhauer's remarkable story has been told in a number of places, including the *New York Times Book Review*, but it's worth retelling at least one more time.

In 1948, Mestenhauer was a 22-year-old law student in his final term at Prague's Charles University—one of the oldest in the world. Besides studying, he was a leader in both his law student association and the Czechoslovakian National Student Association and an activist with the anti-communist Nationalist Party, which listed him as one of its candidates for the next round of parliamentary elections.

Today he is director of the U's Office of International Education, and a professor of educational policy and administration who is about to lead faculty on a two-month study tour to Russia and Eastern Europe, courtesy of a Fulbright grant. How he got from Prague to Minneapolis and back again is an unlikely tale.

As happened so often in the tumultuous years following World War II, young Josef Mestenhauer's bright plans were eclipsed by politics. Branding him an "enemy of the people," the new, Soviet-backed Communist government of Czechoslovakia placed him under arrest. At best, Mestenhauer faced a lengthy prison term; at worst the living death of deportation to the gulag. But in one of the unexpected turns so typical of his life, he managed to break out of jail and—a revolver at the ready—escape across the border into what would soon be known as the Free World. Shortly thereafter, he was tried in absentia and sentenced to 25 years by a Czech court.

In the meantime, an international student organization helped him come to the United States and finish his undergraduate work in Washington. Later, he came to Minnesota and took his doctorate in political science.

Like millions of other displaced Europeans, it looked as though Mestenhauer would never go home again. But then, the impossible happened. In 1989, the Czechoslovakian people, led by playwright Václav Havel, staged the "Velvet Revolution" and political power passed—peacefully—from the Communists to an interim and finally a democratically-elected government.

A year later, Mestenhauer received a call from his brother, Zdenek, who'd remained in Czechoslovakia, informing him that the conviction had been overturned by the new government. Mestenhauer was free to return to his homeland. Even more improbably, in 1991 he learned that Charles University wanted to confer the law degree he was supposed to have received the year he fled.

Last month, Mestenhauer's story took yet

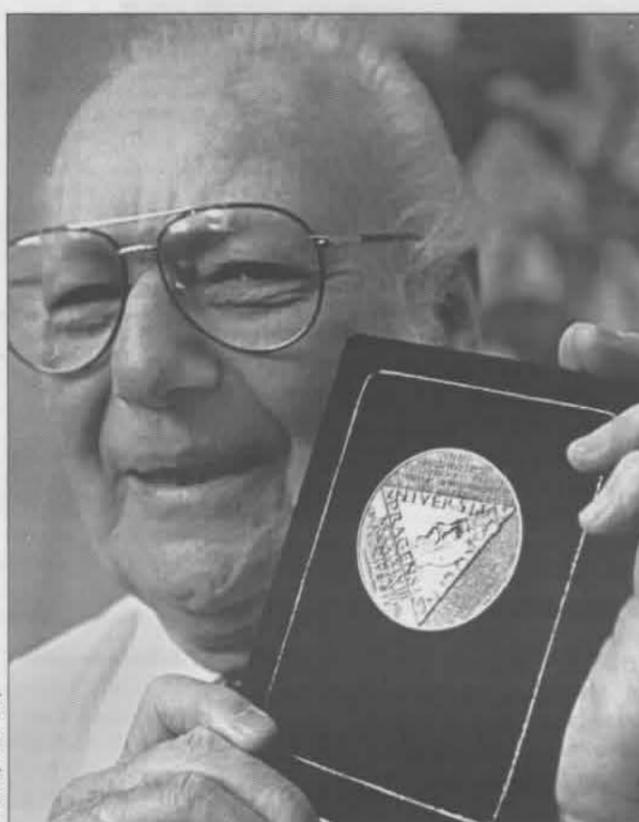


Photo by Tom Foley

On April 9—the 650th anniversary of Prague's Charles University—the U's director of international education, Josef Mestenhauer, received that university's Golden Medallion for Outstanding Service. Mestenhauer's remarkable life includes activism, arrest, escape, and miraculously, a triumphant return to his native country.

another unlikely turn when he returned to Prague again, this time to receive an award honoring the 650th anniversary of the founding of Charles University on April 9, 1348. On this trip, Mestenhauer was accompanied by his wife, one of his daughters and her husband, and their two children—Mestenhauer's grandchildren—ages six and two. They, and Mestenhauer's brother and his family, were on hand at historic St. Vitus cathedral when Mestenhauer was awarded a Golden Medallion for Outstanding Service to Charles University.

"It will be a very formal celebration in typical European fashion with caps and gowns," Mestenhauer said during an interview the day before he left for Prague.

In the nearly 10 years since the Velvet Revolution, Mestenhauer's native land has gone through some rocky times, chief among them the separation that divided the country into the Czech and the Slovak republics. Mestenhauer, who, as director of International Education, has both a professional and personal interest in what's happening in East Europe, says that to everyone's surprise the "divorce" as the non-violent, democratically-determined process came to be known, has actually turned out to be a good thing for both countries.

"The issue had paralyzed the country but once it was resolved, both countries took off, not just economically but in other ways as well," he explained. "There are still some tensions between the two countries, but they are minor. And the general public still seem very much friendly with each other."

Lately, however, the Czech Republic has been undergoing political and economic hardship, with widespread corruption in the financial sector leaking over into corruption in the political process. Ironically, Mestenhauer attributes some of the trouble to the great pains the Czech people took not to treat the former leaders of the Communist government vengefully.

Many of the old officials drained the treasury before finally leaving office. Meanwhile, the new parliament failed to reform the nation's Soviet-era banking regulations, leaving room for lots of financial chicanery.

"Economically, the country has done very well—in some respects better than Poland and Hungary—because it privatized more quickly and was not burdened with as many Soviet industrial white elephants," he said. On the other hand, he pointed out, Czechoslovakia, particularly after the "Prague Spring" of 1968, suffered much harsher political oppression than some of its Warsaw Pact neighbors, in part because it bordered on the West. "There are important lessons of democracy that the country never learned," he said. "Now it has had to catch up."

But for the moment, Mestenhauer was less concerned with social and political issues, more excited about personal matters. "My grandchildren have never been out of this country before," he explained. "They have lots of cousins they've never met, so this is going to be a real family reunion. My brother's children and grandchildren will all be with us. It's going to be a real babel of Czech and German and English!"

—Richard Broderick

Metroscapes extravaganza

Through June 14, the Weisman Art Museum features *Metroscapes*, a photographic exhibition of the Twin Cities and surrounding suburbs, with the work of Jerome Liebling and Robert Wilcox. In conjunction, an array of lectures, discussions, films—and a tour—take a closer look at urban and landscape design, and the Twin Cities' future. Here's a sampling. For more information, call 625-9494.

Mon., May 4

■ **Edgy Cities: Growth, Urban Design, and the Future of the Twin Cities**—A discussion moderated by Prof. John Adams. 5:30 P.M. CALA Court.

Mon., May 11

■ **Suburban Documentation Project: Looking Closely at the Suburbs**—Photographer Chris Faust and landscape writer Frank Edgerton Martin discuss their work in documenting suburbs. 5:30 P.M. CALA Court.

Thurs., May 14

■ **Divided Highways: The Interstates and the Transformation of American Life**—Tom Lewis, author of the book and co-producer of the 1997 PBS documentary, *Divided Highways*, will discuss the history and impact of the interstate freeway system. 6 P.M. CALA Court.

Sun., May 17

■ **Tour de Sprawl**—View urban and suburban design in a guided bus tour focusing on development issues in the eastern metro area. 1-5 P.M., information desk in the Weisman Art Museum lobby. Refreshments provided. FFI and registration: 625-9495; FFI on the tour: 870-3443.

Employees to be honored for service

Civil service and bargaining-unit employees who are celebrating milestone work anniversaries will be honored June 25 at the North Star Ballroom in the St. Paul Student Center. The all-University reception will recognize employees for 20, 25, 30, 35, 40, and 45 years of service during the period July 1, 1997 through June 30, 1998. Invitations will be mailed in May to the home addresses of the 300 eligible employees.

Wild and crazy physicists do it again

If you missed their inauguration week performance, you get a second chance to catch the Physics Force in action at 7:30 p.m. May 7 in Northrop Auditorium. Watch as they fall from scaffolds to catch billiard balls in midair, shoot cannons—and themselves—across the stage, throw eggs, jump rope, make audience members reveal their center of gravity, and generally live it up to demonstrate the principles of physics. People are still talking about the show physics professor Dan Dahlberg, along with area high school physics teachers Jon Barber, Hank Ryan, Jack Netland, Aaron Pinsky, and Fred Orsted, put on in October. Free. Don't miss it.

Kudos

■ **Jay Cohn** was elected a Fellow by the American Association for the Advancement of Science. Cohn, professor of medicine, was recognized for his expertise in understanding and treating heart failure.

■ **Sally Noll** has received the Ranelius Award of the Minnesota Turkey Growers Association for her work on behalf of the Minnesota turkey industry. Noll is the U of M Extension scientist.

■ **Caroline Turner**, associate professor of educational policy and administration in the College of Education and Human Development and research coordinator for the University faculty development program in the office of the vice president for multicultural affairs, has been elected secretary of Division J of the

American Educational Research Association.

■ **Ranja Yusuf**, editor in University Relations, won the "Best Card Design" award from the National Association of Campus Card Users (NACCU) at the group's national conference in April. Yusuf designed the University's U card, which competed with similar cards from other major universities on the basis of balancing information with visual appeal.

■ Six professors have been named 1998 **Distinguished McKnight University Professors**: **Wei-Shou Hu**, chemical engineering and materials science; **Richard James**, aerospace engineering; **Charles Nelson**, Institute of Child Development; **Keith Olive**, School of Physics and Astronomy; **C. Ford Runge**, applied economics; and **Steven Smith**, political science.

Interview with confidence

Job interviews are probably on everyone's list of most nerve-racking experiences. Not only is there a lot at stake, but the situation calls for self-promotion, a skill that makes many of us uncomfortable.

To achieve the kind of inner confidence that will shine during an interview, you need preparation and practice to sharpen your interviewing skills. Here are four steps to build that confidence.

Step 1: Identify interview questions.

Prepare for an interview by reviewing frequently-asked interview questions. The Employee Career Enrichment Program—and almost any interviewing book in your local library—can provide you with a list of practice questions. Add to this list by thinking of questions you would ask an applicant if you were hiring for this specific position. Although you can't predict all questions, you can anticipate and prepare to answer some. If the interviewer asks a question you did not anticipate, listen carefully to understand exactly what he or she is asking. Pay attention to the interviewer's nonverbal cues, and ask for clarification if necessary.

Step 2: Practice. Once you've developed a list of interview questions, practice answering them the way you would like to during the actual interview. Ask a friend to role play the employer, and get some

feedback afterward. You can also use a tape recorder to simulate a "think on your feet" context, and play back and critique your responses. Alternatively, write out your responses longhand. The important thing is to figure out ways to express yourself, and get plenty of practice using the words and phrases you like. Practice should also include preparation for questions you didn't anticipate. Get comfortable asking for clarification, restating the question in your own words, and taking time for reflection before you answer.

Step 3: Provide examples of your work.

Short, concrete examples of past accomplishments or behaviors are more vivid and memorable than vague generalities. Instead of saying, "I have outstanding communication skills," say, "I worked successfully as a member of a cross-functional team to create a customer-focused program. I coordinated the meetings, acted as the group facilitator, and assumed responsibility for marketing, increasing attendance by 60 percent. Here is the brochure I created to publicize the event." When using this technique (called behavioral interviewing), each example should include a description of the situation, your task, the actions you took, and the outcome or result. If possible, include physical evidence of your work, as well as feedback from customers and supervisors.

Step 4: Get comfortable helping the employer find out about you. During an interview the employer controls the flow and you control the direction of the con-

versation. Identify your strongest selling points (knowledge, skills, and abilities) with respect to the position, and think of times when you successfully demonstrated your expertise. Then practice describing your contributions. During the actual interview, listen for opportunities to tell the employer what they want and need to know about you. If you are uncertain whether you adequately understood and answered a question, ask for clarification.

The goal of the job interview, of course, is to convince the employer that you are the right person for the job. For that reason, you can't be modest about your accomplishments. Because everyday conversation typically doesn't include the type of self-promotion needed for a successful job interview, however, practice is invaluable.

Experiment with words, gestures, and attitudes to see what feels genuine, truthful, and positive.

To build confidence in your interviewing skills, the Employee Career Enrichment Program offers a workshop called, On the HOT Seat: Interviewing Skills for Career Advancement. To register for this or any ECEP workshop, call 626-0774 for a schedule, or see the schedule and registration form on the ECEP web site at www.umn.edu/ohr/eccep.

—April Schnell

April Schnell is an associate counselor with the Employee Career Enrichment Program.

Morse awards

continued from page 5

✓ Does the U do enough to reward good teaching?

JB: My experience is limited. I hear the upper administration is supportive. Does good teaching pay? I don't know anyone who is a better teacher because of pay. The best reward is the appreciation of your students. Nothing makes you feel better or worse than a course evaluation. The Morse award doesn't make up for a bad evaluation.

DG: I'm blessed because I'm in a department that values teaching and learning. I have been rewarded for effective teaching with promotion and tenure. The U itself does great with workshops for faculty and teaching assistants. We have a tremendous number of resources for teaching.

LR: We are a research institution. If we don't keep that focus, we won't survive. So I have no question about the primacy of the research entity. There doesn't have to be a tradeoff, however. Let me rephrase that: that doesn't remove me from the obligation to do the best job I can as a teacher. Are we doing as much as we can? My answer is, "no." I would have said the same about research.

JH: We don't do enough yet, but we've made great strides. We used to give not much more than lip service to teaching, but support has become real substantive in a few years.

✓ How could it do better?

LMC: I think people need a mentoring process connected with teaching. So many people haven't gone through the process of finding what works and what doesn't. It would be helpful to find some people who are acknowledged for teaching and having them mentor others, with that recognized as part of their workload.

LR: Be creative in looking for opportunities to give positive feedback frequently to everyone. I've become a surprised convert to the power of positive feedback. Promoting good teaching is a balance of positive and negative emphasis, with heavy emphasis on the positive. Growth will come out of the balance. Our research culture is a highly critical one. That's how we do business. In my mind, that gets in the way of improving teaching. Focusing on flaws is not effective on an affective level. It doesn't make people want to grow. On a number of occasions I've sat with teaching assistants at the end of the quarter and asked them to say what they feel good about. Many can't say something positive. If we don't articulate that, how can we allow ourselves the pleasure of moving forward?

My idea is to have a student letter-writing project in which students write letters to the professors who have made a difference to them. Then the letters would be collected and distributed. Imagine someone getting 100 letters from people saying, "Thanks for what you did." I've had three in my life, and I still get chills when I read them.

✓ What advice would you give to a first-year faculty member about teaching?

LMC: Listen to your students. Have them evaluate your course early on, before the end of the course. That reveals the gap between what you're giving and what they're getting. It's amazing how just a few adjustments can be the difference between being really good and falling apart.

JB: I'm hoping that's an out-of-date question soon; it may be the other way around. At this point, I'd hesitate to think I know more about teaching than a new faculty member. My own teaching assistants are above me. If you pick the right candidate, there's no need for advice on teaching.

LR: Take care of yourself that first year. It's a brutal year. Teaching is a developmental process, so there are some lessons that have to wait. You can't get it all at once the first time you're doing a syllabus. You must be able to relax and say, "I'll deal with that next year."

JH: Get into the Bush Program for Teaching Excellence. If there are Morse-Alumni profs in your area, go see them. That's the most effective way to get a good start.

✓ How will/does technology affect teaching? Is it affecting your work or how you see your role as a teacher?

LMC: I feel a huge need for caution here. It's back to context: Whenever you get a machine in between people, it's hard to get context. That's why interactive models using technology are best.

DG: Eventually, when technology becomes so friendly it yearns to be used, it will be our friend, save us time, and help us to break out of the box and move ahead. We don't need to be technicians, we need to have it work for us.

LR: I view technology practically as I would any other teaching method. I think about it strategically. We need to examine the benefits and the risks. There are no global answers. It's like textbooks or discussions: You can overdo anything, and I don't view it any differently from those. It will have to be incorporated in the future, but we must be reflective about it.

—Mary Shafer

Pheromones were the topic of discussion, and KARE-11 sniffed out Elmer Birney from the James Ford Bell Museum of Natural History to sort out the olfactory phenomenon..... David Knopman from the Medical School was unforgettable in a WCCO-AM story on regaining memory after head trauma....A nice addition in the *Star Tribune* was a story on the U's Math Fun Fair featuring Andrea Olson from the Institute of Technology.... Joann Slavin, professor of food science and nutrition was spoon-feeding media across the country on the benefits of eating cereals enriched with folic acid. KFMB-8 in San Diego, WUSA-9 in Washington, KTLA-5 in Los Angeles and our very own KSTP-5 ran the story....The dialysis analysis continued as stories about the forthcoming clinical trials for the artificial liver were picked up by WCCO-4, KSTP-5, KARE-11, ABC News, "Good Morning America," and Reuters. Wei-Shou Hu, chemical engineering and materials science, and Frank Cerra, health sciences, provided detoxifying interviews.... Features on mechanical engineering's Robot Show, featuring professor William Durfee, were programmed on KARE-11, WCCO-4, KMSP-9 and WMNN-AM....A story on the financial risks of investing in emerging markets was cashed in by the *Chronicle of Higher Education*. Sheila Warness, asset management, was quoted....WMNN-AM ran an enlightening piece on families' involvement in children's education, featuring Bill Doherty from family social science....Last month's "hack attack"—or denial-of-service attack—which slowed servers and denied access in some instances, was communicated in the *Star Tribune* and the *Pioneer Press*. Susan Levy Haskell, security incident response coordinator, explained....The proposed succession of the state's northwest angle to Canada because of disputes over fishing rights was the lead story on KARE-11, with history professor Hy Berman attracting viewers hook, line, and sinker....We know too much aggressiveness is a menace on the highway; now we learn it isn't good for your gums, either. WCCO-4 ran a story on the dangers of aggressive tooth brushing, featuring Jill Stoltenberg from the School of Dentistry....A new treatment for prostate cancer caught the attention of the *Pioneer Press* and WCCO-AM. Akhouri Sinha, genetics and cell biology, was interviewed... Another excruciatingly painful experience—shopping with children—ran on WCCO-4. Kathleen Olson from U Extension Service provided tips....A story on unique course work offered by the Center for Holocaust and Genocide Studies appeared in the *Star Tribune*. Stephen Feinstein, center director, was quoted....A welcome-home party for the men's basketball team—National Invitation Tournament champions—was covered by WCCO-4, KSTP-5, KARE-11 and WCCO-AM....Other story topics in the news that quoted U students, faculty, and staff included precinct caucuses, copyright law, women's hockey, rural design, mosquitoes, asteroids, credit card use, tornadoes, fear of the dentist, patents, office pools, youth and violence, charter schools the tobacco lawsuit, cancer death rates, Web applications, Social Security, and virtual classrooms.

—Mike Nelson
University News Service

May 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., May 10–Sat., May 16

■ **Spring Jam '98**—Campus-wide activities include Campus Carnival May 16, with food, rides, interactive games, arts and crafts, and live music. Buckeye Parking Lot (northeast of Mariucci Arena). 10 A.M.–7 P.M. Other events during the week include concerts, ice cream social, arts and crafts fair, basketball tournament, and more. Sponsored by Coffman Union. FREE. FFI: 625-9400.

Wed., May 13

■ **Academic Staff Award Ceremony and Reception**—President Yudof will present awards to five honorees. 2:15 p.m., 3M Auditorium, Carlson school; reception follows at 4 p.m. FFI: www.umn.edu/ohr/asac/.

Wed., May 13

■ **20th Annual Honors Program for African American students**—Sponsored by the African American Learning Resource Center. 7–9 p.m., 125 Willey Hall. Reception follows. Free. FFI: 625-1363.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Photographic and interactive exhibit featuring artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through Aug. 16.

■ **JASON Project Exhibit**—Designed and built by Minnesota students, this year's JASON exhibit explores the classic adventure novel, *20,000 Leagues Under the Sea*. Tours available. Through July 1.

Coffman Union, FFI: 625-9400

■ **Rolling Stone Covers Exhibit**—Thirty years of popular culture are chronicled in this multimedia retrospective of Rolling Stone covers, artifacts of pop culture icons, innovative photography and design, and curios from the Rock and Roll Hall of Fame. May 19–21. Coffman Union 1st floor. 10 A.M.–6 P.M. Free.

The Goldstein Gallery, FFI: 624-7434

■ **Bead Dreams, Future Visions**—International juried exhibition showcasing contemporary work in seed beads by artists from many traditions. Through June 14.

Nash Gallery, Willey Hall, FFI: 624-7530

■ **We Are All Related**—Contemporary Native American art exhibition of local artists working in printmaking, photography, and sculpture. Through May 22.

■ **We Are Many, We Are One**—National exhibition of contemporary indigenous art representing 25 Native American nations. Curated by Juane Quick-to-See Smith. Opening reception: May 1, 6–8:30 p.m. Through May 22.

Weisman Art Museum, FFI: 625-9494

■ **Metroscapes**—This exhibition of Twin Cities landscape photographs pairs two collections: the Minneapolis Gateway photographs of Jerome Liebling and Robert Wilcox, and Suburban Landscapes of the Twin Cities and Beyond. Through June 14. For events in conjunction with this exhibition, see page 6.

■ **A Scholar Collects: Selections from the Canedy-Harem Collection**—Artworks from the private collection of U Professor emeritus Norman Canedy. Opens May 2 and runs through August 30.

DANCE

Fri., May 1; Sat., May 2

■ **Swan Lake**—With the Houston Ballet. Part of Northrop Dance Season. 8 P.M., Northrop Auditorium. \$21.50–\$37.50. FFI: 624-2345.

Wed., May 20; Thurs., May 21

■ **Rockin' 'n' Rhythm**—Zoe Sealy and U of M students with Ron McCurdy and the U Jazz Ensemble. 7:30 P.M., Ted Mann Concert Hall. FFI: 624-4008.

THEATER

■ **The Bacchae**—Post-modern treatment of the classic Greek play by Euripides, directed by Barbe Marshall. Stoll Thrust Theatre, Rarig Center. May 1, 2, 8, 9: 8 P.M.; May 7: 7 P.M.; May 3, 10: 3 P.M. \$11, with discounts available. FFI/tickets: 614-2345.

■ **Hair**—The musical by Gerome Ragni and James Rado. Whiting Proscenium Theatre, Rarig Center. May 29, 30: 8 P.M.; May 31: 3 P.M.; June 4, 5: 7 P.M. FFI: 624-2345.

MUSIC

Sat., May 2

■ **Dale Warland Singers: World Classics**—Compositions by Dominick Argento and Edie Hill, formerly of the U of M. 8 P.M., Ted Mann Concert Hall. \$15–\$25. FFI: 339-9707.

Wed., May 6

■ **Saint Paul Chamber Orchestra: Organ Center Stage**—Music by Haydn, Handel, Mozart, and Locatelli. Nicholas McGegan, conductor; John Butt, organist. 8 P.M., Ted Mann Concert Hall. \$13.50–\$37. FFI: 291-1144.

Tues., May 12

■ **U of M Jazz Ensemble I and Jazz Singers**—Ron McCurdy, director. 7:30 P.M., Ted Mann Concert Hall. Tickets: 624-2345. FFI: 626-8742.

Thurs., May 14

■ **Weisman Ensembles Series Preview: Loud Concert**—Minnesota Contemporary Ensemble's fourth annual Gallery Crawl is the second of three concerts previewing the new Weisman Ensembles Series debuting this fall. 8 P.M. Dolly Fiterman Riverview Gallery, Weisman Art Museum.



Swan Lake, with the Houston Ballet, is performed at Northrop May 1 and 2.

Thurs., May 14–Sun., May 17

■ **Candide**—U of M Opera Theatre production; Gary Gisselman, director. May 14, 15, 16: 8 P.M.; May 17, 3 P.M., Guthrie Lab. FFI: 626-8742.

Sun., May 17

■ **U of M Concert Choir and U Chamber Singers**—Kathy Saltzman Romey and Thomas Lancaster, conductors. 4 P.M., Ted Mann Concert Hall. Free. FFI: 626-8742.

Fri., May 29

■ **U of M Symphony Orchestra: Springtime music**—Kate Tamarkin, conductor. 7:30 P.M., Ted Mann Concert Hall. Free. FFI: 626-8742.

Sat., May 30

■ **Weisman Ensembles Series Preview: Future Perfect**—Trance/ambient/drone music of electronic artists is last of three concerts previewing the Weisman's new small-ensembles series debuting this fall. 8 P.M., Dolly Fiterman Riverview Gallery, Weisman Art Museum. FFI: 625-9494.

LECTURES, WORKSHOPS, & CONFERENCES

Tues., May 5

■ **This Is My Explaining Ceremony**—Visiting professor Diane Gancy reads from her recent poetry collection, *Asylum in the Grasslands*, and from her novel, *Flutie*. Co-sponsored with the English Department's Creative Writing Program. 7 P.M., Weisman Art Museum.

Tues., May 5

■ **Communicating in a Marketplace**—U Communicators Forum annual conference presents sessions on how to combine marketing, advertising, and public relations to attract students, faculty, alumni, and public support. 8 A.M.–5 P.M., Earle Brown Center. \$95 (members); \$100 (nonmembers); \$50 (students). Register at www.umn.edu/umcf/98conf/98conf.html or 625-8244.

Wed., May 6–Sat., May 9

■ **Thirty Years After: 1968 and Its Legacies in German and American Culture**—Sponsored by the U's German Studies' Minnesota Forum on German Culture. Weisman Art Museum. \$25 registration fee. FFI: 625-2722.

Thurs., May 7

■ **Connective Leadership in Organizations**—Author-scholar Jean Lipman-Blumen will discuss organizational behavior, social and educational policy, crisis management, power theory, and gender roles. 3–5 P.M., Earle Brown Center.

Tues., May 12

■ **Multiplicity in Our Lives: Worklife, Cyberlife, Health, Recreation**—Sixth annual U Libraries symposium will include sessions on investment basics and money management, Web communication, balancing work and family, and more. Radisson Hotel Metrodome. Registration deadline: May 5. \$50. FFI: crame001@tc.umn.edu.

Wed., May 13

■ **What About "What About Beauty?"**—Marcia Eaton, professor and chair of the U's Philosophy Department, summarizes her perceptions of last year's Art Department-sponsored "What About Beauty?" series. Reception follows. Funded by the U's Arts and Humanities Endowment. 7 P.M., Weisman Art Museum.

Wed., May 20

■ **Why Reading and Writing are Hard**—James Paul Gee will speak about minority and lower socioeconomic students' failure in school, the effectiveness of schooling in general, and the debate over "whole language." Co-sponsored with the Center for Research on Developmental Education and Urban Literacy and with General College. 3:30 P.M., Weisman Art Museum.

Fri., May 22

■ **The Strange Career of the Closet: Gay Culture, Consciousness, and Politics From the Second World War to the Stonewall Era**—Discussion of George Chancey's book, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World*, which addresses postwar gay culture in America. 2 P.M., Weisman Art Museum.

Wed., May 27

■ **Communication in Ant Societies**—Guy Stanton Ford Memorial Lecture by Berthold Holldobler, world's leading authority on ants. 10:15 A.M., Bell Museum Auditorium. Free.

FAMILY ACTIVITIES

Sun., May 10

■ **Mother's Day Nesting Program**—Learn about the nest-building habits of some of the world's most-watched parents: birds. Includes museum tour and chance to build your own birdhouse. 1–4 p.m., Bell Museum. Registration deadline: April 24. For children grades K–5 and parents. \$3 (members); \$5 (other).

June 8–Sept. 4

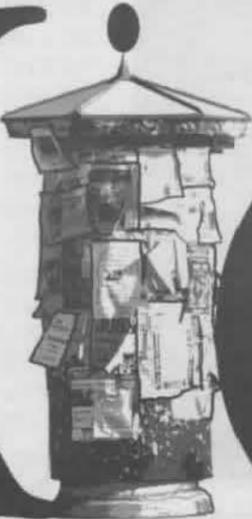
■ **1998 Summer Discovery Day Camps**—Many week-long day camps to choose from for kids grades 1–8. Explore natural history, art, science, and more. Bell Museum. FFI and registration brochure: 624-9050.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, University Relations, 6 Morrill Hall. Deadline for June's calendar is May 11.

In this issue:

- Faculty of color on their lives and work, p. 4
- The scoop on campus coffee shops, p. 5
- Weisman and Bell exhibitions, p. 6

Kiosk


www.umn.edu/urelate/kiosk/

Putting stock in marketing

In a competitive environment, the U focuses on its strengths

With his bright red suspenders and his deep, broadcaster's voice, J. B. Eckert plays the carnival barker perfectly. The crowd packed into the Earle Brown Center meeting room this May morning watches as Eckert—the U's broadcast services coordinator—does his spiel, using a maroon cloth-covered box flashing "M" buttons.

"It's the Mark-o-matic," he intones. "Yes, a marketing system in a box. You feed all your problems in and then—with no thought, no effort, and no-o-o-o collaboration, you get—solutions!"

Now Eckert produces cards labeled with problems likely to be faced by this audience of U communicators, slipping them into the box one by one. "Need help with positive media coverage? Government relations?" Into the Mark-o-matic they go. But wait, there's more. "Parking? Pay raise? Office with a window? There's nothing the Mark-o-matic can't do," he says. "And it's yours for \$19.95. Call 1-800-UMARKET. MasterCard and CUFs numbers accepted."

The crowd of some 200 gathered here for a program called Communicating in a Marketplace laughs and claps appreciatively at Eckert's tongue-in-cheek schtick, which opened the day-long Communicators Forum-sponsored event May 4. The very size of the standing-room-only crowd speaks to the interest in marketing at the U these days and, particularly for this crowd, how that marketing focus affects the kind of communicating the U does. In truth, say proponents, it has nothing to do with the carnival barker selling a bill of goods and everything to do with communicating core values.

Getting to know you

To understand what's meant by marketing at the U—at least in terms of student recruitment and retention—Gerry Rinehart likes to talk about how it used to be. Rinehart, director of student services at the Carlson School and a panel participant at the conference, says that, "in terms of marketing to students, the old model was basically, 'if you apply, eventually we'll process your application. If you call, sometimes

we'll answer the phone. If you decide to enroll someplace else, that's OK. We've got a lot more people in line.'"

No more such laissez-faire attitudes at the Carlson School, which two years ago adopted a new admissions program. Instead of accepting third-year students—who transferred either from CLA or from other colleges and universities—the school began working with admissions to recruit the best freshmen it could find.

Not only that, says Rinehart, but "once we get them in the front door, we work with them. We set up a communications cycle for every student admitted. No more than three weeks go by without a communication from us, and these communications segue into one another. We stay with them for four years. We're in their face. It's planned instead of ad hoc."

The result is a major change in the composition of Carlson's students. Once, every one of its 400 students was a transfer. Now, says Rinehart, 300 come in as freshmen, and another 80 as sophomores from within the U—which leaves only a handful of slots for transfers.

But the change is also about emotional attachment.

"What we've heard is parents who say they were amazed their kid decided to come here, because they were looking somewhere else," Rinehart says. "They were impressed that we were out there talking when they didn't hear from others. They felt that there were real people here at the U. My experience is that very few talk about this place being impersonal, because our goal now is to have every student be involved in some way—a critical factor in retention. When we had junior-year admissions, people passed through this place like smoke. Now, students come in and we expect things of them. We expect them to be contributors."

"...the old model was basically, 'if you apply, eventually we'll process your application. If you call, sometimes we'll answer the phone. If you decide to enroll someplace else, that's OK. We've got a lot more people in line.'"

—Gerry Rinehart

Pancake heaven



Photo by Tom Foley

Susan Rampi, office specialist in human resources, was one of 19 noncommercial competitors in the first-ever Golden Gopher Pancake Cook-off May 18. Rampi and the other contestants—including six commercial vendors—cooked and dished up samples in the St. Paul Student Center to judges President Mark Yudof and Dean Mike Martin of the College of Agricultural, Food, and Environmental Sciences, who evaluated the cakes on criteria that included appearance, taste, and texture. Rampi's "loony cakes" not only took second place in the "plain pancake" section of the open division, but her participation also helped the event—including sales of a cookbook featuring contestant recipes—raise \$5,000 for scholarships. Cookbooks are available at Williamson Bookstore and Books Underground.

Are we a business?

Proponents of this marketing approach say the Carlson experience—a focus on students and other groups as customers, which is being replicated in various forms in other parts of the University—has been a positive development for the U in an ever-more competitive marketplace. Still, as some who attended the marketing communications conference pointed out, there is plenty of discomfort at applying business-world tactics to an academic institution.

Tom de Ranitz, marketing manager and associate director of University Relations, says he encounters this discomfort frequently. But he believes that marketing principles can be adapted to academe.

"The number-one problem I see is that people assume

continued on page 3

EDITORIAL STAFF

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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@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.

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.



Campus renaissance: a sense of place

By Mark Yudof, president

When you stand on Northrop plaza and look down the length of the mall, you know you are on the grand mall of an academic institution.

Cass Gilbert's vision for a "City Beautiful" campus—classically styled buildings arranged along a central mall terminating at the Mississippi River—speaks of a long tradition, a grand purpose that will last beyond our lives. With its stately architecture, the mall centers our thinking on what this institution means. It gives us a sense of place.

When they allocated \$207 million for our capital budget bonding package this last legislative session, our legislators and governor respected this sense of place and recognized the essential role played by the state's greatest center of creativity. They resonated to our pledge of "Preserving the Past, Nurturing the Future."

Legislative and gubernatorial support of the historic mall projects will help create a renaissance on campus. The renaissance will occur not only in buildings, but in the academic programs tied to this infusion of resources.

Renaissance means "to be born again," and that is what we seek for the University as it approaches the new millennium. It will bring with it a great revival of arts and letters, of architecture on our campuses, and, as the dictionary says, a "period of marked improvement and a new life" for the institution.

"Renaissance" also describes men and women who exhibit such idealized virtues as civility, erudition, and cultural and scientific understanding. The \$36 million in the supplemental budget approved by the legislature and governor will help support faculty and programs in five strategic initiatives, recruit blue-chip faculty, provide competitive faculty salaries, and update classrooms and laboratories. These funds will "nurture the future" through investments in academic

areas that are vital to the state in the 21st century: molecular and cellular biology, digital technology, new media, design, and agriculture research and outreach.

In my judgment, investments in these buildings and programs are critical, but we need more to thrive and to achieve the heights of excellence. We aspire to a renaissance of the spirit, a quest to embrace the common good. Too often we view our own areas as fiefdoms, instead of thinking of the whole and the interdisciplinary relationships that underlie genuine scholarship, teaching, and service.

Our challenge over the next few years is to complete the planning and building of all these magnificent structures and infuse new life blood into their programs. Our long-term goal is to restore other sections of the campus, such as the knoll along University Avenue, which is bordered by some of the oldest, most historic buildings on campus: Eddy Hall, Burton Hall, Jones Hall. We are also looking at the south mall project, which could open the campus to the river once again and take a step toward completing Cass Gilbert's dream.

The buildings set a tone that is hard to describe. Wherever you are on campus, you should feel that you are in a good place, a place dedicated to higher learning. You may not be able to describe it, but you will know it when you feel it.

FACULTY CONSULTATIVE COMMITTEE

Tough choices for the U

We're coming to the end of a remarkable academic year: a fine new president, a constructive Board of Regents, and an excellent budget appropriation. We have more functional buildings dedicated to sensible programmatic initiatives, higher faculty salaries, and a renewed awareness throughout the state about the importance of the University of Minnesota. Things are looking up.

Yet somehow these increased resources and more favorable climate haven't boosted our morale the way they ought to. In part, this is because the new initiatives have just gotten started and haven't made a difference yet to our working lives (except to make us work harder planning for new buildings, new technology, new programs, and new faculty colleagues). Equally important, we've been starved for so long, and have such great needs in so many areas, that even the large infusion of new resources we've received this year isn't enough. We need,

not one, but many good years to make up for the long dry spell we've been through. Realistically, we'll never have enough for all the worthwhile things we'd like to do. We've got to make tough choices. As the FCC and other Senate committees have discussed the issues this year, we have realized that the choices often can be framed: Should we better support what we have, or should we invest predominantly in new initiatives? Some examples:

■ Should we use impending retirements to increase support for existing faculty, or should we hire new two new assistant professors with the funds made available by one well-paid, retiring full professor?

■ Should we put more money into sabbaticals and everyday support for mid-career faculty, giving them the time and energy to learn and lead new areas of knowledge, or should we assume that new hires will be the main source of new research areas at the University?

■ Should we continue to train as many new graduate students as possible, or should we rely more on non-tenure-track but stably employed faculty and staff to help with our teaching, research, and service missions?

■ Should we continue to build new buildings, when bond service and increased maintenance take millions of dollars that could be used to increase salaries or support more graduate students?

■ Should we focus our resources on new interdisciplinary initiatives that we think will be the key areas of the 21st century, or should we invest in the core disciplines that form the basis of the NRC rankings in which we've fallen so badly?

Because the mission of research universities is to create and transmit new knowledge, our bias is toward the new. But in many cases, we have neglected what we already have; "deferred maintenance" refers to faculty and departments as well as to buildings.

These are not easy choices, and they don't have obvious answers. We need to both support the old and bring in the new. The best mix will differ from department to department, from college to college. To make sensible choices we need more effective faculty consultation with deans and department heads. Our new adminis-

trative structure pushes authority down to the colleges. It's up to faculty to make sure we seize our share of that authority to shape our futures.

—Victor Bloomfield

Victor Bloomfield is professor of biochemistry and chair of the Faculty Consultative Committee.

Letters

Thanks

I just wanted to thank you for a very nice article in the April issue of *Kiosk*. I really enjoyed it!

Thanks for the kind thoughts and support. The team, my staff, and I definitely appreciated it.

*Laura Halldorson
Head coach, women's hockey*

My baby is a ewe

All-in-fun category: Maybe it's me but in the context of recent research and the U's reputation for being in the forefront of most everything academic, the first thing I thought of in seeing the picture on the cover of your most recent *Kiosk* was "Uh, oh—they've done away with cloning and are into chimera!" Beautiful Ewe, indeed!

*Jonathan D. Sweet
Executive asst. and technical coordinator
Tucker Center for Research on Girls & Women in Sport and School of Kinesiology and Leisure Studies*

Correction

In the May *Kiosk*, Josef Mestenhauer should have been identified as the College of Education and Human Development's director of international education.

...in many cases we have neglected what we already have; "deferred maintenance" refers to faculty and departments as well as to buildings.

P&A award winners honored

Five members of the University's academic professional and administrative (P&A) staff received awards May 13 from President Mark Yudof for distinguished contributions to the U. Recipients were selected from a pool of 30 nominees by an awards selection subcommittee of the Academic Staff Advisory Committee (ASAC).

Established seven 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:

■ **Richard Bianco**, program director of the experimental surgical laboratories and acting assistant vice president for regulatory affairs, Department of Surgery, Medical School. He was honored for achievements in cardiovascular research, as well as leadership and service in furthering animal and human research.

■ **William Craig**, assistant director of the Center for Urban and Regional Affairs (CURA), Hubert H. Humphrey Institute for Public Affairs. His award recognizes contributions to the development of geographic information systems, as well as outreach in the fields of geography and demography.

■ **Dean Herzfeld**, U of M Extension Service coordinator of the Minnesota Health, Environmental, and Pesticide Safety Program (Mn-Helps), Department of Plant Pathology, College of Agricultural, Food and Environmental Sciences. His award recognizes contributions to the mission of the U of M Extension Service, the protection of Minnesota's environment, and the health and safety of the state's people.

■ **Ellen Nagel**, director of the BioMedical

Library, Twin Cities campus. The award recognizes her leadership in bringing innovative improvements to the Biomedical Library.

■ **Diane Wartchow**, counselor advocate and program director for the Student-Parent HELP Center, General College. The award recognizes commitment and service to students, particularly those whose personal and family situations make pursuit of a degree unusually difficult.



With President Yudof, the 1998 P&A award winners gathered May 13 for a ceremony honoring their achievements. They are (from left, next to the president), William Craig, Diane Wartchow, Dean Herzfeld, Richard Bianco, and Ellen Nagel.

Marketing

continued from page 1

marketing is all or nothing," de Ranitz says, "that if we implement marketing, we're changing our ideology. But we're not selling bleach, of course. And so we don't have to accept everything that has to do with marketing. We do what's appropriate. If we use an all-or-nothing approach, we get trapped."

In de Ranitz's view, marketing is about building mutually beneficial relationships, discovering what people value, and delivering it.

"The tactics of marketing communication can make people uncomfortable," he says. "But if we focus on goals—awareness, value, revenue, for example—then people see marketing in a different light."

The marketing stance

The first requirement, say both Rinehart and de Ranitz, is that substance and core values have to be in place before marketing is implemented.

"The gap between image and substance can't be very wide," says Rinehart. "If we're going after the students, we'd better be able to meet their needs. When we bring in top-quality students, we raise expectations. So we must continue to have tenured faculty teach undergraduates and provide a world-class education."

With substance in place, marketing becomes a matter of understanding how people value the university in both its generic and its specific sense.

"People have strong, well-established opinions about what a university should be," de Ranitz says, "and those expectations are applied to us. They're really archetypal expectations of what 'going to college' means, and they're expressed in colors and symbols and coats of arms, for example. We can take advantage of archetypal images that no business could dream of, images that conjure up institutional pride and loyalty. In addition, we have populist roots and a land-grant mission.

"People value the emotional attachment connected to all of this. So in a sense, marketing is about building up emotional equity. It's easy to focus on the crisis du jour, but the emotional side needs constant maintenance."

To de Ranitz, marketing communications become a matter of using media to create and sustain those emotional attachments. As a case in point, he talks about the University's graphic standards system.

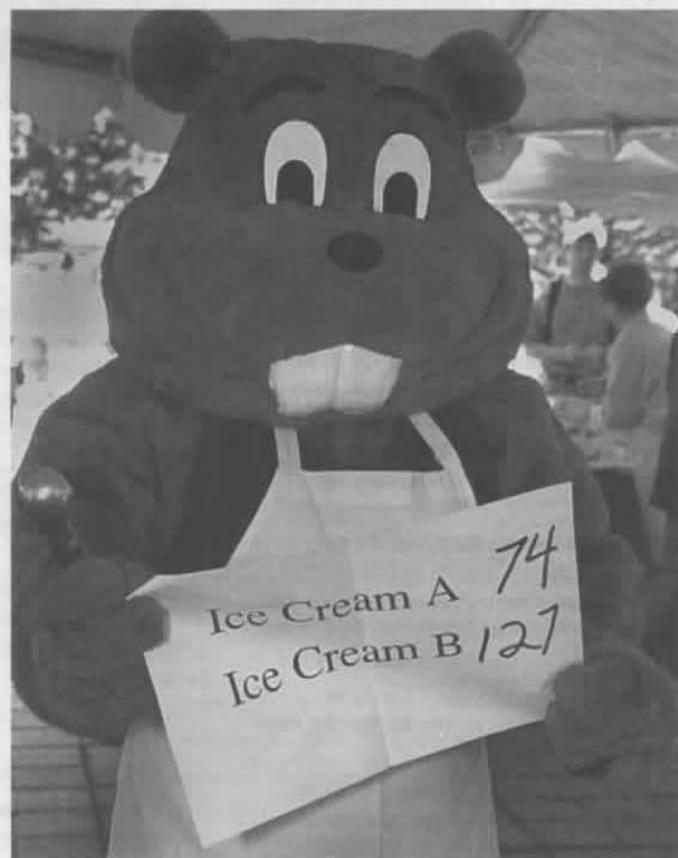
"We used to look at graphic standards only from the standpoint of consistency," he says. "But from a marketing standpoint, you look at graphic standards in an emotional context as well."

Adopting this marketing approach is the reason why strong University images now appear at strategic campus locations, why maroon banners welcome visitors, and Goldy waves from campus busses. It's all about helping people feel connected to a place that is, well, the University of Minnesota. And that emotional connection, says de Ranitz, is at the heart of marketing communications.

"It's relationship-based," de Ranitz emphasizes. "Marketing communications lay the fertile soil for other marketing efforts. Grass won't grow on cement."

—Mary Shafer

Goldy was impressed



By popular vote, Ice Cream B (the U's own) was judged tastier than Ice Cream A (Penn State's contribution) at a reception honoring Twin Cities campus student athletes May 6. Penn State's contribution of 5 gallons of cookies and cream ice cream was the result of an NIT wager between the presidents of the two institutions.

■ A celebration of the legislative outcome was May 20 on Northrop plaza. The event was a faculty thank you to Gov. Carlson, legislators, and President Yudof. Framed copies of University Senate resolutions were presented to Carlson, legislative leaders, and Yudof.

■ Regents got their first look at the proposed 1998–99 operating and capital budgets in May. "The budgets reflect the priorities of the board," said Yudof, "and will strengthen our efforts to make the University one of the premier public land-grant institutions in the world." Regents will vote June 12.

The proposed operating budget includes \$87.5 million in new money, \$12.6 million of which goes directly to academic units under IMG (incentives for managed growth) as the unit's share of tuition and indirect cost recovery money. Much of the remainder is earmarked for new faculty hires and other support in five key academic areas.

■ Undergraduate tuition revenue increases would be held to 3 percent on the Twin Cities and Crookston campuses and 4.3 percent at Duluth and Morris. In the Twin Cities, lower division tuition rates will increase 4.5 percent, or about \$61.25 a quarter. Upper division increases range from \$5 to \$35.75 per quarter (0.2 percent to 2.5 percent).

Administrators are proposing that the single undergraduate tuition rate be implemented by 2000–2001. It had been scheduled for sooner but would have required too big a jump in lower division rates.

■ **G. Edward Schuh**, former dean who holds the Orville and Jane Freeman Chair in International Trade and Investment Policy at the Humphrey Institute, was named Regents' Professor.

■ **Carol Carrier** was named vice president for human resources. "Dr. Carrier brings a wealth of experience to this position, including her many years as associate vice president for human resources and as professor in the College of Education and Human Development," Yudof said.

■ An update on the south mall project led to a broader discussion of all the construction planned on the Twin Cities campus. "We have a lot to be excited about," with \$392 million in construction in the next few years, Yudof said. Regent Bergland asked if there will be places to put everyone who is temporarily displaced. Interim vice president Eric Kruse said there is a plan, with some details still to be settled.

Yudof said the big experiment in planning will be to bring all stakeholders into a room together instead of consulting one group after another. "We have some buildings we have promised to get done by 2002 or the U has to pick up the debt service," he said. "We can't have a series of 20 meetings."

■ External reviewers found **General College** to be in good health and potentially a national center for developmental education. Dean Taylor told regents. Regents and Yudof expressed strong support for GC.

■ President Yudof and general counsel Mark Rotenberg will teach a **freshman seminar on the constitution** in the fall. The class will be similar to one Yudof taught at Texas.

Issues of color

Personally and professionally, faculty of color tackle tough issues.



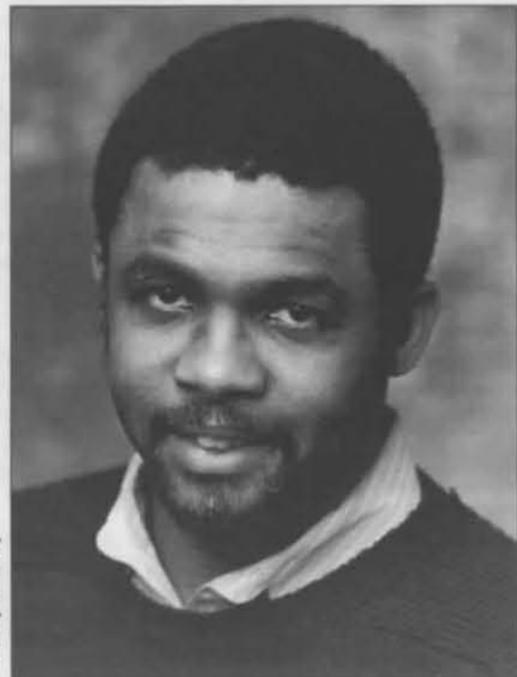
“Does being a ‘success’ mean that I have become part of a system that I cannot change?”

Caroline Turner



“To be multicultural means to have a wider perceptual base.”

Darcia Narvaez



Photos by Tom Foley

“Somewhere along the line I figured out that the problems were not methodological. There were real differences.”

Ernest Davenport, Jr.

On April 24, a dozen faculty of color came together to showcase their research at an all-University forum called Diversity Through the Disciplines. Not surprisingly, most of the papers dealt with minority issues.

“I feel that where people come from—their background—shapes their scholarship,” says Caroline Turner, who coordinated the forum for the Office of the Associate Vice President for Multicultural Affairs. Bringing different perspectives and concerns into the academy is one argument for diversity, she says.

“I listened to all the talks, and they were just wonderful,” Turner says. Two of the speakers, Ernest Davenport, Jr., and Dario Menanteau, brought their daughters. “That’s not typical,” Turner says. “It felt more like family.”

In the following profiles, three of the faculty who presented at the forum talk about their research and their lives in academia.

Caroline Turner

Years ago, a high school dean of girls saw Caroline Turner’s ability and made a suggestion that changed her life: She should go to college.

College? What was college? Turner wondered. “I graduated second in my class, and I had no clue,” she remembers. “I didn’t know that there was a college, that there was anything beyond high school.”

“I’m grateful forever,” she says. “I jumped through the door.” Not only did she graduate from college, but she earned a Ph.D., found an academic job, and achieved tenure.

Caroline Sotello Viernes Turner grew up in a migrant farm labor family in California, working in the tomato fields and moving from one corrugated steel shack to another. She calls herself “a woman of color from a ‘no collar’ class.”

She is half Asian (Filipino) and half Latino (Mexican). “It’s very complicated,” she says about her ethnic identity. “My children are everything. My ex-husband was German and African American. They have all of that.”

“I’m not culturally disadvantaged or culturally deficient,” she says. “There was lots of culture around me—the Mexican culture, the Filipino culture. I’m part of both worlds. I’m still part of the world in the fields, and I’m part of this world, too. When I meet people now they see that I’m middle class; I’m dressed the way I’m supposed to be to be here.”

Turner, associate professor in educational policy and administration and coordinator of the Diversity Through the Disciplines forum, presented her own paper, “The Tenure Track: Faculty of Color in Academe,” drawing on interviews with 64 faculty of color.

All but three or four said they have encountered subtle discrimination. “We are not succeeding, and I think it’s because we are still looking at this process as a sorting and weeding, rather than an affirming and building,” one person said. “It was like there was a script, but I was missing a page or I wasn’t given a page,” said another.

Turner’s own story is a success story, yet she calls it bittersweet. Yes, she achieved tenure, but the journey was lonely and held many sorrows as well as joys. She is not sure she would encourage others to follow in her footsteps.

Honesty is all she can offer, she says. “I want to encourage young academicians to join the faculty, but I do not want to lie.”

Still, she says, “the students make it worth it for me, especially to lead the way for other graduate students of color. A lot of the faculty I interviewed said that.”

When she arrived in Minnesota, Turner felt warmed by the welcome and “hoped these kindly colleagues would become genuine friends.” It didn’t happen. Nobody was unkind, but “I realized that they would not be a part of my personal life. They were absorbed in their own busy lives, and I was really alone in work-

ing out an understanding of my job and helping my children adjust to new surroundings.”

What saddens her is that she has become like those kind and busy colleagues. “New people come to the University, and I am similarly caught up in my work. I know that I do not do enough to reach out to the new faculty of color. I am haunted by questions: Does being a ‘success’ mean that I have become part of a system that I cannot change?”

Competing for students and for money is “so unlike what I experienced as a child when we shared everything,” she says. “The way we survived was through the community, and I think that’s the way we’re going to survive here, looking out for one another.” Community and mentoring are not new in the academic world, but “somehow we’ve forgotten.”

For faculty of color, it is important to create “communities of difference, not just commonality,” she says. “If we put our minds to it we can create those communities of difference where we’re comfortable being both insiders and outsiders.”

Turner is working on a national conference on recruiting and retaining faculty of color. “Keeping Our Faculties” is scheduled to take place at the U October 18-20.

“We’ve got so many wonderful speakers coming,” she says. “We’re going to try to work on solutions and interventions. The usual things just aren’t working, or they’re working but they’re so slow.”

Darcia Narvaez

“One of the driving forces in my life has been to figure out why people don’t get along and how they can be so hateful and hurtful,” says Darcia Narvaez, assistant professor in multicultural education and teacher development.

“At first I tried to find the answers in theology and art. Now I have turned to the sciences. I’ll integrate them all eventually,” she says.

Narvaez received her Ph.D. in 1993 and joined the faculty in 1994 after a varied career that included teaching music and Spanish in elementary and high school, earning a master of divinity degree, working in the Hispanic community, and running her own business. A song she wrote is still the theme song for the Hispanic Motivation Project, which encourages Hispanic girls to go to college.

Her father, Richard Narvaez, was Puerto Rican and a professor of Spanish at the University, and her mother was a Minnesota farm girl. Several times her father got grants and took the family to live in Spanish-speaking countries—two years in Mexico, a year in Columbia, a year in Spain. Narvaez spent the first four years of her life in Puerto Rico.

“My experience living in Hispanic countries and coming back to Minnesota was always a culture shock,” she says. “In other countries my girlfriends and I would walk around arm in arm. If I did that here, my friends would freak out.”

Narvaez, executive director of the University’s Center for the Study of Ethical Development, studies moral development. “Moral reasoning development really matters,” she says.

One of her studies, which she reported at the Diversity Through the Disciplines forum, is on differences in personal ethics among ethnic groups. Consider this scenario:

Glen jumped out of bed Sunday morning before sunrise. Today was the day he was going up north to take pictures of migratory birds.

He would be entering the pictures in a national photography contest.

It would be a two-hour drive, and he wanted to capture the birds in the early morning light as they built their nests.

Just before he went out the door, he noticed a message on his answering machine from his

continued on page 6

Don't know beans about coffee shops? Here's the scoop



Photo by Tom Foley

Pancakes may be grabbing headlines these days, but coffee aficionados know that the finest stack of cakes is nothing without a great cuppa joe. And for that, you're in luck. The Twin Cities campus mid-metro locale means there's a coffee shop to suit anyone's fancy. But how to find your dream caffeine among the dozens of coffee shops around campus? Again, you're in luck. Lest the lure of espresso and cappuccino befuddle the uninitiated, staff writers and resident coffee connoisseurs Rich Broderick and Deane Morrison went under-ground to get the scoop on local shops. Here's their report.

Espresso Royale, Dinkytown

Fifteenth Avenue S.E., East Bank

■ A Dinkytown institution, Espresso Royale is a nice, relaxing place to linger over an espresso, its atmosphere a clean, downhome combo of hardwood floors and exposed brickwork. The cappuccino I sampled was milkier than traditional cappuccinos, with a thick froth and faintly burnt aftertaste that made it seem more like a cafe breve—a combination of espresso and steamed Half & Half. ER features lots of seating, no smoking, a large selection of pastries, and pop music played at a low volume. *RB*

■ Students and writers hang out and con-

template the world through a picture window unclouded by smoke. The cappuccino was good and hot, six ounces for \$1.70. The house blend of Italian roasted Latin American beans—8 oz. for \$1.05—was hot, with a slightly burnt taste. Many small tables, music, and artwork provide a nice, casual atmosphere. *DM*

Espresso Royale Café, Stadium Village

Washington Avenue, East Bank

■ This outlier of Dinkytown's Espresso Royale is much cozier than its big brother and has a completely different atmosphere—more like a European sidewalk espresso café than a college hangout. The latte I sampled was the best espresso drink I downed during our tour of coffee places—very creamy and mild, with overtones of chocolate and an earthy aftertaste.

The café is cramped but has outdoor seating during mild weather. Inside, it has a small number of café tables arranged in two rows on the clean, white tile floor. Noise from the espresso machine dominates the small, rectangular room, making this, ironically, a good place for intimate conversation despite the proximity of the tables. It's smoke-free and favors non-fusion jazz on the stereo. *RB*

■ Serving mostly to-go clients with space for only a few sit-downs, this place served a very good 8-oz. latte for \$1.80. In fact, I

didn't taste a bad latte at any of the places we visited. Not so the Indian Mysore Plantation A, one of the day's specialty coffees. Though hot, it was watery and unpleasant. On the other hand, you can't beat the price: a buck even for 8 ounces. *DM*

The Purple Onion

Fourth Street S.E., Dinkytown

■ The Purple Onion is smoky and noisy (technopop played at moderate volume—but any volume at all would be too much) and the coffee—a cappuccino—pretty much flavorless except for a burnt aftertaste. My favorite touch is the sign posted on the door warning patrons that if they want to linger they need to buy a cup of coffee within minutes of entering the establishment. Oh, never mind—we'll just go someplace else. *RB*

■ The sign on the door says it all: You must order drinks in the first few minutes of arriving. Not a bad idea, as drink-and-run beats hanging around and succumbing to the cigarette smoke. I found the cappuccino (8 oz., \$1.75) bitter and the dark roast (8 oz., \$1.10) bitter but bearable. *DM*

Café of the Americas

Newman Center, University Avenue, East Bank

Strictly speaking, COTA is not a coffee shop, but a cafeteria-style restaurant specializing in international dishes, with a heavy emphasis on Latin and South American cuisine. In my estimation, it has the best brewed coffee around campus, a blend of "Fair Trade" beans grown in Chiapas, Mexico (COTA is home-away-from-home for the peace and justice crowd), which means you not only can sip a cup of really good java for \$.75, but also sip it in good conscience, since the farmers who grow the beans are paid a fair-trade (as opposed to free-trade) price. Plus, the coffee is organic.

COTA also features a rich assortment of made-on-the-premises baked goods, and tasty (and cheap) lunch fare. The mixed clientele includes staff, students, and non-University patrons who may have learned about the cafe when it was on the City Pages list of "Best Meals Under \$5." The stereo soundtrack is a bright and cheery mix of world beat and Cajun. The café is in the process of setting up espresso service for those addicted to high-test. *RB*

The Cup

Concourse, Williamson Hall, East Bank

■ The Cup is just a takeout window for a busy clientele. To be honest, I was surprised that the coffee—Sumatran—was as good as it was. In the past, its specialty brews turned me into a Nolte regular. This Sumatran was a little weak, but not too burned nor as bitter as many brewed coffees: hot, and no taste of styrofoam from the cup. 8 oz. for 99 cents. Ambiance? Ambulatory. *DM*

Espresso Exposé

Washington Avenue, East Bank

■ Espresso Exposé is a very smoky and—except during the "quiet hours" which were imposed on the place because of complaints from neighbors—pretty noisy place. But the cafe lattes are okay and moderately priced with a faint, pleasant-enough licorice aftertaste. The disorderly array of tables and chairs announces that this is mostly a student joint. *RB*

■ Populated by students, cigarettes, and ceiling fans, with corner windows. The latte, good and milky, was \$1.75 for 8 oz. I also tried the Kenyan and found it rather weak, but one of the better gourmet brews. Both varieties were nice and hot. *DM*

Hard Times Café

Riverside Avenue, West Bank

■ With its loud grunge music and clientele to match, this place is, ironically, only a stone's throw from the new Carlson School building. Its no-smoking area comprises approximately two tables. At \$1.75 for 8 oz., the latte was okay but unexciting. The featured Ethiopian Sidamo was rather bitter and barely hot enough with cream, but only a buck for 8 ounces. *DM*

■ Located on the site of a former restaurant, this place attracts genuine West Bank down-and-outers and young down-and-out wannabes who huddle over cups of joe to the tuneless tunes of grunge music. The posted menu features omelets and soups made on equipment I recognize from the 1970s. FYI—if you go to Hard Times be prepared to smoke, whether you smoke or not.

On the other hand, the young man who waited on us was friendly, even offering to get the label from the bean bin so we could get the proper spelling of the coffee of the day, the latte I sampled was mild and smooth, and its price—\$1.75 for a single—in the middle range of coffee-house fare. Hard Times: not a bad place to pass through, but you wouldn't want to linger there. *RB*

Lori's Coffeehouse

Cleveland Ave., St. Paul

■ A refuge for faculty as well as students, as evidenced by the strains of Bach floating through the air. The house blend (8 oz. for \$1) was bitter, but bearable with appropriate infusions of sugar. The café au lait (8 oz., \$1.25) was really good. Indoor and outdoor seating. *DM*

■ This low-key café—in an old storefront with a painted tin ceiling and big windows looking out over the St. Paul campus—attracts some staff and many international students; you're as likely to hear Arabic spoken here as English. The single café au lait I ordered (essentially a café latte, but made with brewed coffee rather than espresso) came in a 10-ounce glass mug for \$1.25. Although the au lait was a little watery, I did appreciate the atmosphere at Lori's, the hang-out-all-day pace, and the Glenn Gould playing quietly on the stereo. *RB*

Remains of the Day: Skulls and Metroscapes

Metroscapes, the Weisman's current exhibition, combines photography and videotapes of what at first glance seem to be two subjects connected only by the themes of architecture and urban planning.

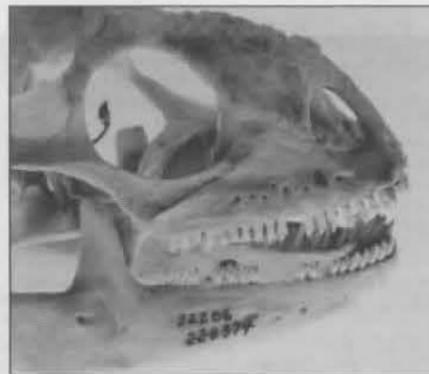
Half the show is devoted to photographs by Jerome Liebling and Robert Wilcox (both of whom taught at the U) of Minneapolis's old Gateway district taken in the late 1950s—in the period just prior to that district's razing under the merciless ax of urban renewal. This part of the exhibit also chronicles the district's resurrection as an area of sterile high-rise apartments and parking lots—a scheme heavily influenced by the modernist theories of Le Corbusier, (recently described in an article I read on the new urbanism as "that great idiot, Le Corbusier.").

The other half of the show, *Suburban Landscapes of the Twin Cities and Beyond*, features the work of half a dozen photographers and videographers, and offers a visual record of the kind of communities in which a majority of Americans now live—the 'burbs.

So there you have it: one half of the show devoted to the destruction of a down-on-its-heels but architecturally distinguished city district—including the mindless demolition of the Metropolitan Building, arguably the most glorious piece of architecture ever erected in the Twin Cities (on a site then left vacant for 20 years!)—the other about the relentless rise of the suburban ecosystem. Yet on closer examination, it becomes clear that both halves of the exhibit are about loss—loss of the past, in the case of

Liebling and Wilcox's photos; the loss of rural habitat and rural communities—and the subsequent attempt to recreate an artificial version of that habitat and way of life—in *Suburban Landscapes*.

Tellingly, the photos of the bygone Gateway District are full of the gritty vitality of street life, its portraits of the inhabitants, shopkeepers, missionaries, and charity workers of this old skid row area rich with compassion and haunting human imagery. On the other hand, the suburban photos by Bruce Chattlesworth, Helen De Michael, Chris Faust, and others, do nothing to dispel the notion that suburbia—especially outer ring suburbia—manages to combine the worst of urban and rural life: anomie and anxiety coupled with isolation and lack of cultural opportunities. Think of it as street gangs without street life. In the end, this part of the exhibit left me puzzling over why so many Americans have made this "lifestyle choice."



Skulls at the Bell (top) and Suburban Landscapes of the Twin Cities at the Weisman are on exhibit this month.

Meanwhile, another kind of architecture is on display at the Bell Museum. Called simply *Skulls*, the exhibit features a generous sampling of artifacts from the Bell's own collection as well as 50 or so photos by renowned Swiss photographer and naturalist, Francois Robert.

My friend, artist Gendron Jensen, has spent the past 30 years drawing bones and skulls, and after viewing the Bell exhibit, I see why. There is something compelling about skulls, whether they once belonged to a fish, a mammal, or a human. They are beautiful both as a comment on mortality and as objects in themselves—beautiful in much the same way and for much the same reason as a well-designed bridge. In both cases, form does not follow, so much as reveal, function.

Not surprisingly, since the exhibit is geared to children as well as adults, the skulls on display run heavily to the exotic—pictures and actual examples of the skulls of tigers, river gar, toothy rodents, piranha, and the like. This somewhat naive tone is underscored by Robert's printed commentary posted next to his photos—gee whiz quotes right out of the school of Mutual of Omaha's Wild Kingdom ("If Jim let's go of that croc's tail, I'm in real trouble!") Yet oddly enough, Robert's whimsical clap-your-hands-in-surprise observations don't detract from the show,

but add a touchingly childlike note to what could be, after all, a melancholy display of animal remains.

Metroscapes continues at the Weisman through June 14. For information call 625-9494. *Skulls* runs through August 16. For information call 624-9050.

—Richard Broderick

Issues of color

continued from page 4

Aunt Dorothy. Her bingo partner was ill and couldn't drive her to Chesterville for their weekly bingo game. She asked if Glen could give her a ride. Bingo was her only weekly social activity, and she had no other way of getting to the game.

Glen decided to go ahead with his trip. He called his aunt to explain. He took some great pictures and gave a big print of one of them to his aunt.

Did Glen make the right decision?

That story is one of several that Narvaez uses in the research project.

In each story the protagonist has a goal and is interrupted by a request for help. Half of the protagonists choose to go ahead with their own goals, and half forego their goals to help an aunt or uncle or cousin.

In the study, Narvaez compares the responses of Asian students and a mixed group of undergraduates. Her hypothesis was that the Asian students' orientation would be more collectivist than individualist, and they would give higher priority to helping a family member.

Early results of the study have confirmed the hypothesis: Asians have been more offended by protagonists like Glen who turn down requests for help.

Narvaez wanted to know not only what opinions students would give but also what went on in their heads as they read the stories. She used a technique called a lexical decision task. While reading the story at a computer, students are interrupted with a strip of letters and asked if it is an English word. They give a keyboard response as fast as they can.

Other studies have shown that people are more likely to recognize a word if it is something they have been thinking about. Confirming the hypothesis, the Asian students responded faster to negative words like "selfish" or "disrespectful" in reading about protagonists who turned down a request for help.

None of the moral choices in the stories are intended to be clearcut, and it can be valuable to understand why different people make different choices. "To be multicultural means to have a wider perceptual base," Narvaez says.

Ernest Davenport, Jr.

As an undergraduate at Duke University, Ernest Davenport, Jr., started wondering why ethnic-minority students score lower than majority students on standardized tests. That question led him to pursue graduate study in quantitative psychology.

When he was thinking about graduate school in 1979, one of the schools he visited was Minnesota. Even though he chose the University of North Carolina—nearer his home—he ultimately accepted a faculty position at the U, thanks in part to his good experience during that 1979 visit. In 1988, he joined the educational psychology faculty.

In his early thinking about the test score controversy, Davenport focused on methodology. Maybe there was something wrong with the tests. "Somewhere along the line I figured out that the problems were not methodological. There were real differences," he says.

The lower test scores are not surprising in light of minority students' cultural experiences and the pattern of courses they take in high school, he says. Given that, something then needs to be done to make up the differences. "College admissions tests can act as gatekeepers to deny equal educational opportunity," Davenport says.

White students tend to take more advanced math courses than black students do, Davenport has found, and the knowledge gained in these courses helps on the tests. Similarly, the verbal questions reflect life experience. "Culture is carried in the language, so you wouldn't necessarily expect the same scores on verbal tests either," he says.

One focus of Davenport's current work, and the topic of his paper in the Diversity Through the Disciplines forum, is the development of an effective ACT/SAT review course for at-risk students.

About seven years ago Davenport began offering a review course through Alpha Phi Alpha, a black fraternity, using fraternity members to teach two dozen or so students. "We were working on a shoestring. Almost everything was volunteer," he says.

Then in 1995 the course was expanded, with funding from the Minneapolis Public Schools as well as from the University. Participation jumped to 78 that year and peaked at 153 in 1997.

The 10-week course—Saturday mornings from mid-January to mid-March—is designed for 10th and 11th graders. Students have been predominantly African American (68.9 percent), with some Asians and Asian Americans (13.1 percent) and white females (6.4 percent). "We've had less success attracting Hispanics (1.3

percent) and Native Americans (1 percent)," Davenport says. Some students identify themselves as mixed.

The class—which includes mock tests, copies of Barron's books on the SAT and the ACT, and a *Word Smart* manual—is completely free to the students. Each week's class includes a vocabulary test from "the SAT Hit Parade," a list of words that tend to show up frequently on the tests.

The class includes test-taking skills (Davenport teaches the segment on how to be test-wise); content sessions in math, science, reading, and English; practice in test-taking; and advice on how to get the most out of school.

"We teach them actual information. There is no substitute for knowledge," Davenport says. "We give them advice on the kinds of courses they should take. They say they want to go to college, and we look at the courses they're taking and wonder what they're doing about it."

One benefit of the class is that students work some of the time in teams, and they become competitive about academics in a way that's more typical with sports. "Students don't necessarily look at academics in a positive light," Davenport says, and a good experience in this class can make a difference.

Has the class paid off in higher test scores and college admissions? Davenport has not been able to track students after the program. Comparing test scores at the beginning and end of the class shows promising gains, although a bad year in 1997 brought down the results in math. "Something strange happened that year," he says.

By one measure, the class has clearly been a success. "The students like it," he says. "Most of the students who come say they would come back, and more than 90 percent say they would recommend it to a friend."

—Maureen Smith

In addition to the three faculty featured here, other speakers and topics at the April 24 forum were: Rhonda Jones-Webb, *Public Support for Alcohol Control Policies Among Black and White Adults*; Rosita D. Albert, *Latino/Anglo American Differences in Perceptions and Interpretations of Interactions*; Josephine Lee, *The Politics of Minority Theaters*; Leola Johnson, *In Search of Iceberg Slim*; Angelita Reyes, *Women Taking Flight and Taking Life: Myths of the Flying African During New World Slavery*; Sheila Ards, *Child Support and Child Abuse: Understanding the Connection*; Dario Menanteau, *Education and Social Integration of Hispanics*; and Maria Cheng, F.A.D. (*Faux American Dream*)—Not.



Tschida retires

Paul Tschida, assistant vice president for health, safety, and transportation, will end his 7 1/2-year career at the University when he retires June 30. Tschida came to the U after leaving his position as commissioner of public safety when former Gov. Rudy Perpich's administration ended in 1990. His plans? "As a nonacademic, I've been waiting 40 years for a sabbatical," Tschida says. We wish him well.

Career Enrichment Program summer schedule

The Employee Career Enrichment Program's Summer Workshop schedule is now available online at www.umn.edu/ohr/ecep. This summer's workshops are designed for employees in career transition, particularly those affected by the administrative cost reduction.

Introduction To Career Development

This four-week career journey is an introduction to the career development process. You'll learn about yourself, your vocational interests, and the world of work in a structured, supportive environment. In the weekly meetings, you'll use a variety of exercises and self-assessment inventories to address your career goals. \$20 for assessments due at first session.

Thursdays, July 9, 16, 23, 30, noon-2 p.m., 210 Donhowe.

Resumania In Person!

Tuesday, July 7, 9-11 a.m., 210 Donhowe

On the HOT Seat: Interviewing Skills for Career Advancement

Tuesday, July 14, 9-11 a.m., 210 Donhowe

Job Search Strategies

Tuesday, July 21, 9-11 a.m., 210 Donhowe

Rec Sports summer hours

Summer hours for recreational sports begin on June 16. Here's the schedule:

St. Paul Gym

Mon.-Fri.: 5:45 a.m.-8 p.m.
Sat. & Sun.: Closed

U Rec Center

Mon.-Fri.: 5:45 a.m.-8 p.m.
Sat.: 9 a.m.-4 p.m.
Sun.: Noon-6 p.m.

Summer memberships for faculty and staff go on sale June 1. Cost is \$50 and the membership lasts through September 18.

Parking rates to rise

Parking rates for contract lots and ramps will increase by \$1.20 and \$2 per month respectively, beginning October 1. Contract garage rates will increase by \$3.40 per month at the same time.

Hourly lot and ramp parking will increase by \$.10, and public daily, off-peak ramp,

hourly lot, and carpool parking will increase by \$.25. Public parking rate rises will be effective July 1.

"With the need to replace parking spaces lost to new construction projects, there was no alternative but to raise rates to pay for replacement structures," a Parking and Transportation Services news release said. "The new rates reflect across-the-board increases, so as not to heavily burden any one area."

Parking and Transportation Services said it consulted with representatives from a variety of parking users before making the announcement.

Check the I.D. on those exotic Great Lakes fish

The U's Sea Grant Program has reprinted two popular wallet-sized cards to aid anglers in identifying two exotic fish found in the Great Lakes: the round goby and the Eurasian ruffe. The cards also describe why these fish are considered a problem and what anglers should do if they find them.

Cards will be distributed through bait shops, marinas, associations, environmental education organizations, and natural resource management offices. Individuals or organizations wishing to obtain cards should contact their state sea grant office or their state or provincial natural resource management agency. For more information, contact 218-726-8712, or e-mail djensen1@d.umn.edu.

Media watch

Announcement of the Program Against Sexual Violence's U.S. Justice Department Victim Service Award was carried by the *Star Tribune*, MPR, WMNN-AM, and KSTP-5. **Jamie Tiedemann** and **Suzanna Short**, program director and assistant director respectively, provided award-winning commentary... When the **Carlson School of Management** renamed its Quality Leadership Center after Joseph M. Juran, stories appeared in the *Star Tribune*, the *Pioneer Press*, and *Corporate Report*. The center is now called the **Juran Center for Quality Leadership**... Research by **Nicole Lurie**, professor of medicine, found that food stamp cuts lead to higher incidence of hunger and are harmful to diabetics. Starving for the story were MPR, WCCO-AM, WBBM-AM in Chicago, WCCO-4, and the *Star Tribune*... Revolutionary research on the evolution of menopause was revealed by the *Star Tribune*, the *Pioneer Press*, WCCO-AM, MPR, NPR, and *UniSci*, an online magazine. **Craig Packer**, ecology, evolution & behavior,

Carole J. Bland and co-author William Bergquist have received the Outstanding Research Publication Award in Division I: Education in the Professions, from the American Education Research Association. The award is given to one peer-reviewed publication annually in the field of education in the professions. Bland is professor and director of research in the Medical School's Department of Family Practice and Community Health.

Michael Dennis Browne won the Minnesota Book Award for Poetry for his *Selected Poems 1965-1995*, published by Carnegie Mellon University Press. Browne is professor in the English Department's Creative Writing Program.

Patricia Hampl is among the writers whose work will appear in the twenty-third annual *Puschcart Prize Anthology*, which represents the best stories, poems, and essays published by U.S. small presses. Her short story, "The Bill Collector's Vacation," was chosen for inclusion. Hampl is Regents' Professor and McKnight Distinguished University Professor in the English Department's Creative Writing Program.

Ted Labuza, professor in the Department of Food Science and Nutrition, has received the Nicholas Appert Award from the Institute of Food Technologists (IFT). The award honors a person for major lasting contributions to the field. Labuza also received the Marcel Loncin research prize, which provides funding for basic research applied to food processing and improvement of food quality.

Carl Osborne, professor of internal medicine at the College of Veterinary Medicine, received the Hill's Animal Welfare and Humane Ethics Award at the American Animal Hospital Association meeting in Chicago March 16.

Stanley D. Sahlstrom, founding provost of the Crookston (UMC) campus, received the first UMC Equine Award for exemplary service to the equine industry. Sahlstrom received the award at the Northwestern Minnesota Equine Conference in Crookston. An annual

"STAN" award—honoring Sahlstrom's spirit, talent, attitude, and neighborliness—will be given to equine-industry supporters who display those same attributes.

The Program Against Sexual Violence has won one of the 1998 Crime Victim Service Awards from the U.S. Department of Justice. Program director **Jamie Tiedemann** and assistant director **Suzanna Short** received the award April 22 in Washington, D.C. from U.S. Attorney General Janet Reno. Known nationally as a model for crime-victim service, the U's program served more than 200 victims and survivors last year, while its peer educators reached 2,000 students, staff, and faculty.

Four staff members have been honored with John Tate Awards for excellence in undergraduate academic advising. They are **Caroline Gilbert**, General College student services; **Paul Hesterman** and **Lynn Anderson Scott**, CLA pre-major advising; and **Kent Olson**, professor of applied economics in the College of Agriculture, Food, and Environmental Sciences. Recipients received \$1,500 and a framed certificate of recognition from the Academic Advising Network.

The U's 1998 public service announcement, "The Future (Babies)" has won a bronze medal from the Minnesota chapter of the International Television Association. The 30-second spot, starring faculty and staff children and grandchildren as future U graduates, was produced by **University Relations**, with technical production by **Media Resources**.

The U's events calendar has received two Web site awards: an Award of Excellence from the Minnesota Association of Government Communicators, and a Silver Award from the Council for Advancement and Support of Education (CASE). The site can be bookmarked at events.tc.umn.edu.

was the lead researcher... **Karen Seashore Louis**, associate dean of the College of Education and Human Development, co-authored a study that examined the relationship between university research and corporate gifts. The study results, published in the *Journal of the American Medical Association*, received general press coverage in the *New York Times* and the *Chronicle of Higher Education*... **Marty Rossmann**, associate professor in the Department of Work, Community, and Family Education, was featured on MPR, discussing the conflict between career demands and family time... Stories on the increasing demand for natural resources and home delivery services ran in *USA Today's* Newsview. Featured were **Jim Bowyer** of forestry and **Ron Larson**, Retail Food Industry Center... The *Star Tribune* ran a large front-page photograph when thousands of blue corduroy jackets swarmed the St. Paul campus for the FFA's annual meeting... **Carol Carrier**, recently named vice president for human resources, was interviewed by WMNN-AM

...A letter from **President Yudof** to Minnesota citizens, House and Senate members, and the governor ran in nearly every daily newspaper in the state. The letter was a thank-you for the unprecedented support the U received during the 1998 legislative session... The issue of allowing death-row inmates to donate organs in exchange for life sentences continued to rage nationally. **Jeffrey Kahn**, center for bioethics, was quoted in the *Omaha World-Herald*... Other story topics in the news that quoted U students, faculty and staff included tornado relief efforts, bugs and crops, ear infections, rural communities, student fees, breast cancer, blood clotting, the Holocaust, urban design, political activism, superconducting magnets, water quality, copyright law, designer estrogens, sleep-related accidents, plant genetics, welfare reform, and gardening.

—Mike Nelson
University News Service

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 2

■ **U of M Alumni Association Annual Meeting and Celebration**—An evening on Northrop Mall under the big top will include dinner and exhibits focusing on the future of U departments. Keynote speaker is author and futurist Ken Dychtwald. 5–9 P.M. Tickets: 612-624-2345. FFI: UMAA at 624-2323 or www.umaa.umn.edu.

Thurs., June 11

■ **Lavender Graduation and Awards Ceremony**—Celebration of 1998 GLBT graduates and recipients of Awards for Excellence in Scholarship and Creativity in GLBT Studies. Sponsored by the Gay, Lesbian, Bisexual, Transgender Programs Office. 4–6:30 P.M., Mississippi Room, Coffman Union. Free. FFI: 626-2324.

Wed., June 17

■ **Gay, Lesbian, Bisexual, Transgender Community Reception with President Yudof**—Celebrating GLBT Pride Month. Sponsored by the Office of the Associate Vice President for Multicultural Affairs. 5–7 P.M., Park House. Free. FFI: 624-0594.

Tues., June 23

■ **Spring Peeper Meadow Open House**—Celebration of the landscape arboretum's sedge meadow restoration project. Guided tours, refreshments. No reservations necessary. 3:30–6 P.M., landscape arboretum. FFI: 443-2460.

Thurs., June 25

■ **All-University civil service and bargaining unit employee recognition reception**—For employees celebrating milestone work anniversaries of 20, 25, 30, 35, 40, and 45 years of service during the period July 1, 1997 through June 30, 1998. 2:30–4:30 P.M., North Star Ballroom, St. Paul Student Center. FFI: 624-6868.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Photographic and interactive exhibit featuring artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through Aug. 16.

■ **JASON Project Exhibit**—Designed and built by Minnesota students, this year's JASON exhibit explores the classic adventure novel, *20,000 Leagues Under the Sea*. Tours available. Through July 1.

The Goldstein Gallery, FFI: 624-7434

■ **Bead Dreams, Future Visions**—International juried exhibition showcasing contemporary work in seed beads by artists from many traditions. Through June 14.

Paul Whitney Larson Gallery, FFI: 625-8266

■ **Our Dinner Party**—A special exhibit of student work based on the ideas behind Judy Chicago's "Dinner Party." June 16–19. Free.

Weisman Art Museum, FFI: 625-9494

■ **Metroscapes**—This exhibition of Twin Cities landscape photographs pairs two collections: the Minneapolis Gateway photographs of Jerome Liebling and Robert Wilcox, and Suburban Landscapes of the Twin Cities and Beyond. Through June 14.

■ **A Scholar Collects: Selections from the Canedy-Harem Collection**—Artworks from the private collection of U professor emeritus Norman Canedy. Through August 30.

FILM

Tues., June 16

■ **Juneteenth Film Fest: Soldiers Without Swords: The Black Press**, (1997/86 min). 7 P.M., William G. Shepherd Room, Weisman Art Museum. \$6/\$4 WAM members, students, seniors. Tickets: 625-9495.

■ **Roxy Films presents Films of the Decades**—Every Friday at 7 P.M., St. Paul Student Center Theatre. Students free; public \$1.

June 19: 1990s: *Scream 2* (1997; 120 mins.)
June 26: 1980s: *Caddyshack* (1980; 99 mins.)

■ **Special Family Comedy Film Series**—Every Wednesday at 7 P.M., St. Paul Student Center Theatre. Students free; public \$1.

June 17: *The Flintstones* (1994; 91 mins.)
June 24: *The Parent Trap* (1961; 124 mins.)

MUSIC

■ **Summer at Northrop**—This summer's free, outdoor concerts begin June 16. All concerts are at noon on Northrop plaza. For a complete list through August, visit the Summer at Northrop Web site: www.cee.umn.edu/northrop/summer98/summer.html.

Tues., June 16—Move, featuring Bernie Edstrom: Jazz from the mainstream and beyond.

Thurs., June 18—Ingapirca: Ecuadorian folk.

Fri., June 19—Dare to Breathe: Eclectic a capella ensemble.

Mon., June 22—Gypsy Klezmer Cavalcade: An Eastern European melange.

Wed., June 24—Paddy O'Brien: Solo Irish music.

Mon., June 29—Irv Williams Quartet: Jazz sax.

Tues., June 2

■ **U of M Symphonic Wind Ensemble**—Pianist Paul Shaw performs the original version of George Gershwin's *Rhapsody in Blue*. Other selections performed by the wind

ensemble. Craig Kirchoff, conductor. 7:30 P.M., Ted Mann Concert Hall. Free.

Wed., June 3

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

■ **Symphonic Band and University Band**—Jerry Luckhardt and Paul Kile, conductors. 7:30 P.M., Ted Mann Concert Hall. Free.

Thurs., June 4

■ **U of M String Chamber Ensembles**—7:30 P.M., Ferguson Recital Hall. Free.

Fri., June 5

■ **Student Piano Ensemble**—4 P.M., Ferguson Recital Hall. Free.



Paddy O'Brien performs Irish folk music June 24, part of the Summer at Northrop series.

Sun., June 7

■ **U of M Faculty Recital: Paul Shaw, piano**—With guest artists. 3 P.M., Ted Mann Concert Hall. Free.

Thurs., June 18

■ **Joan Griffith and Lucia Newell**—Brazilian jazz. Noon–1 P.M., St. Paul Student Center Terrace Cafe. Free.

Thurs., June 25

■ **Bradley Joseph**—Contemporary Instrumental. Noon–1 P.M., St. Paul Student Center Terrace Cafe. Free.

LECTURES, WORKSHOPS, & CONFERENCES

Sat., June 6

■ **Minnesota's Changing Landscape: Understanding the Present Through the Past**—Symposium will explore how past events have shaped today's vegetation in Minnesota. 8:30 A.M. to 12:30 P.M., Landscape Arboretum. \$15 (Arboretum or Minnesota Native Plant Society members); \$25 (nonmembers). FFI: 443-2460, ext. 180.

Mon., June 8

■ **Change in Central Europe**—Conference to celebrate the 650th anniversary of Charles University in Prague and Jagellonian University in Krakow. Cosponsors: Austrian Studies, Department of Educational Policy and Administration, and the Weisman Art Museum. 3–5:30 P.M., Weisman Art Museum

Sun., June 21–Thurs., June 25

■ **New Directions for Research and Assessment**—Lectures, discussion, and small group activities aid participants in exploring research on moral psychology at this first Institute on the Psychology of Moral Development. Sponsored by the U's Center for the Study of Ethical Development, College of Education and Human Development. FFI: 624-0876.

Wed., June 24

■ **What's Biology Got To Do With It?**—Analysis of the study of biological determinants of sexual orientation. Presented by the Gay, Lesbian, Bisexual, Transgender Studies Community Forum Series. 7–9:30 P.M., Intermedia Arts. Free. FFI: 626-2324.

FAMILY ACTIVITIES

Thurs., June 18

■ **Pride Bar-B-Q**—Annual Gay, Lesbian, Bisexual, Transgender Employee Network family and friends pre-Pride picnic. Bring something to grill or a dish to pass, and your favorite summer game. 4:30 P.M.–sundown. FFI: 626-2324.

Sat., June 20

■ **Bell Museum's Bell-Athalon and Touch and See Room Birthday Party**—Outdoor party with games such as the gopher toss, "crazy critter" costume contest, walleye bobbing contest, and lots more. Celebration includes the Touch and See Room's 30th anniversary party, with music, games, and other activities for kids of all ages. 10 A.M.–4 P.M., Bell Museum. \$3 (adults); \$2 (children); members free. FFI: 624-9050. Bell-Athalon is co-sponsored by the Department of Food Science and Nutrition.

June 8–Sept. 4

■ **Bell Museum Summer Discovery Day Camps**—Many week-long day camps available for kids grades 1 through 8 to explore natural history, art, science, and more. Bell Museum. FFI and registration brochure: 624-9050.

June 15–July 10

■ **Raptor Center 1998 Summer Day Camps**—*Kestrel Camp*: Five-day camp for children in grades 1 through 3. Activities include raptor identification, games, song, and stories. Two sessions: June 15–19 or July 6–10, 9 A.M.–noon. *Falcon Camp*: Five-day camp for children in grades 4 through 6. Activities include raptor identification, arts and crafts, folklore about raptors, and educational games. Two sessions: June 22–26, 9 A.M.–noon or July 6–10, 1:30–4:30 P.M. \$90 (members); \$100 (nonmembers). FFI: 624-4745.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for July's calendar is June 15.

In this issue:

- Staff react to Newman closing, p. 4
- A down-to-earth horticulture project, p. 5
- Kate Tamarkin breaks the glass ceiling, p. 6

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/



Photo by Tom Foley

Life's a dance

For U faculty and staff, the Summer at Northrop concert series offers a chance to let loose—like these folks, who cut the rug at the June 18 concert by Ecuadorian folk group Ingapirca. The noon concerts on the Northrop plaza continue throughout the summer. For a July schedule,

check the calendar on page 8—or visit the Summer at Northrop Web site: www.coe.edu/northrop/summer90/summer.html.

All things considered:

faculty review the year

A year after the tenure crisis, faculty leaders review what's changed and what issues remain.

One year after the tenure crisis was resolved, two groups of faculty leaders came together June 1 for an informal appraisal of how things stand with faculty governance.

Current, former, and just-elected members of the Faculty Consultative Committee (FCC) talked about the issues in a forum with members of the Twin Cities chapter of the American Association of University Professors (AAUP).

"I think things are in remarkably good shape," said Vic Bloomfield, outgoing FCC chair. "At the top [President] Yudof and [Provost] Bruininks are more or less on the same wavelength we are." At a lower level of central administration, "we do have problems," he said. "We're dealing with people who don't necessarily share academic values."

With the regents, he said, there has been "a remarkable turnaround," even though faculty and regents are still "uneasy with each other."

Carolyn Williams, outgoing AAUP president, summed up the year with a song title: "It Was a Very Good Year." The year was good "especially in contrast to what we went through together last year," Williams said.

National heroes

Minnesota faculty are seen as heroes nationally for winning the tenure war, several AAUP members said. "It's unbelievable how positive the image of Minnesota is," said Robert Miller, newly elected AAUP president. People are sending e-mails asking, "How did you do it?"

"Assaults on academic freedom are happening across the country," said Sara Evans, new FCC chair. In some places faculty governance has been dissolved.

English professor Paula Rabinowitz has been invited to speak about Minnesota's tenure crisis at other schools. "I was just at the University of Washington. It was eerie. It was *deja vu*."

Holding the gains at Minnesota will take continued vigilance, several speakers said, and building AAUP's membership will be important. The membership now stands at about 300 out of a faculty of 3,200.

"We need each other"

FCC and AAUP need each other, and both need to be strong, said Sara Evans, who says she thought hard about her choice when she was in line to be AAUP president and then was asked to chair FCC.

continued on page 7

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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@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.

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.



New-student seminars: Focusing on undergraduate success

By Mark Yudof, president

The University is justifiably proud of its reputation as one of the world's leading research universities. As such, we make a unique and invaluable contribution to the economic, social, and cultural life of Minnesota.

At the same time, it is important to remember that with only one or two exceptions—and none in the public sector—all of the nation's leading research universities have outstanding undergraduate education programs. Strength in undergraduate education is the bedrock of support on which all of a university's other programs are built.

Under President Nils Hasselmo, the University of Minnesota put great energy

into its undergraduate initiative. I endorse the undergraduate initiative emphatically and applaud our staff and faculty for their commitment to it. Their successful efforts—including reduction in average class size, increased senior faculty participation in undergraduate teaching, new residential learning programs, enhanced undergraduate research opportunities, and development of a sophisticated online student information and registration system—are an important source of the support I find for the University as I travel across the state.

But we cannot rest on our laurels; we must continue to build on our record of commitment and success. I see an expanded program of new-student seminars as key to an even stronger undergraduate education at Minnesota. Reaching every freshman, these seminars have the potential to make a dramatic difference in the undergraduate experience.

Research on student retention and success indicates the importance of close contact with faculty from the very beginning of a student's career. The seminars would help students become serious learners, provide them with a stronger sense of community, and facilitate faculty mentoring of new students. Working closely with faculty, students would develop their analytic capacity and writing skills, seriously engage ideas, marshal evidence, and develop carefully reasoned arguments. Many public universities offer a handful of similar seminars, but our motto should be that every student deserves an "honors" program.

This fall, we will pilot about 50 new-student seminars with titles that range from "Evidence for Design in Nature" to "Globalization in Archeological and Historical Perspective," from "After Wounded Knee" to "Myths in Classical Literature" and "History of Metallurgy." As diverse as they are stimulating, these topics share a unifying focus on critical reading, close attention to writing and revising, and firsthand exposure to the processes of creating knowledge and works of art.

The opportunity to work with small groups of eager and well-prepared students has attracted not only dozens of faculty, but also two emeritus professors, two distinguished alumni, a dean, an associate vice president, the general counsel, the provost, and, yes, the University president.

I wrote recently to deans and department heads, outlining how a commitment to provide a small-seminar experience to all new students could be at the center of a legislative request to strengthen the undergraduate experience. We would need to obtain a substantial infusion of funds to expand our faculty, particularly in colleges with large numbers of undergraduates such as the College of Liberal Arts. Copies of this letter are available from my office or from vice provost Craig Swan.

This fall's offerings are but a beginning. I expect them to grow, and I invite faculty from across the University to join me in working closely with new students in this setting.

FACULTY CONSULTATIVE COMMITTEE

Faculty and the library problem

We've become accustomed to the annual ritual of having our librarians come to us and say, "We simply can't afford to subscribe to all the journals we've been taking. Which should we cut?"

This painful pruning process has been going on for more than a decade, and it's getting worse. It's time to recognize that by playing into the hands of commercial publishers and by our publish-or-perish imperatives, faculty have some responsibility for causing this "library problem." We therefore have some responsibility for solving it.

The problem is discussed in the March 1998 issue of *Policy Perspectives*, published by the Pew Higher Education Roundtable and the Knight Collaborative. It addresses "the challenge of maintaining access to significant research and scholarship at a time when both the volume and price of information have increased nearly three-fold in the last decade alone."

Moreover, "Between 1986 and 1996, the consumer price index increased 44 percent. Over that same decade, the cost of monographs increased by 62 percent. The price of health care increased by 84 percent. And the cost of scholarly journals increased a whopping 148 percent."

The article goes on to point out that, "Universities and colleges find themselves trapped between the expectations of their faculty, who often consider the work of research and scholarship as

"...by playing into the hands of commercial publishers and by our publish-or-perish imperatives, faculty have some responsibility for causing the problem."

essentially a free good, and the market strategies of commercial publishers, who understand how valuable these commodities are to the workings of the academy."

The May 20 *Chronicle of Higher Education* noted that, "the Big 12 Plus Library Consortium has issued a statement warning that 'long-term access to scholarly research is in grave danger,' because of high prices that have forced some libraries to cancel journal subscriptions and cut back on book purchases. At the same time, commercial interests are pushing legislation that would restrict fair use of copyrighted works. The statement calls for a new model for managing intellectual property that would include new understandings of copyright and fair use, and a new economic model for producing and distributing scholarly information."

What can faculty do, individually and through their professional organizations? Here are some things that bear consideration.

■ Whenever possible, publish in standard, well-established journals, often run by professional societies, and which provide much better value as well as higher prestige. If societies aren't responsive to new areas, work for change within them rather

than yielding to the lure of commercial publishers who will be all too ready to establish a new journal.

■ Don't support a new journal just to have an additional place to publish, or because your name on the editorial board will bring more prestige. We should adopt the attitude that this can be a disservice, rather than a service, to the profession and the University.

■ Recognize that the quality and impact, rather than the number, of publications should be determinative in promotion and tenure decisions.

■ Insist on retaining some control over copyright, to reuse your own material for scholarly and educational purposes and to grant that right to others.

■ Figure out how to validate electronic publishing, peer-reviewed but not necessarily on paper. This can save major costs of printing, mailing, and storage.

These steps will require major changes in some of our attitudes, with more emphasis on collective responsibility toward our institutions and the scholarly enterprise generally. Without these changes, however, we are headed toward disaster.

Let *Policy Perspectives* have the last word: "A moment of opportunity is at hand, occasioned by the potential for peer-reviewed electronic publishing and a sense of desperation spawned by runaway acquisition costs. Missing this opportunity will mean more rapidly accelerating costs, greater commercial control, and, in the end, less access to scholarly communications."

—Victor Bloomfield

Victor Bloomfield, professor of biochemistry, is the outgoing chair of the Faculty Consultative Committee.

ASAC perspective on the P&A salary plan

The University's 1998-99 budget includes a salary plan that should be of critical interest to academic professional and administrative staff. The plan provides 6 percent faculty increases and 4 percent P&A increases, and also recommends additional unit-level funding of 1-2 percent for both faculty and P&A, which can take a variety of forms other than recurring salary dollars.

For P&A staff, this salary plan is an improvement over last year's discouraging situation. More funding is available from central administration for salary increases (4 percent instead of 2.5 percent) and the differential between P&A and faculty increases is smaller (2 percent difference this year vs. 4 percent last year).

The manner in which the plan was developed also is encouraging. From preliminary budget discussions to the recent Board of Regents budget hearings, the

Academic Staff Advisory Committee (ASAC) had a number of opportunities to voice concerns on behalf of P&A staff.

In an ASAC-sponsored e-mail poll conducted by Judy Gaston, chair of our Benefits and Compensation Subcommittee, P&A staff indicated a clear desire to return to a shared compensation plan with the faculty. This prompted ASAC to submit a salary plan proposal to President Yudof in late March calling for 5.5 percent increases for both faculty and P&A. Our proposal led to discussions that helped shape details of the final salary plan.

Central administration also made an effort this year to produce one plan for all P&A staff, consciously avoiding last year's divisive policy that split the P&A class into "faculty-like" and "non-faculty-like" categories. In addition, Provost Bruininks required each unit to consult with its P&A staff to determine options for additional salary funding from the unit level.

Overall, we are encouraged by central

administration's willingness to listen and to provide opportunities for consultation. Still, the salary plan is just one issue in the overall P&A picture. We are in the second year of salary plans that separate faculty and P&A, reinforcing a break from the tradition that linked us through years of strong or weak funding.

Many of us are concerned that central administration is not inclined to fully support the traditional P&A partnership with the faculty. There is good reason to question whether our class will ever return to such a partnership or if the next century will see a completely separate P&A group. In spite of some success in terms of the salary plan, we should not lose sight of the other issues that ultimately will determine the roles P&A play in the mission of the University, as well as in the compensation we receive for the work we perform here each day.

—Craig Johnson, chair
Academic Staff Advisory Committee

News digest

■ The regents approved a 1998-99 operating budget that President Yudof said will move the U forward and make improvements on all its campuses. Students had campaigned to limit the tuition increase to 2.5 percent instead of an average of 3 percent; Yudof addressed their concern by pointing out what they will get for the additional money.

The question is not what the rate of inflation is, he said. "When you talk about the rate of inflation, you have a basket of goods and services that remains the same over time. There is no constant basket here." In CLA, he said, new money is being used to hire additional faculty, add sections of high demand courses, and add sections of upper division courses to accommodate students who want to graduate before semesters begin.

■ Yudof told a regents committee that he does not want a new senior vice president for finance and operations. Instead he wants to name a vice president for University services, appoint Richard Pfitzenreuter as chief financial officer, and form a group of financial experts to meet weekly with Pfitzenreuter. No action was taken. The president said he would be back in July with more thoughts on the concept.

■ Yudof outlined his thoughts on next year's biennial legislative request in a June 1 memo to deans and department heads. Faculty and staff compensation will remain a top priority, he said. Strengthening undergraduate education will probably be another major focus.

One idea Yudof is considering is the establishment of small faculty-led seminars for all new students. "Research on student retention and success indicates the importance of close contact with faculty from the very beginning of a student's career," he said. The request might ask for 75 to 100 new faculty positions above and beyond retirements and departures.

■ Secretary of State Madeleine Albright was the speaker at CLA commencement June 14 in Williams Arena. "The great dividing line in the world is not between East and West, North and South, or rich and poor," she said. "It is between those paralyzed by the memories and habits of the past, and those energized by prospects for the future." She urged India and Pakistan to set aside their differences and sign a nuclear test ban treaty. "And now more than ever, the United States Senate should stop shilly-shallying around and approve it for America," she added.

A group of protesters gathered outside, and one person was arrested and charged with disorderly conduct when he jumped in front of Albright's motorcade as it was leaving campus. Inside the arena, Albright was warmly applauded. Near the end of her speech a woman at the back of the arena screamed for a few seconds before being escorted out by officers.

■ Samuel Schuman, dean and vice chancellor for academic affairs at the Morris campus, has agreed to serve as interim chancellor. Chancellor David Johnson retired July 1. President Yudof suspended the search for a permanent chancellor, citing the lack of a strong campuswide consensus on the three finalists. A renewed search will begin in spring 1999.

CIVIL SERVICE

Congratulations, civil service staff!

The Professional Development and Recognition Subcommittee would like to share with you the names of recent civil service award winners. These exceptional staff are all University of Minnesota civil service employees (non-faculty, -P&A, -bargaining unit).

1998 President's Award for Outstanding Service

Cheryl Hays, senior media resources producer, U of M Extension Service; Mary Cameron, personnel services supervisor, Office of Academic Support and Student Life, UMD; Mark McCahill, information technology manager, Shepherd Labs.

1998 Gordon L. Starr Staff and Faculty Award

Becky Drasin, student support services assistant, School of Music; Kari Weidling, marketing director, U of M Bookstores.

1998 Office for University Women CSBU Staff Award

Gwen Gmeinder, associate administrator, Department of Sociology; Barb Nesheim, community program specialist, MNTAP-School of Public Health.

1998 College of Liberal Arts CS/BU Outstanding Service Award

Mary Lymer, executive secretary, CLA administration; John Marty, stage manager, School of Music; Pam Mitman, associate administrator, Department of Theatre Arts and Dance; Judy Scullin, executive secretary, Department of Classical and Near Eastern Studies; Andrea Turngren, user services specialist, Department of English.

1998 Institute of Technology Civil Service Outstanding Service Award

Val W. Chandler, senior scientist, and Alan Knaeble, scientist, both from the Minnesota Geological Survey.

Campus Health Advisory Committee (CHAC) Award

Debbie Dunst-Wald, nurse supervisor, Boynton Health Service.

The CHAC Paul Rupprecht Award was given to the Patient Accounting Department, which includes two civil service employees: Sue Jackson, accounts supervisor, and Cathy Forseide, principal accounts supervisor.

College of Human Ecology Civil Service/AFSCME Outstanding Performance Award

Christine Tomlinson, executive secretary, School of Social Work.

College of Natural Resources CS/BU Outstanding Achievement Award

Roberta (Bobby) Berwin, executive secretary, dean's office; Christopher Goodwin, community program specialist, Bell Museum of Natural History.

General College Civil Service Outstanding Performance Awards

Summer 1997: Joni Gray, principal user services specialist; Heather Frederickson, student support services associate; Mike Rothweiler, community program associate. Fall 1997: Nancy Hugg, administrative director; Anita Macias-Howard, community program specialist; Laura Pawlacyk, community program specialist. Winter 1998: Pam Cook, student personnel worker; Annette Digre, associate administrator.

U of M, Morris: Outstanding Staff Award

Clare D. Strand, assistant director, Registrar's Office.

U of M, Morris: Mary Martelle Memorial Award

Bonnie R. Gulbrandson, student support services assistant, Registrar's Office.

U of M, Crookston: CS/BU Employee of the Quarter Award

Fall 1997: Stephanie Reck, executive assistant, Intercollegiate Athletics. Spring 1998: Susan Dwyer, word processing specialist, Media Resources.

College of Agricultural, Food, and Environmental Sciences CS/BU Award

Kate Plaisance, scientist, Department of Agronomy and Plant Genetics; Mary Wrobel, executive secretary, Department of Rhetoric.

Department of Entomology Civil Service/AFSCME Award

Kathleen Klukas, scientist.

Student Development and Athletics Staff Quality Recognition Award

Fall 1997: Lisa Buck, nutritionist,

Boynton Health Service; Geraldine Johanson, executive secretary, Army-ROTC. Winter 1998: Guy Piotrowski, administrative aide, and Ralph Rickgarn, executive assistant, both from Housing and Residential Life. Spring 1998: Bill Melgaard, facilities services manager, Recreational Sports; Joan Slettehaugh-Matteson, accounts specialist, Housing and Dining Services; Laura Weber, senior editor, Communications and Publications.

Carlson School of Management Outstanding Individual Service Award

Dave Wefel, principal accounts specialist, financial services; Julie Wickard, executive assistant, dean's office.

We congratulate these civil service award winners and we thank them for their continuing contributions to the University of Minnesota.

—Wendy Williamson
Civil Service Committee

FYI

Paratransit Service continues

The U's paratransit service will continue through summer session I. Hours are Monday through Friday from 7:30 a.m. to 5 p.m. The free curb-to-curb service between University-owned-and-operated facilities is available to persons with temporary and permanent disabilities, who use wheelchairs, crutches, canes, walkers, scooters, and other mobility aids. Patrons can request service by calling 618-0318. Reservations are accepted up to two days in advance.

Watch these backpacking birds

For the first time ever, researchers are tracking bald eagles via satellite transmitter. This spring, Raptor Center staff equipped two of the birds with transmitter backpacks and will follow their migration along the Mississippi River over the next two to three years. You can check out the eagles' progress, as well as learn about their histories, by visiting the Raptor Center Web site:

www.raptor.cvm.umn.edu/newwebdev/meeen/eagletrack/etrackhp.html

Displaced

Staff react to Newman Center closing

People gathered at the Newman Center for Mass on this June Sunday morning are Newman-style eclectic: fidgety young children, college students fresh from finals, and gray-haired men and women, some wearing U of M T-shirts. On the walls above the crowd, red, blue, and gold stained-glass windows and mosaic art reach skyward, their images signaling the traditions that converge in this building. Etched in these artworks are the great scholars of the Catholic Church: Bede, the patron of history and social sciences; Augustine, representing the arts and humanities; Albert the Great, physics, chemistry, and engineering; the scholars Thomas More and Robert Bellarmine.

For the students, staff, and faculty who worship here, the lure of the Newman Center has been just this convergence of academic inquiry and spiritual quest. In the words of the center's namesake, John Newman, worshippers find here what they also discover at the university: "the collision of mind with mind, and knowledge with knowledge."

Since June 1, though, a new current has been drawing on the energies of many community members. That's when they learned that the Archdiocese of St. Paul-Minneapolis, citing financial and governance problems, had decided to close the Newman Center by the end of the year, shutting down the building at the corner of University and Seventeenth Ave. S.E., and merging Newman with St. Lawrence Parish, seven blocks away on Fourth Street S.E.

A connection

No one is sure how many University faculty and staff—or students—attend Newman, says Newman administrator Rosemary Boyd. And, in fact, most believe that at least as many students attend St. Lawrence as attend Newman. But for those who have made Newman their spiritual home, news of the closing has hit hard. Biology professor Bill Cunningham, for example, has attended Newman for 30 years, including a period of time at a Newman Center satellite in St. Paul.

"We have a strong community of friends and we're really sad to lose that," says Cunningham. "There are other parishes in the Twin Cities that are active and have social justice commitment; we could find a place to go. But it's unfortunate that it won't have the same connection with the University. I see students from my classes at Newman; I'm not likely to see them somewhere else. People affiliate with different faiths. That's healthy for an academic community like this. To close Newman sends a bad message to the University community."



Chairs in the Newman Center are empty during the week as above them, the Christ figure is flanked by Catholic scholar-saints Thomas More and Robert Bellarmine.

John Romano, a professor of educational psychology, echoes that sentiment. A regular Newman attendee for 20 years and a member of the board, Romano says he has found there "a community of people I can relate to, a place to examine my own spirituality within the Catholic orientation. It is a major loss."

In addition, Romano says, Newman has underscored what his own professional field has found, that is, "closer connections between psychology and spirituality. The discipline is recognizing we're dealing with the whole person here, including the spiritual component. It's good for the parts to be more integrated. Newman has been at least one place where students could explore these issues with others."

"Students are examining issues of spirituality," Romano says. "For a lot of kids at this age who come from more traditional parishes, Newman has given them a chance to participate in a new way, to examine the spiritual dimension."

The decision

Cunningham says Newman has been threatened with closure before, but that "this is the first time the strike has been so sudden and so preemptive."

Indeed, many believe that the suddenness and decisiveness of the announcement have more to do with Newman's activist approach to faith than with its admitted financial and governance concerns. Connected to the University since 1925 when a Newman Club was formed, it has always been a home for social justice concerns, from Vietnam War protests in the 1960s to the boycott of Nestlé infant formula. Today's outreach includes ministries for the homeless, AIDS patients, and Hispanic prison inmates.

Cunningham sees some irony in closing

Newman "at a time when religious studies seem to be picking up steam on campus and have more of a connection to academic life. I think Newman activities at St. Lawrence will weaken that connection."

In a news release, the archdiocese quotes Thomas McCarver, director of Catholic schools for the archdiocese, who says that "by combining these two centers for campus ministry at the University of Minnesota the archdiocese can make better use of its financial and personnel resources, which will be a tremendous benefit to the students. The students will clearly benefit most from this decision."

Newman students, though, aren't convinced. Some have joined the Save Our Newman Center effort, to convince the archdiocese to reverse its decision. The effort has been organized by Terry Dosh,

a U alumnus and long-time Newman member.

"Our goal is to mobilize the wider community and to enter into dialogue with the archbishop and the Paulists [the priests who staff Newman] in order to get them to reverse the decision to close the center and move campus ministry to St. Lawrence," says Dosh. "The U is the epicenter of Minnesota's intellectual life. Why would the Church give up such a Catholic and immediate presence?"

Staying together

Cunningham and Romano are among those who say they'll support the Save Our Newman Center effort, though neither is optimistic that the decision will be reversed.

Meanwhile, if the center is actually sold, of course, there is no lack of University interest in this prime property, says the U's real estate coordinator Sue Weinberg.

"We're a landlocked institution, so we're very interested in the building," says Weinberg. "It's an ideal location for U acquisition, especially with the need for swing space during the construction that's about to get under way." At the same time, she says, "We understand the controversy. Our posture is one of pre-activity and pre-appraisal. We certainly wouldn't encourage them to move if they aren't ready."

In the event that the University—or someone else—buys the building, there's potentially more at stake than Newman. The Café of the Americas, for example, which operates in the Newman basement, is a popular lunch spot for faculty and staff. At this point, its fate in the event of an ownership transfer, remains unknown.

Even if the center is sold, though, the Newman community appears steadfast in its commitment to retain—somehow—its unique identity, with or without a physical building. Members are now devoting considerable time to exploring how to be "church" even without a building, and the Catholic Student Association has begun its own Web site (www.tc.umn.edu/~catholic/adjindex.htm), which includes a freewheeling and animated forum about the turn of events.

For now, the Newman community carries on, trying to retain a semblance of business as usual. But as Mass ends on this morning in June, there is no mistaking the sentiment as the crowd sings its final song.

"We were church before these walls were built..." the voices ring. "We carry church within us when we leave these walls behind."

—Mary Shafer

"For a lot of kids at this age who come from more traditional parishes, Newman has given them a chance to participate in a new way, to examine the spiritual dimension."

—John Romano

FROM THE GROUND UP

Horticulture design project is a down-to-earth experience for students

On a warm afternoon in May, students in Brad Pedersen's horticulture class are putting the finishing touches on the landscaping in front of Hodson Hall.

"It was a good experience to design a project and then plant it and see how it looks," says Jim Thrun, a graduating senior. "It will be nice coming back and seeing something we actually did."

Installing the design is especially important, says Sarah Reinhardt, a junior in horticulture. "You can see it on paper, but until you actually see it you don't know how it will be. It's easy to draw a big blob for perennials, but then you have to figure out how many you need and how to space them."

The landscape project is a partnership between Pedersen and his students and land care superintendent Les Potts and his staff in Facilities Management. Potts says the arrangement is beneficial for both.

"We come up with sites we'd like to renovate, and the class will develop designs," Potts says. "In essence we are their customers. They have to interview us, find out what we want, and sell us on the design. The end result is that we have a design."

Potts credits Pedersen for the success of the partnership. "He's the energy behind this. If it weren't for him, it wouldn't happen. It's his desire to get his class into a client relationship. We're putting some demands on them and getting a nice product."

Pedersen was on the faculty at Waseca and joined the horticulture faculty in 1992 when the Waseca campus closed. He brought with him a commitment to hands-on experiences for students.

At first the primary lab for his students was the Department of Horticulture Science display and trial garden on Gortner Avenue. When the major construction work on that garden was completed, Pedersen went looking for other work.

"We need real live projects," he says. "For my part these are excellent educational experiences for the students."

When Pedersen met with Potts, they discovered how much they think alike. Both look for more in a design than beauty.

The first criterion for a good design is functionality, Pedersen says. Student designs have included widening a sidewalk so that snow removal equipment could get through and moving a curb so that garbage trucks could make the curve without driving on the grass.

Second comes maintainability. Pedersen is proud that the student projects typically reduce labor costs for maintenance by about 40 percent. For example, students make sure curves are wide enough for big lawn mowers to go around, and so eliminate the need for trimming.

Third, a design must be environmentally sound. In one St. Paul design this year, for example, students fixed a major drainage problem by putting in a three-tier boulder wall—and they always watch out for insect, disease, and water problems.

If the first three criteria are met, Pedersen says, the fourth is automatic: cost effectiveness.

"Oddly enough, the very last thing is that you want to make it look good," he says. Potts was excited to hear that the students would pay attention to practical as well as aesthetic concerns.

Hands-on learning isn't the purpose of a four-year degree program, but "it helps the students be better designers," Pedersen says. "They find out if their solution was the right solution."

The results are showing up all over campus. Last year Potts and his crew installed student designs around Peik Hall and Fraser Hall. A Scott Hall design is in process, and students this year did a design for Eddy Hall, still to be installed. In St. Paul—where students do their own installations—student designs have already been installed at Peters Hall and Veterinary Anatomy. Brand-new designs are in at Hodson and Soils. Once they are installed, designs take two or three years to grow and look their best.

A design for the West Bank, for a strip of University property just off the bridge at 19th Avenue, is on hold until a big fence comes down. "That's going to really help out West Bank," Potts says.

Diana Alfuth took Pedersen's class three years ago and has been a teaching assis-



Photo by Tom Foley

Gretchen Hatch, horticulture senior

"Each year for the last five years, the campus has looked better."

—Les Potts

tant for the past two years. "Sometimes students are not so sure they're learning when they're doing hard work," she says. "They'll appreciate it later."

"They learn how to work with each other. If somebody isn't pulling their weight, they hear about it," she adds. Four of the class periods are spent on installation, and each student takes a turn at being both supervisor and laborer.

Maintaining the lawns and gardens has been a challenge this year because of the early spring and a shortage of staff, Potts says. "We have people working overtime to catch up on the mowing. It'll all come out. We've got some really good people."

For the growing season Potts tries to bring on a crew of 65 or 70 students. "The competition for labor is rough. It could cripple us," he says. To get a jump start he likes to start his recruiting on the Duluth campus, where the school year ends earlier. The goal is to hire 14 UMD students, two for each of seven zones. "This year we only got four," he says. Still, Potts is confident that the work will get done.

Potts is happy, and he and his staff have been hearing a lot of compliments, about the way the grounds are looking. "Each year for the last five years, the campus has looked better," he says.

—Maureen Smith

Upbeat

Kate Tamarkin has parlayed luck and talent to forge a successful career as a conductor.

It was the break of a lifetime. In 1988, after 36 years away, Leonard Bernstein was returning to conduct the Chicago Symphony Orchestra in a series of concerts feting the annual conference of the American Symphony Orchestra League—whose members include the managers of the country's professional symphonies.

In return for agreeing to lead the orchestra, Bernstein had one stipulation: in a gesture of extraordinary professional generosity, the world's most famous conductor told the Chicago Symphony it had to find three young conductors with whom he could share the five-performance program. The orchestra carried out a nationwide audition and found its three young conductors.

"And I was one of them," says Kate Tamarkin, the U's visiting professor of orchestral studies.

At the time, she was finishing her doctorate at the Peabody Conservatory in Baltimore and commuting to Appleton, Wisconsin, where she was the musical director of the Fox Valley Orchestra. Her selection by the Chicago Symphony essentially meant Tamarkin was going to audition for all the country's symphonies—all at once.

Conducting Richard Strauss' *Don Juan*—what she calls "a big old piece" of orchestral music—she made the most of the opportunity, although not without experiencing one parlous moment.

"When I got up to conduct, I gave the downbeat with my baton and they started to play," she recalls. "It was like having a horse take off with you on it." The sound, she says, was "unbelievable," the evening, "one of the peak experiences of my life."

When the piece was finished, she saw Bernstein off-stage and told him, "Now I can die happy."

"Just don't die until Saturday," he responded.

She didn't. And in fact, her appearance in Chicago led directly to an invitation from the Dallas Symphony, whose manager was in the audience that night, to serve as associate conductor under the late Eduardo Mata.

Tamarkin remained at Dallas until 1994. In 1991, she also became the musical director of the East Texas Symphony Orchestra and in 1992, she added the Vermont Symphony musical director's job; she continues to work with both groups. At the relatively tender age—by conducting standards, anyway—of 34, Tamarkin had cracked one of the most rigid glass ceilings in the professional world to take



Kate Tamarkin, visiting professor of orchestral studies

her place among the country's 10 or 12 women conductors of professional symphonies.

"When I first started out to study conducting, there was only one woman I'd ever heard of who led a professional symphony," she says. "Luckily, I was so naive, I didn't think that being a woman might be a problem for me."

But then, Tamarkin had only entered the field because of another stroke of luck—this time disguised as an arduous obligation. As a French hornist and musical student at Chapman University in her native Orange, California, Tamarkin had not thought of leading a group. "I was studying to be a music education teacher," she says. "I was quite happy to be at the back of the ensemble."

Unfortunately—or fortunately, as things turned out—the school required all music education students to take a conducting class. "Believe me, I didn't want to take it,"

she admits. "But I decided to practice hard for my first conducting assignment because I knew we were being videotaped."

Whatever the motive behind it, the hard work paid off. After the class, her teacher handed her a note. "Why don't you consider conducting as a career?"

"I'm so happy the class was mandatory because otherwise I would never have taken it," she says now.

Last fall Tamarkin came to the University because of a sequence of happy circumstances that led to her decision to spend a couple of years in academia.

"Vern Sutton [the U's School of Music director] was in the process of trying to fill the position I have now when he came for a week to work with and conduct the East Texas Orchestra in *Die Fledermaus*," she says. At the end of the week Sutton asked her if she might be interested in teaching. "It was late in the year," she says, "and I was already booked up for performances. But I checked my schedule and saw that there were no performance conflicts that would have made it impossible to do the job. I took that as a sign that I was supposed to come to Minnesota."

Teaching at the college level was something that had been in "the back of my mind" for some time, she says. "I was interested in exploring the academic side of my profession, having spent 15 years exploring the professional side of it."

That professional experience makes itself shown in the "double focus" of her conducting classes at the U; one focus is "purely artistic," she says.

"The other is on the more practical aspects of being a music director and getting a job." So, in addition to seminars, workshops, and lectures on the orchestral repertoire, score interpretation and the like, her students also engage in mock job

interviews and have been required to do things like write a youth concert—a meat-and-potatoes offering of most symphonies, even the biggest ones. Her approach is paying off. Most of the conducting students who graduated this year have landed jobs, either as teachers, or with orchestras.

Her experience also makes her keenly aware of the difficulties still faced by women who want to break into conducting. On the other hand, as she points out, "At least there are more role models now for women."

One of whom, of course, is Tamarkin herself, a lucky person now sharing her good fortune with the U's aspiring conductors.

—Richard Broderick

Nobody's as good as Goldy when it comes to being a hugging, kid-loving, high-fiving ambassador.

It all started with a surprise visit to a second-grade class. Of course, Goldy Gopher had been around for a long time. But it wasn't until two years ago, when Judy Kirk of the University Foundation asked the big-toothed mascot to hand out reading awards at her daughter's school, that the Goldy in the Schools program began.

Since then, the program has touched thousands of Minnesota school children and helped transform Goldy from merely an athletic mascot into a lovable institutional ambassador who helps kids celebrate all kinds of achievements.

The man inside the gopher suit that day was Mike Tracy, principal public relations representative in University Relations. By chance, Anna Hasselmo, daughter of then-president Nils Hasselmo, was a substitute teacher in another class, and people at the school thought it would be fun if Goldy dropped in on her class.

After Anna went home and told her dad how excited the kids were to see Goldy, the president thought it would be great for more school children to have the same opportunity. So a Goldy in the Schools program was born.

Before the '96-'97 school year, Tracy sent letters to Minnesota school districts asking if they'd like a Goldy visit. Because he didn't have time to make the visits himself, he posted a student job and hired Amy Gaustad, who played the first Goldy in the Schools until she graduated

For Minnesota school kids, Goldy stars

last year. This past year, the Goldy role has been filled by Barb Stockburger, a music education major and a mom.

Through May, Stockburger says, Goldy had made 59 appearances at elementary schools and had contact with 25,000 children. A few more visits were scheduled for June.

"What amazed me is that they all know who Goldy is. I thought just a few would," Stockburger says. "It's great. I get tons of hugs. I bet I've hugged a good 15,000 or 20,000 kids."

The hugs have been handed out at all kinds of places where Goldy has appeared—school carnivals, read-a-thons, fund raisers, awards programs, pride assemblies, jelly bean races. Sometimes the kids know Goldy is coming and dress in Goldy garb for the occasion. Other times Goldy is a special surprise guest.

None of the events are designed to feature Goldy, who is unisex and never speaks. "Goldy is not a spokes-gopher," Tracy says. Instead, Stockburger says, "Goldy enhances whatever the schools are doing, just backs up their event, cheers them on."

"She's so good as Goldy," Tracy says of Stockburger, who not only appears as Goldy but handles the correspondence and phone calls as well—including the letters she sent to 26 school districts with 345 schools at the beginning of the school year.

"Both Amy and Barb handled themselves very, very well," Tracy adds. "I knew they would the first time they got the costume on. They're both mothers, and that does help. Barb is a very playful Goldy, and Amy was, too."

Stockburger says her own three children enjoy their Goldy connection. "To them I'm the coolest mom," she says, even though they sometimes complain that their mom likes Goldy best. That's because his large head usually rides in the front seat of her small car while her children sit in back when they accompany her to Goldy events.

The school appearances have softened and broadened Goldy's image, Tracy believes. "Goldy has been not so threatening. Kids feel they can run up to Goldy and give a high five, yes, but also get a hug," he says.

"I think it's an extremely good program for kids," Tracy says. "They get to see Goldy as something more than an athletic mascot. It's great that Goldy goes to athletic events, and it's also great that Goldy celebrates academic achievements."

"Obviously there's somebody inside the costume, and we never try to hide that from a kid," he says. "It's fun to have that illusion that there's this character that represents this institution."

—Maureen Smith

Career development efforts on campus: more best practices

Is your department or unit undergoing significant transition in work processes, personnel, or both? These days, it seems to be happening everywhere. The impact of these changes on our employees as well as on overall departmental cultures has been fully appreciated only recently within higher education institutions.

This article—the second in a series recognizing career development “best practices” at the University—profiles a campus unit undergoing significant change and describes its response to the challenges it faced.

The Office of the Associate Vice President for Multicultural Affairs (OMA) has redefined itself over the past few years, expanding functional areas under its umbrella, transitioning to new leadership, and even redefining its name. Under the guidance of Associate Vice President Rusty Barceló, OMA represents a tapestry of offices, including the Gay, Lesbian, Bisexual, Transgender Programs Office, Disability Services, the Ethnic Learning Resource Centers, President’s Distinguished Mentor Program, Minnesota Women’s Center, and the Diversity Institute. OMA’s mission is to foster a campus environment that values and actively supports an inclusive and truly multicultural community.

One challenge was to weave a unified culture and vision while maintaining the identity of the office’s many components.

Reconfigured work relationships can present problems as employees redefine roles and adjust to unfamiliar personal and work styles. Misunderstandings and miscommunication are common. OMA’s senior staff recognized that to be successful, they needed to improve communication and build a sense of teamwork across all programs and areas.

OMA charged a planning committee (Sue Kroeger, Carolyn Nayematsu, Jaime Nolan, and Anita Rios) with identifying major issues and developing a response plan. The committee concluded that, to accomplish its goals, OMA needed to strengthen the unit’s supervisory skills and build a development culture. The committee recommended a series of training sessions focusing on the staff’s personal and professional growth as managers/supervisors and as colleagues.

This training series would provide a forum for learning and working together; form a common language to clarify how staff would lead, manage, and follow; and increase communication and collaboration among all OMA units.

Six workshops were offered:

- Creating a common culture;
- Understanding the roles of University supervisors;
- Appreciating personality types with the Myers-Briggs Type Indicator (MBTI);
- Nurturing and developing staff;
- Building upon differences;
- Problem-solving, performance management, and discipline.

Future sessions will include:

- Evaluation and feedback;
- Performance appraisals and feedback.

The series included skill development (e.g., supervisory skills, coaching, and discipline) and more importantly, communication and team process (understanding personalities, appreciating and building upon differences).

A cadre of facilitators was lined up, with most sessions using University presenters from human resources and University Counseling and Consulting Services. According to committee member Anita Rios, “The series was a nice reminder of the rich resources and expertise that exist within the U.”

Evaluations of this series have been quite positive. Carolyn Nayematsu, director of the Asian/Pacific American Learning Resource Center, reflected that sharing MBTI results was a turning point for staff in terms of understanding each other and valuing diversity. “We got to know each other in a non-cultural way, which helped us not to judge the differences between us. We also recognized that we had things to learn about management and supervision, even though some of us have been doing this for quite some time.”

Staff noted that many sessions gave them the opportunity to get to know their colleagues better, allowing work to get done more efficiently. They remarked that the sessions allowed staff to understand and appreciate each other more. Rusty Barceló commented, “The series exceed-

ed my expectations in terms of the staff’s willingness to be open with each other. Throughout the last few months we have kept ourselves in a dialogue about how we can work better together. Yes, it took time and commitment, but it was worth it.”

OMA staff learned they could take concrete steps to smooth the transition process and help build the relational infrastructure needed to achieve their goals. They identified cost-effective resources to help them through the process. We would like to applaud the Office of the Associate Vice President for Multicultural Affairs for acknowledging and tackling this common issue in a helpful and creative way.

—Barb Krantz Taylor and Kate Schaefer

Is your department or program doing anything exciting to promote employee development and learning? Do you know of a specific supervisor who has been a model for developing employees? Is there a group of employees, formally or informally organized, that helps employees acquire new skills and further their careers? Let us know so we can write about them in future columns.

Kudos

■ **Melissa S. Anderson**, associate professor of educational policy and administration in the College of Education and Human Development, received the college’s Distinguished Teaching Award at an annual all-college recognition event in May.

■ **S. Jay Samuels** has been named to a 15-member congressionally mandated National Reading Council. The council’s charge is to report to Congress the “best practices” approach to reading instruction. Samuels is professor of educational psychology in the College of Education and Human Development.

■ Six faculty members have received the McKnight Research Award from the McKnight Endowment for the Arts and Humanities. They are **Catherine Asher**, art history; **Curtis Hoard**, art; **Amy Kaminsky**, women’s studies; **Young-Nam Kim**, music; **Alex Lubet**, music; and **Joan Anne Smith**, theater arts and dance.

■ Recipients of the 1998 President’s Award for Outstanding Service are **John Adams**, **Mary Cameron**, **Neal Gault**, **Virginia Gray**, **Cheryl Hays**, **John Imholte**, **Marvin Marshak**, **Mark McCahill**, **Harold Miller**, **Kathleen Peterson**, and **Tom Trow**. Now in its second year, the award recognizes exceptional service to the U by any active or retired faculty or staff member. It includes a certificate, memento, and \$1,000.

■ Recipients of the 1998 Civil Service Bargaining Unit Staff Award from the Office for University Women are **Eunice Eckerly**, College of Human Ecology; **Gwen Gmeinder**, sociology; and **Barb Nesheim**, Minnesota Technical Assistance Program.

■ The Department of Recreational Sports’ 1997 annual report, an early history of Twin Cities campus sports, was awarded a gold medal by the Council for the Advancement and Support of Education (CASE) in the “individual institutional relations publications” category. It was selected from 189 entries across North America. The publication was a joint effort of **Recreational Sports and Communications and Publications**.

Issues

continued from page 1

“It was very clear to me that no one person should do both of those things, not because it’s too much work but because they are two different roles,” she said.

AAUP can be more of an advocacy group, Evans said. FCC member Gary Gardner likened AAUP to “the big stick in the background.” A vote on unionizing that fell just 26 votes short sent a powerful message, he said.

Carole Bland said she favors a strong AAUP, but she is concerned the faculty voice might be divided and the power of faculty governance diluted. Both groups want to bring in more young faculty, she added, and they might compete with each other for limited faculty time.

Fred Morrison drew an analogy with the political system. “The AAUP is the DFL, and faculty governance is the legislature,” he said.

“The AAUP can speak freely and unabashedly in favor of faculty interests. As one moves into academic governance, there may be some other countervailing issues that need to be taken into consideration.”

“The AAUP is basically the people. We’re the voice of the people,” said astronomy professor Roberta Humphreys. “Even after some issues are officially dead, the AAUP can keep them alive and keep bringing them back.”

Troubling issues remain

It isn’t as if all issues have been resolved to the satisfaction of faculty. “Some things haven’t gone so well,” said AAUP member Gary Bafas, citing the sabbatical policy. The Senate Committee on Faculty Affairs (SCFA) worked hard on a proposed new policy, only to see it discarded because “the deans don’t want it,” he said.

“It was very exasperating indeed,” agreed SCFA chair Kent Bales.

Physics professor Russ Hobbie said the issues that worry him most are national ones, including the relationship between regular faculty and others in faculty-like roles, the competition for tuition revenues especially after 2008 when high school classes may start to decline again, and distance education.

The issues here are “not so much us versus our administration as the U of M versus the rest of the world,” he said. Pressures will come from competition, and “I don’t know what the solutions are.”

Bland said the problem she would rank highest is the shrinking of the faculty and the growing number of others performing similar roles.

Bloomfield said he believes the biggest problem is what to do about the Academic Health Center (AHC). Later, he explained in an interview that he meant there are problems in the AHC, not that the AHC is a problem. Two problems he named are financial losses in the outpatient clinics—with resulting financial pressures on academic departments—and weak faculty governance, especially in the Medical School.

Greater power for deans under incentives for managed growth was seen as both a plus and a minus. Morrison saw it as positive, because it means moving decisions into academic units and “away from people pushing pieces of paper around bureaucratic desks.”

In the AHC, more power to deans means a

centralization of power at the expense of departments, said Stanley Erlandsen, professor of cell biology and neuroanatomy.

On another note, Regents’ Professor Eville Gorham said the quality of the University rests with the quality of its faculty, and his concern is that people aren’t tough enough on tenure decisions. “I think some of my fellow faculty are infected by Minnesota Nice to a virulent degree,” he said.

“If you make a wrong decision and deny tenure, you have an opportunity to appoint somebody next year. If you make a wrong decision and appoint somebody, you’re stuck with them for 30 years.”

Evans countered that in this academic job market, when the University has been able to hire brilliant people, “a negative tenure decision is usually a failure on the part of the department.” The issue for her is how to “nourish people who come in with incredible potential” and help them fulfill that potential as scholars and community members.

Psychology professor Bruce Overmier voiced a related concern. If post-tenure review is not taken seriously, he said, tenure will be undermined. “Tenure was never meant to be a sinecure. As soon as post-tenure review is not seen as a serious process, we will be back at the walls.”

“I hear that the faculty at the University of Minnesota won the tenure war. I’m not so sure we won it. I frankly think we bought ourselves five years.”

—Maureen Smith

“I hear that the faculty at the University of Minnesota won the tenure war. I’m not so sure we won it. I frankly think we bought ourselves five years.”

—Bruce Overmier

July calendar



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

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Photographic and interactive exhibit featuring artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through Aug. 16.

The Goldstein Gallery, FFI: 624-7434

■ **The Goldstein: A Work in Progress**—An exhibition focusing on the museum as part of an academic unit. With more than 12,000 historic and designer costumes from 1760 to the present, 2,500 textiles, 1,000 decorative arts objects, and a growing archive of interior and graphic design materials, the Goldstein demonstrates its contributions to education, research, outreach, and collecting, as well as its plans for classroom involvement. Opens July 12.

Katherine E. Nash Gallery, FFI: 624-7530

■ **Memory...refinding me**—Photographs, paintings, and works by national and local artists explore how memories are selected and revealed by self. Curated by the Visual Arts Committee, whose members are graduate and undergraduate students seeking art degrees at the U. Hours are Tu, W, F: 10 a.m.—4 p.m.; Th: 10 a.m.—8 p.m.; Sat.: 11 a.m.—5 p.m. Through July 10.

Paul Whitney Larson Gallery, FFI: 625-8266

■ **Bouteloua and Layl McDill**—Mixed media by two local artists. Through July 17. Free.

■ **Michoacan, Mexico: Textiles**—Textiles by the indigenous people of Michoacan, Mexico. July 23 through August 21. Free.

Tweed Museum of Art, Duluth, FFI: (218) 726-8222

■ **1998 Tweed Contemporary Artists Series, Thunder Bay-Duluth Exchange**—Works by artists from Thunder Bay, Ontario, are exhibited in conjunction with Duluth's 1998 All Sister Cities Festival. Through Aug. 2. Opening reception July 3, 1-3 p.m.

Weisman Art Museum, FFI: 625-9494

■ **Women in the Weisman Collection: The Spirit of Seneca Falls**—This exhibition by 60 women artists—nearly half of them Minnesotan—is part of a Twin Cities-wide series of programs and performances celebrating the accomplishments of women in the arts since the women's suffrage movement was launched in 1848 in Seneca Falls, New York. Opens July 3 and runs through August 30.

Also at the Weisman in conjunction with the exhibition:

Thurs., July 9

■ **Early 20th century composers on the "new woman"**—First of two concerts celebrating 20th century women's music. Plymouth Music Series' Philip Brunelle is accompanied by School of Music director Vern Sutton and Janis Hardy, St. Olaf College voice professor. 8 p.m., Dolly Fiterman Riverview Gallery.

Mon., July 13

■ **Art songs by women composers from the last 50 years**—Second in the concert series. Philip Brunelle accompanies soprano Cynthia Lohman. 8 p.m., Dolly Fiterman Riverview Gallery.

Tues., July 14

■ **The Legacy of Seneca Falls**—U history professor Sara Evans provides a historical perspective on the 1848 Seneca Falls convention that ultimately led to passage of the 19th amendment and the transformation of American politics. 7 p.m.

Thurs., July 23

■ **Samantha "Rastles" The Woman Question**—Samantha Smith Allen, a character in several novels by Marietta Holly, is brought to life by actress Jane Curry. 7 p.m.

■ **A Scholar Collects: Selections from the Canedy-Harem Collection**—Artworks from the private collection of U professor emeritus Norman Canedy. Through August 30.

SPECIAL EVENTS

Sundays, July 5, 12, 19, 26

■ **Guided tours of the U Landscape Arboretum's restored prairie**—Meet in prairie parking lot at 1 p.m. Tour included free with regular paid gate admission.

Sat., July 11

■ **Orchid Lights Benefit**—"Wild in the Garden" is the theme of this year's summer garden party, which will celebrate the redesign and renewal of the Grace B. Dayton Wildflower Garden, as well as the U Landscape Arboretum's 40th anniversary and the Horticulture Research Center's 90th. Activities include food, entertainment, and a silent auction of unique and unusual items. 5-9:30 p.m., Minnesota Landscape Arboretum. FFI and tickets: 443-2460, ext. 181.

LECTURES, WORKSHOPS, & CONFERENCES

Friday, July 24

■ **Wetlands restoration symposium**—Designed for those interested in understanding the wetlands restoration process and how to replicate it, this symposium includes a keynote address by Steve Eggers of the Army Corps of Engineers, who has authored a book on wetland vegetation. Also featured will be concurrent sessions on topics such as seeding, weed management, and wetland planting design. \$85 (Arboretum members) or \$105 (non-members) includes van transportation to the wetlands research site, handouts, refreshments, and a buffet lunch. 8 a.m.—3 p.m. FFI or a brochure: 443-2460, ext. 180.

FAMILY ACTIVITIES

Through July 10

■ **Raptor Center 1998 Summer Day Camps**—*Kestrel Camp*: Five-day camp for children in grades 1 through 3. Activities include raptor identification, games, song, and stories. July 6-10, 9 a.m.—noon. *Falcon Camp*: Five-day camp for children in grades 4 through 6. Activities include raptor identification, arts and crafts, folklore about raptors, and educational games. July 6-10, 1:30-4:30 p.m.. \$90 (members); \$100 (nonmembers). FFI: 624-4745.

Through Sept. 4

■ **Bell Museum Summer Discovery Day Camps**—Many week-long day camps available for kids grades 1 through 8 to explore natural history, art, science, and more. Bell Museum. FFI and registration brochure: 624-9050.

MUSIC

St. Paul Student Center Free Noon Concerts—Every

Thursday from noon to 1 p.m. in the Terrace Cafe.

July 2—Jeff Kind: Saxophone

July 9—Rebekka Fisher: R&B singer

July 16—Joe Meyer: Folk guitar

July 23—Michael Monroe: Reggae jazz

July 30—Jerry Rau: Folk guitar

■ **Bravo String Workshops Performances**—Free concerts by School of Music summer students. All performances are at the Dolly Fiterman Riverview Gallery, Weisman Art Museum.

Wed., July 1—noon.

Sat., July 3—1 p.m.

Wed., July 8—noon.

Sat., July 11—1 p.m.

Wed., July 17—noon.

Sat., July 18

■ **Bravo Chamber Orchestra**—Closing to the Bravo Summer Workshop includes violin duet of Bach's *Double Concerto* by Sally O'Reilly and Yair Kless. Free. 6 p.m., Dolly Fiterman Riverview Gallery, Weisman Art Museum. Free.

FILM

■ **Roxy Films presents Films of the Decades**—Every Friday at 7 p.m., St. Paul Student Center Theatre. Students free; public \$1.

July 10—1970s: *American Graffiti* (1973; 112 mins.)

July 17—1960s: *Breakfast at Tiffany's* (1961; 114 mins.)

July 24—1950s: *Vertigo* (1958; 126 mins.)

July 31—1940s: *Adam's Rib* (1949; 101 mins.)

■ **Special Family Comedy Film Series**—Every Wednesday at 7 p.m., St. Paul Student Center Theatre. Students free; public \$1.

July 1—*The Love Bug* (1969; 108 mins.)

July 8—*Swiss Family Robinson* (1960; 128 mins.)

July 15—*Bedknobs and Broomsticks* (1971; 118 mins.)

July 29—*Ghostbusters* (1984; 105 mins.)

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for August's calendar is July 13.



The Summit Hill Brass Quintet will perform July 29 as part of the Summer at Northrop series.

SUMMER AT NORTHROP

This summer's free, outdoor concerts continue through August. All concerts are at noon on Northrop plaza. For a complete list through the end of the series, visit the Summer at Northrop Web site: www.cee.umn.edu/northrop/summer98/summer.html.

Thurs., July 2—Motion Poets: Original jazz with fierce burners to pensive ballads.

Mon., July 6—Twin Cities Community Gospel Choir: Songs to stir the soul.

Fri., July 10—Callie & Her Palikaria: Vibrant Greek and American music.

Mon., July 13—Minneapolis Pops Orchestra: Light classical favorites.

Wed., July 15—Dean Magraw: New acoustic guitar.

Mon., July 20—Macha Tri: Traditional Irish folk tunes.

Thurs., July 23—Cedar Avenue Big Band: Modern big band swing.

Mon., July 27—Paul Harper's Ascension Quartet: Modern improvisational jazz.

Wed., July 29—Summit Hill Brass Quintet: Sparkling Americana fare.

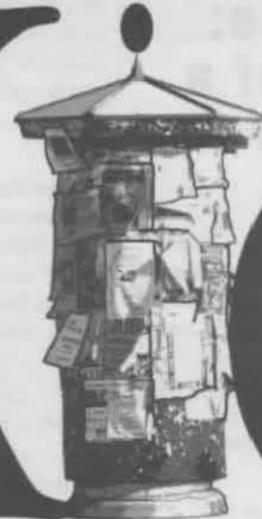
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■ New research vp Christine Maziar, p. 6

■ OSLO program links U, community, p. 6

Kiosk



www.umn.edu/urelate/kiosk/

What? Light through yonder windows?

By fall, staff can expect to see more clearly, thanks to a massive effort to get out the grime.



Folwell Hall lets the sun shine in as an employee of Big Lake Acme Window Cleaning polishes up a window in the venerable old building.

The air inside the dim, claustrophobic, second-story room of the former YMCA building feels like warm shaving cream, but Doug DeMars of Big Lake Acme Window Cleaning greets you as if he's been living for this moment. He's been washing windows for about 25 years, and seems immune to the heat that greets him when he opens the door to each small room. DeMars, who has seen his share of grimy windows, ranks the University of Minnesota's right near the top.

"These are right up there with the dirtiest," he says. "The inside is worse than the outside. The rain helps clean the outside. Look at these sills. The dust settles, the heat and the air conditioning blow it around. If you use fuel oil, they get even dirtier. Look at that." His right forefinger

carves out a narrow valley of gray soot from a small pane.

Sunblock: 58,000

It's been more than seven years since Minnesota washed most of its windows, says Eric Kruse, the U's acting vice president for operations, adding, "And I have to believe there are some windows here that haven't been washed for at least 10 years."

Kruse also recalls that when Mark Yudof assumed the University presidency, "some of the first talk about 'Beautiful U' centered on washing the windows. There were a number of priorities, and this was clearly one of them."

Deciding that the grime on the windows did not reflect well on the U, Yudof and the Board of Regents approved a \$350,000 project that calls for washing 58,000 windows on the Twin Cities campus. Intended for completion by fall, the window-washing project is being done by four companies that bid on contracts. In addition to the \$350,000 in one-time funding, another \$46 million will be spent on a window and roof maintenance project. Of that, \$35 million comes from the sale of University Hospital and the annual University facility repair budget. The remaining \$11 million will come from state legislative funding.

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Drafting a game plan for the soccer field

The U and its Falcon Heights neighbors do battle over a future home for women's soccer.

With its blooming backyards and well-kept homes, the tranquil neighborhood bordering the University's women's soccer field doesn't look like the backdrop for battle. But residents here—who include many University faculty, staff, and retirees—say that the very tranquility they prize would be jeopardized if the U goes ahead with plans for a \$2 million upgrade of the women's intercollegiate soccer facility at the corner of Cleveland and Larpenteur avenues.

For the University, the issues are Title IX compliance and gender equity. For the neighbors, the issues are land use and zoning ordinances. The process of coming to terms has included activism, opposition, rhetoric, posturing, and politization—although both sides still hold out hope for a settlement everyone can live with.

The proposed upgraded facility would be located where the women's soccer team plays now: the southwest corner of Cleveland and Larpenteur avenues in Falcon Heights, on the northwest fringe of the Twin Cities campus in St. Paul. The site and general design schematic—which includes a permanent multi-use structure, ticket offices,

concessions, a press area, grandstands, locker rooms, a sound system, and competition and practice fields—were unanimously approved by the Board of Regents' Facilities Committee on July 9.

The University says it needs to upgrade the soccer facility to fulfill a 1996 Title IX commitment requiring it to demonstrate that it is meeting goals for expanding athletic opportunities for women and providing equal training, equipment, and facilities. In addition, say University officials, the current facility is substandard for a Division I soccer team, and an exhaustive search for alternative sites has proved fruitless.

"This is not a gender issue, this is not a soccer issue, this is a land-use issue."

—Robert K. Anderson
Professor emeritus and
Falcon Heights resident

"After studying all the options and listening to all the arguments, we have concluded that this [existing facility]

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www.umn.edu/urelate/kiosk/.

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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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CIVIL SERVICE

Civil service: backbone of a world-class university

The Civil Service Committee would like to know if there is any interest in setting aside a day to promote civil service and its contributions to the U and to the community at large. The theme would be Civil Service: The Backbone of a World Class University. The focus would be on what civil service does and what it accomplishes.

The focus is NOT the promotion of U departments, the Civil Service Committee, bargaining units, or central administration. In other words, any materials, banners, or signs would promote the theme and any reference to the sponsoring group would be so subtle as to be nonexistent.

A day dedicated to the U's nonacademic employees not only shows that their services are valuable to the institution, but

also provides civil service and bargaining units with a theme that can be used to lobby the Legislature for compensation and benefits. It can also be a way to have some fun and get to know each other better.

Human Resources can use this opportunity to promote civil service as a career path. With a little effort, press coverage can be used to bring the recruiting message to the community. Banners and signs can be used to market to graduating students.

The U can show its appreciation for the contributions of nonacademic employees, whose service and support indirectly result in better education and research.

The event could be financed in a number of ways. Small contributions could be donated from the Civil Service Committee and bargaining unit promotional budgets. Banners and other displays could be paid for from the human resources recruiting budget. We can minimize lost-opportunity cost by scheduling the day in an off-peak month and events around the noon hour.

So let's hear from some of you out there! Are we proud enough of what we do to flaunt it just a bit? Please call George Hoh (612-626-7984) or e-mail your ideas to the committee at csc-list@tc.umn.edu. By the way, we would also like to put together a civil service musical group. Whether it winds up to be a kazoo band or a vocal chorus depends on the responses we get. Any musical directors out there?

—George Hoh
Public Relations Subcommittee

Additional award winners

The following staff were inadvertently omitted from the award winners listed in the July *Kiosk*.

CLA Outstanding Service Awards

Naaz Babvani, principal secretary, Department of Sociology;

Clara Schreiber, word processing supervisor, Department of Forest Resources.

P&A

P&A survey finds frustration, hope

In April, all P&A employees were surveyed about how they thought the class might be better represented and governed.

One survey respondent summarized why P&A issues have come to the forefront: "The concept in 1980 [when the class was established] was the P&A positions are professional appointments much like faculty." Indeed, until last year, P&A employees were linked to the faculty in terms of salary and benefits. In 1997, however, raises for faculty and P&A were separated, with faculty receiving an average raise of about 8 percent and P&A an average raise of about 2.5 percent. The discrepancy caused new discussion at all levels about P&A roles, governance, and compensation.

The University's P&A group now totals from 2,800 to 3,000 persons whose roles vary widely, from fulltime administration to pure research, from student services to human resources to agricultural extension services. Often, P&A and faculty roles are indistinguishable.

Although the 235 people who responded to the April survey were not a large percentage of the class, nearly every college or unit had at least one respondent. Also, the range of employment at the U was from three months to 45 years, and the average number of years employed was 11.3, with over 70 percent having worked here six or more years.

Of the 235 respondents, 15 percent have continuous contracts, 78 percent have one-year renewable contracts, and a small percentage have multiyear fixed-term contracts. Survey questions centered around governance structure, governing body size, selection of governing members, frequency of meetings, and whether the governing body should engage in lobbying behavior. Comments, ideas, and concerns were solicited for each area.

Findings Structure

More than a third (38 percent), would like to see P&A integrated into the faculty governance system. Thirty-two percent would prefer a separate P&A governance structure. Among the varying comments: "I do not believe a separate governance body is appropriate, and will only accentuate the separate status P&As have," and, "As a separate but consultative group with faculty I think our issues would be looked at more strongly."

Choosing a governing structure is difficult in part because the great diversity of P&A roles is not widely understood. "I think there's a huge educational process that needs to go on with regular faculty, as well as administration," said one. "If faculty and administrators had a better idea of how much of the work of the U gets done by P&A and how often their backgrounds are nearly indistinguishable from faculty, it might be possible to advocate more effectively for P&As," noted another.

One person summarized the need for some kind of governing body: "We would have no distinct voice and would be ignored by people with tenure who don't seem anxious to share power. Cooperation and consultation are fine, but the differential in power makes this option problematic."

Size

Fifty-four percent preferred a governing body of 20 or fewer members; the next highest percentage (34 percent) preferred 20 to 50 members. One of the few comments about this issue: "One size does not fit all! Teaching specialists may have to have their own group and advisers and other student affairs employees may need another. However, there is greater strength in numbers and we should try to minimize breakout groups."

Selection

Strong opinions were voiced on how to elect the governing body. Over half (58 percent) believed P&A representatives should be chosen by college- or unit-wide vote. Nineteen percent thought the vote should be University-wide.

Meeting frequency

Sixty-eight percent favored monthly meetings of the governing body. Only 26 percent believed the meetings should be quarterly.

Lobbying action

By nearly a two-thirds to one-third margin, respondents said the governing body's role should include lobbying for improved benefits and work-related conditions.

Although this question did not ask specifically about unionization, many written comments addressed the issue. Most did not advocate unionization, at least not now. "Certainly improving communication and information distribution [is needed, but] preferably not confrontational... I don't think that's the way to build internal or external support." Another noted, "I would prefer to 'take my own chances' on salary, opportunities, etc. based on my abilities, job performance, and merit..." The few union advocates were unequivocal: "I would vote for a union or the closest to a union we can get."

Most comments expressed a desire to work within the system. "Separating from faculty I doubt will help us in the long run. We should set up something within the system to get our share of the pie." Another person suggested, "Work with administration to set policy...and to work toward better representation, salary, and benefits."

Conclusion

Many said P&A concerns must be addressed sooner rather than later: "The U clearly needs to address P&A concerns much more seriously. I work in a technical-computer area, and the flight or intended flight of professional staff is way too large..."

Finally, a philosophical respondent summed up the importance of cooperation: "...all employees of all employee groups are still working for one employer [the University]... While each group has unique interests and concerns, there are many that overlap and together we are stronger. Separate movements will not lead to improvements for employees... P&A are no more and no less important than any other employee."

—Kyla Wahlstrom, chair
Communications Committee

■ Regents gave President Yudof a **three-year contract and a big raise**. The raise will be \$50,000 in the first year, and a deferred compensation fund will give Yudof an additional \$50,000 if he stays for the full length of the contract. His new salary is \$275,000. Regent Hogan reported on the president's performance review and said, "We couldn't be more pleased. Now we want to turn to keeping you here."

■ Yudof reflected briefly on his **first year**. In Minnesota language, "we had not a bad year," he said. "Maybe next year it could even be pretty good." He expressed his gratitude to regents, faculty, staff, students, political leaders, and the people of Minnesota.

■ Regents passed a resolution approving the site and schematic plans for a women's intercollegiate **soccer facility** at Larpentour and Cleveland in St. Paul. (See story on page 1.)

■ **Semester conversion** is on track, project director Peter Zetterberg told regents. The biggest concern is that students may not take enough credits, he said. Students who now take four 4-credit courses in a quarter may decide to take four 3-credit courses in a semester. Progress toward degrees would then be slowed and revenue lost.

■ The **U.S. Court of Appeals** for the Eighth Circuit ruled July 7 that the U need not make Social Security payments on behalf of medical residents enrolled in graduate medical education programs. The potential impact is \$58 million. The decision may have financial implications for academic medical centers and medical residents nationwide. For that reason, the government may seek review of the case by the U.S. Supreme Court.

■ **Sandra Gardebring**, an associate justice of the Minnesota Supreme Court since 1991, has been named the new vice president for institutional relations. She will oversee the U's public relations, alumni relations, fundraising, and lobbying efforts. She will report directly to President Yudof and is expected to assume her duties Sept. 8. "This is stunningly good news for the University," Yudof said.

■ Retiring Morris campus chancellor **Dave Johnson** wrote messages on 380 individual blocks of wood cut from the gym of the soon-to-be-demolished 1930s-era Physical Education Annex. Blocks with the message, "A Piece of UMM / With my best wishes / Dave Johnson / 12 June 1998," were presented to all graduating seniors at commencement.

■ Groundbreaking for UMD's \$25.8 million **state-of-the-art high tech library** was June 23. Scheduled to open in fall 2000, the new 136,000-square-foot building will be north of the existing library and linked to it on two levels. "This library will be one of the most technologically advanced libraries in the state and perhaps the nation, serving students, faculty, business, and industry in a new century," Chancellor Martin said.

■ **Mark Cox** assumed the role of interim assistant vice president for health, safety, and transportation July 1, replacing Paul Tschida, who retired June 30. Cox has worked at the U for 22 years, the last five years as director of budget and operations for health, safety, and transportation.



Come, let's stroll

Poodle skirts, letter sweaters, and white socks were all the rage in the St. Paul Student Center's North Star Ballroom June 25 as about 175 civil service and bargaining unit employees were honored for milestone employment anniversaries. Pictured above, honoree Ora Mae Mitchell, a nurse practitioner in Boynton Health Service, and human resources Jobs Center director Roger Forrester were among those who danced the stroll. Other highlights included root beer floats, a toast from U president Mark Yudof, and souvenir coke glasses inscribed with the theme, "Things go better with U."

Kudos

■ **James Fricton**, School of Dentistry professor, was recently chosen president-elect of the American Board of Orofacial Pain.

■ **Nicole Lurie** has accepted a position as principal deputy assistant secretary for health in the U.S. Department of Health and Human Services, beginning Sept. 1. Lurie, professor of medicine, family practice, and public health, will work closely with Secretary of Health and Human Services Donna Shalala. Lurie is known for evaluating accessibility and quality of health care programs.

■ **Cherie Perlmutter** received the 1998 Mullen/Spector/Truax Women's Leadership Award for her contributions to women's leadership development over the past 25 years. The award was presented at the tenth anniversary celebration of the Office of University Women (formerly Commission on Women). Perlmutter, who serves as special adviser on AHC faculty issues, is an associate vice president for health sciences.

■ **Stephen Shuman** has been elected to lead the American Society for Geriatric Dentistry in 1998-99. Shuman is director of the Oral Health Services for Older Adults in the School of Dentistry.

■ The **U of M Extension Service** received four of the 19 highest honors given annually by the U.S. Department of Agriculture. Recipients were the **weather response team** for efforts in the blizzards and floods of spring 1997; Polk County extension educator **Bob Quinlan** for a project that provided child care for East Grand Forks families whose homes and businesses were flooded; a **program on indoor environmental issues for Southeast Asian homeowners** in Hennepin and Ramsey counties; and **Bonnie Braun** of the College of Human Ecology, who worked in a multistate group that designed a nutrition education conference.

Letters

Tenure as an issue of class

To the editor:

I guess it is not surprising that faculty continue to frame the "tenure crisis" in terms of academic freedom; it certainly is in their better interest to do so. However, in your article in the July *Kiosk* (All Things Considered), I see no recognition of class and economic issues related to this struggle.

Clearly, there is a growing gap between the haves and the have-nots, and the middle class is being divided into one or the other. This economic struggle is as evident in a great American university as it is in any factory or corporate entity.

Faculty, as a whole, have always identified as part of the power structure and, as such, have tended to support class divisions. Now that all aspects of the University system are open to examination—related to cost-effectiveness and value of our services to our constituency—tenure, as a system of life-long guaranteed employment, is giving way to more functional ideals: What can we afford with the money we want to spend on education? A natural outcome of this examination is to look at this system of guaranteed employment at the same time as we are limiting other forms of job security at the University, e.g., one-year appointments and temporary no-post appointments.

Without a vital form of post-tenure review the faculty may still be facing the question of whether or not to bargain collectively; the forces that led to the "tenure crisis" a year ago will be with us for some time to come.

David W. Johnson
P&A employee

The writer is director of the Employee Assistance Program Office of Human Resources

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.



In this photo, the proposed upgraded soccer field is to the left of Cleveland Avenue (which runs north and south and intersects with Larpentour Avenue at the top of the photo). The condominium complex at 1666 Coffman is in the upper left; University Grove is at the bottom. The schematic below is the current proposal for the upgraded complex from a similar vantage point.

Photo by Tom Foley

Soccer

continued from page 1

is the only viable site," said McKinley Boston, vice president for student development and athletics. "Any further delay to upgrading the facility would be a disservice to the student-athletes who have endured years of portable bleachers and toilets on game days, and no amenities at all when they practice."

Residents of University Grove and the 93-unit condominium complex at 1666 Coffman though—nearly 150 of whom attended the Board of Regents meeting—say they're concerned about increased noise, inadequate parking, traffic congestion, and an eight-foot chain-link fence that would surround the facility. Moreover, they argue, the proposal is not included in the University's master plan—which provides direction and vision for all future development on the Twin Cities, Duluth, Morris, and Crookston campuses.

"This is not a gender issue, this is not a soccer issue, this is a land-use issue," said Robert Anderson, professor emeritus and

former associate dean of the College of Veterinary Medicine. "Consultants have continuously said the site is not suitable for the upgraded facility," claimed Anderson, "and the proposed schematic for the upgrade violates every municipal zoning law. We've done a lot for the University, and it's terrible that the University is trying to dump on us."

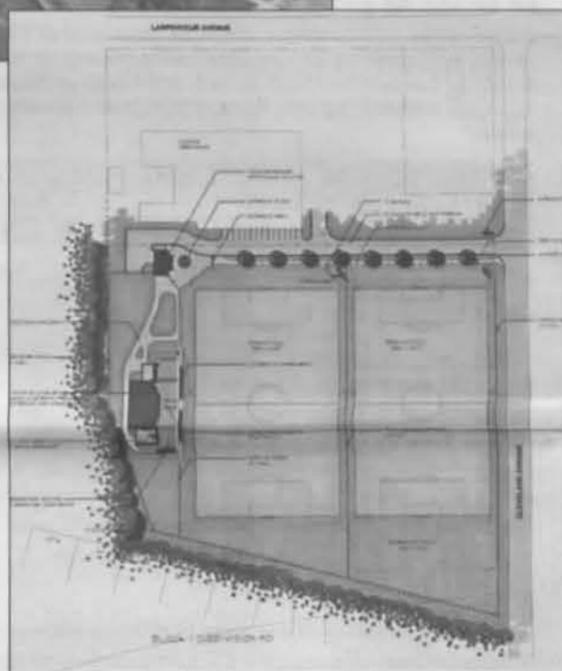
To address and ease neighborhood concerns, the Board of Regents passed a resolution mandating Thomas Fisher—dean of the College of Architecture and Landscape Architecture—to work with University and community representatives on a design for the approved site that would satisfy both women's soccer program needs and as many neighborhood concerns as possible. The resolution also says the University would consider entering into covenants with Falcon Heights to address mutual concerns. The University will continue to research and review alternative sites until September 9.

"This resolution establishes a two-track planning process," said regents chair Bill Hogan. "Our approval of the proposed project is intended to be an initial

approval which will permit the University to continue planning and design for the project over the course of the summer and which will prevent unnecessary delays if, in fact, a decision to proceed with the proposed design at the proposed site is ultimately made."

John Turner, however, a University Grove resident and regents professor of political science, takes Hogan and the Board of Regents to task. "The Board of Regents has a special responsibility to vote against inappropriate land-use decisions," Turner wrote in a recent *Pioneer Press* column. "The board is the only remaining body of legal restraint to protect the rights of people within its jurisdiction against the mistakes of the University's administrative leaders."

By early fall, the site for the permanent women's soccer facility will be identified.



Meanwhile, both sides in the dispute are hoping and working for a fair, equitable, compatible solution everyone can cheer for.

—Mike Nelson

Light

continued from page 1

How to cut the grease

Even though the undertaking is enormous, Kruse says it doesn't compare with what he learned after speaking with a Michigan State acquaintance one day. "They haven't washed their windows for 19 years," Kruse says. "And they say they have no intention of doing so."

Preventing the U of M from approaching that mark—which seems to have Cal Ripken-like status among, umm, window streaks—is a laborious undertaking. DeMars, whose company is scrubbing and buffing 90 campus buildings, is one of the people who is performing that labor. It's not a job for the faint of heart.

When he's sponging and soaping on a ladder outside, DeMars is oblivious to heights that, some days, would make a tightrope walker whimper. The only fall he's ever taken was a 16-foot header off a defective deer-hunting stand, but he's got some fine window folklore, including the tale about the washer who fell 10 stories in Oklahoma City—and lived to talk about his relatively minor injuries.

"I've seen my share of window cleaners hanging on the side of buildings," DeMars says, chasing the words with high-pitched laughter that bounces off the glass.

He says it will take him about two days to complete this one building, inside and out, indicating this is just a "straight wash." Some of the windows could use an acid wash to vaporize the lime deposits, he says, but acid costs about 25 bucks a gallon, and you need five gallons for a large building. The job also requires rubber gloves, eye goggles, and a tolerance for "breathing that stuff in and burning your nose hairs." An acid wash would cost about \$75 an hour, and keep DeMars' sinuses clear for a week.

The glass at 1425 University will settle for the budget washing, and no need for DeMars to dangle 775 feet from a "stage," as he's done when fussing over the windows of

Cleaning the great unwashed

- Windows to be washed: 58,000
- Companies contracted: 4
- Cost: \$350,000 in one-time funding (+ \$46 million for window and roof maintenance)
- Glassiest campus building: With 3,386 windows, the Basic Sciences and Biomedical Engineering building is the most pane-ful.

the IDS tower in downtown Minneapolis. In fact, this job involves downright common tools: a five-gallon metal bucket filled with water, a six-inch squeegee, a sponge, and a chamois.

"A chamois is the best thing to touch up these edges," he says, removing the last bits of moisture from the lead around the panes. When he spiffs up the final rectangle of glass, the sunlight struggles less to do its work. Once outside, you have to admit those windows sparkle. Must be some savage ingredient in that water.

"It's Dawn dishwashing soap," DeMars says. "Everyone knows"

about it. We do a lot of work at Goodyear, and you go back where the mechanics wash their hands and you'll find a bottle of Dawn. It's the best grease-cutter there is."

—Jim Thielman

THE NEWS

IS GOOD FOR PRINTING SERVICES

Focusing on customers, technology, and cost savings have helped turn around a once-ailing operation.

Name a business within the University that is making money, keeping customers happy, and producing high-quality work.

If you've been around for a while and remember the stories, Printing Services may not leap to your mind. The question not long ago was how an operation that lost so much money and so many customers could even keep going.

But managers and employers say there has been a turnaround—especially this last year—that is good news for them and their customers. Some other people, still remembering past bad experiences, may need to be convinced.

A few years ago, the picture was bleak. Under a new director, Dianne Gregory, the troubled Print Shop was merged with the more successful Duplicating Services. "We had a rough three years. We had a lot of sorting out to do," Gregory says.

Staff reductions after the merger were tough, Gregory says. "Now we're holding at 86, and our business has grown. People had to do more work."

"Four or five years ago when we merged, I thought we were going to fold up," says press foreman Bob Graham, who has been with Printing for 32 years. Karen Boberg, a 29-year employee, says it this way: "It was a scary situation. We came so hair-raisingly close to being out the door."

Success can be measured several ways, but none of the other measures would mean much if it weren't for this one: Last year for the first time the combined operations turned a profit. This year the profit is bigger.

Earning the business

Printing used to count on a captive audience of University customers.

"Going off campus for printing was discouraged. You had to jump through hoops," Boberg says. "It used to be that we printed everything, and what we couldn't print we farmed out," Graham says. "Now we have to bid on jobs like everybody else. It's been a tough struggle."

Some employees didn't like it when University customers could go outside for printing, but the need to be competitive turned out to be healthy. "We wanted business because customers wanted to do business with us," says assistant vice president Theresa Robinson.

"I see us becoming more and more like a commercial printer," says printing consultant Bob Swoverland, who joined the staff a little over a year ago and has extensive background in printing. "Instead of taking the customer for granted, we're trying to earn the business."

Steve Baker is one customer who has seen a change. "There was a time when, like many folks at the U, I was convinced that very few jobs should go to Printing Services," he says.



Photo by Tom Foley

Dianne Gregory, director of Printing Services, in the plant on Como Avenue.

Last year for the first time the combined operations turned a profit. This year the profit is bigger.

"That's no longer the case," says Baker, director of Communications and

Publications. "We treat them as a mid-to high-quality printer that's competitive with a handful of other printers we use."

Culture clash

Boberg, director of the Smith Hall copy center, remembers

how reluctant the Duplicating Services people were to merge with Printing.

"We were self-sustaining. Printing wasn't. It was a bitter pill, let me put it that way," she says. "We didn't have much choice. We were either going to succeed together or we were going to be gone together."

Now Boberg sees that the merger made sense. "The two pieces are interdependent, even though you don't necessarily want to admit it."

Dick Rewey, now a technical adviser in Printing, also came from the Duplicating Services side. "The division was real and deep," he says. "We were concerned about being combined with Printing. We

were always into customer service.

"Now the combined companies are doing better than either one was before," he says. "It's so much better than I ever thought it could be."

In customer surveys, "the copy centers are always getting glowing reports," Gregory says. "Now I really see that happening here as well."

Getting it right

Several kinds of changes have contributed to Printing's financial success. One big focus is technology. "We're just zooming ahead," Gregory says. "We're buying more and more equipment. I feel like we're on top of that."

"We probably have an advantage, because of the U network. People can send things to us electronically."

"We use the cutting edge technology here, and we have to," Boberg says. "There were some big risks that had to be taken, spending so much money when we were sitting with big red numbers down there. I'm amazed that Dianne doesn't have mungo ulcers."

Then, too, people throughout the operation look for ways to save money. Larry

Swangstue, who has been with Printing 18 years and buys and cuts all the paper, is one. "I try to save as much money as I can," he says. "A lot of times I go off the contract if I think we can get a better deal. It works out pretty good."

Avoiding errors may be the biggest money saver of all. "Reruns will really kill you. We're making sure that jobs go out of here right the first time," says Graham, the press foreman.

"We're definitely not having as much rework as we used to," Gregory says. "I've worked late and people have come to me and said, 'This doesn't look right, I don't think this word is spelled right.' By the time it gets to them it should be ready to print, but they're still watching."

Gregory doesn't claim that Printing doesn't make any mistakes any more. And customer Betty Gilchrist from Human Resources has noticed a troubling tendency for errors to pop up on revisions of old jobs.

"We may be doing an update on an old form, with a small but significant change, and what we've gotten back is the old form," she says. "The actual printing quality and the customer service and the helpfulness are all good. If we have an old job and we're doing revision, we have to be real careful. If it's a fresh job, no problem."

Still, Gilchrist says, "I can tell they're really trying to do a better job."

Year-end bonuses

Because of unusual contracts that Gregory negotiated with the printing and binding unions and later with the Teamsters, union workers know that a profitable year for the company means bonuses for them.

"In lieu of a large salary increase, employees agreed to do an incentive plan," she says. "It didn't pay out until last year." The bonus for each union worker last year was \$150. This year it will be better. "We'll know the amount by mid-August," Gregory says.

Employees are always kept informed about how the business is going. On the back of each monthly newsletter is a profit and loss statement, and every employee has been taught how to read one. "They're feeling a part of it," Gregory says. "They aren't going to have a surprise at the end of the year."

Five unions are represented at Printing Services, plus some civil service staff. "We used to say there was a union for every employee," Gregory says. Keeping all the rules straight, and the different holidays, was a challenge.

"People weren't too keen about the incentive pay, but all of a sudden this year it paid off," Swangstue says. "There was a lot of tension with the union and the management. I guess in the long run it's working out."

A fun place to work

By all accounts, morale is higher than it has ever been. "What I love about it, the place feels better," Robinson says. "When I go downstairs people are happier."

"There's a lot of pride here. People are proud to be employees of the University of Minnesota, and they're proud to be employees of Printing Services," Swoverland says. "It's printing with a purpose. What we do has value."

"It's a fun place to work now," Rewey says. "We like making people happy. We don't like hearing those complaints."

—Maureen Smith

Christine Maziar: new research vp is bright, aggressive

One of the brightest people I know," says President Mark Yudof of Christine Maziar, the new vice president for research and dean of the Graduate School.

In office since June 1, Maziar holds the double responsibility of overseeing more than 7,000 graduate students in 163 major fields on the Twin Cities and Duluth campuses and monitoring the expenditure of about \$348 million in sponsored research funds from the federal government and other sources. Armed with prodigious energy, an engaging personality, and three degrees in electrical engineering from Purdue, Maziar is putting her talents to work in a role she describes as facilitator for faculty interests in research, scholarship, and graduate education.

"I'm here to serve," says Maziar, whose last job was vice provost and professor of electrical and computer engineering at the University of Texas at Austin. "We must be aggressive and persistent in seeking funding for research programs, in attracting the very best graduate students from the United States and world, and in telling our many publics about our high-quality faculty and the work they do."

Among her goals is to minimize the barriers researchers may encounter in pursuing their scholarly and research interests. For example, as a member of the grants management project, she supports the increased use of electronic tools to speed the processing of research proposals and to aid researchers in managing their research grants and contracts. On a wider scale, she has begun a series of trips to Washington to infuse members of Congress and federal agencies with enthusiasm for supporting research. On her first trip, in May, she was among the senior research officers of the Conference on Institutional Cooperation (the Big 10 plus the University of Chicago) who met with Midwest congressional delegations.

"They responded very positively," says Maziar. "What we're able to do in these trips is make the sort of contacts that put a human face on our research activities. We give these representatives and their staff a set of stories that they can draw on in advocating university-based research. We also make available data that can be used to make the case for increased federal funding for research." She says that in addition to making more such trips with the CIC, she'll visit federal research funding agencies in company with faculty members.

In the area of technology transfer, one way Maziar hopes to speed the process is by creating the kind of environment in which university-industry interactions can flourish. She doesn't believe in "bright-line" interfaces between the university and companies; instead, she says technology trans-



Photo by Tom Foley

Christine Maziar became vice president for research and dean of the Graduate School on June 1.

fer works best with a "messy interface" with lots of contact. And while no single tech-transfer model works for all individuals and all science and technology sectors, one of the best vehicles is students who graduate and join companies.

"We'll work hard to encourage interaction with startup companies and to develop long-term and comprehensive master agreements with large companies," Maziar says. "We'll bend over backward to help Minnesota industries, but we'll also work with industries outside the state."

In some areas, especially fast-growing fields like biotechnology and digital science, speed is of the essence. "Product cycles may last only 9 to 15 months with some technologies," says Maziar. "We have to find faster methods of moving knowledge from our labs to their product lines. And we need to do that while maintaining an academic environment that fosters risk-taking, serendipity and the good solid science characteristic of a world-class university."

"We have to find faster methods of moving knowledge from our labs to their product lines...while maintaining an academic environment that fosters risk-taking, serendipity, and...good solid science..."
—Christine Maziar

Maziar sees successful technology transfer as the result not only of industry interest and commitment, but also of the early support from federal agencies.

"I think it's very important to keep in mind that for most of the technology sectors we're working with, much of the underlying work was initially funded by the federal government," she says. "So while we're courting the private sector to harvest technologies, we can't forget the large federal base. Federal support may lead to a key fundamental algorithm or new piece of knowledge that later work with companies could turn into licensable technology."

On the subject of graduate education, Maziar's major objective is for the University's programs to be the "programs of choice" for potential graduate students. To make that happen, she wants to get out the word about the University's high quality of programs and develop financial support for graduate students. But she has no illusions about the ferocity of the competition.

"It's going to be very difficult to compete with private institutions who saw their endowments and their funding base grow meteorically in this bull market," she says.

Although Maziar has won high praise as a professor and administrator at UT-Austin, she says she's proudest of the success her former graduate students have found in careers with such companies as Intel and Motorola. And her passion in life is one that might be expected of an ace engineer—or administrator, for that matter.

"I really like to see all the pieces of a complex system fall into place, then turn that system on and see it work."

—Deane Morrison

OSLO: Internship program links U, community

When Amity Johannesberg, a junior with a double major in Spanish and international relations, was looking for hands-on experience, she turned to OSLO (Office for Special Learning Opportunities) which operates the Internships Development and Referral Program (IDRP). Through IDRP Johannesberg was referred to an internship at a nonprofit organization called Minnesota Advocates for Human Rights.

It was the perfect place for Johannesberg, a serious young woman who combines high-minded idealism with an interest in how the rest of the world works. Over the past academic year, she participated in projects dealing with refugee asylum issues, researched a report on children's rights, and helped organize Women's International Day at the St. Paul Student Center. Along the way she discovered that these and other projects not only matched her interest in foreign affairs but also sparked a heretofore unrecognized affinity for humanitarian work.

"It's funny," she reports. "Before I did the internship I didn't know exactly what I wanted to do beyond something international because of my background in languages. Now I'd like to go to graduate school and continue to do work with human rights."

Johannesberg is not the first U undergraduate to have found a new sense of direction from an internship through an OSLO referral. Founded in the late '60s as the Living Learning Center, the office began life in University College with the charge to link the U more directly with the Twin Cities community. After coming close to being shut down

in the mid-'70s, the office was moved into the CLA and got a new name.

"At that time, OSLO consisted of a three-quarter time grad assistant and a student worker, and supplemented the work of the placement office," says director Carl Brandt. About that time, OSLO branched off, becoming an experimental education office—the service that remains OSLO's cornerstone to this day. Now the office employs some 20 undergraduate and grad student workers and has a full-time staff of 15 people.

The internship program is one of OSLO's more popular and high-visibility programs. Students can choose to do internships for credit or not-for-credit. At any given time, OSLO can offer listings for as many as 1,300 intern opportunities in business, government, human services, and the arts. The office also has a resource room where students can get free access to the Internet and where OSLO keeps a small reference library of books and materials on major and career planning and related subjects. For students simply trying to figure out career options, OSLO offers counseling as well as workshops in nitty gritty topics like resume and cover letter writing, how to prepare for a job interview, and more.

But that's not all OSLO does. The office also operates the Community Service-Learning Program, which matches students with service work in community agencies, and the National Student Exchange, a domestic equivalent of a foreign exchange program, in which U students can spend a quarter or a year at one of 130 participating schools

throughout the U.S. Meanwhile, Brandt is the U's representative on the board of HECUA (Higher Education Consortium for Urban Affairs) which offers seminars and internships through its City Arts, Metro Urban Studies, and School of Field Studies programs.

Altogether OSLO services some 10,000 students a year—many of them at large-scale functions OSLO sponsors, like the annual Career Information Day and Graduate Day, the latter an event at which representatives from some 80 graduate schools in the United States and abroad come and meet with students mulling over their post B.A. futures.

"This year, we'll be participating in new student orientation," says OSLO's associate director Lisa Stotlar, "so we're expecting that the number of students we'll be reaching will be going up."

If OSLO is a boon for U students, it is equally true that the office is a plus for the University's image in the community at large. At the offices of Minnesota Advocates for Human Rights, for example, Amity Johannesberg was not the first—and certainly won't be the last—University student to intern with the organization.

"Amity was terrific to have here," says Jack Rendler, the executive director of Minnesota Advocates. "She was very conscientious. She was very committed and enthusiastic on the one hand, and very competent on the other."

"But that's been true of a remarkable number of the interns who come here."

—Richard Broderick

Parts of new Enterprise System "go live"

Two parts of the U's \$42 million Enterprise Systems Project (ESP) were launched in June. They are the first of many implementations planned for the next 18 months. The first—the Graduate School Tracking System—replaces the Graduate School's departmental information system, which tracks graduate faculty and committees and students' progress toward their degrees. The new system allows advisers to enter thesis titles, comments, and information related to assistantships.

Although it's a "stand-alone" module right now, the tracking system eventually will join the U-wide PeopleSoft integrated database.

The foundation for PeopleSoft was laid on June 29, when human resources transferred all its employee data to the system and human resource staff began using the new staff demographic and appointment system.

"The implementation went remarkably well," Miriam Ward, director of the Human Resources Management System (HRMS) Project, said. "HR staff in the pilot units have received training and are adapting well to the change." Since then, the Registrar's Office has loaded basic student demographics—more than 780,000 names, birthdates, Social Security numbers, and IDs—into the PeopleSoft system.

This part of the new system that stores detailed staff and student demographic information is called Campus Community. It's a Gopher Look-up, a virtual current and historical address book, and a mass of data needed for reporting purposes. In part it means everyone in the U community will have access to accurate, up-to-date name and address information.

What difference will it make? Right now, address information is stored in more than 37 different locations in various campus information systems. A student may change his/her address at the Registrar's Office, but mail from the honor's program, financial aid, or human resources would still be sent to the old address.

Staff with admissions and student records functions in their departments are urged to subscribe to the Student 2000 listserv. The listserv will be a primary source of information about implementation and training issues for all student service implementations. Instructions for subscribing are on the Student 2000 Home Page at www.umn.edu/s2000/.

With the new system, students will update their address via the Web and every department using address information will be able to access that correct address. The same will hold true with faculty and staff demographic information. Over the next 18 months, more detailed required demographic information—like citizenship and veterans status—will be added. Personal demographic information will be available only to those with appropriate security clearance.

What's next? On August 3, admissions flips the PeopleSoft switch and begins recruitment for fall semester 1999. The admissions recruitment module will track recruitment efforts from the first contact with a prospective student through orientation and enrollment. Information will include test scores, interests, high school, events attended, publications mailed, level of interest, recruiter contacts, as well as space for comments.

In September admissions will automate its application for admission process and Student Financials will "go live" with part of its system that collects, deposits, and receipts application fees and tuition deposits. This process will include grad-

uate and undergraduate students on all campuses.

Human resources will continue to introduce its pilot units to additional PeopleSoft functionality and enhancements. Next spring, eight more units will be introduced to the new HR processes.

Information about the new PeopleSoft system is available at the following sites:

Student 2000 Project:

www.umn.edu/s2000/

HRMS Project:

www.umn.edu/ohr/hrms/

PeopleSoft hardware and software requirements:

www.umn.edu/redesign/technology/psreqs.html

Enterprise System Project Training:

www.umn.edu/esptain. (This site has an online Campus Community Training module.)

Details about Admissions and Student Financials implementations in August and September:

www.umn.edu/s2000/docs/imple_ps.htm

Novelist Alex Pate to teach at U this fall

Novelist Alex D. Pate—whose work includes *Amistad* and *Losing Absalom*—will teach an advanced fiction writing workshop this fall through the English Department's Creative Writing Program. Pate has accepted a joint appointment with American studies and African American

studies. The workshop, (EngW 5103, Tuesdays, 4:15–6:45) is titled Conflict and Conflict Development in the Novel. *Amistad*, Pate's most recent work, was based on the screenplay by David Franzoni for the movie directed by Steven Spielberg, and was on the *New York Times* bestseller list. *Losing Absalom* won the Best First Novel Award from the Black Caucus of the American Library Association and a 1995 Minnesota Book Award for best fiction.

Pate has also written the novel *Finding Makeba*, and is currently at work on his fourth novel, *Multicultiboho Sideshow*. In addition, he has written a volume of poetry and his essays and commentary have appeared in numerous publications. He has taught classes at Macalester College and the University of Minnesota.

Biomedical Library offers classes

Faculty and staff can take classes in August courtesy of the Biomedical Library. Here's the selection:

Basics of Searching MEDLINE

• August 3, 1–2 p.m.

Internet Basics

• August 5, 2:30–3:25 p.m.

Hands-on Practice on the Internet

• August 5, 3:30–4:30 p.m.

WWW Research Strategies

• August 6, 2–3:30 p.m.

Basics of Database Searching: Current Contents

• August 13, 10–11 a.m.

Register through the Biomedical Library's Web page at www.biomed.lib.umn.edu/class.html or call the reference desk at 626-3260.

Careerscapes

The respectful workplace

How is the atmosphere in your office or work area? Is it fun to come to work? Do people treat one another with respect? For example, do you feel safe and accepted whether you are a woman, a man, an African American, Asian American, Hispanic, a person with a disability, a gay man or lesbian woman, secretary, laborer, or visitor?

On the other hand, do any of the following situations sound familiar?

- An employee given to angry outbursts is excused because she "has a heavy workload" or is depressed;
- The employee who likes to gossip sometimes says mean and vicious things about his coworkers, but is excused because he "means no harm";
- The faculty member who belittles his secretary isn't confronted because he brings in considerable grant money.

These behaviors describe a climate of disrespectful or intimidating behaviors that can include swearing, hurtful statements, or put-downs, as well as bullying and sometimes even physical violence. Such behaviors exist on a continuum, with some more threatening than others. Even in the absence of physical acting out, however, words can convey violent intent

and body language can sometimes be terrifying.

Moreover, such behaviors can easily escalate. Organizations that tolerate "put-downs," for example, will tolerate hurtful statements and deliberate meanness. If misdirected anger is excused, then outbursts of anger or rage can begin to erupt. If sexist, racist, or homophobic "humor" is OK, name-calling is just around the corner. If jokes about "going postal" are accepted, who can tell the difference between a joke and real intent?

Organizations that value a safe and respectful workplace must articulate the organizational values people are expected to live by, so that each employee knows when he or she has crossed a line and what consequences to expect for violating these values.

Crossing the line

Each of us brings our own sense of integrity and value to the workplace. You are not required to tolerate behavior that is disrespectful to you, whether the behavior is from a coworker, a supervisor, or a customer. No behavior should be tolerated in which someone is abused, threatened, or otherwise made to feel degraded.

What can be done?

First, every manager, supervisor, dean, or director has the responsibility to talk with his or her staff about behaviors that anyone in that unit may find offensive. Just as managers are held responsible for sexual harassment within their units (they knew or should have known), they must apply the same standard of awareness for any behavior that is hurtful to any employee. Indeed, management should be able to give clear instructions to all employees about behaviors that will not be tolerated by anyone.

Secondly, each employee must feel empowered to go to someone—his or her supervisor or to another supervisor if their own is involved—and report an offensive behavior. If the behavior is still not addressed, the employee should seek advice from one of the offices on campus responsible to assist employees with difficult issues (see below).

Threats or violence

Supervisors and employees should discuss how to handle a threatening or potentially violent situation. Any threat or behavior signaling hostile intent should always be taken seriously and reported to someone in the unit designated to handle these kinds of issues. Those needing

assistance with a possible developing threat situation can contact the University's threat assessment group (see below) for advice and counsel.

An employee must be able to set certain limits with anyone exhibiting hostile or threatening behavior, and count on his or her supervisor's support in setting these limits.

If an employee feels threatened or if some kind of weapon is exhibited, call 911 immediately.

Consultation services are available from the University Employee Assistance Program to any unit or individual wanting to explore issues of respect in the workplace.

Campus resources

- Employee Assistance Program: 626-0253
 - Faculty and Academic Staff Assistance Program: 626-4073
 - Threat Assessment Group: 625-2000
 - University Police Department (general number): 624-3550
- David W. Johnson, director
Employee Assistance Program

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

Sat., Aug. 8

■ **Minnesota Prairie Day**—A collaborative effort of the Nature Conservancy and the Minnesota Landscape Arboretum, the day includes a bus tour to the Nature Conservancy's Schaefer Prairie to learn about natural history, biodiversity, cultural history, and land use; a buffet lunch and slide presentation at the Arboretum; and an optional tour of the Arboretum's restored prairie ecosystem. 8:30 a.m.–3:30 p.m., Landscape Arboretum. \$25 (Arboretum and Nature Conservancy members); \$30 (nonmembers). FFI: 443-2460, ext. 566. Seating is limited.

Thurs., Aug. 27

■ **PEASE Academy Art in Nature Program Celebration**—A celebration of the Art in Nature program sponsored by the Arboretum's therapeutic horticulture programs and the PEASE Academy, an alternative school for students with a variety of emotional needs. Students display a variety of creative art projects and talk about their summer learning experiences. 6–7 p.m., Minnesota Landscape Arboretum. Free. FFI: 443-2460.

LECTURES, WORKSHOPS & CONFERENCES

Minnesota Landscape Arboretum, FFI: 443-2460

Sat., Aug. 1

■ **Gardening with Hostas and Companion Plants**—10 a.m.–noon. \$15 (members); \$25 (nonmembers).

Mon., Aug. 3

■ **Hillside Gardening**—10 a.m.–noon. \$15 (members); \$25 (nonmembers).

Wed., Aug. 5

■ **Houseplant Repotting Clinic**—Bring your root-bound plant and a larger, new container, 11 a.m.–noon. Free.

Sat., Aug. 15

■ **Vines for Minnesota**—10 a.m.–noon. \$15 (members); \$25 (nonmembers).

■ **Flowering Bulbs in the Garden**—10 a.m.–noon. \$15 (members); \$25 (nonmembers).

■ **Sunday Guided Tours of the Arboretum's Restored Prairie**—

Aug. 2—Feature bloom: Yellow coneflower

Aug. 9—Feature bloom: Rough blazingstar

Aug. 16—Feature Bloom: Sneezeweed

Aug. 23—Feature Bloom: Stiff goldenrod

Aug. 30—Feature Bloom: Smooth aster

FILM

Wed., Aug. 5

■ **Attack of the Killer Tomatoes & Spaghetti Dinner**—From the film's opening scene—in which a housewife confronts a bloodthirsty tomato crawling out of her garbage disposal—to the surprise ending, *Attack of the Killer Tomatoes* delivers music, action, and offbeat comedy at a nonstop pace. Evening includes a tasty Italian dinner before the film. 8 p.m., Coffman Terrace. \$2 (students); \$3 (general).

■ **Roxy Films presents Films of the Decades**—Every Friday at 7 p.m., St. Paul Student Center Theatre. \$1 (public); free (students).

Aug. 7—1930s: *It Happened One Night* (1934; 105 mins.)

Aug. 14—1990s: *Thelma and Louise* (1991; 129 mins.)

■ **Special Family Comedy Film Series**—Every Wednesday at 7 p.m., St. Paul Student Center Theatre. \$1 (public); free (students).

Aug. 5—*Little Rascals* (1994; 82 mins.)

Aug. 12—*Mary Poppins* (1964; 140 mins.)

FAMILY ACTIVITIES

■ **Bell Museum Summer Discovery Day Camps**—Many week-long day camps available for kids grades 1 through 8 to explore natural history, art, science, and more. Through September 4. FFI and registration brochure: 624-9050.

Thursday evenings at the Landscape Arboretum (FFI 443-2460)

■ **Gramma's Stories in the Garden**—Kids can listen to stories about nature and the garden read by Gramma (or Grandpa), learn silly songs, share stories about their own gardens, and win small prizes. 6–7 p.m. Free. (Gate admission is also free after 4:30 p.m.)

■ **Family Entertainment Night**—7–8 p.m. Free. (Gate admission is also free after 4:30 p.m.)

Aug. 6—Anniversary Celebration: Air Traffic Juggling Center and the World Champion Dew Drop Jugglers

Aug. 13—Homestead Night: Homestead Pickin' Parlor

Aug. 20—Garden Variety of Music: Thursday Musicales

Aug. 27—Garden Variety of Cultures: Dannebrog Folkdancers in Scandinavian costumes



Phyllis Wiener's *Subway Platform* is part of the *The Spirit of Seneca Falls* exhibition on display at the Weisman through August 30.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Skulls exhibit**—Photographic and interactive exhibit featuring artist François Robert, as well as skulls from the Bell Museum and Chicago's Field Museum. West Gallery. Through August 16.

Paul Whitney Larson Gallery, FFI: 625-8266

■ **Michoacan, Mexico: Textiles**—Textiles by the indigenous people of Michoacan, Mexico. Through August 21. Free.

Tweed Museum of Art, FFI: 218-726-8222

■ **1998 Contemporary Artists Series, Thunder Bay-Duluth Exchange**—Works by artists from Thunder Bay, Ontario, are exhibited in conjunction with Duluth's 1998 All Sisters Cities Festival. Through Aug. 2

■ **Rudy Autio: Ceramic Sculpture, Drawings and Paintings**—Large sculptural works as well as selected paintings and drawings by internationally acclaimed ceramic artist Rudy Autio; curated by Tweed staff. Exhibition events include a family workshop, free public slide lecture, and workshop/demonstration. Opens August 18 and runs through September 27.

Weisman Art Museum, FFI: 625-9494

■ **Women in the Weisman Collection: The Spirit of Seneca Falls**—This exhibition by 60 women artists—nearly half of them Minnesotan—is part of a Twin Cities-wide series of programs and performances celebrating the accomplishments of women in the arts since the woman's suffrage movement was launched in 1848 in Seneca Falls, New York. Through August 30.

■ **A Scholar Collects: Selections from the Canedy-Harem Collection**—Artworks from the private collection of U professor emeritus Norman Canedy. Through August 30.

MUSIC

Tues. Aug. 4

■ **Thea Ennen**—Vocalist/keyboardist Thea Ennen performs her original folk music. Sponsored by Coffman's Program Council. Noon-1 p.m., Coffman Union Terrace. (rain site: Fireplace Lounge). Free.

Fri., Aug. 7

■ **Joey Baron and his Down Home Band**—In a special evening concert, imaginative drummer Joey Baron mines improvisational territory with pianist/soulful vocalist Amina Claudine Myers, bassist Greg Cohen, and saxophonist Arthur Blythe. Baron, largely a self-taught drummer, has performed and recorded with Stan Getz, David Bowie, Big Joe Turner, and Philip Glass, among others. Bring family, friends, and lawn chairs. 8 p.m., Northrop Plaza. Free. (Inside Northrop in case of rain.)

Tues., Aug. 11

■ **Culurien String Quartet**—Enjoy this quartet's "warm golden sound" outdoors. Sponsored by Coffman's Program Council. Noon-1 p.m., Coffman Union Terrace. Free.

Wed., Aug. 12

■ **The Allman Brothers**—7 p.m., Northrop Memorial Auditorium. \$51, \$41, \$31, reserved seating.

Tues., Aug. 18

■ **Jazz combos**—Cool jazz from talented local combos. Noon-1 p.m., Coffman Terrace (rain site: Two City Cafe). Free.

Summer at Northrop

This summer's free, outdoor concerts continue through August. All concerts are at noon on Northrop Auditorium Plaza. For a complete listing, visit the Summer at Northrop Web site: www.cee.umn/northrop/summer98/summer.html.

Fri., July 31

Richard Paske: Minimalism, maximalism, and some edges of jazz.

Mon., August 3

Triplicate: Swinging bebop, blues, funk.

Wed., August 5

Irv Williams Quartet: Smooth sounds of the jazz sax master.

Thurs., August 6

Hyperdelics: Neo-beatnik/folk-funk.

Fri., August 7

Prague '24: Music of Eastern Europe, Russia, Ukraine.

Mon., August 10

Tim Sparks: Distinctive guitar with a multicultural edge.

Wed., August 12

Hispano: Lively Latin jazz.

Fri., August 14

Bomba: An explosion of salsa/Latin jazz.

Wed., August 19

Urban Renewal: Bluegrass, bluegrass, and more bluegrass.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, University Relations, 6 Morrill Hall. Deadline for September's calendar is August 17.

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- Academia meets retail, p. 6

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/

U's epic construction tale unfolds

With the most massive building and renovation project in U history now getting under way, staff prepare for life in a construction zone.

Julie Murphy has lived through this before. The executive assistant to Chemical Engineering department head Matt Tirrell remembers what it was like a decade ago when Amundson Hall was renovated. "It was a mess," she says with a laugh. "And it was really weird to see your office gutted. We didn't have to move out of the building, but we moved people around within it. We were doubled up and squished into conference rooms. We gutted down to the studs. But we have a really good group of people, and we tried to make it easy for each other."

So her advice to anyone who's going to be affected by the massive renovations of the next few years—and that would be, um, all of us—is to try to look ahead. "We know the results are going to be so amazing," she says. "The mess goes away and you have amazing results."

With a September 11 groundbreaking for its new addition, Amundson Hall is on the construction list this time around, too. But it's only a minuscule fraction of the renovation, remodeling, and new construction that's getting under way on campus.

The last piece of the present construction plan is scheduled to fit into place in December 2001 with the completion of the Cellular and Molecular Biology Building—in the spot where the Millard, Owre, and Lyon buildings now stand on Church Street. When that happens, the U will have undergone the most massive construction and renovation project in its history. The work is getting under way thanks to a \$206.8 million legislative bonding bill that supports the U's \$395 million 1998-99 capital budget. The U also is investing \$23 million for program relocation, including the complete renovation of Jackson Hall.

In addition to the state capital project, the University will spend more than \$60 million on parking construction/replacement through fiscal year 1999 and \$23 million in roof and window replacement and repair before the end of next summer.

In the meantime, about 34 departments or units will have moved temporarily or permanently. Some 517,000 square feet will be vacated—more than the size of the entire Morris campus.

"And when people move," says Facilities Management communications coordinator Tim Busse, "there's a domino effect. For example, the management and economics space on the West Bank was emptied when people moved to the



Photo by Tom Foley

Construction zone veteran Julie Murphy is upbeat. "The mess goes away," she says, "and you have amazing results."

Carlson School's new building. But when people move into that vacated space, that increases the total population, with impacts on parking, bus, and food schedules, not to mention complications with e-mail and phones. Some of the effects haven't sunk in yet."

They haven't quite sunk in over at Walter Library either, says the Institute of Technology dean's office communications director Paul Sorenson. In Walter, they're looking at possible designs for what will be a top-of-the-line digital technology center when Walter Library renovation is completed in winter 2000.

"When they see designs, people start to get excited," says Sorenson. "That mitigates the fear people have about the next two years. For the short term, they're gearing up for some misery."

Even those who won't be physically moving their offices will share the misery. For example, because so many buildings bordering Church Street will be refurbished—including Murphy, Ford, and Architecture—"no one will be able to walk down Church Street for two years," Busse says.

And some motorists have had to move—like most of those who used to park in the East River Road ramp, scheduled for demolition this fall. Those contract-holders have been "shoehorned all over

the place," interim operations vice president Eric Kruse told the regents at the board's August facilities committee meeting.

Overall coordination is being done by a campus-wide committee chaired by the Budget and Finance Office's Mike Berthelsen and which includes people "from everywhere," says committee member Barbara Reid, associate CLA dean. It includes representatives of affected colleges, the provost's office, the Academic Health Center, Facilities Management, Parking, Information Technology, and the Budget and Finance Office.

Just in her own CLA, Reid says, three departments are moving permanently: theatre arts has moved from Middlebrook Hall—"where they've been temporarily for 30 years," she laughs—to Rarig; art history is moving out of Jones Hall to the West Bank's Management/Econ Tower, close to the art and history departments; and anthropology will move to the West Bank.

"As we continue to work things out, people seem to be doing just fine," Reid says. "No doubt there's going to be temporary dislocation and inconvenience. In terms of working out temporary location of these units, though, people have been very cooperative."

But "not all relocation plans are done and published," Reid cautions. "Some units don't know their plans yet."

As moving plans unfold, they will follow relocation principles the committee has formulated, which address moves that are short-term (less than two years), intermediate (two years or more), and permanent.

"There never has been nor will again be such an impact on this campus as what we're seeing now. We need to do it right."

—Regent William Hogan

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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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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

FACULTY CONSULTATIVE COMMITTEE

Professional leaves: a look at the new policy

Planning your research or academic development leaves will be easier under the semester system, because what the near future holds are slightly evolved versions of what we already have. You can judge for yourself, however, whether the few changes constitute progress.

Both the Senate Committee on Faculty Affairs (SCFA) and the Faculty Consultative Committee (FCC) formally have expressed their disappointment with the result. SCFA, indeed, has withheld its endorsement of the policy previewed by the regents at their June meeting.

This disappointment is the soured fruit of high hopes and great expectations. Last fall the provost had proposed a joint initiative to improve programs of professional development throughout the University. The senate committees and the provost's office quickly agreed that University's leave policies are inadequate, especially the sabbatical furlough policy. Underfunded and little used, leaves also have not been administered with an even hand, as SCFA's subcommittee on benefits discovered from the many e-mail messages it received. In particular, some of the faculty reported being denied a sabbatical because they could not be replaced—or so they had been told by departmental or collegiate administrators. Academic professional and administrative staff, whose development-leave policies closely resemble the faculty's, reported even more difficulty arranging leaves. The situation seemed to require major changes.

The results, however, are these. The popular single-quarter leaves at full pay will become single-semester leaves, also at full pay but with four-year—rather than three-year—intervals between eligibility. The number of available leaves will remain the same, as will collegiate responsibility for awarding them and access to them by probationary faculty. Colleges also will

assume full responsibility for granting sabbaticals, which will continue to be at half-pay, whether for a semester or for a year. The competition for sabbatical-salary augmentation also will become a collegiate responsibility. Funding for these supplements will build upon the current "Bush fund" (actually now all University money) and over three years will grow by matching central and collegiate money to \$1,500,000—a nearly fourfold increase over the \$310,000 currently budgeted. Augmentations of up to 20 percent of base salary will be awarded by the academic vice president and provost, after a review of the colleges' recommendations.

The sabbatical policy will limit to one year any delay of a sabbatical for administrative or curricular convenience.

Although this change may create some difficulties, alert administrators can give themselves nearly two years from the time of application to the time of a deferred sabbatical in which to replace somehow any "irreplaceable" member of the faculty for a semester or a year. The Academic Staff Advisory Committee is working in a similar vein to provide for developmental leaves shorter than a semester, thus increasing the number of leaves that can be taken by academic professional and administrative staff members and reducing the inconvenience their absence might cause.

These adjustments have been made after facing several ugly realities, best seen by considering why the "standard model," as it came to be called, cannot fit the University of Minnesota as currently staffed. That model for sabbaticals is one semester at full pay or two semesters at half—a cost-neutral practice, at first glance. But not at Minnesota, where the remaining half of the salary of somebody on leave is needed to hire cheaper replacements. Indeed, the graduate assistants in

some departments are paid largely with such "left" money. Gary Gardner of the FCC diagnosed the problem early on: the University needs to be funded for research and development as well as for instruction. The cost of hardening lines for graduate assistants would be great, and even greater the cost of increasing the size of the faculty so that one-seventh can be on leave at any given time. Yet until such changes are

made, the University would seem to be unable to afford even the standard model. To their mutual disappointment, the University's central administration, the Senate committees, and a task force of their representatives and the administrations of AFES, CLA, and Morris ran upon that hard fact.

Stymied, the administration did what it could, the collegiate deans pledged money of their own, and the Senate committees—well, they will keep reminding us that a major obstacle remains to our becoming that greater thing we aspire to being.

There can be no first-rate university without first-rate provision for the professional development of faculty and staff. Until we have this, perhaps we can take comfort from observing that enlarging the faculty and creating better systems of professional and academic development are not competing goals. In the end they amount to pretty much the same thing. When our faculty is large enough, the standard model will work at the University of Minnesota.

—Kent Bales, professor of English and chair, Senate Committee on Faculty Affairs

"...enlarging the faculty and creating better systems of professional and academic development are not competing goals."

—Kent Bales

CIVIL SERVICE

Professional development funds back on track

With the start of the new academic year, the Civil Service Committee will be offering one-time grants of \$100 to reduce out-of-pocket expenses for a conference, seminar, workshop, or course registration fee. Because available funds are limited, we will no longer approve grant funds for off-campus computer courses if they are also offered through ADCS. All nonbargaining unit civil service employees are encouraged to apply. For information and an application, 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.

—Stephanie Dilworth
Vice chair, Civil Service Committee

Musical talent needed

In addition to the many talents they display in keeping a world class University running, it seems that civil service and bargaining unit staff members can also belt out tunes and play a variety of instruments. More than 90 musicians responded to our call for a civil service musical group and the replies are still coming in. Others volunteered to assist in organizing a day to celebrate the diverse aspects of civil service.

The first meeting of the CS musical group will take place in September. At that meeting, we'll find out what people want to do and put them in contact with others who want to do the same thing. With 90+ musicians, we should be able to find a place for everyone.

Because no e-mail lists at the U include all CS and BU staff, the messages sent out calling for musical talent probably didn't reach all those we intended to reach. I'd like, therefore, to ask CS and BU staff to talk up the musical group; anyone interested can e-mail George Hoh at hohxx001@maroon.tc.umn.edu, or call him at 612-626-7984.

A proposal for an event tentatively named Civil Service Day—tentatively scheduled for April or May—has been submitted, and we are forming a planning committee. If you are interested in volunteering some time or ideas to CS Day, e-mail George Hoh at the above address or phone number.

We will have plenty of time to sharpen our musical skills before CS Day and put on a world class performance in a talent show or as the official CS group. Either way, we're going to have a lot of fun and we're encouraging any CS and BU staff to join us in celebrating musically what we do at the U.

—George Hoh
Communications/public relations chair
Civil Service Committee

Correction

David Meissner, principal secretary, Department of Cultural Studies and Comparative Literature, received a CLA Outstanding Service Award in 1998. His name was inadvertently omitted from the list of award winners in the July *Kiosk*.

■ Just as *Kiosk* went to press, the University proposed a new site for a **women's soccer stadium**. The proposal is to build the stadium on University-owned recreational fields north of Gibbs Farm Museum and build rec sports facilities on what is now a sheep pasture on the St. Paul campus.

University officials say there is a lot of work to be done to determine if the proposal is feasible.

■ The Board of Regents did not meet in August, but its six-member facilities committee met Aug. 13 to consider items related to President Yudof's **historic preservation and renewal plan** for the Twin Cities campus. The committee approved schematic plans for remodeling Jackson Hall in the medical complex and renovating Peters Hall in St. Paul and discussed design guidelines for the Molecular and Cellular Biology Building and the renovation of Ford and Murphy Halls.

■ **Michael Martin**, vice president for agricultural policy and dean of the College of Agricultural, Food, and Environmental Sciences, has accepted the position of vice president for agriculture and natural resources at the University of Florida in Gainesville, effective October 12.

■ **David Thawley**, dean of the College of Veterinary Medicine, has accepted a position as dean of the College of Agriculture at the University of Nevada, Reno, beginning Sept. 14. He will also serve as director of the Nevada Agricultural Experiment Station. In his 10 years as dean, the doctor of veterinary medicine curriculum has been revised, the Veterinary Teaching Hospitals have more than doubled in animal patient load, and the college's research program has more than doubled.

■ President Yudof and Provost Bruininks held the first in a series of briefings Aug. 5 to monitor and support implementation of the **five academic supplemental initiatives** funded by the legislature. The first meeting, on the initiative in biology and the molecular and cellular level, was led by senior vice president Frank Cerra and College of Biological Sciences dean Robert Elde. Briefings on digital technology, new media, design, and agriculture are scheduled for early September.

"We got a lot of money out of the legislature," Yudof told the biology group. "I want to be able to go back and say, 'You trusted us, and we delivered.' I want to have a program we're proud of."

■ At the invitation of Gov. Carlson, President Yudof traveled to **Finland and Norway** in August as part of a Minnesota business development mission. He was accompanied by his wife, Judy; Chris Maziar, vice president for research; Frank Cerra, senior vice president for health sciences; Robert Kvavik, associate vice president; Ted Davis, dean of the Institute of Technology; Robert Elde, dean of the College of Biological Sciences; and Kjell Knudson, dean of the School of Business and Economics on the Duluth campus. Mankato State University President Richard Rush also joined the delegation.

■ Gov. Carlson is one of **51 governors**, representing 46 states and five territories, who signed a letter urging Congress to maintain a strong federal investment in scientific research. The letter was delivered July 30 to members of Congress.

■ President Yudof met with residents and tribal leaders of the **White Earth Reservation** Aug. 12 in Mahanomen, following an Aug. 11 visit to Crookston.

This might be a little over your head...

But if you happen to be in the State Fair grandstand, you can't miss this 17-foot-wide by 10-foot-high "M" gleaming from the U's water tower on the campus in St. Paul. The 137-foot-tall tower boasts three of the "M" graphics, thanks to the combined vision of Facilities Management and University Relations staff, who came up with the idea when plans were being made to refurbish the tower.

Last week, Facilities Management staff painted the letters, which are now visible from Larpeur and Cleveland Avenues as well as from the grandstand.

Designed by Chicago Bridge & Iron Company and erected in 1953, the water tower's sphere is 34 feet in diameter and 107 feet in circumference. Capable of holding 150,000 gallons of water, the tower serves the entire campus in St. Paul, providing about 90 pounds of pressure to buildings at the lowest elevations (like the St. Paul Facilities Management Building), and about 25 pounds of pressure to the upper floors of the Biological Sciences Building.

In its just-finished facelift, the tower was completely painted inside and out.

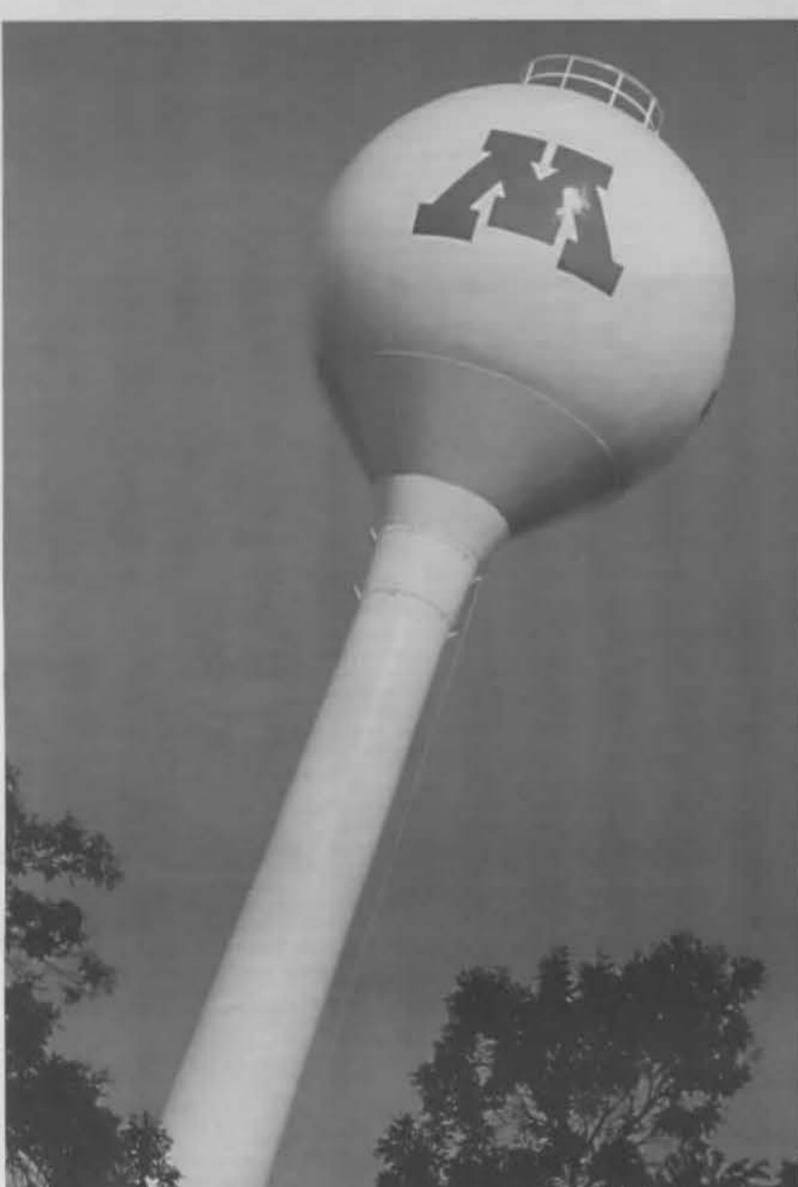


Photo by Tom Foley

Op Ed

University policies need to be written in plain English

(Reprinted from the University of Minnesota's Research Review, June 1998. Used with permission.)

Over the past decade, the "plain English" movement has reformed the law. It should also reform University policies.

Your auto insurance used to say, "If the Insured purchases a motor vehicle for which the Insured seeks additional coverage under the terms of this agreement, the Insured will inform the Company in a writing directed to it at its principal place of business within thirty (30) days of acquisition of title to the aforesaid motor vehicle."

Now it says, "If you buy a new car or truck, you will tell us in writing within 30 days."

We could take a lesson from that. University policies need to be written in plain English. They need to be readily accessible to every faculty and staff member. If we want accountability, we must provide standards that people understand and can find.

Accountability requires understanding. Understanding requires language that is simple and direct. It says what it means, and is not dependent upon some special definition buried somewhere else in the document.

Accountability also requires accessibility. Accessibility means more than making policies available on the Internet or in book form. It means organizing that material in ways that are meaningful to the users. Present policies are organized in ways that are meaningful primarily to the bureaucracies that administer them, not to the faculty and staff who must comply with them. There are different levels of policies (Regents, University, Financial, Human Resources, etc.) and also procedures (that may limit or define the application of the policies). They are organized into "articles" and "sections" and "sub-sections," each using a different set of definitions of terms. The search engines available through the Internet sites will help you only if you already know the key words used when the policy was written.

A policy is accessible only if it is written in a language that is understandable and organized in a way that is meaningful. At present, only policy aficionados even know where to look for the applicable rules, and sometimes even they can't find them. This really turns University policies into traps for the unwary. I am proud of my profession, but I don't think you should need a lawyer to understand or find University policies.

We need a good faculty and staff handbook that sets forth the basic policies in easily understandable terms. It should tell people the policies in plain and simple language. It might contain cross-references to the formal documents from which it was drawn (whether they were originally written in Medieval Latin or the more common Bureaucratic English), so that one could turn there for the fine details, if needed, although I would prefer to reform those policies as well.

This is the "transparency" that the NIH is demanding of us. We should be demanding it of ourselves. It is only common sense.

—Fred L. Morrison
Popham Haik Schnobrich/Lindquist & Vennum Professor of Law and vice-chair-elect, Faculty Consultative Committee

Media Watch

Media Watch

The proposal to upgrade the women's soccer facility—initially reported in last month's issue of *Kiosk*—continues to be kicked around among metro media. Stories and analysis on the proposal appeared in the *Star Tribune*, the *Pioneer Press*, the *Falcon Heights News*, and *Finance & Commerce*. Providing insight and commentary were **Chris Voelz**, director of women's intercollegiate athletics, and **McKinley Boston**, vice president for student development and athletics...Taxing stories about the University's victory in a lawsuit with the Social Security Administration—in which the U.S. Court of Appeals for the Eighth Circuit ruled that the U need not make Social Security payments on behalf of medical students enrolled in graduate medical education programs—appeared in the *Star Tribune*, *The Chronicle of Higher Education*, and *American Hospital News*. University general counsel **Mark Rotenberg** was widely quoted...The University served as one of many hosts when the Medicare Commission visited and presented in Minneapolis. Checking up on the story were the *Star Tribune*, the *Pioneer Press*, KTCA-2, WCCO-4, KSTP-5, KARE-11, WCCO-AM, and Minnesota Public Radio...Features on HeartMate VE—an alternative to heart transplant—ran on KMSP-9 and appeared in the *Star Tribune*. HeartMate VE is a new heart technology that utilizes a battery-operated "pump" or heart assist device and features an external power pack. **Soon Park**, Department of Surgery, and **Les Miller**, Department of Medicine, provided heartfelt interviews.

—Mike Nelson

Doing their

FAIR share

For many U employees, the State Fair is more than corn dogs and doughnut holes. It's work.

It's hot. It's humid. It's crowded. It's fattening. It's the only place where it's polite to gawk. It's the State Fair, the self-styled great all-Minnesota get-together, and on any given day a number of U employees can be found working there in one capacity or another.

They're U employees like Rebecca Hippert, a principal secretary with the University Senate, who, for the past several years, has represented Goldy Gopher, a job that, for the reasons cited above ("It's hot. It's humid." Etc.) poses special challenges. Or John Brant, who works for men's athletics, and Diane Achterkirch, special events coordinator for women's athletics, who manage their respective booths facing each other on the upper concourse of the grandstand. Or Nancy Rowe, communications director for the College of Biological Sciences, who volunteers as a stablehand for the riding club with which she also performs at the Coliseum. Or Neil

a toddler left their child in Hippert's care while they toured the Education Building. Other times it leads to an over-familiarity not always welcomed by the person hidden inside the costume.

"The worst thing is when people—usually teenagers trying to be funny—come up behind you and say, 'Hey, Goldy!' and slap you in the back of the head. The way the costume is constructed, you can't see them and it really jars you," says Hippert.

For Achterkirch and Brant, meanwhile, the Fair is a unique opportunity to promote intercollegiate athletics, answer questions from fans and alumni, even sell tickets to upcoming events.

"We bring anything and everything about our department out to the booth," explains Achterkirch, who began volunteering for the women's athletics booth 13 years ago when she was a student athlete at the U (she was a swimmer). The primary goal, she says, is to raise awareness of women's athletics.

And in the more than dozen years she's worked the Fair, Achterkirch has witnessed a changing regard for women's athletics. "I have had people come in with a son and daughter and look up and say, 'Oh, this is women's athletics,' and turn around and walk away," she admits. "At the same time, you can see interest growing—in people's knowledge about our sports, in the questions they ask, in the growing traffic at our booth." Interest was especially high last year, she says, because of the advent of the U's women's hockey team.

Sometimes, the Fair has afforded Achterkirch a chance to have a very personal effect on public perceptions. Last year, a couple came up to her at the booth and asked if she remembered them.

"As promotions director, I meet a lot of fans," she says, "so I told them I wasn't sure." It turned out that the couple had stopped by three years earlier and Achterkirch had given them a coupon to a Gopher women's volleyball match. "They told me they'd had such a good time that they bought a season ticket and were going to again!"

Making new fans—and renewing old friendships—is the primary draw at the Fair for men's athletics, as well.

"A lot of people like to reminisce about Gopher greats from the past," says Brant. "People they've known or seen play or met through personal or business connections. They also like to talk about the outlook for the coming season and reminisce about their school days in general."



Rebecca Hippert glitters as Goldy when she plays the role of the big-toothed mascot at the State Fair.

Over at the U's systemwide booth in the Education Building, Neil Grass has also encountered that very personal sense that Minnesotans have about the school. Older graduates half expect people like Grass to know students who went to the U in the '30s or '40s. Often he is asked whether someone who taught at the U in the '30s or '40s is still on the faculty. "A lot of people automatically assume that you should know everybody at the U," Grass says with a laugh.

And then there was the elderly man who came up to the booth and demanded that Grass explain how all the U's money is being spent. "He seemed very angry about the way his taxes were being used," Grass recalls. He wanted me to account for every dollar." Instead, Grass assured the man that the U was spending his tax money wisely and suggested he fill out one of the comment cards available at the booth.

Even so, people who represent the U at the Fair have noticed a change in attitude in the past couple of years. "People have generally been much friendlier," says Brant. "There seems to be a genuine love for the U out there."

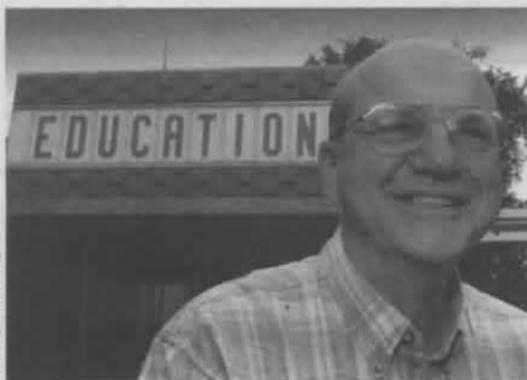
In their respective roles of manager of a hot dog-on-a-stick concession and member of an equestrian riding team, Dennis Johnson and Nancy Rowe, meanwhile, have seen a side of the Fair not visible to fairgoers, or even most volunteers. Despite his experience running the concession, Johnson confesses himself as mystified as everyone else about why Minnesotans have such a

thing for food on a stick. "It really seems to be a phenomenon of this state and the upper Midwest," he says.

Johnson has been working the Fair long enough to have tracked the principal change in the annual event. It's one that mirrors a fundamental change in the state's culture and economy over the past 40 years. "Attractions we used to have at the Fair designed to attract rural people—like displays of farm machinery—are disappearing," he says. "That seems to reflect the declining farm population and the rise of other events around the state, like Farm Fest, where rural people can go and find the attractions that used to be only at the State Fair."

"A lot of people automatically assume that you should know everybody at the U."

—Neil Grass



State Fair veteran Dennis Johnson remains mystified about Minnesotans' fascination with food on a stick.

Grass, head of Addressing and Mailing, who helps staff the U's main booth. Or Dennis Johnson, for 35 years the manager of a hot dog-on-a-stick stand, who now works for the Fair itself, helping to monitor utility usage by concessionaires.

In each case, working at the Fair has given these U staffers an insider's view inaccessible to the casual Fairgoer. Hippert, for example, likens donning a Goldy Gopher costume on a 90-degree day to wearing a thick carpet. The U keeps two costumes, one to wear while the other dries out between shifts. Still, as Hippert reports, "If you are lucky, no one has used the costume before you. If they have, you climb into a damp suit.

"Usually it's the hands that are still moist," she says.

Hippert works out of the Education Building, site of the U's main booth; during slow periods she makes occasional forays out onto the Fair grounds. She does it, she says, because "I love seeing people's expressions when they see Goldy. Kids love it and so do adults."

That affection can sometimes lead to unusual experiences, like the time a couple of years ago the parents of

continued next page

Fair *continued*

For her part, Rowe has had the experience of not only appearing at the Fair—as part of the Windy Ridge Riders Horse Club Drill Team—but also of the less glamorous dimension of horsemanship.

“Last year,” she recounts, “our team got to the Fair at 4:30 a.m. for a 5:30 a.m. practice session in the Coliseum.”

Between that time and their performance that evening, team members busied themselves cleaning and grooming their mounts and costuming themselves for the show. The next day, Rowe was on duty when the club’s junior equestrian team—which uses the same animals as the senior team—gave its performance.

“That left almost all our stalls empty and was the only opportunity we had to muck out the place,” she says. “We ran the whole time because we wanted to get the job done before the performance was over.”

In the end, Rowe and another teammate filled a large handcart with manure. “The two of us could barely move it,” she says. “We’d had to roll it up a ramp on the far side of the barn and then tip it

out an opening into a huge manure pile outside. It was quite exciting because there was a good chance we might have fallen in ourselves.”

Like almost everyone who works at the Fair, Rowe had to put up with heat and humidity—as well as ordure. But it’s safe to say that when it comes to negative climactic conditions, no one has it worse than the person inside the U’s Goldy costume.

Fortunately, a light modification has made it possible for Hippert and other Goldys to beat the heat—sort of. Now she wears an inner garment that allows her and the other performers to slip an ice pack into a pocket that rests against their stomachs.

“The rest of me stifles, but my stomach is frozen,” is how she describes the effect. Meanwhile, she makes sure that she keeps drinking plenty of water. And she has developed her own way of measuring whether conditions inside the suit are getting to her.

“When the sweat drips into my eyes,” she explains, “and I can’t see anymore—that’s my signal to take a break.”

—Richard Broderick

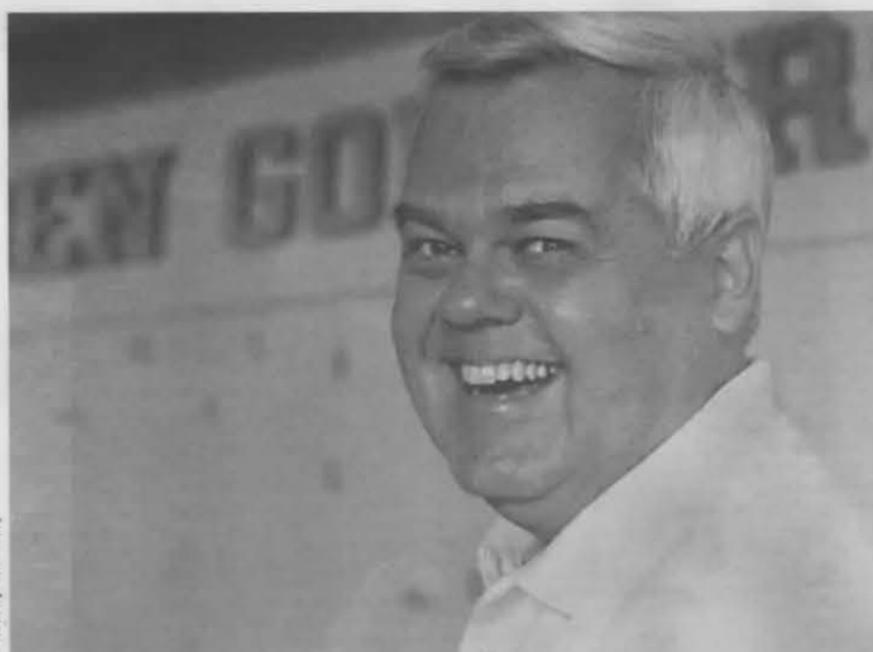


Photo by Tom Foley

John Brant from men's athletics makes fans and friends at the State Fair.

Construction

continued from page 1

For example, the principles say, units that benefit most from the capital projects causing the relocations may have to accept the greatest inconvenience during the construction period.

If you happen to be on the “short-term temporary relocation list,” you may have to share offices and you won’t be able to remodel your temporary quarters, though you can expect them to be thoroughly cleaned, patched, and painted.

If you’re on the intermediate list, you may be able to do some limited remodeling, and you’ll have your own office if you’re a faculty member or director.

If you’re moving to a permanent space, your essential program activities will be accommodated through necessary remodeling and renovation.

The principles also spell out who’s responsible for what. Facilities Management, for example, is managing the move, but departments will be responsible for packing, unpacking, and identifying equipment for moving.

Networking and Telecommunications Services will upgrade the necessary technology infrastructure to relocation sites, install distribution lines, and reconnect telecom-

munications and computer equipment.

The University will pay for space preparation, moving-contractors’ time, moving materials, and equipment required to implement the move, while departments will pay for staff time required to plan and implement it.

The scope of this undertaking is hard to comprehend, agreed the Board of Regents facilities committee when it met August 13 to review and approve some of the plans.

“There never has been nor will again be such an impact on this campus as what we’re seeing now,” said Regent William Hogan. “We need to do it right.”

Topping the committee’s agenda that day was the Jackson Hall remodeling that will permit staff now in Owre, Millard, and Lyon to move in so that these three buildings can be demolished to make way for the new Molecular and Cellular Biology Building.

Jackson—the original Medical School building—will be virtually emptied out while most of the interior is demolished and remodeled, the sixth floor exterior is replaced with brick, new mechanical and electrical work is done, windows are replaced, new tuck pointing and a new roof are added, and code deficiencies are corrected. When it’s

finished, the building will house physiology and neuroscience, as well as department headquarters for pharmacology and biochemistry.

No doubt there will be turbulence ahead. In the end, though, everyone agrees, the results will be spectacular.

“Our challenge,” says Tim Busse, “is to keep people upbeat, because ultimately this is the work we need to do.”

—Mary Shafer

Web sites for additional information:

Facilities Management construction site:

facm.umn.edu/facm/home_page.htm

Summary of the legislative appropriation:

www1.umn.edu/staterel/1998_report.htm

The legislative agenda and related news items:

www1.umn.edu/urelate/newsservice/capital/

A brief look at the legislatively funded renovations

• Amundson: \$4.5 million
Completion goal: Fall 1999

The project: A 12,000-square-foot addition for research space.

• Walter Library: \$53.6 million
Completion goal: Winter 2000

The project: Renovation will keep Walter’s historic exterior intact to preserve the look of the original Northrop mall, while revamping its interior to include state-of-the-art technology. Library space will be reduced to half of the building, with the rest of the space devoted to the Digital Technology Center.

• Molecular & Cellular Biology: \$35 million (for Phase I of a \$70 million project).
Completion goal: Winter 2002

The project: A new building with modern labs, office space for investigators and research staff, advanced instructional and computer labs, and classrooms. It will replace the Owre-Millard-Lyon Hall complex—built incre-

mentally between 1912 and 1958—which will be demolished. Most faculty and staff in these buildings will move to Jackson while the three buildings are torn down.

• Architecture Building: \$27 million
Completion goal: Fall 2000

The project: A key part of the design initiative, renovation will upgrade the outgrown building. Designed to serve 300 students, the building is occupied by more than 700, while 45 faculty members share 22 offices.

• Murphy Hall: \$9 million
Completion goal: Fall 2000

The project: Renovation will prepare the building to house new multimedia classrooms, broadcast lab, tele-conference center, and more.

• Ford Hall: \$9 million
Completion goal: Fall 2000

The project: Outfitted with technologically sophisticated instructional and research facilities for faculty and students in all disciplines, the refurbished Ford Hall will include six multimedia classrooms and a research lab for the study of small-group communication and physiologi-

cal effects of communication media. Ford will be home to the School of Statistics—a key participant in the digital technology initiative—as well as the Department of Women’s Studies and the Center for Advanced Feminist Studies.

• Peters Hall: \$6.95 million
Completion goal: Spring 2000

The project: Goal of the renovation is to physically unite the School of Social Work for the first time in a decade. The department will move permanently from Ford Hall on the East Bank after Peters is renovated.

• Gartner Lab/Snyder Hall: \$4 million
Completion goal: Winter 2000

The project: Upgraded space will support the University’s agricultural research and outreach initiative as well as the molecular and cellular biology initiative.

• Among the other major U undertakings is the renovation of the south mall, including tearing down the East River Road ramp this fall and replacing it with an underground garage, new student housing, and a renovated Coffman Union.



Photo by Tom Foley

Faculty member Kim Johnson went through Target's management training program.

Academia meets Retail

Internships have helped two faculty members make some real-world connections—for themselves and for their students

Kim Johnson wants her students to know all the latest about retail merchandising and managing a store. Karen La Bat wants her students to be up to date on product development and design.

To update their own knowledge, both Johnson and La Bat were recently faculty interns with Target and Dayton's. Johnson went through the management training program for Target stores. La Bat spent one day a week last winter quarter at Dayton-Hudson corporate headquarters. Both are faculty members in design, housing, and apparel.

"You need to make sure you know what's going on in the real world," says Johnson, who teaches the retail merchandising courses. "It gives you wonderful stories to tell. For the students it makes what I say credible."

"It helps me to update what I'm doing in the classroom," says La Bat, who teaches quality assurance classes. Besides that, she was glad for the chance to work with Dayton's and Target staff on her research on the sizing and fit of clothing for women 55 and over.

Preparing students for jobs

Building relationships with people at Dayton's and Target was another goal for both faculty members, and the interest was reciprocated. "We're trying to develop a closer relationship to the University of Minnesota," says Sybil Kelly, manager of specifications for the department store division at Dayton-Hudson.

Placing graduates in jobs is one reason for the interest on both sides. The retailers want good employees, and the faculty want to prepare their students to compete for the best jobs. "I think we have five recent University graduates on our staff right now," Kelly says.

"Target is a big recruiter on our campus, and they're local," Johnson says. "They're going to be very interested in our students."

"It's not that I'm trying to make everybody a little Targeteer. That's not it at all. Target is a very strong retailer. They are a good example of how to do it. They're doing gang busters."

In her internship, Johnson spent a week in the stock room, worked another week in customer service, and went through the rest of the rotation Target set up for its management trainees. "They taught me, 'This is how we run the store.'"

Keeping up the inventory is key at a discount store like Target. "You want to make sure you have the merchandise on the shelf," Johnson says.

Johnson also takes her students on field trips through different stores. "I try to show them what the retailer is doing and why."

Most students picture themselves as buyers or maybe store managers. Johnson shows them other possibilities. "There are also trend prediction people, importing people, vendor relations people. All of a sudden retailing becomes bigger than what you see in the store and what you know as a customer."

Making connections

For her internship, La Bat turned up at corporate headquarters every Tuesday morning, looked over the schedule of meetings, and decided where she could make a contribution or learn something new.

"They really didn't make me work very hard. Part of it is that they'd never done this before," she says. Often she went to quality assurance meetings and fit sessions for the private brands produced by Target and Dayton's.

"Private brands are the most important thing going for the major retailers," Kelly says. She initiated the connection with La Bat after reading about her work on sizing and fit for women over 55. "I called her and said, 'Karen, I want to work with you on this,'" she says. The over-55 market "is out there and it's going to get bigger and bigger," she says.

La Bat agrees. "There's this huge age group coming up. Their bodies are changing, and they still like to buy clothes. There has been a whole lot of dissatisfaction that everything is for the younger consumer."

Once clothing is manufactured to fit an older woman's body, the next research challenge might be how to market it, La Bat says. "How do we label this? The oldies but goodies line?"

Fit is just one aspect of clothing construction and quality control, La Bat says. Fabric, color quality, and seams are others. "It's pretty detailed. I think people are surprised that Target is that much into quality."

"People have no idea what goes into their clothes," Kelly says. "It's engineering, even though it isn't called that. It's extremely complicated."

One benefit of a faculty internship, LaBat believes, is that "it helps to educate people about what we do in research. They may think we do goofy things. We do a whole lot of really practical things."

Kelly would like to see the University program focus more than it does on the technical aspects of clothing construction. "The program is geared toward design. We don't need designers. There are so few people who get jobs as actual designers. We need people with design experience who also know the technical side."

La Bat and Kelly now talk frequently on the phone, about job openings, student internships, and other topics. La Bat is also still in touch with people at the Industrial Fabric Association International in Rosedale, where she did a faculty internship about eight years ago.

"They know they can call me, and I can call them," she says. "It just makes it different when you know the people."

—Maureen Smith



Photo by Tom Foley

Karen La Bat, who has pioneered work in the over-55 women's fashion market, spent a quarter at Dayton-Hudson corporate headquarters.

Golden Opportunities

Finding the perfect applicant for your department's vacancy may be easier than you thought. Departments can join the U's new employment recruitment initiative, "Golden Opportunities"—launched in August with display ads in local media—by listing job vacancies in any of these publications, in which the U has reserved space.

• **September 13 (Super Job Sunday):** The U has reserved a one-third-page space on the cover of Book 4 in the special employment issue of the *Star Tribune*. Job postings are limited to 50 words, and advertisers will split the cost of the ad. Deadline: September 8, noon.

• **Week of September 13:** Ads will run in the *Pioneer Press* on Sunday and in local diversity newspapers the following week. Deadline: September 8, noon.

• **September 21:** Fall preview issue of *The Minnesota Daily* and

• **September 24:** First-day-of-class issue of *The Minnesota Daily*.

Deadline: September 10, noon.

To participate, send a job description or 50-word ad copy to Michelle Grant at Ludlow Advertising via fax: 881-2266 or e-mail michelleg@ludlow-adv.com. FFI: Michelle at 703-2550.

The Golden Opportunities initiative aims to attract high quality job applicants—especially for hard-to-fill positions—and to promote the U as a premiere employer. It is sponsored by the Office of Human Resources and the Academic Health Center's Department of Human Resources.

First Impressions Task Force needs ideas

A first-time visitor or caller to the University will often form a lasting impression. Friendliness and good service can go a long way toward making the first impression favorable. An indifferent attitude can have the opposite result.

To help ensure that people's first contacts with the U are positive, a First Impressions Task Force has been formed and wants to hear from staff. If you have happy stories or horror stories to tell, or

ideas about how to improve front-line service, the First Impressions Task Force wants to hear from you.

"The premise is that those first impressions are important," says task force coordinator Phil McDonald. "We want to identify strategies for ensuring that the first contact is a memorable one because of the courtesy and helpfulness and professionalism of the staff." McDonald says the effort is parallel to the Take Pride in U campaign, which looked at the physical side. The First Impressions Task Force is looking at the human side.

Ideas are being solicited until mid-September, and the task force members have some ideas of their own. The three co-chairs of the task force are Carol Carrier of Human Resources, Marcia Fluer of University Relations, and Bob Kvavik from the provost's office.

Send your suggestions to McDonald at 624-5899 or mcdonald@fm.facm.umn.edu, or check out the Web page at <http://facm.umn.edu:86/firstimpressions.htm/>.

Departmental listing on the Web

Links to all U departments are available from www.umn.edu/tc/directories/academic.html.

If your department or unit isn't listed, go to www.umn.edu/tc/link/ and fill out the form, have your department head sign it, and send it to WWW Link, U Relations, attn Ranja Yusuf, 6 Morrill Hall. To change a link, e-mail webcomm@tc.umn.edu with your department name, directory category, and old and new URLs.

Raptor Center needs volunteers

Those interested in volunteering at the Raptor Center are invited to an informational orientation either Wednesday, Sept. 30 at 6 p.m. or Saturday, Oct. 3 at 10 a.m. at the Raptor Center. For more information, contact Noreen Huntington, volunteer coordinator, 624-9753. Volunteers are needed to help injured birds of prey (eagles, hawks, falcons, and owls).

Maroon and Gold Fridays to begin

Maroon and Gold Fridays will kick off for the fifth academic year in a row on September 11. Organized by the University of Minnesota Alumni Association (UMAA), the effort encourages U departments and residence halls on the Twin Cities campus to declare each Friday a Maroon and Gold Day. Groups registering with the alumni association will get office posters, a visit from the Goldy Gopher Prize Patrol at least once during the year, and discount coupons for apparel from U bookstores. When Goldy visits, those wearing maroon and gold get special bonuses, and the group showing the most color and spirit earns the title of Maroon and Gold Department of the Quarter and a special celebration party.

The initiative began in 1994-95 to encourage pride and build community. Since then, more than 200 units representing more than 9,000 students, staff, and faculty have participated each year.

To sign up or for more information, call UMAA's Karla Hoff at 625-9195.

Humphrey offers new degree

The Hubert H. Humphrey Institute of Public Affairs will offer a new degree program for midcareer professionals, beginning in fall 1999. Application deadline is April 1 for the executive master of public affairs (MPA) degree, a broad, generalist program that emphasizes leadership.

The degree is designed to help working professionals who seek new skills and understandings or who want credentials to advance or change careers. Although the degree is intended primarily to enhance generalist skills, learners may choose to become more expert in specific policy and skill areas.

Specializations will be taken from existing concentrations in the Humphrey Institute's master's degree programs in public policy and urban and regional affairs, or will be specially tailored to meet learner needs.

Degree requirements can be completed in an academic calendar year (two semesters and a summer) of full-time work, or two years of part-time work.

For more information or a Humphrey Institute bulletin with application materials, please contact the HHH admissions office at 625-7229 or the bulletin request line at 626-8909. E-mail address is admissions@hhh.umn.edu; Web site is www.hhh.umn.edu.

UMC signs record number of new donors

A record 36 new members joined the U Crookston (UMC) President's Club last fiscal year. Del Roelofs, UMC's new development director, attributes the increase to the change in President's Club designation, the strong economy, and support for UMC and the Northwest Experiment Station.

Since the chapter began in 1980, 113 members have joined, including this past year's record number. The President's Club has been the premier lifetime-giving recognition society for University donors. Most funds—which can be specified for certain areas—support academic and athletic scholarships, but money also is given for specific programs in ag research, business and fine arts, among others.

On July 1, 1998, the President's Club became the umbrella for all of UMC's major gift clubs. At the same time, a new giving-recognition program called the Maroon & Gold Club was introduced to recognize non-President's Club annual donors. UMC is in the process of adding additional clubs for the Crookston campus, according to Roelofs.

To join the President's Club, or to get more information on one of UMC's gift clubs, call Roelofs at 218-281-8438 or toll free at 800-232-6466, extension 8438.

Careerscapes

Introducing the Center for Human Resource Development

We hear rumblings of change everywhere at the University. From semester conversion to IMG to the year 2000 predicament to the roll-out of the Enterprise project, change seems to be on every horizon. Even if these changes still feel like distant, hypothetical events, rest assured that over the next few months and years, each of us—and the work we do here—will be affected in some way.

So, how do we prepare for these changes when we aren't even sure what they mean for us? One University response has been the creation of the Center for Human Resource Development (CHRD), a new effort designed to address the human side of the many changes ahead, says human resources vice president Carol Carrier.

According to CHRD director Tim Delmont, the center will provide training and consulting services around themes of change management, customer service, technical skills, and career enhancement. It will include administrative, career development, and financial training, as well as training related to the new grants management, human resources, and student systems. And it will offer assistance in dealing with changed job expectations, heightened performance expectations, and technological innovation by identifying training needs and connecting units and employees with appropriate resources.

Delmont says the center "...will help people, units, and departments deal constructively with change in a time frame that makes sense, given the real work life pressures they are experiencing." He stresses the Center's service aspect, emphasizing that intervention models need to be structured to fit specific needs. As a partner with its constituents, the Center will "...define problematic areas, develop strategies, deliver customized training, education, or consulting where needed, and be an ongoing resource," Delmont says.

Structurally, the new center will encompass several existing programs, integrate additional training initiatives, and build new services. In so doing, Delmont says, the CHRD will bridge gaps across existing training programs and serve the University community in a more integrated way.

The Center will serve all levels of the University. Delmont stresses the importance of finding integrated solutions to deal with change, targeting leaders, employees, and units simultaneously, and incorporating key concepts into management and leadership training. "To have staff embrace these changes," he says, "leaders need to understand implications of these changes, examine their processes and personnel, and prepare staff to be effective in redefined roles."

The CHRD offers many advantages for the University community. For starters, the center will be much better equipped to respond quickly to changing needs. When the University community needs a particular kind of training, the CHRD will be able to shift resources and tool up quickly to meet these needs. The structure also allows for efficiencies in how the Center delivers train-

ing—through shared resources, streamlined systems and processes, and common technologies.

Overall, the CHRD promises to offer comprehensive, customized services to the University community. Its umbrella structure strengthens existing efforts, and provides a springboard for new services. It allows for the creation of a shared vision for training at the University, and communicates complementary messages to all its constituents.

Rather than waiting for these changes to happen TO you, the University has created a tool to help you respond proactively in these turbulent times. As Carl Sandburg wrote, "...The shapes of change, they take their time." Take some time to explore this valuable resource, and make the most out of the changes that are happening at the University.

To find out more about the CHRD, visit its Web site at www.umn.edu/ohr/chrd, or call at 626-1085.

—Kate Schaefer and Dee Anne Bonebright
Center for Human Resource Development

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. 7

■ **Labor Day, holiday**—University offices closed.

Thurs., Sept. 24

■ **Fall quarter classes begin.**

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-9050

■ **Margaret Mee: Return to The Amazon**—A self-taught naturalist, Mee is credited with discovering many of the plants in this exhibit, some of which are now thought to be extinct. The exhibit includes 85 of Mee's botanical watercolors and drawings, as well as jungle hut and field equipment, information on ecosystems, and displays of plants and paintings. On loan from England's



Margaret Mee's work is at the Bell Museum Sept. 19 - Dec. 13.

Royal Botanic Gardens. Opens September 19 and runs through December 13. FFI: Nina at 626-7254.

■ **Morphin! The Science of Biological Change**—Moths, butterflies, and evolution are explored at the Bell Museum's new science exhibit previewing at the State Fair. Based on butterfly and moth research by U entomology professor Susan Weller, the exhibit explores how genes control physical traits and how scientific research can be simple and fun. Features include live caterpillars, a replica of Weller's Itasca State Park collecting campsite, and hands-on activities. In the U's State Fair booth in the Education Building. Through Sept. 7. The exhibit will open at the Bell Museum this fall.

The Goldstein Gallery, FFI: 624-7434

■ **The Goldstein: A Work in Progress**—An exhibition focusing on the museum as part of an academic unit. With more than 12,000 historic and designer costumes from 1760 to the present, 2,500 textiles, 1,000 decorative arts objects, and a growing archive of interior and graphic design materials, the Goldstein demonstrates its contributions to education, research, outreach, and collecting, as well as its plans for classroom involvement. Through November 1.

Tweed Museum of Art, FFI: 218-726-8222

■ **Rudy Autio: Ceramic Sculpture, Drawings and Paintings**—Large sculptural works as well as selected paintings and drawings by internationally acclaimed ceramic artist Rudy Autio; curated by Tweed staff. Exhibition events include a family workshop, free public slide lecture, and workshop/demonstration. Through September 27.

Weisman Art Museum, FFI: 625-9678

■ **The Great American Pop Art Store: Multiples of the Sixties**—For pop artists in the 1960s, the multiple—a mass-reproduced three-dimensional object rather than a unique work of art—was a fundamental medium. Reproductions of soup cans, Coca-Cola bottles, jewelry,

shopping bags, wallpaper, a LOVE ring by Robert Indiana, and much more. October 3–December 6.

SPECIAL EVENTS

Wed., Sept. 23

■ **Class of 2002 convocation and celebration**—Convocation for incoming freshmen. 11 a.m., Northrop Auditorium. Following convocation, all faculty, staff, and administrators are invited to celebrate the beginning of the academic year with lunch, music, games, and prizes on Northrop mall. Sponsored by the Office of the President. Free. FFI: Sandra Ecklein, 626-8976.

■ **Minnesota State Fair**—The U's display in the Education Building is staffed by U volunteers. 8:30 a.m.–9 p.m., State Fairgrounds, Snelling Avenue, St. Paul. Through Sept. 7.

■ **Health Talk and You**—The U's half-hour health information program is broadcast live from the KMSP/Channel 9 booth in front of the State Fair grandstand from 1:30 to 2 p.m. Topic is "A Healthy Heart" with U physicians James Pacala, Valerie Uistad, and Robert Wilson. Host Greg Vercellotti fields audience questions. Broadcast: KTCI Channel 17, Tues., Sept. 8, 7–7:30 p.m.; KTCA Channel 2, Thurs., Sept. 7, 1:30 p.m. FFI: 626-0047.

■ **Sunday Guided Tours of the Arboretum's restored prairie**—Tour included free with regular paid gate admission. 1–2 p.m.

Sept. 6 — Feature bloom: New England aster
Sept. 13 — Feature bloom: Bottle gentian
Sept. 20 — Feature bloom: Downy gentian
Sept. 27 — Fall colors: Grasses and forbs

LECTURES, WORKSHOPS, & CONFERENCES

Tues., Sept. 8

■ **"Social Structure, Race, and the Transformation of the Juvenile Court"**—Lecture by Professor Barry C. Feld, Centennial Professor of Law. University Law School, 229 - 19th Avenue S., Lockhart Hall (Room 25 SubPlaza), 3:30 p.m. FFI: 625-4841

Thurs. & Fri., Sept. 10 & 11

■ **Health Sciences Education for the New Millennium: Internet & Multimedia Resources**—Technology awareness conference, with plenary programs, breakout sessions, educational technology software exhibits, demonstrations, and basic Internet classes for health care professionals, faculty, students, and others. Tracks will include use of images in the curriculum, courseware development, and laptop/palmtop use. FFI: Cindy Gruwell, 626-3936 or henri013@umn.edu.

To register: biomed.lib.umn.edu/conference.html. Sponsored by the Biomedical Library, with support from the Greater Midwestern Region, National Network of Libraries of Medicine and ASIS.

Fri., Sept. 11; Sat., Sept. 12

■ **Treasures Under Pressure: The Future of Northeastern Minnesota Lakes**—The U's Sea Grant Program sponsors two separate public workshops for people interested in defining issues and generating solutions related to pressures and use of northeastern Minnesota lakes. Friday at Duluth's Best Western Edgewater East; Saturday at Itasca Community College, Grand Rapids. Nominal registration fee. FFI or to preregister: Keith Anderson, Minnesota Sea Grant, 800-455-4526 or kanderson1@extension.umn.edu.

Fri., Sept. 18

■ **Therapeutic Horticulture: Summer Accessible Design Workshop**—Introduction to therapeutic horticulture and the basic design elements of barrier-free garden environments. Designed for human service professionals, recre-

ation and activity providers, and people interested in the therapeutic benefits of horticulture. 9:30 a.m. to 1:00 p.m., Landscape Arboretum. \$20(members) or \$25(nonmembers) includes lunch and tour of the Clotilde Irvine Sensory Garden. FFI: 443-2460, ext. 527.

Fri., Sept. 25

■ **20th Annual Konopka Lectureship**—Lecturer is Henry Foster Jr., professor of obstetrics and gynecology at Meharry Medical College in Nashville, and special adviser to President Clinton on teen pregnancy. The lectureship is named for Gisela Konopka, professor emerita of social work. Sponsored by the Konopka Institute for Best Practices in Adolescent Health, Division of General Pediatrics and Adolescent Health. 4 p.m., Minnesota Club, downtown St. Paul. Preregistration required. FFI: Sandra Robles, 626-2820.

Tues., Sept. 29

■ **A Women's Health Conference: Complementary and Alternative Therapies**—More than a dozen speakers present on such topics as herb therapies, exercise and relaxation techniques, and women as healers. 8 a.m.–4:30 p.m., Radisson Hotel Metrodome. Cost: \$95 (nonphysicians); \$125 (physicians). Registration deadline: Sept. 22. FFI: Center for Spirituality and Healing, 625-3451.

MUSIC

Sat., Sept. 26

■ **Bill T. Jones/Arnie Zane Dance Company**—The creation known as *We Set Out Early...Visibility Was Poor* is a 75-minute construction of magnificent movement and the simple, abstract suggestion of a journey. Music comprises three sections: Igor Stravinsky, John Cage, and Latvia's Peteris Vasks. 8 p.m., Northrop Auditorium. \$14.50-\$26.50. FFI: 624-2345 or www.cee.umn.edu/northrop.

FAMILY ACTIVITIES

Sat., Sept. 19

■ **Annual Fall Bird Release at the Raptor Center**—Join the excitement of releasing eagles, hawks, and owls to the wild. Other events include a 5K Run/Walk and children's fun run. Hennepin Parks naturalists will conduct a variety of educational programs with more than 20 Raptor Center educational birds. Special guest performance by Michael Monroe, 10 a.m.–3 p.m., Hyland Park Reserve in Bloomington. FFI: 624-4745 or www.raptor.cvm.umn.edu.

Sat., Sept. 26

■ **Arboretum Fall Festival**—Annual fall extravaganza of color and activities for the entire family. Cider-pressing and sampling and apple sales by the Arboretum's Horticultural Research Center; specially made apple treats by the Arboretum's Tearoom. Master gardeners will answer questions and talk about harvesting techniques. Arboretum Auxiliary sale of one-of-a-kind dried flower arrangements and decorations and a live-plant sale. Also fall bulbs, gardening supplies, live entertainment, craft activities, tram rides and more. 9 a.m.–4 p.m., Landscape Arboretum. FFI: 443-2460.

■ **Bell Museum Summer Discovery Day Camps**—Many week-long day camps available for kids grades 1 through 8 to explore natural history, art, science, and more. Through September 4. FFI and registration brochure: 624-9050.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: Kiosk, University Relations, 6 Morrill Hall. Deadline for October's calendar is September 14.

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Kiosk

www.umn.edu/urelate/kiosk/

Welcome, Class of 2002

"From this moment on,
we are your partners."

—FCC chair Sara Evans

The University welcomed its new students in grand style September 23, rolling out the maroon and gold carpet—and handing out souvenir t-shirts—to some 3,300 freshmen who attended the U's first freshman convocation in nearly 30 years.

The event had a two-part theme. The first, more formal Life of the Mind segment, was inside Northrop, where the U's VIPs welcomed students to the world of the university. "From this moment on, we are your partners," FCC chair Sara Evans told them. "Academically, you're absolutely one of the best classes ever," admissions director Wayne Sigler added. And in his keynote address, U President Mark Yudof was clear about the University's commitment. "Your experience is our number one priority," he said. Then, an ear-drum-numbing performance by the U's marching band—including a tutorial in "The Minnesota Rouser"—marked



Photo by Terry Faust

Life of the Mind was the convocation's theme inside Northrop, where students were welcomed by University leaders. Later, Mark Yudof, his wife Judy, and other faculty chatted with students over lunch in the Pride and Spirit segment of the convocation.

the segue into the event's second segment, Pride and Spirit. Students poured outside to the plaza to have lunch with their new classmates and teachers, autograph a Class of 2002 board, and get chances at door prizes that included football tickets, Gopher beanie babies, and even a computer.

This year's freshman class of 5,300 is the largest class ever, with applications were up 66 percent since 1992, Sigler said.



Semesters: the countdown begins

Semesters are less than a year away.
Be advised.

Students are getting the message. Advisers are ready with answers. People in every corner of the University have been hard at work to ensure that the shift to semesters in fall 1999 goes smoothly.

It's time for the rest of us to pay attention. With the long-planned move to semesters, the rhythm of all of our lives will be different, especially in this transitional year.

"I think we are in terrific shape given the magnitude of the task," says Ann Waltner, associate dean in the College of Liberal Arts (CLA).

It's too early to call semester conversion a success, but Waltner's upbeat tone is echoed by others. "This has gone about as seamlessly as it possibly could have," says Charles Speaks, chair of the Department of Communication Disorders and a member of two semester conversion committees.

"We heard horror stories about how things went at Michigan State and Utah and other places" that recently changed to semesters, he says. "I think we profited from their experience."

Peter Zetterberg, director of the Office of Planning and Analysis (OPA), has led the semester conversion effort. "Without him it wouldn't have happened," Speaks says.

In every department, every single course had to be proposed anew. Analysts Cynthia Macaluso and Scott Murdoch in OPA—"the two heroes" in Zetterberg's view—set up a system to propose and approve the courses electronically.

"I don't honestly know if we could have done it with paper," Zetterberg says. "I suppose we would have found a way. Five years ago that's what we would have had to do."

Take five

Zetterberg still has one big worry: Will students take enough credits when they move to semesters?

In the quarter system, most courses have been four credits. Most semester courses will be three. A full 15-credit load may mean taking five courses, and students may think that's too many. Other schools that have changed to semesters have experienced at least a temporary decline in student credit loads.

"It's not really an issue of how many courses you should take," Zetterberg says. "If you're used to taking a full credit load, you need to keep doing that. Whether that means five courses instead of four depends on the program."

At Morris, the standard course will still be four credits, says assistant dean Peh Ng. "There is good and bad about that."

Duluth has a concern about the credit load issue, says vice chancellor Vince Magnuson. "We think the best solution is strong sound academic advising." Students "shouldn't be studying any more" but would "just be dividing it differently," he says.

Laura Koch, whose semester involvement began when she chaired the Senate Committee on Educational Policy, is working full-time on semesters, in charge of advising.

"One of our slogans is 'Take five,'" she says. That reminder will be on lanyards, mouse pads, water bottles, key chains, and miniature footballs.

Beyond that, Koch says she is confident that advisers will be giving the right advice.

If students don't follow the advice, the consequences could be serious—delayed

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.

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Op Ed

Lessons from a Scandinavian trip



By Mark Yudof, president

Judy and I recently sojourned in Scandinavia, where I sampled the lutefisk (no substitute for pancakes) and learned a great deal about the culture, academic environment, and the economy. The Scandinavians and the British—whom we also visited—do many things extremely well, and offer many possibilities for joint research efforts and exchange programs.

Accompanying Governor Arne Carlson, who led a large economic development delegation, was a formidable, blue-ribbon University group: Frank Cerra, senior vice president of health sciences; Christine Maziar, vice president of research and dean of the Graduate School; Bob Elde, dean of the College of Biological Sciences; Ted Davis, dean of the Institute

of Technology; Bob Kvavik, associate vice provost and Scandinavia expert; and Kjell Knudsen, dean of UMD's School of Business and Economics.

This trip offered opportunities to expand what I believe should be the University's leadership role in helping the state develop an international strategy to support the goals of the legislature, the governor, and the private economy.

Our faculty's abundant connections with colleagues around the world can blossom into fruitful joint research projects and economic development resulting in increased trade, employment, and prosperity for Minnesotans. Student and faculty exchange programs are other ways to build bridges to foreign countries and help our students become international citizens who are not only sophisticated about international politics, but also prepared to help their future companies develop trade opportunities. Wouldn't it be wonderful if the University were known for its freshman seminars and for having almost every student experience study abroad?

I would like to see more bilateral agreements with the Finns, the Norwegians, and the British that would enable American students not only to study abroad in English, but to learn the language of the country as well.

In Finland, where we had the chance to meet with Finnish alumni and the former holders of our Finnish Chair, we also had what I think was one of the highlights of the visit: a meeting with peer executives at the Nokia Group, a very aggressive company well known for its work on wireless technology. The company has limited research facilities in the United States, and when you consider the number of Finnish-

Americans in Minnesota, the similarities of climate, and the cultural compatibility, it makes a great deal of sense to establish a public/private partnership. Dean Davis and Vice president Maziar will begin discussions with American-based Nokia executives in the coming months on a possible joint research initiative.

Dr. Kvavik and others met in Trondheim with a research center called Syntech, a company that reflects a very unusual public/private partnership. Most government research money in scientific areas appears to go through this operation rather than through the university system. Dr. Maziar is exploring whether this could be a model for the University and provide opportunities for contacts between our two institutions.

I think the University and the legislature made a wise decision last year when we requested and it funded our new research priorities. The British are putting 400 million pounds—over 600 million dollars, one of the largest amounts ever—into molecular and cellular biology. The Finns are doing the same thing, adding 500,000 square feet to their biocenter in Helsinki, with emphasis on plant genetics.

These and other international developments corroborate the wisdom of the University's recent investment in the new digital technologies, including telecommunications, imaging, and supercomputers; and new biological sciences research, computational biology, agriculture, design, new media, and functional genetics.

With a strong international network, the University also can help solve terrible problems of hunger, poverty, disease, and environment around the world while contributing to a better life for all Minnesotans.

CIVIL SERVICE

New salary principles adopted

Civil service salary principles were revised this summer by the Compensation Subcommittee of the Civil Service Committee. Here are the new principles.

1. All campuses, units, and schedules shall have the same compensation plan for civil service employees.
2. The compensation plan shall maintain or improve the value of benefits to civil service employees.
3. Because we believe that civil service staff should be paid at levels at least consistent with the external job market, and should recognize employees' accomplishments, the plan should include systems maintained and funded by the University that provide for: a) timely and accurate market comparisons; and b) performance appraisals that are fair, understandable, and timely for staff and managers.
4. The plan should contain the following three components: a) an across-the-board increase that at least matches any increase in the cost of living; b) a merit-based increase, awarded using clearly defined and fairly administered criteria; and c) annual adjustment to salary ranges/floors/broadbands based on appropriate market data.

Passed by the Civil Service Committee, August 26, 1998. Comments should be sent to Mary Berg (bergx017@maroon.tc.umn.edu) and Blake Downes (Blake.Downes-1@umn.edu).

Staff news

A new feature of the civil service Kiosk section, highlighting the many contributions of University civil service and bargaining unit staff.

The Ivy League has started a program to organize the policies and procedures of member universities. A consortium of policy experts from Cornell, MIT, and Yale was given the task of improving the way policy is implemented, developed, and communicated. As with most other large institutions, the body of university bylaws, regulations, policies, guidelines, and other governance documents is reaching critical mass, and the task the consortium faces is a daunting one.

Realizing that a project of this scope would benefit from outside help, they turned to one of the country's most recognized leaders in communicating University policy: the staff of the University of Minnesota. Civil service employees in the University Policy & Process Development (UPPD) office have been recognized as innovators in communicating policy since the policy library was first published on the Web.

They've incorporated the regents' integrated framework, a standard policy format, and the directive of the President's Executive Committee to organize information by process. The result is a standard for communicating policy that has caught the attention of some of the country's most prestigious educational institutions. Pat Spellacy, director of the UPPD office, spoke at the consortium's first meeting on September 24. We're proud of this involvement by U of M civil service staff!

Staff Day update

As you may know, the Civil Service Committee is planning a Staff Day to be held in spring 1999. What do you think Staff Day should be? How would you celebrate the contributions of University civil service and bargaining unit staff? Our new musical group will be a big part of it. What else would you like to see? Ballroom dancing, a craft fair, a 5K walk/run? Think about it and watch for the next issue of *Kiosk*. The November issue will contain a survey asking you to help define the day that will be set aside to celebrate what CS/BU and other staff contributes to the overall mission of the University. Please contact me at 612-626-7984 or hohxx001@maroon.tc.umn.edu.

George Hoh
Public Relations Committee

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

Perspectives from the Health Plan Task Force

Medica Premier's decision to withdraw as a University health plan provider last fall created a crisis for the 30 percent of University employees enrolled in that health plan for 1997. The crisis extended to participants in the State Health Plan, the only option then offering access to University primary care providers and self-referral to specialists. Anticipating a massive influx of high utilizers, the State Health Plan raised its rates dramatically, leaving participants with the unfortunate choice of either paying exorbitant premiums or giving up their University providers.

In response to the crisis, the Faculty Consultative Committee (FCC), the Senate Committee on Faculty Affairs (SCFA), and the local chapter of the American Association of University Professors (AAUP) appointed a Health Plan Task Force to determine how to prevent another crisis. Although it has not generated definitive solutions, the task force has stimulated several improvements in the University's situation.

The State Labor Management Committee

Benefits for state employees are framed by the State Labor Management Committee (SLMC), which reviews all options and obtains bids from health plan companies prior to the collective bargaining that determines the final benefits package.

In January the state expanded the SLMC to include two additional University members, who represent the faculty and the professional academic and administrative staff. Until then, University representation had been limited to two persons from the University employee benefits office. The additional committee members have been able to keep University issues alive during the framing process.

University providers

In June the University of Minnesota Physicians (UMP) reached an agreement with the state to allow University providers into the state's Health Plan Select for 1999. Since this plan will also be the year's low-cost option, University employees will have

a less expensive way to use University providers for primary care.

University experience data

Health care costs tend to increase with age and, many believe, with education. Since the University community is older and more educated than the general population, we are seen as a relatively expensive group to insure. In the past, however, the University has not had access to data showing how University employees actually use health benefits.

At the request of the Health Plan Task Force, the state provided this data for 1997. Since we do not have comparable data for state employees, a great deal of interpolation is needed to determine how the University compares. At this time, the confidence interval is too large to allow us to conclude very much. It is safe to say that the difference in health costs between University and state employees is no more than 10 percent.

The important point, however, is that the University can now expect these data annually. We can monitor the University experience and assess the issues more accurately and quantitatively.

Supplemental plans

In the past, the state has insisted that the University not offer any health care options not offered by the state. That position appears to be softening, and discussions now under way could lead to the availability of supplemental plans for University employees. Although we don't know yet how this development will unfold, the task force hopes some of the University's unique issues might be addressed.

Recommendations

The fundamental question remains: Should the University develop an independent health benefits program? The task force strongly urges that no decision be made now. In other words, we should stay with the state for 2000, but commit neither to remain with nor separate from the state beyond that.

There are two perspectives to consider. The first is process. The current health benefits

package is determined by collective bargaining between state management and the unions representing state employees. University administration is not represented; neither are the faculty, the P&A, nor the underrepresented civil service employees.

This means the University's particular issues are not necessarily addressed. Such issues might be addressed more readily by a University process, but that process does not yet exist and would have to be constructed carefully to ensure appropriate protection.

The second perspective is outcome. All indications are that we will see marked improvements in the state's health plan options for 2000. The University would have to decide this fall to separate from the state for 2000, and then invest enormous effort in preparing to administer a separate plan. The task force feels it is unwise to begin this effort when the state seems to be moving in the same direction we would like to go.

Unfortunately, this last point contains a Catch 22: The University would need more than a year between a decision to separate and the time the separation takes effect. The state's plan, however, isn't known until six months before it takes effect. To separate for 2000, for example, we would have to begin planning now, but we won't know what the state will offer until July 1999.

Continuing task force

The FCC has authorized the Health Plan Task Force for another year. We will continue to monitor developments, study the issues of most importance to the University, and gather information relevant to any future separation debate.

Richard McGehee, chair, Health Plan Task Force Member, FCC

The Health Plan Task Force maintains a Web site, which includes information about health benefits as well as a discussion forum where staff can exchange information with each other and with the task force. Find it at www.geom.umn.edu/usenate/.

President Yudof outlined plans for the biennial budget request at the September regents' meeting in Marshall. No specific numbers were presented. Yudof said the budget will be based on enriching the undergraduate experience through more freshman seminars and study abroad experiences, making compensation competitive, financing health professional education, stimulating the transfer of knowledge and technology, and promoting a climate of quality service. Final board approval should come at the November meeting.

The regents approved schematic plans for a new indoor tennis and women's hockey facility on the Twin Cities campus. The price tag will be \$13.2 million, up \$1.7 million from the original plan. The facility will be built just west of Mariucci Arena, and a common entrance and other shared facilities will be built between the two structures. A stretch of 18th Ave. will be closed. Construction could begin in April 1999, with completion scheduled for August 2000.

The south mall project was also discussed. Demolition of the East River Road Parking Ramp is scheduled to begin October 15. That demolition, the regents were told, should announce to everyone that development of the area has begun.

The regents met on the campus of Southwest State U in Marshall and discussed academic partnerships between the U and Minnesota State Colleges and Universities. The meeting was the first for the regents on a campus that isn't part of the University.

Philip Larson, professor of plant pathology and associate dean of the College of Agricultural, Food, and Environmental Sciences, has been named interim dean. He will assume his new duties gradually between Oct. 1 and Oct. 26.

Jeffrey Klausner was named interim dean of the College of Veterinary Medicine, effective Sept. 7. He has been on the faculty since 1977 and has been chair of the Department of Small Animal Clinical Sciences since 1992.

The Duluth campus has signed extensive exchange agreements with three Swedish universities (the U of Karlskrona/Ronneby, U of Malmö, and U of Orebo). The agreements include exchange of faculty, students, and research information, and cooperative efforts to establish joint academic programs and small business development programs.

Ansel Keys, the former U professor who is credited with "discovering" the Mediterranean diet and developing the nutritionally balanced meal packets for U.S. soldiers that were called K-rations, was honored Sept. 17 in a ceremony in Morrill Hall. Keys, who attended, is now 94.

Incoming freshmen on the Twin Cities campus received two CD-ROMs that allowed them to initialize their student Internet accounts, take virtual tours of the campus, and acquaint themselves with campus life before they arrived. The Internet Welcome Kit was mailed to 6,000 incoming freshmen. "This was President Yudof's vision, and it was a collaborative effort involving many departments and individuals," said Shih-Pau Yen, who directed the effort.

Media Watch

The effects and implications of the pilots' strike at Northwest Airlines was the subject of abundant debate and media attention both regionally and nationally, and Carlson School of Management professors John Remington and John Budd provided broad insight. Collectively, they were quoted in the *Star Tribune*, the *Pioneer Press*, the *Milwaukee Sentinel*, the *Christian Science Monitor*, the *St. Louis Post*, the *Jackson (Michigan) Patriot*, the *Flint Journal*, the *Muskegon Chronicle*, the *Kalamazoo Gazette*, the *Newark Ledger*, the *Philadelphia Inquirer* and the *Hackensack Record*. As always, last month's State Fair garnered much media attention, and the *Star Tribune* ran a feature on the transition of state fairs—from productivity early in the century to consumption as we approach the new millennium. Carlson School of Management professor Mark Ritson was featured. Ansel Keys, longtime professor of food science and nutrition and inventor of the Mediterranean Diet and K-Rations, received an award for his achievements during a recent on-campus ceremony. Keys, 94, is credited with being the first scientist to demonstrate the link between diet and heart disease. The *Star Tribune*, the *Pioneer Press* and KTCA-2 helped

celebrate...When a 43-year-old Eden Prairie woman became the 5,000 patient to undergo a kidney transplant at the U, the *Pioneer Press* ran a lengthy weekend feature. U transplant surgeon David Sutherland and his colleagues performed the seven-hour procedure. The world's first kidney transplant was performed in Boston in 1954...Irving Shapiro, a 1941 graduate of the U's Law School, has given the school a \$1 million gift to create an endowment from which emergency loans will be made to U law students during financial crises. Shapiro had the benefit of emergency loans while attending law school at the U, and said he would have been unable to complete his studies without them. Law School dean E. Thomas Sullivan announced the gift...Approval for the construction of a new \$13.2 million hockey and tennis facility adjacent to Mariucci Arena played well in the *Star Tribune* and the *Pioneer Press*. Construction of the new facility—which will include 2,800 seats for hockey and 10 indoor tennis courts—is scheduled to begin in April. The arena's primary tenant will be the U's women's hockey team. Chris Voelz, women's athletic director provided commentary.

—Mike Nelson

1998 U of M

Community Fund Drive

The U's 1998 Community Fund Drive kicks off October 19 with a promotional tour by KMSP-9's Robyne Robinson, General College dean and campaign chair David Taylor, and Goldy Gopher. The three will visit departments that day, as well as on October 21, encouraging early pledges. Those who sign pledge cards by October 30 will be eligible for prizes like airline tickets, a color television, and more. This year's participation goal is 33 percent (hence, the "Be One in Three..." campaign theme). The campaign runs through November 13.



You're looking good, St. Paul gym!

As of September 24, you can climb a rock wall without leaving campus.

If the 24-foot-high rock climbing wall in the just-renovated St. Paul Gymnasium isn't your style, you might try the eight-lane swimming pool, the sauna, four racquetball courts (two of which convert to squash), or the brand new fitness equipment.

All this is part of the new and improved St. Paul gym, whose 18,400-square-foot addition and 5,400-square-foot renovation are the most recent installments of a 1987 recreational sports facilities project that has included the U's Aquatic Center (in 1990) and Recreation Center (1993), and that will include future Cooke Hall renovation.

The gym's grand opening week—themed "It's New to U"—is November 4-7. Plans include a formal dedication, a "Jam the Gym" night for students, and a community day with water exercise and aerobics, first aid training for parents, and activities for kids.

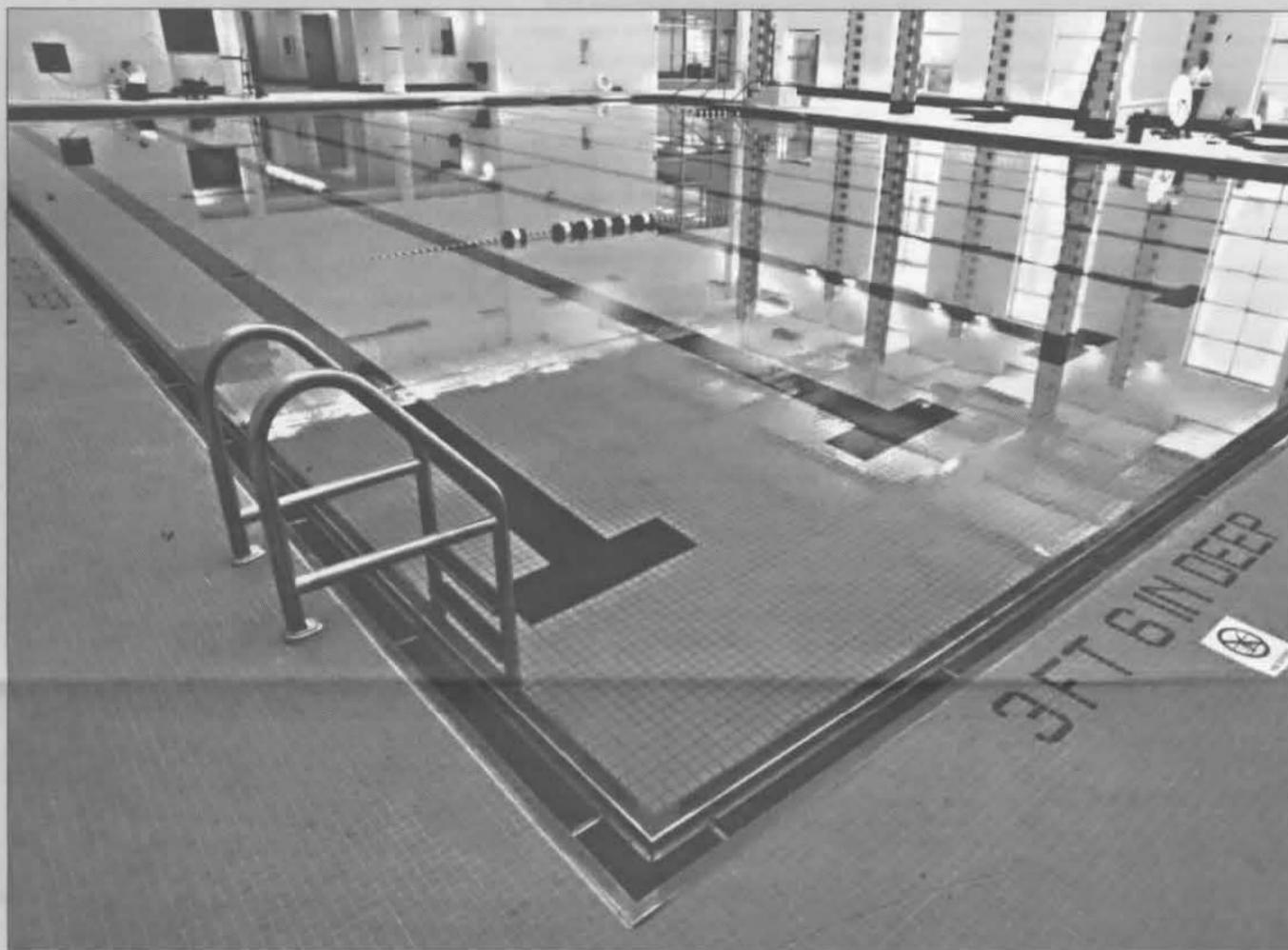
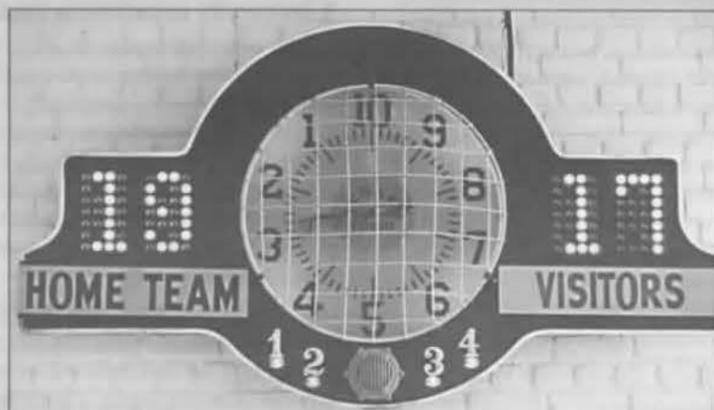
One of the buildings earmarked for historic preservation, the St. Paul Gymnasium on Cleveland Avenue opened in 1917 to serve students on the St. Paul—then the agricultural—campus, and planners have been careful to retain

a sense of the building's history. The outside wall has been retained where the addition meets the original building, and a 1917 scoreboard remains in place.

With the building's opening comes an increased emphasis on serving the community, says marketing and public relations assistant Jeff Olson. The gym, pool, or rock climbing wall, for example, can be rented for parties, complete with themes and planned activities.

Memberships that allow use of the gym are available to faculty and staff for \$53.50 a quarter or \$200 annually from the Department of Recreational Sports. Faculty/staff spouses and domestic partners can join for \$64.20 a quarter. Locker rental is \$25 a quarter.

Kids are welcome to use the gym with their parents on Sundays from noon to 5 p.m. For more information, call 625-8283.



Something old, something new...that's been the motto as the St. Paul gym has undergone its makeover. The original 1917 scoreboard (above) retains a place on a wall near the new, strictly-21st-century, eight-lane swimming pool.

Photos by Tom Foley

Careerscapes

Where do U fit in?

The message of change at the University is being heard—loudly if not yet clearly. Many of our jobs will evolve, expectations will shift, and some positions will even be eliminated. Details of how these changes will affect us personally, however, are still hazy. So what is an employee to do?

You might not always feel like it, but you do have some power and influence over what happens to you during the change process. Rather than waiting for change to happen to you, you can take some concrete steps to prepare.

A good place to start is to clarify what you can offer to the University. What are your strengths? What types of tasks do you do especially well? When you can communicate your skills, competencies, interests, and goals clearly, you are better able to convey your value to departments.

This is especially important as University needs shift and your job title most likely no longer describes the breadth of skills you bring to the workplace.

The next step is to find the work that needs you—whether it exists right now or not. This doesn't mean simply looking through job postings to see if you can find a fit (the traditional way to look for a job). Instead, you decide what you want to do, then look for places inside and outside of your department where you might get to do it. Instead of focusing on job openings or specific job titles, talk with people about what kind of work you want to do. You don't have to wait for an advertised opportunity; you can help create opportunities by making known what you have to offer.

Sound a little unlikely? Not according to JIST Works, Inc., which describes the life cycle of job openings. Job postings often represent an evolution in thinking, and job seekers can influence how jobs are created. To illustrate, consider the four stages of a job opening.

Stage one: No job opening exists but employers are always looking for good workers. It is here that people can shape jobs for themselves by demonstrating the value they bring to organizations. Twenty-five percent of jobs are filled this way.

Stage two: An organization needs to fill a job. Insiders know about it, but it hasn't been advertised. Another 25 percent of jobs are filled at this stage. Adding stages one and two together means that up to 50 percent of jobs are filled without ever being advertised.

Stage three: The job is now "open;" it is posted internally but there is no wide advertisement.

Stage four: An ad is in the paper. Your competition has just skyrocketed.

The point is that looking for job openings before they exist can and does lead to new work—maybe even within your own department. To make this a reality, you need to be clear about what you can offer. You also need to know where to look. The key to knowing what you can offer is

knowing who you are and what you want in a job or career. The key to finding it is to explore the work environment here at the University.

The Employee Career Enrichment Program (ECEP) can help you clarify your strengths and develop strategies to explore the work environment here. This fall, ECEP will offer workshops on the Myers-Briggs, finding a fit at the University, and the power of networking on campus. Visit our Web page at www.umn.edu/ohr/ecep or call us at 626-0774. You can also request to be put on our mailing list to find out early about our offerings.

The University needs well-trained, well-utilized workers. ECEP can help you discover where you fit in and be an active partner in shaping your employment opportunities here.

—Barb Krantz and Kate Schaefer
Employee Career Enrichment Program

Academic initiatives: a report from the trenches

The U is staking its future on five key academic initiatives. Here's what's happening with them.

Five academic initiatives—molecular and cellular biology, digital technology, new media, design, and agricultural research—are moving ahead, planners told President Yudof and Provost Bruininks this summer.

Biology

"We got a lot of money out of the legislature," Yudof told the biology group. "I want to be able to go back and say, 'You trusted us, and we delivered.'"

To make good on that promise, planners of the biology initiative have a double challenge: making major decisions about long-term strategic directions at the same time that biology goes through what Bruininks called "one of the most massive and complicated administrative reorganizations that I know of in higher education." (The reorganization will be the subject of a *Kiosk* story in November.)

Taking on these two huge efforts together makes the issues more complicated, Yudof said, but the ability to add resources can also ease the situation and build faculty morale. Strategically, the initiatives will have two directions: focusing on functional genomics—the study

of how an organism's genes work together rather than of their individual function—and finding outstanding midcareer scientists for basic science departments, said Dean Robert Elde.

Faculty searches could be authorized as early as mid-February. Before then, an internal faculty committee and an external group of high-profile experts will help to sharpen the focus of key investment areas. The Biological Science Policy Council, appointed by Bruininks and Vice president Frank Cerra, will have a central leadership role.

Digital technology

Strategic directions already have been set for the digital technology initiative. Telecommunications and computational biology are two programs "we're betting big bucks on," said Dean Ted Davis. Choosing to focus on computational biology means the initiative will be linked with the biology initiative. "To me it's a really smart investment," Yudof said.

In telecommunications, Davis said, "we have half a dozen people already in place," working on both hardware and software. Hardware is "the forgotten part," where "I expect us to make great strides," he said. "Telecommunications is to the information age what transportation was to the industrial age."

A director of the Digital Technology Center will be

hired as early as July 1, and will report to the vice president for research, Davis said.

Meanwhile, searches have begun or will begin soon for two new faculty in electronic commerce in the Carlson School and three "blue chip" faculty in IT, one each in computer science, electrical engineering, and computational biology. Three more faculty will be hired in the second year and four in the third year. "That's about as fast as we can hire people of this caliber," Davis said. The searches will look for associate professors "who

have really established themselves" and can be attracted with offers that include "a handsome dowry."

New media

The new media initiative is also linked with digital technology. Planners have decided a stand-alone curriculum would be a mistake, Dean Rosenstone said, but new media will be built into several disciplines. "The

continued on page 6

"We got a lot of money out of the legislature. I want to be able to go back and say, 'You trusted us, and we delivered.'"

—Mark Yudof

Semesters

continued from page 1

degree progress for students and loss of tuition revenue for the University.

"It's not just the financial issue. It would be terrible for the University if there is a drop in the credit load, which affects retention and graduation rates," Zetterberg says.

"It's the only thing I worry about. All other things will not be perfect, but we'll iron out whatever problems there are."

A new curriculum

Planners are happy about the semester curriculum. "The curriculum we offer next fall will be the most thoroughly scrutinized curriculum we've ever offered," Waltner says.

Astronomy professor Len Kuhl, who saw the pitfalls of switching to semesters when he went through it at Berkeley years ago, also sees benefits. "Departments have a chance to take a close look at their curricula and update and revise them," he says.

The Department of Communication Disorders combined semester conversion with a major curriculum reform. "We deleted a fair number of courses, we added some, we did lots of combining. Under no circumstances did we say we're going to take a four-credit course and convert it to three. That's the easy way," Speaks says.

Not every department was that thorough, but overall "the

curriculum has been significantly changed," Zetterberg says. "The right way to do it is to reduce the number of courses by a third, and we did that."

The effort was "exhausting," Speaks says, but "frankly I almost wish we didn't have this lame duck year. Now we have a curriculum ready to go, and we're still teaching the old one."

Expect some glitches

Everybody knows the change won't come without glitches. One unknown is just how much the start-of-school activities in St. Paul will bump up against the State Fair.

Classes start the day after the fair, but "there will be a day or two that will be a nuisance," Zetterberg says. "It always takes a day or two before the parking lot is available again. It will still be possible for buses to get back and forth, but we may not have the Transitway until Thursday or Friday."

What about moving students into Bailey Hall? "We could have a midnight-to-3-a.m.-party. I don't know what we're going to do," he says.

Ideally all campuses would be on the same calendar, but exceptions have been allowed. The fair dictates the start

In every department, every single course had to be proposed anew.

time in the Twin Cities, and the day after Labor Day is the traditional starting day at Duluth. Other campuses have reasons for earlier starts.

Crookston, which provides general education courses to Northwest Technical College in East Grand Forks and receives some courses from Bemidji State, needs to be in sync with the Minnesota State Colleges and Universities (MnSCU). The big glitch came this year, with MnSCU already on semesters.

"Our faculty had to have their courses developed and ready to deliver" for fall 1998, says vice chancellor Bob Nelson. Crookston is on both quarters and semesters this year. "This is a one-time situation," Nelson says. "Next year, no problem."

A challenge in the Twin Cities is finding enough classrooms, especially in a construction zone. More three-credit courses means more classes will need rooms.

"We will not necessarily need more classrooms, but we will need to use our classroom space more efficiently," Zetterberg says. "To the extent that Architecture and Murphy and Ford will be unavailable, it makes the problem a little more complicated."

A short summer

"The calendar year before you go to semesters is really a trying year for everybody," Koch says. Besides all the work, one reason is the short summer. Spring quarter will end June 15, the regular 10-week summer session will go until August 26 or 27, "and then we come back September 7 and go until December 23," she says.

"I always love the time between when my children go back to school and when classes start. It's a peaceful, rejuvenating, refreshing time. We're not going to have that next year, and we're not going to have it ever again. We'll have some nice time in May, but that's a long time away."

"We need to protect ourselves and protect each other, make time for ourselves, do nice things for each other," Koch says. "The students aren't going to understand why we're really grouchy."

Concern for students is primary for all the semester planners. "Our commitment is that students should not be penalized because the U changed to semesters," says Peh Ng at Morris. "Our pledge is that no student will be disadvantaged because of converting quarter courses into semesters," says Magnuson at Duluth.

"Students weren't the ones who made this decision," Koch says. "We want to make sure we do everything we can to help the students."

—Maureen Smith

A few quick facts about the semester switch

When it will happen: Semesters will begin in fall 1999 on all U campuses.

First day of classes: In the Twin Cities (except the Law School) and Duluth, classes will start September 7, the day after Labor Day. At Morris and Crookston and in the Law School, the first day of classes will be August 30.

Other key dates: Final exams will end December 23 in the Twin Cities, including at the Law School.

Exams will end December 18 at UMM, December 21 at UMC, and December 22 at UMD.

Spring semester will begin January 10 at Crookston and the Law School and January 18 in the Twin Cities, Duluth, and Morris. The last day of spring exams will be May 6 at UMC, May 12 at UMD, UMM, and the Law School, and May 17 for the rest of the Twin Cities campus.

Biggest worry: By far the biggest worry for semester planners is that students won't take full credit loads and will be delayed in their progress. If you are in contact with students who hope to finish in four years, urge them to take 15 credits a semester, even if that means taking five classes. The work load and the time in class should be the same as

a 15-credit load under quarters.

The semester conversion team has "really been working with the advisers," Koch says, but "they need to be backed up."

Pledge to students: Planners on all four campuses have made the same pledge: Students will not be disadvantaged by the switch to semesters.

Almost everything you wanted to know: For lots of good information, go to the semester Web site: www.semesters.umn.edu.

If you have questions: Send a query to the e-mail hotline (semesters@tc.umn.edu). "If we don't know the answers, we go out and find someone who does," says Laura Koch. "The help is available."

Sandra Gardebring: Her Honor comes to campus

The U's new vice president for institutional relations talks about her new job.

How do you top a job as a Minnesota Supreme Court judge? Stumped? Try becoming vice president for institutional relations at the U.

"I missed being part of a big institution and contributing to the forward momentum of a big institution," says Sandra Gardebring in explaining her decision to resign after spending seven years as an associate justice to come to work for the University. "There is a way in which being a judge is very constraining. On one level you have a lot of autonomy; on the other you have no ability to set the agenda.

"For example, even though I might have thought that there was some area of personal injury law that needed changing, I could have done nothing about it until someone brought litigation on that issue—which means, in effect, that I might end up waiting forever. There's something very passive about being a judge."

"Passive" is hardly the word to describe Gardebring, who, like her boss Mark Yudof, is an active listener and energetic speaker. Her appointment by the regents this June marks the latest major shift in a career that has progressed along a broad and elliptical path, encompassing administrative and legal responsibilities in several different areas of government.

After graduating from Luther College, Gardebring worked for a year as a reporter before entering the University's Law School where she was a member of the *Law Review*. After her graduation, she served as an assistant attorney general under Warren Spannaus before former governor Rudy Perpich tapped her to serve in a number of different positions.

During the Perpich years, Gardebring became known as one of the governor's "go-to" people—someone he could turn to whenever his administration had a top management position to fill. Between 1977 and 1989, when Perpich appointed her to the

"I learned a lot about administering by persuasion and consensus during my years on the court."
—Sandra Gardebring



Photo by Tom Foley

Minnesota Court of Appeals, she served as commissioner of the Department of Human Services and commissioner of the Pollution Control Agency, the latter in two separate terms separated by a three-year position as regional director of the Environmental Quality Board enforcement division. In the mid 1980s, she also served as chair of the Metropolitan Council.

Gardebring expects this breadth of experience to serve her well in her new job.

"The Minnesota Supreme Court is the administrative oversight body for the entire state judiciary system," she explains. "And in the judicial branch, judges play a role analogous to the one played by faculty in an institution of higher education. They are professional, independent, and highly educated. I learned a lot about administering by persuasion and consensus during my years on the court."

Meanwhile, as commissioner of human services, she led an organization that—like the U—is highly complex and geographically diverse, with many different people performing many different roles.

"It has lots of different stakeholders, all of whom have different agendas," she explains, "and it has lots of different offices around the state, each with its own constituencies—much like the U."

As vice president for institutional relations, Gardebring has responsibility for the U's lobbying, alumni relations, fundraising, public relations, and marketing. Right now, she says, all areas are in good shape. "One of the reasons why is that we have a very savvy president with very good instincts in all of these areas. He has a lot of credibility, so that gives us an opportunity to act on the things he wants to accomplish.

"I want people outside the University to have a fair sense of what we are doing and what we're about," she says. "On the other hand, I want to make sure that the views and concerns of people outside are communicated to the University community. Part of my job working for the president is to communicate his agenda. But part of it will also be to let him know when things aren't going well."

For the moment, Gardebring does not have to concern herself about communicating bad news to the president. And so, for the moment, one of her top priorities—like that of President Yudof before her—is to learn how to find her way around campus.

"In the short time I've been here, I've had to drive [Yudof] around campus a few times and he's quite candid about his poor sense of direction. So maybe one part of my job is to help him navigate," she says.

—Richard Broderick

Initiatives

continued from page 5

journalism curriculum will be fundamentally different. Rhetoric will be informed by this. Speech-communication will be informed by this."

Journalism "is prepared for a major overhaul," interim director Al Tims said. All new hires will have experience in new media. Employers have said they want people who combine new media skills with an understanding of how to use them in context. Tims quoted one employer: "If you can produce the people you're describing, we'll be there. We'll beat a path to your door."

Rosenstone said that what has happened is "unbelievable" and beyond "what any of us would have imagined a year ago."

Planners hope to have a new director for the School of Journalism and Communication in place by February. Next hired will be a director of the Institute for New Media Studies (July), Cowles Chair in Media Management, and Silha Professor in Media Ethics (both to begin in September). Searches for other new faculty and staff will begin in October 1999, with a goal to have them begin in September 2000.

Design

The design initiative is the only one of the five that does not include any new positions, but Yudof and Dean Thomas Fisher discussed the possibility of hiring a director for the Design Center. Ideas for the initiative include a new design minor and a program in industrial design.

The initiative was in some ways the hardest to sell to the legislature, Yudof said, and it still needs more focus. His own vision for it is that it will "dramatically raise the prominence of design" at the University. As a law professor and dean at the University of Texas he always dreamed of a law school as a center of legal studies for the whole campus, and he has a similar dream for the College of Architecture and Landscape Architecture. "You're the experts," he told the design group. "I'm just trying to push you to be the best you can be. You have a wonderful college."

Fisher said one of his challenges has been to offer direction and still include people in other colleges that teach design. "You're trying to keep it strategic, and yet everybody brings their ideas." Yudof suggested bringing people together and telling them that "the president has asked that we design a minor. That's a real opportunity."

Agricultural research

The easiest initiative to sell at the legislature was agricultural research, and in fact, the legislature would have been unhappy if the University had not requested the money, said Vice president Michael Martin. For this reason, he said, the initiative is "pretty simple."

The two biggest program pieces are a regional sustainable agriculture partnership and a rapid response fund, which has been broadened beyond agriculture to include the sociology of rural communities.

New faculty will be hired in agricultural, food, and environmental sciences (three of them mandated in odor control, manure management, and animal systems), three in natural resources, and two in human ecology.

Planners of all five initiatives have been asked to submit progress reports for legislators by November 1.

—Maureen Smith

Happy birthdays

If a trip to the apple orchard in October has become something of an annual ritual for your family, you can thank the U's Horticultural Research Center. Without it, we all might be bagging imported apples at the grocery store this fall rather than munching our way through the local orchard.

The Horticultural Research Center celebrates its 90th anniversary in October. But even though 1908 marks the official birthday, the center's seeds—so to speak—were sown at the State Fair in Rochester in October 1866, when the Minnesota Fruit Growers Association was organized. The impetus: the state's fruit growers' determination to find and breed fruit varieties that could withstand the harsh Minnesota climate. Later, the association became known as Minnesota State Horticultural Society.

In 1907 the U purchased 80 acres near Victoria to create the Fruit Breeding Farm, whose mission would be to figure out how to develop hardy apple trees, and in 1908 the Horticultural Research Center was established on more than 200 acres. In 1967 the Fruit Breeding Farm was renamed the Horticultural Research Center to reflect the increased diversity of its 230 acres—like breeding landscape plants, plant cold-hardiness research, and vegetable breeding. Today, it is one of the few institutions in the world specializing in identifying and developing cold-hardy fruit and woody landscape plants. It also offers a field laboratory for other horticultural research.

In 1985 the center merged with the Minnesota Landscape Arboretum, a 935-acre garden a half-mile east of the center, with rolling hills, native woods and prairies, ridge meadow, formal display gardens and a variety of plant collections. The Arboretum, established in 1958, also celebrates a 40th birthday this year. The entire unit is under the Department of Horticultural Science, a national resource for horticultural and environmental information, research and education; plant and horticultural practice development and evaluation, and well, just a great place to visit display gardens, 5,000 collections, model landscapes, and conservation areas.

Happy birthdays, Horticultural Research Center and Arboretum. Have a Haralson on us.

Unearthing the Church Street plaza

Although sidewalk superintending won't be in full swing for a few months yet, there's a mountain of material to ponder already in one of the U's most prominent and once-lovely locations—the Church Street plaza. What's happening, you ask?

Facilities management says the upheaval is needed to repair the leaky pipes running under the plaza, which have caused water damage in the Northrop garage and the adjacent Telecommunications Building. Crews are also repairing the plaza fountain—which hasn't worked in years, and replacing an underground fuel storage tank. To get all of this done, it's been necessary to cut down trees and remove perennials.

"Nobody likes to cut down trees," says Don Hau, Zone 4 owner's representative. "We tried everything possible, but simply couldn't avoid it."

If all goes as planned, the project will be wrapped up in mid-September, giving crews a chance to begin replanting before winter. It will take time, but the blackeyed Susans, yarrow, and ginnela maple trees

will come back, says Hau.

"We know that is a special spot on campus," he says. "People can rest assured that we're going to fix it and put it back together very nicely."

Biomedical Library offers classes

The Biomedical Library offers classes to faculty and staff. Here's a sampling of what's available this fall.

Class	Date	Time
Basics of Database Searching: Current Contents	10/7	9-10 A.M.
Class Homepage Made Easy with WebCT Software	10/7	2-4 P.M.
Searching PsycINFO, Social Sci. Abstracts, etc.	10/15	9-10:30 a.m.
Basics of Database Searching: MEDLINE (Telnet)	10/20	1-2 p.m.
Internet Basics	10/20	1-1:45 p.m.
Hands-on Practice on the Internet	10/20	2-3 p.m.

To see the complete selection go to www.biomed.lib.umn.edu/class.html. For more information, please call the reference desk at 626-3260

Parking updates

The East River Road Ramp closes at the end of the day Wednesday, September 30. Demolition begins October 15. Construction of the East River Road garage is expected to be completed in December 2000. Beginning October 1 all parking spaces in Mayo are reserved for contract parking.

Discounts of 10 percent off 31-day bus passes and 5 percent off stored value cards are now available to faculty, staff, and students. Purchase discount cards at Coffman, Williamson, west bank union skyway, and the St. Paul Student Center. For more information, call 626-7275.

Kudos

Regents Professor **Margaret Davis** received the Botanical Society of America's 1998 Merit Award for outstanding contributions to the botanical sciences. Davis was honored for her fundamental contribution in quantifying modern and fossil pollen abundances and relating them to present and past vegetation types.

Stanley Diesch, professor of veterinary medicine, received the XII International Veterinary Congress Prize in recognition of his contributions to international understanding of veterinary medicine. Director of international programs for the College of Veterinary Medicine since 1985, Diesch has served as a consultant to the World Health Organization and the Pan American Health Organization.

Cynthia Gillett, director of Research Animal Resources, has been installed as vice president of the American College of Laboratory Animal Medicine. She will become president-elect next year and assume the presidency in 2000.

Cell biology professor **Robert McKinnell** received the Prince Hitachi Prize for Comparative Oncology in Tokyo, Japan, May 27. The prize, conferred by Japan's Prince Hitachi, recognizes influential figures in cancer research. McKinnell showed that herpes viruses can be linked to certain types of cancer.

Culture Corps: program with international flair

In November Bertolt Brecht's neglected play *Turandot* will make its English language world premiere on the stage of the Rarig Center's Arena Theatre. Anja Klöck, a Ph.D. student from Germany, not only translated the play, but also will direct the 18-member cast and participate in a Brecht symposium on the opening weekend.

The project is likely to attract national—even international—interest, says Department of Theatre Arts and Dance development director David Bernstein, because it "involves staging a newly-authorized translation of a Brecht play, and because several participants in the Brecht symposium have international reputations."

It also brings an important new international perspective to the University community, Bernstein says, because "as we readjust our perception of world history since the fall of the wall and the collapse of the old political world order, we must also reassess and reread the history of dramatic literature. Brecht is an important part of this process of rereading. It allows a wide audience, academic and nonacademic, to see a new and previously overlooked side of Brecht's work."

Anja Klöck's contribution to the Brecht production is the result of Culture Corps, a program developed by International Student and Scholar Services to bring the knowledge and skills of international students to University learning activities proposed by U faculty or staff members.

The Brecht production "is exactly the kind of project Culture Corps is looking for," says Nelda Njos, assistant program coordinator, because it "will bring a new historical and ideological perspective to the University community."

Project possibilities are endless, says Dr. Mohammed Bari, Culture Corps project coordinator. "What makes this tool for internationalization unique is that it's driven by the needs of faculty and staff, not

a central office."

Last summer, for example, Sue Hancock, director of the African American Learning Resource Center, used students from New Zealand and England to mentor new U students, share their home countries' perspectives, and help acclimate the new students to campus.

"The main parameter for the proposed project is that it needs to support our mission, 'University community learning through the experience and knowledge of international students,'" says Njos.

Any faculty or staff member with a course or program that supports the mission can apply. Projects may take months or a full quarter, can be academic or non-academic activities, and must serve the University community. Applications for the current academic year will be accepted as long as funds are available. Faculty and staff are encouraged to include an international student candidate with their proposal application.

To be eligible, international students must have a valid F-1 or J-1 visa, and be admitted to a degree or adult special program on the Twin Cities campus. For their participation, students receive a cash award, or a full or partial tuition waiver. Awards are not considered financial aid or student employment. International fellows and scholars are not eligible.

Questions about the program should be directed to Njos at 626-7194, or CultureC@tc.umn.edu. Her office location is 94E Blegen Hall (next to the Essentials Restaurant).

Raptor Center volunteer opportunities

The Gabbert Raptor Center is looking for volunteers to help with injured birds of prey. Information sessions will be held Wednesday, September 30 at 6 p.m., and on Saturday, October 3, at 10 a.m. For more information, call Noreen Huntington at 624-9753.

A winner with relish

New strides for gender equity were made this fall by the U's own Les Grant, who became the first man ever to win first prize in the State Fair pickle competition. By day Grant is an assistant professor of health management and policy at the Carlson School. In his off-hours, the avid gardener and cook created "sweet garden crunchers," which he makes with sweet bell peppers, onions, and of course, his choicest cucumbers. It was Grant's first try in the contest, which is sponsored by the M.A. Gedney Company.



October 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

Thurs., Oct. 15

■ **State of the University address**—President Mark Yudof speaks from the University Senate meeting. Proscenium Theater, Rarig Center. 3-4 p.m. Broadcast live. Reception follows.

EXHIBITS

Bell Museum of Natural History FFI: 624-9050

■ **Margaret Mee: Return to The Amazon**—A self-taught naturalist, Mee is credited with discovering many of the plants in this exhibit, some of which are now thought to be extinct. The exhibit includes 85 of Mee's botanical watercolors and drawings, as well as jungle hut and field equipment, information on ecosystems, and displays of plants and paintings. On loan from England's Royal Botanic Gardens. Through December 13.

The Goldstein Gallery, FFI: 624-7434

■ **The Goldstein: A Work in Progress**—With more than 12,000 historic and designer costumes from 1760 to the present, 2,500 textiles, 1,000 decorative arts objects, and a growing archive of interior and graphic design materials, the Goldstein demonstrates its contributions to education, research, outreach, and collecting, as well as its plans for classroom involvement. Through November 1.

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

■ **The Depth: Dreams and Visions from the Unconscious and the Third Eye**—Mixed media by Tara Arlene Innmon. Through October 14.

■ **Sheila Buell: Visions from Two Continents**—Life works of a twentieth century woman. Opens October 19 and runs through November 6. Reception, October 23, 6-8 p.m.

Katherine E. Nash Gallery, Willey Hall, FFI: 625-8266

■ **1997 U of M/McKnight Photography Fellowship Exhibition**—Recipients of the 1997 U of M/McKnight photography artist fellowships present their work. Represented artists are Thomas Allen, Gloria Defilippis Brush, Dorit Cypis, Chris Faust, Colleen Mullins, and Keri Pickett. Opens September 29 and runs through October 23. Public reception, Friday, October 2, 6-8:30 p.m. All events free and open to the public.

In conjunction with the exhibition:

■ **Photo Talks: Presentations and Dialogue with 1997 McKnight Fellows**—Series of public presentations by fellowship recipients. Fellowship program director George Slade will be present.

■ **Fri., Oct. 2**—Gloria DeFilippis Brush and Chris Faust, with photographer Peter Goin, one of three national panelists who chose the six fellowship recipients. 7:30 p.m., Nash Gallery.

■ **Thurs., Oct. 8**—Dorit Cypis and Colleen Mullins, 7 p.m., west bank union.

■ **Thurs., Oct. 15**—Thomas Allen and Keri Pickett, 7 p.m., west bank union.

Weisman Art Museum, FFI: 625-9494

■ **The Great American Pop Art Store: Multiples of the Sixties**—For pop artists in the 1960s, the multiple—a mass-reproduced three-dimensional object rather than a unique work of art—was a fundamental medium. Exhibit includes reproductions of soup cans, Coca-Cola bottles, jewelry, shopping bags, wallpaper, a LOVE ring by Robert Indiana, and much more. Through December 6.

■ **Recent Gifts to the Permanent Collection**—Since moving to the Weisman five years ago, the University Art Museum has received numerous gifts of art. In recognition of the museum's fifth anniversary, this exhibition will highlight recent gifts added to the permanent collection. Opens October 3 and runs through November 29.

MUSIC

Fri., Oct. 2

■ **Mango Jam**—Funk reggae outdoor concert. 7 p.m., St. Paul Gym field behind St. Paul Student Center. Free. FFI: 625-8266.

Wed., Oct. 7

■ **Afro-Cuban All Stars**—Thirteen members and four generations strong, this band expands the flavor of 1950s Cuban big bands, with musical director-singer-guitarist Juan de Marcos Gonzales. Co-presented by Walker Art Center and a part of the Northrop Jazz Season. 8 p.m., First Avenue nightclub. FFI: 338-8388.

DANCE

Fri.–Sat., Oct. 16–17

■ **San Francisco Ballet**—Strength and skill, spectacle and splash, exquisite teamwork, marvelous music by a full orchestra—these dynamics make the ballet's return a banner occasion. New ballets include the 20th century Danish *Etudes* and works by Jerome Robbins. 8 p.m., Northrop Auditorium. \$25.50–\$43.50; savings available with faculty/staff discount card. FFI: 624-2345 or www.cee.umn.edu/northrop.

Tues., Oct. 20

■ **Compagnie Maguy Marin**—One of France's most acclaimed artists, Marin is a fascinatingly original choreographer whose *Cendrillon* and *Groosland* have both been performed at Northrop by another company. Now Marin's own company will perform *Ramdam*, a combination of the two previous ballets. 7:30 p.m., Northrop Auditorium. \$14.50–\$26.50. FFI: 624-2345 or www.cee.umn.edu/northrop.

LECTURES, WORKSHOPS, & CONFERENCES

Thurs., Oct. 8

■ **"Can the Press Be Both Free and Fair?"**—1998 Silha Lecture by Allen H. Neuharth, founder of *USA Today* and the Freedom Forum. Neuharth will discuss recent notable media lapses and their causes. Free and open to the public; reception follows. Sponsored by the Silha Center for the Study of Media Ethics and Law. 12:15–1:30 p.m., Humphrey Institute's Cowles Auditorium. Free. FFI: 625-3421.

■ **"Are Environmental Toxins Driving Us Crazy?"**—School of Public Health's Richard G. Bond memorial lecture by Bailus Walker Jr., professor of environmental and occupational medicine at Howard University and former dean of the University of Oklahoma's College of Public Health. Walker is a 1975 graduate of the U's environmental health Ph.D. program. 3 p.m., 2-250 Moos Tower.

■ **"Constructing Reality Through Definitions: the Politics of Meaning"**—Lecture by Edward Schiappa, associate professor in the U's Department of Speech-Communication and author of three books on rhetorical issues. First in a series on issues related to literacy and writing sponsored by the Center for Interdisciplinary Studies of Writing and the minor in composition, literacy, and rhetorical studies. 7 p.m., Radisson Metrodome Hotel. Reception follows. Everyone welcome. FFI: 626-7579.

■ **"The Professional Responsibilities of Professionals"**—Lecture by Deborah Rhode, professor of law and director of the Keck Center at Stanford Law School. 12:15 p.m., Lockhart Hall, 25 Subplaza. Sponsored by the U's Law School. FFI: 625-4544.

■ **"Rabinal Achí: Continuity and Change in a Ritual Mayan Drama"**—Predating the Spanish conquest, the Rabinal Achí is a Mayan dance drama still being performed in Guatemala. Dennis Tedlock, professor at SUNY, Buffalo, and internationally acclaimed anthropologist and Mayan linguistics expert, gives a presentation based on his new English translation of the text and shows segments of performances in Guatemala and the U.S. 3:30 p.m., 25 Humphrey Institute. Sponsored by the Department of Theatre Arts and Dance, with support from CLA. Free and open to the public. FFI: 625-7344.

Fri., Oct. 9

■ **Y2K: Is America Programmed to Lead?**—This conference examines challenges and opportunities facing the U.S. as it moves into the next century. Speakers include William H. Gray III, president and CEO of the United Negro College Fund, and Tim Wirth, former congressman and president of the United Nations Foundation. 8 a.m.–3 p.m., Humphrey Institute atrium and Cowles Auditorium, west bank. \$60 before October 5; \$70 after. Discounts available for students and others with limited incomes. FFI: Victoria, 625-8330.

Tues., Oct. 13

■ **"America Then and Now"**—The Law School's Horatio Ellsworth Keller Distinguished Lecture will be presented by journalist, author, and historian David Halberstam. 3:30 p.m., 175 Willey Hall Auditorium. FFI: 625-4544.

Saturdays, Oct. 17 & 24

■ **Beginning Framing**—Learn basic techniques for matting and framing posters and artwork. Noon–5 p.m., The Studio, B-70 Coffman Memorial Union. \$60, U faculty/staff/alumni. FFI: 624-9918.

Sun.–Tues., Oct. 18–20

■ **Keeping our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education**—National symposium will explore strategies for creating a more attractive, welcoming, and nurturing workplace for faculty of color. Radisson Hotel Metrodome. Special \$100 fee (\$125 after October 2) for U faculty, staff, and administration, thanks to an endowment by the Office of the Associate Vice President for Multicultural Affairs. Full fee: \$230 (\$275 after October 2). Students: \$50. Space is limited; registration should be received by October 2. FFI: Shirley Mueffelman (625-3850) or www.aamd.umn.edu/symposium/sympos.htm.

Mon., Oct. 26

■ **Robert Ballard**—The oceanographer who discovered the *HMS Titanic* will talk about his search for the ill-fated liner, his discovery of the German battleship *Bismarck*, and his recent search for the *USS Yorktown*, the carrier that sank during the Battle of Midway in 1942. Ballard will also discuss American science education and the JASON Project, his award-winning program in which middle school students join him in worldwide science explorations. 7 p.m., Ted Mann Concert Hall. Sponsored by the Bell Museum. Free; advance tickets required. FFI: 624-9050.

Tues., Nov. 3

■ **Distinguished Carlson Lecture by Nobel Peace Prize winner Elie Wiesel**—Wiesel will talk about the role of human rights in the next century. 12:15 p.m., Northrop Auditorium. Free but tickets required. FFI: 625-6688.

FAMILY ACTIVITIES

Fri., Oct. 9

■ **U of M Marching Band**—Fourth annual Dinkytown outdoor concert. Sponsored by Dinkytown McDonald's and the Dinkytown Business Association. 6 p.m., 14th Ave. and 4th Street S.E.

Sun., Oct. 25

■ **Annual Raptor Center Fall Open House**—Tours, food, and displays in conjunction with the Raptor Center Program's 25th anniversary. Sign up for a membership and win a chance to release a bird back to the wild. Free. 11 a.m.–4 p.m., Gabbert Raptor Center, 1920 Fitch Ave., St. Paul. FFI: 624-4745.

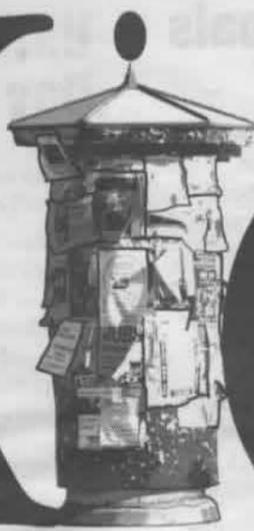
Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: *Kiosk*, University Relations, 6 Morrill Hall. Deadline for November's calendar is October 12.

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- Technology pushes learning boundaries, p. 5
- It's back to the '60s at the Weisman, p. 6

Kiosk

www.umn.edu/urelate/kiosk/

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Biological sciences: together at last

For years, Ross Johnson has taken the campus bus from St. Paul to Minneapolis, where he collaborates with colleagues in the Medical School. On many trips he has carried petri dishes full of fragile cells, incurring risks not only of spillage and contamination, but also of disrupting cells that thrive on a constant warm incubation temperature and a five percent carbon dioxide atmosphere. And in winter, when footing is icy, the risks skyrocket.

"It would be so much easier to just walk down the hall," says Johnson, a professor in the College of Biological Sciences (CBS).

Help is on the way. On October 9, the Board of Regents approved a sweeping reorganization of biological sciences aimed at removing barriers to cross-college collaborations like Johnson's. The move combines departments in CBS and the Medical School to eliminate duplication, creates a new department of neuroscience in the Medical School, and strengthens plant biology, which will remain a joint department of CBS and the College of Agricultural, Food, and Environmental Sciences (COAFES).

Three years in the making and spearheaded by CBS dean Robert Elde, the reorganization aims to increase the University's national standing in biology and allow it to take full advantage of predicted upswings

in federal and state funding for biology. The reorganization also puts the University in position to make best use of the influx of resources brought about by President Mark Yudof's initiative in cellular and molecular biology—one of five areas he has targeted for strengthening.

The major elements of the restructuring:

► Faculty from the CBS Department of Genetics and Cell Biology and several Medical School departments, including cell biology and neuroanatomy, combined to form a Department of Genetics, Cell Biology, and Development (GCD). Also, the biochemistry departments of the two schools have merged into the new Department of Biochemistry, Molecular Biology, and Biophysics (BMBB). Office and laboratory space remains unassigned for the most part, but many faculty in these joint departments will be housed in the Institute of Molecular and Cellular Biology, scheduled for completion in three years on the site now occupied by Millard Hall, Owre Hall, and Lyon Laboratories. GCD and BMBB department heads will report to both the CBS and Medical School deans.

► Faculty from a number of Medical School departments have come together

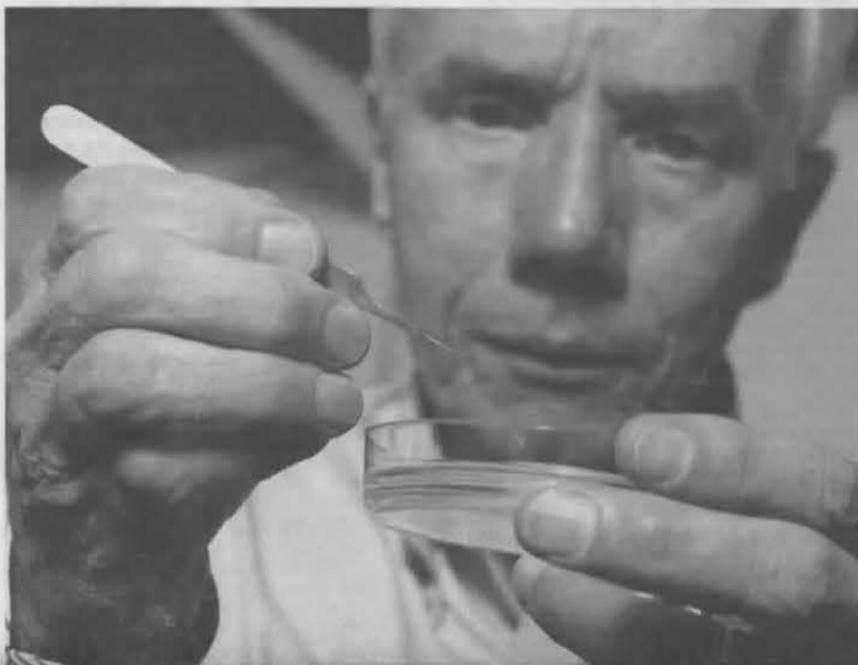


Photo by Tom Foley

Have petri dish, will travel: CBS professor Ross Johnson, a developmental biology specialist, will no longer need to take the campus bus to consult with colleagues about his research, thanks to the sweeping biological sciences reorganization approved by the Board of Regents October 9.

to form a new Department of Neuroscience.

► Plant biology, administered jointly by CBS and COAFES, will receive the faculty and funding "to become a major player in plant genomics," according to its head, Steve Gantt.

The reorganization has come none too soon. Disciplines like molecular biology, genetics, and biotechnology have seen explosive advances and growth over the last few decades, and while many universities changed with the times, "we spent the early '80s fighting instead of restructur-

ing," Elde says. As a case in point, he cites the University's loss of former faculty member Paul Boyer, who recently won the Nobel Prize for his role in figuring out the workings of the enzyme ATP synthase.

"Boyer left here because the University wouldn't embrace his vision by hiring in the area of molecular biology," says Elde. Boyer went to UCLA and founded an institute devoted to molecular biology; in the 25 years since, that institute has seen 18 faculty elected to the National Academy

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Yudof unveils U's biennial budget request

The U will ask the legislature for a budget increase of \$198.7 million over the next two years. At the heart of the request: undergraduate education.

Enriching the undergraduate experience will be the theme of the University's biennial budget request to the 1999 legislature. Scott Roethle, a Carlson School of Management senior and student representative to the Board of Regents, is convinced it's going to happen.

"I wish I weren't going to be graduating as soon as I am," he said when President Mark Yudof presented his budget proposal to the regents in October. "This University is only going to get better and better."

Getting better and better, especially in undergraduate education, is the whole idea. The plan's cornerstone is an expansion of freshman seminars—small classes of 10 to 20 students, taught by faculty members, emphasizing critical reading and extensive writing.

The request asks for \$32.6 million for enriching the undergraduate experience. Much of

that money would go toward hiring 100 additional faculty members. The goal is to become the first major American public university to all offer students a small-group seminar experience.

"When people think about large public research institutions, we want them to think of the U as the one that treats its undergraduates right. It's where every student feels like an honors student," Yudof said.

The total request is for an increase of just under \$200 million in money from the state. Besides the undergraduate education item, the request includes \$95.9 million for competitive compensation, \$37 million for financing health-professional education, \$20.5 million for connecting the U to the community, and \$24.6 million for promoting a climate of quality service. After deducting a projected \$11.9 million increase in tuition revenue, the total comes to \$198.7 million.

Even though enriching the undergraduate experience is the heart of the proposal, that item isn't the biggest chunk of money or even the second-biggest. Yudof explained why.

Competitive compensation looks like the largest item, he told the regents, but it is "integral to every other item" and to the academic initiatives funded by the last legislature. If

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"I wish I weren't going to be graduating as soon as I am. This University is only going to get better and better."

**—Scott Roethle,
student representative to the regents**

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Its contents and more information are available electronically and on the World Wide 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@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.

CIVIL SERVICE

Committee goals for 1998-99

At its strategic planning retreat on August 26, the Civil Service Committee reviewed its subcommittee work and set goals for the year.

The five major goals identified for 1998-99 are: 1) Improve employee benefits; 2) Improve compensation; 3) Improve professional development opportunities; 4) Improve visibility of civil service employees; and 5) Improve civil service representation on University boards, committees, task forces, and search committees.

To achieve the first goal, the committee created an employee benefits subcommittee to work on retirement and health care issues. We need help in getting started on this. If you are interested in assuring that civil service employees have a say in any health care changes, or would like to work towards convincing the administration that we need a more equitable retirement plan (like P&A and faculty plans), please contact Gavin Watt at 612-627-4161 or gdw@tc.umn.edu.

If you would like to become involved in other civil service issues, please check our Web page under Committee Assignments for a list of subcommittees and contacts at www.socsci.umn.edu/civilser.

—Wendy Williamson

University Staff Day planned

The University is planning a day next spring to celebrate the contributions of University of Minnesota staff.

Tentatively called "Staff Day," it will include events that both celebrate and promote the best of what staff members do indirectly and directly to improve the quality of University research, education, and public service. A staff musical group is being formed already to provide entertainment. Other ideas, such as a craft fair and 5K run, have been proposed.

The Staff Day Planning Committee needs your help in defining just what the day should be. They also need volunteers to assist with the day's events.

Would you please take a minute to complete the following questionnaire? Staff Day is all about you and this is your opportunity to have a voice in determining what it will be.

—George Hoh

1. From the list below, select the one event that definitely should be part of Staff Day.

- Talent show
- 5K Run / walk
- Craft fair
- Free food
- Awards ceremony
- (other) _____

2. What is the best time of day for you to attend Staff Day events?

- Lunch hour

- After hours
- Weekend
- Anytime

3. Should the committee try to attract corporate sponsors to help pay for Staff Day?

- Yes
- No
- Only if _____

4. Do you have any creative ideas about how to make Staff Day a rewarding experience? If so, provide a brief summary below.

5. Would you like to volunteer some time to Staff Day?

- Yes
- No
- Only if _____

Please use campus mail to send the completed questionnaire to:

George Hoh
University Policy & Process Development
Suite 279, WBOB
1300 So. 2nd Street
Minneapolis, MN 55454

P & A

ASAC issues for the coming year

The Academic Staff Advisory Committee held its annual August retreat to discuss P&A issues and set a general agenda for this year. A number of key principles and concerns surfaced during the day-long discussion.

The committee recognized the importance of keeping P&A issues in proper perspective. Our class is one of four employee groups within the University. Along with the students and state's citizens, we are stakeholders in a partnership dedicated to the University's land-grant mission.

As a single employee group, however, our stake has increased over the years. Our class has grown dramatically in numbers and diversity of roles, underscoring the need for greater oversight of P&A interests and more advocacy for P&A staff through an ASAC that works cooperatively to preserve and strengthen the health and vitality of our class and the University.

It is critical that ASAC provide greater representation for P&A staff, and we are currently engaged in discussions with central administration to shift from appointed memberships to an elected form of representation.

It is also important for ASAC to help establish a clearer identity for the P&A class. To better distinguish full-time P&A staff from faculty holding P&A administrative appointments, we need to work closely with human resources to assure the accuracy of data used to develop P&A

policy and compensation.

In addition, ASAC should develop goals for better guidelines and governance of the P&A class as well as common operating principles and employment standards, including benefits, that can be applied fairly to all members of our class.

ASAC also should become more active in increasing career and promotional opportunities that adequately address P&A members' expanded job responsibilities and recognize the attainment of advanced education, training, and/or degrees.

For now, we are focusing on three key issues.

First, the conversion to an elected means of representation on ASAC. By November, we expect to initiate elections in units currently without ASAC representation, with elections held in other units as terms of current ASAC members expire.

Secondly, we are also engaged in discussions with a joint senate subcommittee exploring academic appointments in the University. ASAC is evaluating the impact of any proposed changes and we hope to work with the joint subcommittee to produce a Senate proposal that has the support of the P&A class.

Finally, ASAC again intends to propose a salary plan in early 1999 on behalf of the P&A class to ensure that P&A interests are fairly considered by central administration in planning the next compensation package.

With most of our energy directed to the proposal to elect new members to our committee, ASAC is off to a somewhat slow start this year. Once our membership issues are resolved, however, we antici-

pate a challenging and productive year in which to continue serving as a key voice for the University's P&A staff.

P&A staff are reminded to keep in touch with the committee's activities through the P&A listserv (to be added to the list, e-mail shawx001@maroon.tc.umn.edu), ASAC Web page (www.umn.edu/ohr/asac), and ASAC meetings held the third Friday of each month from 9 a.m. to noon in 215 Donhowe.

—Craig Johnson, chair

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

The state of the University

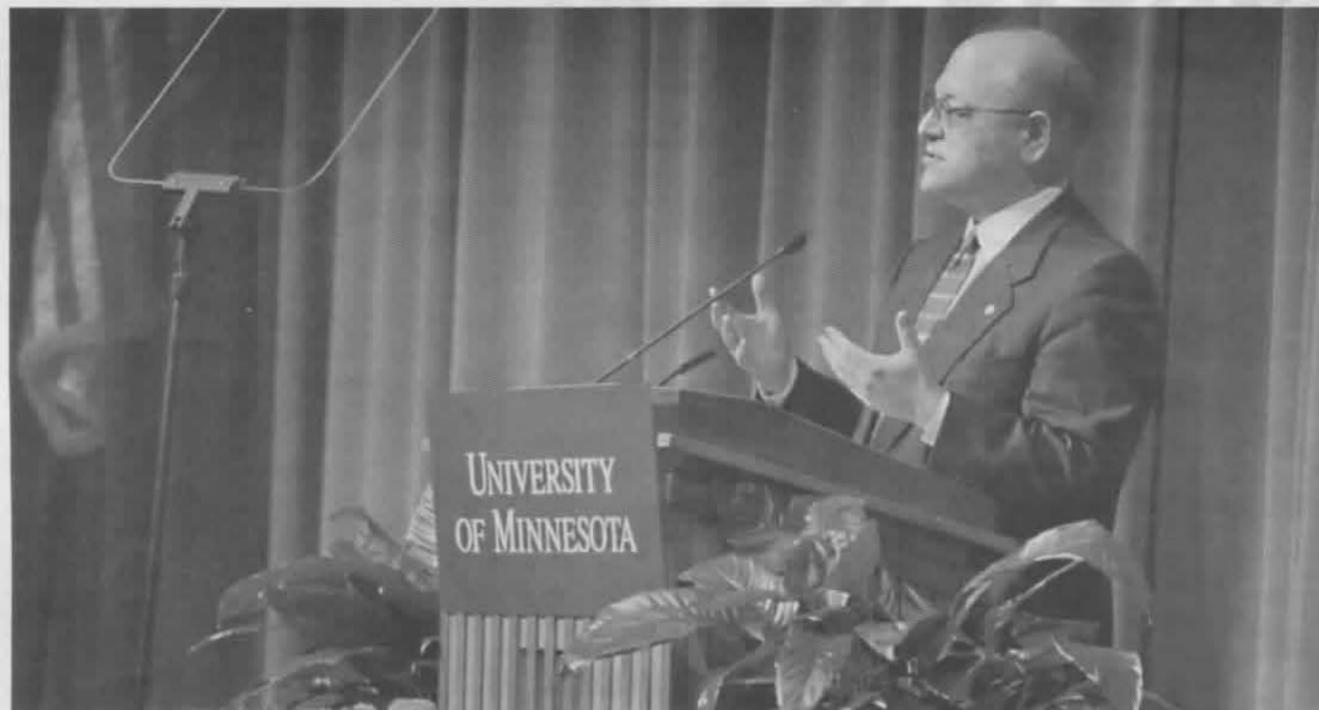


Photo by Tom Foley

On October 15, U president Mark Yudof spoke to the University community in his first State of the University address. Speaking at a Faculty Senate meeting, Yudof addressed a number of issues, including the five-point program that supports his proposed budget request (see budget story, page 1). Underscoring all of his remarks, however, was an emphasis on the need for community as an antidote to the fragmentation that internally divides disciplines, curricula, and governance.

The following excerpts are from the president's address. To read the entire text, see www1.umn.edu/urelate/newsservice/newsreleases/yudofstateofu1998.html.

On University accomplishments

It's important not to lose sight of how much we have accomplished together through our unity and the critical support of the governor, legislators, regents, alumni, and other key supporters. We began the University's largest capital-rebuilding effort, and we'll be adding programs and professors. We were the beneficiaries of an enormous trust, a trust we will do everything in our power to fulfill.

On undergraduate education

Let us recognize that undergraduate students are the very *raison d'être* of a public, land-grant university. Our mission is to serve them; our moral obligation is to serve them. And without them, support for our graduate schools, professional schools, and research institutions would rapidly wither.

My vision is succinctly stated: I want the University of Minnesota to offer the highest-quality, most hands-on, most humane undergraduate education of any comparably sized public research university in America.

On service quality

Service improvements are based on the idea that everyone, from top to bottom, is the recipient of services—be it our telephone, the heat in our buildings, academic advising, or a graduate seminar—and each person, in turn, serves others. What's more, we serve not just by doing but by *thinking*, whether we're an electrician, a financial-aid officer, or a tenured professor. Consequently, everyone should be respected as a valued, contributing member of the community.

On faculty/staff compensation

In a very concrete sense, the excellence of faculty and staff are pivotal to the entire University renaissance. Without your excellence in teaching, research, and outreach, nothing else works—no undergraduate improvements, no legislative support, no widening of our role in the community or the world. Only the joint efforts

of faculty and staff can implement the massive interdisciplinary initiatives of the last session and the crucial priorities of this one.

To attract and retain talented faculty, compensation must be competitive with that of our peer institutions. But, as everyone here knows, it's not. While we've made some improvements, levels at this campus are still near the bottom among the top 30 research universities. And the scale for our teaching and research assistants is equally dismal: ninth in the Big Ten and 13 percent below the national mean.

Someone recently noted that to neglect salaries is to defer maintenance on the intellectual capital of the University—something I am determined to prevent.

On health-professional education

We will ask the legislature for \$32 million in recurring funds for strengthening health-professional education, and \$5 million for preventive medicine and community initiatives. The health of health education can't be left to chance.

On the importance of community

In this fragmented, post-modern information age, how do we go about reinvigorating a sense of community and common purpose here at the University? Let me suggest some approaches.

One is to make deliberate, salutary changes in our physical surroundings. I refer to the Campus Renaissance currently going on, both in the Twin Cities, and at the coordinate campuses. The renaissance is occurring both within our physical boundaries and beyond: besides beautifying buildings and landscapes, it also seeks to facilitate access, to connect us more closely with the community, to simplify governance, and to return decision-making authority to the colleges and departments.

On many levels, then, the campus renaissance will begin breaking down some of the attitudinal dichotomies separating us:

we vs. they; past vs. future; ours vs. yours; and this discipline vs. that one...Consequently, this trend toward unification must carry over to the ways in which we organize ourselves and our work, whether in interdisciplinary research or in curriculum improvements. And our off-campus partnerships and collaborations must grow. In the business world, the University must strengthen its alliances with leading companies, just as, in the academic realm, it should do so with other universities, with the K-12 system, and with our sister institutions in Minnesota. Much of this work, of course, is already well begun, and I congratulate all of you for steering this new course."

On the University's future

I am optimistic about the future.

I believe we have a superb faculty, an extraordinary staff, and wonderful students.

I believe that the Board of Regents, the faculty, and I share a deep, mutual respect.

No less important, I believe we have the support of the people of Minnesota.

Given this strong foundation of trust, I believe we can rise above our divisions and occasional disagreements, emancipate our disciplines from cacophony, and restore harmony; and build a genuine community of teachers, learners, and staff. Our good efforts can create a new, many-layered sense of integrity here at the University of Minnesota:

- a physical integrity in the campus environment, where all buildings are easily accessible, all classrooms well-equipped, all signs easy to read;
- an aesthetic integrity among our structures, based on shared values and shared deliberations;
- a social integrity, reflecting a spirit of cooperation, tolerance, and mutual respect.

News digest

■ The women's soccer facility will be built just north of the Gibbs Farm museum in St. Paul, regents agreed in October. President Yudof said the neighborhood, which had objected to the original plan, will work with the U in trying to secure legislative funding to move the recreation playing fields now north of Gibbs Farm to the pasture fields on the St. Paul campus. If funding is not secured, the president said, the recreational fields will have to go where the soccer facility was originally sited.

■ The regents facilities committee approved a revised schematic design for the architecture addition and remodeling project. "I'm much happier with the new design," said Regent Metzger, one of several committee members who had expressed dissatisfaction with the original design presented during the summer. The construction schedule calls for the building to be vacated next June and construction to be completed by May 2001.

■ "I really enjoyed teaching class this week," President Yudof told the regents. Students were intelligent and engaged, he said, "although there was a little more body piercing than I would have predicted." Yudof is team-teaching a freshman seminar—Students and the Constitution—with general counsel Mark Rotenberg this quarter.

■ The cash stipend for graduate assistants at the U lags behind the Big Ten average, regents were told. Graduate School dean Chris Maziar said it would cost about \$1 million to close the gap. "We believe that efforts to fund the closing of this gap should be included in the University's overall effort to develop a competitive compensation strategy," said the report submitted to the regents by Maziar and human resources vice president Carol Carrier. The report also states that the U has greatly improved health care benefits for grad students in the past nine months.

■ Regents unanimously passed a resolution prohibiting the University from investing in Total Oil Company until Total suspends its operations in Burma. Similar resolutions have also been passed by the University Senate, the Graduate and Professional Students Association, and the Minnesota Student Association. There have been "credible reports" of serious human rights abuses in Burma, including forced labor on infrastructure projects, according to the State Department.

■ Horticultural science professor Mark Brenner left the U at the end of October to become vice chancellor for research and graduate education at Indiana University Purdue University Indianapolis (IUPUI). He will also be associate vice president for research for Indiana University. Brenner started at the U in 1969 as an assistant professor and has spent his entire career at Minnesota. He was vice president for research and dean of the Graduate School in the Hasselmo administration.

■ President Yudof and his wife, Judy, hosted a *Swingin' Social* for all students in expanded housing (temporary motel space or student lounges) Oct. 4 in Coffman Union. On-campus housing is enjoying an unprecedented surge in popularity, resulting in an overflow of freshmen requesting residence hall rooms. Some students are living in Days Inn on University Ave. until permanent space opens up.

I can't believe it's U!



Photos by Tom Foley

The U's second Beautiful U Day October 23 featured the installation of heritage markers highlighting U history and accomplishments; beginning of the East River Road ramp deconstruction; and grand opening of a new visitor information center on Pillsbury Drive. The U's first Beautiful U Day in October 1997 launched several projects that have since given the campus a new sheen. Among those projects (top row,

from left): a new "M" on the Dinkytown bridge; replacement of 50 storm-damaged trees; benches for 40 new sitting areas; improved signage; (bottom row, from left) more than a mile of new sidewalks; 1,300 new and repaired bicycle racks; 58,000 newly washed windows; parking lot improvements affecting 15,000 users. For more information, go to fm.facm.umn.edu/bud98/default.htm.

Biological Sciences

continued from page 1

of Sciences and three faculty awarded the Nobel Prize. Meanwhile, molecular biology at the University of Minnesota has slipped in the National Research Council rankings. In 1983, biochemistry ranked 28th, but in the 1995 rankings, biochemistry and molecular biology ranked 39th. And the University has yet to see a sitting faculty member win a Nobel.

But Elde is optimistic that those rankings will go up, as is Medical School dean Alfred Michael, who along with former dean Michael Martin of the College of Agricultural, Food, and Environmental Sciences (COAFES) helped shape the reorganization. Both Elde and Michael say the reorganization is on sound footing because the major push came from faculty. And a major driving force was the desire to be near colleagues.

When he moves to the new Institute of Molecular and Cellular Biology, Ross Johnson will be nearer fellow developmental biologists in the Medical School. But Johnson also looks forward to being near University neuroscientists, whom he sees as natural colleagues. Johnson studies membrane channels that connect embryonic cells and allow them to communicate with each other. Similarly, many neuroscientists study membrane channels in nerve cells that allow nerve-to-nerve communication. In both cases, cells that can "talk" to each other can coordinate their activities. In embryos, communication leads to each cell knowing when to move and stop, when to grow, and when to differentiate into an adult cell. In nerves, communication

between cells allows our brains to experience the outside world.

Another GCD faculty member, Ann Rougvie, says she looks forward to moving to the institute, where she'll be closer to researchers who study human and other mammalian development. Rougvie studies the nematode worm *Caenorhabditis elegans*, which possesses many genes that share similar structure and common ancestry with human genes, especially genes specifying the basic front-back, up-down, and left-right axes that define our bodies.

"The reorganization will bring people who work with mammalian and human systems together with people who work on invertebrate model organisms," she says. In *C. elegans*, much of the work is in identifying important genes. Then human geneticists can look for similar genes.

"Also, I teach an undergraduate course in developmental biology, so the more I learn about what my colleagues are doing,

the broader a base I have for teaching my course."

On the flip side, many Medical School faculty will soon be teaching undergraduates for the first time. This, says Elde, will be good for faculty who are used to teaching only medical students and fielding mostly clinically oriented questions. In neuroscience, it's already happening; the faculty is entering its second year of teaching CBS undergraduates.

An early proponent of reorganization, CBS biochemistry professor Victor Bloomfield sees advantages to his impending move to Minneapolis. A biophysicist, Bloomfield studies the forces that condense chromo-

somes, a necessary step in making virus particles or preparing for cell division. The condensation occurs with incredible speed and efficiency, akin to "two football fields of garden hose collapsing to the size of a small table."

"Moving will give me closer access to the supercomputer facilities in the Basic Sciences and Biomedical Engineering building," says Bloomfield. "Also, I'll be closer to people in chemistry and physics." While all this may sound as though CBS is packing its bags for Minneapolis, reorganization will simply make the college a two-campus entity once again. The Department of Ecology, Evolution, and Behavior and the plant biology department will remain firmly rooted in St. Paul. The expected result is a cross-fertilization of both campuses as students and faculty alike travel in both directions for classes, seminars, or research purposes.

Now that the new departments are in place, they face new challenges. Charles Louis, professor of veterinary pathobiology, will head BMBB. His department comes studied with stellar senior faculty, but could use some more junior (assistant professor) faculty.

"We have about 40 faculty, but only one tenure-track assistant professor," Louis says. "We need to very rapidly replenish our junior ranks." Happily, funds have been committed to do just that, plus hire a couple of outstanding senior faculty. All in all, Louis hopes to boost the junior ranks to between 8 and 10 in the next three years.

BMBB faculty also must find ways to maintain cohesion despite being housed in three buildings on two campuses. When the Institute of Cellular and Molecular Biology is completed, about half the faculty will be housed there. The rest will reside in Gortner Lab (St. Paul) and the Basic Sciences/Biomedical Engineering building in Minneapolis. Louis says it will take a special commitment of faculty, staff, stu-

dents, and administrators to build and maintain a departmental identity despite the geographical split, but he's optimistic the new structure will work.

In GCD, new department head Tony Faras, formerly head of the Institute of Human Genetics, faces a similar situation. He, too, heads a department with relatively few junior faculty and has similar commitments of funds to hire both junior and senior faculty. But he's confident that the reorganization, plus new faculty recruits, will allow GCD to get the job done.

"We should be able to take this ball and run with it," he says. "I hope we can be like Berkeley in 10 years."

The neuroscience department seemed "the logical thing to do," says Medical School Dean Michael, "because so many advances are arising in the area." Timothy Ebner, a professor of physiology and neurosurgery, is leading the effort to form the new department.

"Now that we're a department, we can make strategic decisions in faculty hires to strengthen neuroscience as a discipline," says Ebner. "It's hard to do if your discipline is scattered among several departments."

Because neuroscience will draw many faculty from the physiology department, the University will make a special effort to help that department rebuild.

"We're looking to hire in areas in which we're already strong, but we want individuals well trained in genetic approaches," says new head Joseph Di Salvo. "One of our goals is to strengthen interactions between researchers in our department and researchers in clinical units."

With reorganization official, Elde can look at the fragmented state of biological sciences as a thing of the past. "Before, the whole was less than the sum of its parts, he says. "But now, the whole will be greater."

—Deane Morrison

Pushing the boundaries of learning

U initiatives aim to deliver education anytime, anywhere

English professor Toni McNaron says she's certain that students in places such as North Dakota or Nevada could not easily go elsewhere to find the material on her Web site, "Voices from the Gaps: Women Writers of Color" (www.engl.cla.umn.edu/lkd/vfg/VFGHome). About 3,000 people visit the site each month, and some send McNaron e-mails with the theme. "I couldn't have done my honors thesis without this."

McNaron says she couldn't have developed her Web site without a graduate student who just happened to be knowledgeable in multimedia. "I didn't know where to go," McNaron acknowledges.

By sheer luck, the student who helped McNaron had worked in the Digital Media Center (DMC) before pursuing her studies in English, and was able to apply her digital media knowledge to the site. The result: a Web site for students anywhere in the world who are studying literary works by women of color.

McNaron's Web site is a model of how technology can help both students and educators. And that's the point of the U's investment in initiatives for technology-enhanced learning (TEL). Spearheaded by Ann Hill Duin, vice provost for instructional technology and University partnerships, the TEL initiatives aim to help departments deliver education to anyone who has computer access.



Photo by Tom Foley

Kristin Kari Janke helped launch the program that's helping the state's pharmacists earn doctorates from the U, no matter where they live. The initiative is a case study of the possibilities of virtual learning.

The DMC

For University staff and faculty with visions of flexible, worldwide curricula dancing in their heads, the DMC, with offices in Walter Library and Coffey Hall, can provide a jump start into the electronic ether.

Linda Jorn, DMC acting director, says the center aims to "increase the literacy on how to use new media tools for teaching. We want to develop baseline skills for staff because we know some learners applying to the U are going to demand 'anytime, anywhere' learning."

DMC staff will consult one-on-one with U faculty who want to design a curriculum for distance learners. They can help author Web pages, gather and digitize sound and video, press CD-ROMs, or provide digital cameras and notebook computers.

"Our people have a background in design and they know how to organize technology," Jorn says. "When someone comes in, there is a whole process we go through. We need to know what a teacher's learning goals are. Do they know about copyright and grant writing? And they need to understand how to effectively organize all this into a virtual environment."

A case in point

But why is there even a need for learning in a virtual environment, and how does a student interact with classmates and instructors? The University's doctor of pharmacy program is an object answer to those questions.

From extensive market research more than two years ago, the College of Pharmacy found that many of Minnesota's 4,000 pharmacists have only bachelor's degrees—all the education the profession once required. Many of these pharmacists, who now have community roots and families, would like to pursue doctorates. But they can't dismantle their lives to do that. So the University decided to bring the program to them.

Pharmacists with bachelor's degree can pursue their doctorates at their leisure, without traveling to the campus daily. Students can complete assignments on weekends or at 3 a.m., as their schedules permit. Kristin Kari Janke, director of outreach education for the College of Pharmacy, wishes she knew then what she knows now.

"I didn't know about the Digital Media Center. I didn't know where to go for video tapes," she recalls. "I didn't know Academic and Distributed Computing Services offers short courses about Web design. The Digital Media Center has a digital camera and assisted us with a CD-ROM."

What it takes

Since Janke helped launch it, about 75 students have enrolled in the pharmacy program. They use online databases to review medical literature. Library workers provide faxes and mailings, and videotapes are available in conjunction with visits to instructors, who can be contacted through e-mail. In fact, some of the instructors don't even have to be physically at the University.

In addition, all students take a 10-week course on using the Internet before they begin their pharmacy studies. Janke considers that crucial to the course. "These are vital skills," she says, "and people come away empow-

"We're the only college of pharmacy in the state. We had this body of knowledge and we decided we could create an entire program for practicing, licensed pharmacists."

—Kristin Kari Janke

What you may not know

The degree to which faculty are unaware of the help available came into focus during a survey in the past year by the U libraries. Only 30 percent of the faculty responding to the survey said they were aware of the library resources and services available to their students. More than 80 percent reported they never or rarely work with a librarian during course development or delivery, mostly because they were not aware of existing support.

To respond, the libraries launched a Support for Distance Learning Project with the goal of providing high-quality, in-depth library services and resources to students regardless of their location. Funding came

from the TEL initiatives, a three-year Bush Foundation grant, and a collaborative three-year National Library of Medicine grant to provide library support to nurse practitioner students in Minnesota. With this funding, the libraries developed a program to support distance learning that includes information literacy initiatives and reference and consultation services.

Currently, the libraries provide network access to about 90 high-quality literature databases and more than 1,000 full-text electronic journals and other text. The libraries will continue their remote access initiative during winter quarter with an "electronic reserves" pilot project in several distance learning courses.

ered. They say, 'I didn't know I could do all these things on the Internet.'

"We're the only college of pharmacy in the state," she says. "We had this body of knowledge and we decided we could create an entire program for practicing, licensed pharmacists who felt they were at a disadvantage with just a bachelor's degree."

Janke says merely putting day-school information on the Web wasn't going to work, though. What did it take to post a curriculum? What about the budget and marketing, not to mention the process of notifying admissions about a new course? What about online chat rooms where students could interact?

Janke had to feel her way through much of the process, but she thinks the TEL initiatives should help others establish programs more easily. And Janke has seen in practice one of the TEL goals, which is to provide life-long learning and improve the quality of both learning and teaching.

"This program really made us rethink our teaching—that's been the biggest part of it for us," Janke says. "You can't just wing it with overheads. You really have to prepare, you need to anticipate and think about your curriculum from the learner's perspective. You have to help these people engage in that learning and bridge the gap from campus to workplace. But most people are surprised at how much we can do on the Web. I can do anything on the Web that I can do in a classroom."

For more information about TEL, contact Sue Engelmann at sengelmann@extension.umn.edu and visit www3.extension.umn.edu/tel.

—Jim Thielman

ZAP! BAM! POW!

Multiples from the Pop shop at the Weisman

There is a famous mid-'50s film of Jackson Pollack—then at the very height of his renown—at work on one of his paintings.

To the soundtrack of laid-back, ultra-progressive jazz—the ultimate in cool—the film caught Pollack deep in the process of splashing paint on a huge canvas, an intense, abstracted expression on his face.

The grainy black-and-white footage, the music, the camera's discrete distance from its subject, all are designed to give viewers the impression that they are eavesdropping on Pollack, getting a privileged, one-time glimpse into the workshop of a solitary genius.

That solitariness, that monkish devotion to art for art's sake, coupled with Pollack's invocation of chance in painting, underscored the most important canon of the Modernist creed—the absolute, one-of-a-kind uniqueness of the true art object. Even if Pollack had wanted to, he could not have recreated one of his creations—not exactly, anyway. And not that anyone would have wanted him to. Uniqueness was tied to value—both artis-



tic and monetary. One of a kind meant that works of modern art were available only to wealthy collectors with the money—and taste—to acquire paintings for the private appreciation of a privileged few.

While the roots of Pop Art can ultimately be traced back to Marcel Duchamp and the Dadaists, the real impetus for its appearance around 1960 was reaction to Modernism's suffocating elitism. And among Pop Art's most transgressive inspirations was the idea of the "multiple"—numbered, limited editions of three-dimensional artwork often inspired by objects from the consumer culture. Multiples (think, Warhol's reproductions of Campbell Soup cans) were a direct, if playful, assault on the idea of uniqueness. Modestly priced, fabricated from materials common to mass manufacturing—plastic was a favored medium—multiples were a key part of Pop Art's blurring of distinctions between art and pop culture.

Now, 100 colorful, highly inventive samples of '60s multiples—Ray Lichtenstein's comic-strip inspired banners (as well the dinnerware he designed), Warhol's famous Marilyn Monroe silk screen, Tom Wesselmann's *Little Nude*, and dozens of other artifacts from the decade of Happenings, Be-Ins, and the Factory—have been gathered together as part of "The Great American Pop Store: Multiples of the Sixties." In following the progression of Pop Art from its earliest appearance in "The Store"—the name of a 1960 Claes Oldenburg exhibit in which the art mimicked items from a corner grocery—to its demise during the darkly chaotic years of the late Sixties, "Pop Store" captures the heady exuberance and engagingly campy humor of the Pop era.

By a perhaps foreseeable irony, the '60s multiples have today themselves become rare—and expensive—art objects, the treasured possession of museums and wealthy collectors. But long before today's inflated art market, Oldenburg's 1969 *Profile Airflow*, a vacuum-form plastic relief of automobile that cost some \$200,000 to produce, signaled the end of any pretense about low-cost multiples.

Some people argue that the '60s actually ended in 1974 with Richard Nixon's resignation. Others cite the Rolling Stones' 1971 concert at Altamont, California. Creation of *Profile Airflow* might serve as an equally useful endpoint for the decade. As might the attempted murder of Andy Warhol by Valerie Solanas, a disturbed hanger-on at the Factory. But for a few weeks, it's possible to revisit a utopian moment from the not-so-distant past when it seemed as if art might, indeed, break out of the art world ghetto and become the common possession of all.

"The Great American Pop Art Store: Multiples of the Sixties" continues at the Weisman through November 29. For information call 625-9494.

—Richard Broderick

Biennial request

continued from page 1

the undergraduate experience is to be enriched, or if the molecular biology initiative is to succeed, he said, compensation must be competitive.

"The only people who make it work are our faculty and staff," he said. If the compensation request is funded, "we would be in the ballpark of the increases the faculty and staff have received the last two years." For faculty, that meant increases between 7.5 percent and 8.5 percent.

The item for financing health professional education is also bigger than the undergraduate item, an issue that came up when Yudof met with the Faculty Consultative Committee (FCC) September 30.

Because of the time it takes to hire faculty, Yudof told regents, most of that request is for the second year of the biennium. The total is lower than for the health professional item, but the request for the second year—which forms the base for future budgets—is higher (\$22.5 million for the undergraduate experience, \$19.5 million for health professional education).

Besides the \$14.1 million for freshman seminars, the undergraduate item includes \$1 million for academic advising, \$1.5 million for undergraduate research opportunities, \$6 million for technology-enhanced learning, \$4 million for libraries, \$1.5 million for student study abroad opportunities, and \$4.5 million for classroom enhancements.

Financing health-professional education is a major concern, everyone agrees. "It's a Hydra-headed problem," Yudof told the regents. Costs are going up, revenues are going down. One reason for higher costs is the move away from bedside care and toward community care. Reductions in federal support and clinical income are the

two big problems on the revenue side. Under managed care, "profit margins aren't what they used to be," Yudof said.

"We really have a strain on our resources," he said. Without some help from the state, "we'd balance the budget, but we'd balance it at a very high price to the state of the Minnesota."

In addition to the legislative request, the University is seeking a \$20 million allocation from the tobacco settlement and a share of a \$130 million increase in a trust fund to the state Department of Health.

The item for connecting the University to the community includes a number of initiatives. One example: \$2 million for a Rapid Response Fund to address urgent issues that challenge the state's agriculture and natural resource based industries.

The item for promoting a climate of quality service includes some of "the stuff we ask for all the time," Yudof said—for example, \$0.4 million in utility rate increases, \$8.4 million for operational costs for new and renovated buildings—but "we are wrapping it into a program where we're more service oriented." The item includes \$7.8 million for improving custodial standards.

On the tuition side, the projected increase has been adjusted downward because of an expectation that students may take lighter class loads in the first year of semesters. The plan is modeled on an average increase in tuition rates of 3 percent.

The increase may be at the rate of inflation, but Yudof argued that inflation is not the right measure. Inflation is based on higher prices for the same grocery basket, he said, but the improvements in undergraduate education

mean that the grocery basket itself will be bigger.

Scott Roethle, the student rep, agreed, but only to a point. "We are getting a bigger basket of goods, but there are still many students who can't afford a bigger basket of goods. The students would like to see perhaps a 2 percent increase as opposed to 3 percent."

In addition to the biennial request, the University is expecting to submit a supplemental capital request with three components: remodeling of Nicholson Hall, design and construction of recreational sports fields in St. Paul (because of the decision to build the new women's soccer stadium on the rec sports fields north of Gibbs Farm), and planning and construction of a new Center for Plant and Microbial Genomics.

—Maureen Smith

The requested increase

Competitive compensation	\$ 95.9 million
Enriching undergraduate education	\$ 32.6 million
Health-professional education	\$ 37.0 million
Connecting the U to the community	\$ 20.5 million
Climate of quality service	\$ 24.6 million
	<hr/>
	\$210.6 million
Less tuition increase	— \$ 11.9 million
	<hr/>
	\$198.7 million

New parking spaces in St. Paul

Two new public parking lots have opened on Buford Circle in the hill-top area of the St. Paul campus. Lot S106 and Lot S109 are open 7 a.m.–10 p.m. Monday through Friday. Off-peak, daily-rate parking is offered 4:30–10 p.m., Monday through Friday for \$3.50 a day. Short-term parking is available prior to 4:30 p.m. for \$1.60 an hour. University departmental reservations can be made by calling 625-3433.

New season for Health Talk and You

Health Talk and You launched its fall season October 6 with a program on back pain relief. Hosted by professor of medicine Greg Vercellotti and sponsored by the Academic Health Center, the program is broadcast live on KTCI-TV (Channel 17) at 7 p.m. on Tuesdays and repeated at 1:30 p.m. Thursdays on KTCI-TV (Channel 2).

Traveling? Talk to the alumni

Alumni around the country are eager to hear expert opinions and research updates from University faculty. The University of Minnesota Alumni Association has alumni chapters or contacts in more than 60 cities throughout the state, across the country, and around the world. If you are planning a trip and would be interested in speaking with alumni either in a formal program or an informal meeting, please call Chad Kono, director of alumni chapter outreach, at 625-9183.

Charitable giving up

Charitable giving to the U reached a record high for the second consecutive year. The U of M Foundation reports that gifts—including pledges and deferred gifts—totaled \$134 million for the fiscal year ending June 30, an increase of 26 percent over the previous year's \$107 million.

Gateway construction on time

The Gateway—the U's new \$40 million alumni-visitor center scheduled to open in fall 1999 on the corner of Oak and University—is progressing on time and on budget, according to Minnesota Alumni Association staff.

Gateway attractions will include a 2,600-square-foot Heritage Gallery with a U timeline, interactive kiosks, and walls

that can be programmed for specific events. Other features will include the processional arch from Memorial Stadium; Memorial Hall, with rooms for meetings and conferences; the 2,400-square-foot Great Room to handle receptions for up to 300 people; and an adjacent Gateway Alumni Plaza with a firepit, amphitheater, artificially frozen ice rink, and below-ground 300-space parking garage.

The Gateway's six-story office block is expected to be enclosed by December. Its tenants will include the Alumni Association, Minnesota Foundation, Minnesota Medical Foundation, Board of Regents, Office of Research and Technology Transfer Administration (ORTTA), 4H Foundation, KDWB Family Center (a U/community collaborative for youth and their families), and two School of Public Health outreach programs.

Privately financed, the building is being constructed without taxpayer funds. To see Gateway construction, go to the live Gateway webcam at www.umaa.umn.edu/UGATEWAY/ and click on Gateway Cam.

Biomedical Library offers classes

Faculty and staff are invited to take a variety of free classes, courtesy of the Biomedical Library. Here are November offerings.

PowerPoint Basics

11/3 10–11:30 a.m.
11/10 3–4:30 p.m.

Basics of Database Searching: Science Citation Index

11/9 1–2 p.m.

Keeping Up With the Latest in Health Sciences Lit.

11/10 1–2 p.m.

Internet Basics

11/18 9–9:45 a.m.

Hands-on Practice on the Internet

11/18 10–11 a.m.

Using Endnote Software to Organize Articles/Bib.

11/19 10–11:30 a.m.

Basics of Database Searching: MEDLINE

11/24 10–11 a.m.

The complete selection is available at www.biomed.lib.umn.edu/class.html.

For more information, call the reference desk at 626-3260.

have succeeded in their careers. Sponsored by the Rose and Jay Phillips Foundation, the award includes a \$1,000 honorarium.

The Center for American Indian and Minority Health has been designated a Native American Center of Excellence by the U.S. Department of Health and Human Services. The honor includes a three-year \$1.7 million grant, which the center will use to recruit Native American health professional students, provide academic support services, develop a public health faculty fellowship program, develop clinical training sites in Native American communities, and establish an Indian health research program.

Are you ready for the Enterprise Systems Project?

Administrators can prepare now for upcoming changes in our information systems.

Virtually all departments and colleges will be touched by the Enterprise System Project (ESP), which will replace the U's numerous administrative systems with a comprehensive, integrated information system for student, human resources, grants management, and finance services. Now is the time for area administrators to craft concrete plans for how current processes, practices, and staff will make the transition.

Most administrators are aware that they need to get ready for these changes, but may not know what it takes to be ready. Many administrators lack a clear understanding of ESP's financial, training, space, and equipment implications.

Help is on the way, and it will be delivered right to your doorstep. A host of information and individuals can assist you in making early decisions and plans for bringing the ESP initiatives into your departmental structure and daily work routine.

A first step is to schedule an ESP panel discussion with a team of technical experts. These teams—representing student administration, human resource management systems, grants management, and the Office of Information Technology—are ready to visit with college and campus leaders, providing necessary training to prepare for the systems changes. Teams will facilitate discussions on topics such as implications for basic, routine transactions, the roll-out schedule for various aspects of the system, training opportunities for staff, equipment requirements, and available resources. And they'll leave behind a pamphlet, "How to Prepare for the Enterprise Systems," with contact information, project timelines, frequently asked questions, and more.

Panel discussions are designed for administrative leaders such as assistant/associate deans, major directors of administrative functions, human

resources staff, or others whose responsibilities include some aspect of implementation. The format is informal, with brief overviews presented by team members but with plenty of time for questions and discussion. Sessions typically last 90 minutes.

Early preparation can minimize disruptions to your department and allow you to reap the many benefits of this new support network. In addition, thoughtful planning now will give colleges and campuses a chance to improve their current systems. Given the scope of redesign in the University's fundamental areas of business, this is an opportune time for administrators to evaluate their processes.

HRMS project manager Miriam Ward suggests that administrators consider redesigning work to take advantage of the new systems. For example, smaller departments may choose to "cluster" HRMS processing and share a single resource who could concentrate on entry of HRMS transactions.

As ESP's technical nuances become clearer, so will the implications for staff training. Administrators and managers need to clarify what new skills will be required in their areas, and train employees accordingly. The Center for Human Resource Development, in partnership with student services and the Office of Grants Management, is rolling out training in key areas such as human resource management systems, grants management, financial policies and procedures, and customer service. The center will continue to respond to the University community's evolving training needs, and has consultants available to assist with change management, training, and development issues.

To schedule an ESP panel discussion, contact Dee Anne Bonebright in the Center for Human Resource Development at 624-6550. For more information about the Enterprise Systems Project, contact Jude Poseley at 624-3879. You can also visit the Enterprise Systems Project home page at www.umn.edu/enterprise.

—The staff of the Center for Human Resource Development

Media watch

A new study analyzing the failed campaign to construct a new stadium for the Minnesota Twins—organized by director of graduate studies for speech-communication Edward Schiappa and 10 of his graduate students—generated a flurry of inquiries and requests from area media, business groups and local government. Schiappa was interviewed by the *Star Tribune*, the *Pioneer Press*, Minnesota Public Radio, WCCO-AM, WCCO-4, and KMSP-9. Schiappa also received requests for copies of his study, "Squeeze Play: The Campaign for a New Twins Stadium," from the Minnesota State Planning Office, the State Legislature Reference Library, The Mendota Group (business consultants), Progressive Minnesota, and the International Masonry Institute. Copies of the study, which found that the campaign for a new stadium for the Minnesota Twins failed because it lacked central organization and was not effectively coordinated, were also requested by the Governor's Task Force on Sports Facilities. The study is available on the Internet at www.comm.umn.edu/twinsreport... When the U conducted New Student Convocation for the first time since 1969,

media swarmed Northrop Auditorium and Northrop Mall to document the event. Convocation coverage was provided by the *Star Tribune* and the *Pioneer Press*, WCCO-AM, Minnesota Public Radio, WMNN-AM, KTCA-2, WCCO-4, KSTP-5 and KMSP-9. Convocation spokespersons included McKinley Boston, vice president, Office of Student Development and Academic Affairs, Craig Swan, vice provost for undergraduate education, Office of the Executive Vice President & Provost, Wayne Sigler, director, Office of Admissions and President Mark Yudof. Held the day before classes begin in the fall, convocation is meant to help create a class identity and celebrate the launch of the academic year...A new visitor information center on the U's east bank caught the attention of the *Star Tribune* and KSTP-5. Modeled after tourist information booths at highway rest stops, the center will provide maps, brochures, and additional information to help navigate the Twin Cities campus. Bob Baker, director of Parking and Transportation Services, was interviewed.

—Mike Nelson

Kudos

Roger Huss, assistant director of transportation for Parking and Transportation Services, received the 1998 Distinguished Career Award at the 24th Annual Minnesota Public Transit Conference sponsored by the Metropolitan Council, Minnesota Public Transit Association, and the Minnesota Department of Transportation. The award is presented to an individual whose contributions have significantly improved public transit in Minnesota.

Linda Wolford, director of the Diversity Institute for Student Development and Educational Training in the Office of Multicultural and Academic Affairs, received the Courage Center's 1998 Phillips Award, presented to men and women with disabilities who

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.-Fri., Nov. 26-27

■ **Thanksgiving, holiday**—University offices closed.

SPECIAL EVENTS

Wed.-Sat., Nov. 4-7

■ **St. Paul gym grand opening celebration**—"It's New to You" is the theme of the four-day celebration that includes demonstrations, tours, formal dedication ceremony, and free activities. Friday's Community Day includes a birthday party with swimming or rock climbing and an ice cream social from 11:45 a.m. to 2 p.m. Activities from 4 to 6 p.m. include free aerobics, aquafit, and cycling class. The gym is at 1536 Cleveland Ave. N. FFI: 625-2233.

Sat., Nov. 14

■ **Fleet Services annual auction of U vehicles**—The U will sell about 75 cars, trucks, and vans. 11 a.m., Holman Garage, 2035 University Avenue S.E. FFI: 625-3033.

Fri.-Sat., Nov. 20-21

■ **Weisman Art Museum's fifth anniversary celebration**—*Friday*: U faculty and staff are invited to enjoy complimentary cocktails, hors d'oeuvres, and dancing. 4-8 p.m. *Saturday*: Birthday party includes cocktails and appetizers; sit-down dinner in the Washington Avenue Bridge; dessert and dancing to the Jack Buzzards. \$105 for the entire evening; \$25 for dessert and dancing. On both evenings, a lighting installation with high-powered, color-saturated lighting systems on all four facades of the museum will be created by Minneapolis designer Michael Murnane. FFI: 626-4747.

EXHIBITIONS

Katherine E. Nash Gallery, Willey Hall,

FFI: 624-7530

■ **Oct. 28-Nov. 20:**

Main Gallery—W.A.R.M. exhibition of the works of women mentors and their protégés, from the Women's Art Registry of Minnesota.

Teaching Gallery—

Colorprint U.S.A., a print exchange.

Spotlight Gallery—Patrick Kelley.

Public Reception: Nov. 6, 6-8:30 p.m.

■ **Nov. 24-Dec. 11**

Main Gallery—BFA/MFA Exhibitions.

Teaching Gallery—BFA Exhibition: Susan Fleming.

Spotlight Gallery—Jody Williams.

Public Reception: Dec. 4, 6-8:30 p.m.

All events free and open to the public.

Weisman Art Museum, FFI: 625-9494

■ **The Great American Pop Art Store: Multiples of the Sixties**—For pop artists in the 1960s, the multiple—a mass-reproduced three-dimensional object rather than a unique work of art—was a fundamental medium. Exhibit includes reproductions of soup cans, Coca-Cola bottles, jewelry, shopping bags, wallpaper, a LOVE ring by Robert Indiana, and much more. Through Dec. 6.

In conjunction with the exhibition:

■ **Pop Shopping**: Looking for Legacies of Pop in the '90s. Panel discussion with artists David Lefkowitz, Ana Lois-Borzi, and Jen Richardson. Moderated by art historian Diane Mullin. Thurs., Nov. 5, 7 p.m.

■ **Happenings and Unhappenings Then and Now**: Lecture by Allan Kaprow, Sun., Nov. 8, 2 p.m. 175 Willey Hall.

■ **Frederick Wiseman at the Frederick Weisman: Central Park**. Film (1989/176 minutes.) Includes intermission and panel commentary. Thurs., Nov. 12, 6:30 p.m.

■ **'60s in the '90s: A Pop Art Family Day**. Kids of all ages can go to work in The Great Art Factory to create blowup cartoons, perform in an impromptu '60s-style happening, or join in the fun of the "play-with-your-food" store. Visitors are encouraged to come in '60s costumes. Sun., Nov. 15, 11 a.m.-2 p.m.

■ **Recent Gifts to the Permanent Collection**—Since moving to the Weisman five years ago, the University Art Museum has received numerous gifts of art. This exhibition will highlight recent gifts added to the permanent collection. Through Nov. 29.

Bell Museum of Natural History FFI: 624-9050

■ **Margaret Mee: Return to the Amazon**—A self-taught naturalist, Mee is credited with discovering many of the plants in this exhibit, some of which are now thought to be extinct. The exhibit includes 85 of Mee's botanical watercolors and drawings, as well as jungle hut and field equipment, information on ecosystems, displays of plants and paintings. On loan from England's Royal Botanic Gardens. Through Dec. 13. FFI: Nina at 626-7254.

Tweed Museum of Natural Art, FFI: 218-726-8222

■ **1998 UMD Art Faculty Biennial Exhibition**—Artworks in a variety of media by 19 artists who teach in the art department. Opens Nov. 3 and runs through Dec. 24.

■ **McKnight Foundation Photography Fellowship**

Exhibition—Recent work of six Minnesota artists. Opens Nov. 3 and runs through Dec. 24.

Paul Whitney Larson Art Gallery, St. Paul Student Center

■ **Sheila Buell**—Life works of a twentieth century woman; and **KUVARAITO**—Photojournalistic retrospective of Finland's arctic images. Through November.

MUSIC

Wednesdays and Thursdays

■ **Free Melodious Lunches**—Noon, Terrace Cafe, St. Paul Student Center. Free.

Mon., Nov. 2

■ **Bergen Woodwin Quintet**—Acclaimed ensemble from Bergen, Norway. 7:30 p.m., Ted Mann Concert Hall. \$10 (adults); \$5 (students). FFI: 624-2345.

Thurs., Nov. 5

■ **Stephan Salters, baritone**—Accompanied by Karl Paulnack, piano. Presented in cooperation with the Saint Paul Chamber Orchestra. 7:30 p.m., Ted Mann Concert Hall. Free.

Sun., Nov. 8

■ **U of M Marching Band indoor concert**—Jerry Luckhardt, conductor. 3 p.m., Northrop Auditorium. \$11.50 (all seats reserved). FFI: 624-2345.

Thurs., Nov. 12

■ **U of M Percussion Ensemble**—Fernando Meza, director. 7:30 p.m., Ferguson Recital Hall. Free.

Fri., Nov. 13

■ **U of M Concert Choir**—Kathy Saltzman Romey, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Thurs., Sat.-Sun., Nov. 19, 21-22

■ **U of M Opera Theatre: *Così fan Tutte***—Opera by Mozart. Gary Gisselman, director. Joel Revzen, conductor. 7:30 p.m., Thursday and Saturday; 3 p.m., Sunday. Ted Mann Concert Hall. FFI: 624-2345.

THEATER

■ **The Day the Bronx Died**—A production by Penumbra Theatre in a unique collaboration with the Department of Theatre Arts and Dance, Michael Henry Brown's *The Day the Bronx Died* explores themes of community, racism, masculinity, homophobia, and gang violence through the eyes of a father who relives his 1960s Bronx adolescence while his son lies critically injured, the victim of a gang beating. Directed by Lou Bellamy. Rarig Center's Stoll Thrust Theatre. Through Nov. 22: Thursdays, 7:30 p.m.; Fridays and Saturdays, 8 p.m.; Sundays, 2 p.m. and 7:30 p.m. FFI: 624-2345.

LECTURES, WORKSHOPS, & CONFERENCES

Tues., Nov. 3

■ **Elie Wiesel**—The Nobel Peace Prize winner and Holocaust survivor speaks as part of the Distinguished Carlson Lecture series. 12:15 p.m., Northrop Auditorium. Free, but tickets required. Tickets: 625-6688.

Wed., Nov. 4

■ **"Wielding a Bigger Hammer: Scaling Up the Instruments of Construction"**—Renee Cheng, Cass Gilbert Visiting Professor and assistant professor at the U of Arizona, Tucson, examines differing approaches to reconnecting design with the construction process. 5:30 p.m., CALA court.

Fri., Nov. 6

■ **"What About All the Changes in Copyright?"**—A day of discussion for the Twin Cities' library, education, and Internet communities to advance understanding of fair use, education, and technology-enhanced learning. Led by Kenneth Crews, associate professor of law and of library and information science, Indiana University. 9 a.m., 20 Law Building. Free and open to the public; registration requested. FFI: www.ortta.umn.edu/copyright.

Sat., Nov. 7

■ **Minneapolis Gallery Field Trip**—Day of visiting downtown galleries and alternative spaces. 11 a.m.-4:30 p.m. Sponsored by The Studio. FFI: 625-9918.

Wed., Nov. 11

■ **"Dream, Memory and Lightning"**—Lecture by Rebecca Krinke, new associate professor in CALA's Department of Landscape Architecture. 5:30 p.m., CALA court.

Thurs., Nov. 12

■ **"Art and Technology"**—Lecture by John Manning, faculty member at the School of the Art Institute, Chicago, whose work involves interactive computer-based installations. 7 p.m., West Bank Union Auditorium, FFI: 625-8096.

Fri., Nov. 13

■ **Center for Advanced Feminist Studies's 15th anniversary**—Day-long series of readings, performances, discussions, and entertainment. Guest speaker: Chandra Mohanty, women's studies professor at Hamilton College, Clinton, New York. FFI: 624-0305 or 524-6310.

Mon., Nov. 16

■ **Borghild Strand Distinguished Lecture Series**—Anita DeFrantz, vice president of the International Olympic Committee (IOC) and the only woman ever to serve on the IOC executive board. Sponsored by the Tucker Center for Research on Girls and Women in Sports. 7-9 p.m., Humphrey Institute's Cowles Auditorium. Free and open to the public. FFI: 625-7327.

Wed., Nov. 18

■ **Recent Work**—Lecture by David Salmela, a self-trained Duluth-based architect whose work is rooted in modernism as well as the influences of Minnesota's immigrants. His projects have won 10 AIA Minnesota Awards as well as many others. 5:30 p.m., CALA court.

FAMILY ACTIVITIES

Sundays, Nov. 22 and 29

■ **Turning Seasons family fun**—Discover fall's leftover flowers and greens. Gather materials to make a twig weaving or balsam and cone swag. Dress for the weather. Minnesota Landscape Arboretum. Free with paid gate admission or membership. FFI: 443-2460.

Mon., Nov. 30

■ **Holiday wreath workshop**—10 a.m.-noon. Minnesota Landscape Arboretum. \$30 (member); \$40 (nonmember). FFI: 443-2460.

Send calendar items by fax: 624-6369; by e-mail: urelate@tc.umn.edu; by mail: **Kiosk, University Relations, 6 Morrill Hall**. Deadline for December's calendar is **November 16**.

In this issue:

- A week of dialogue on racism, p. 2
- The U's holiday gift guide, p. 5
- The Weisman turns five, p. 6

Kiosk

The Newspaper by and for University of Minnesota Faculty and Staff

www.umn.edu/urelate/kiosk/

In a buyer's market for English scholars,

New U faculty are a classic blend

Five new assistant professors will help shape the English department's future.

When the Modern Language Association met in Toronto in January, delegates reviewed a report on professional employment that revealed a dire—but unsurprising—prediction: Fewer than half of the 8,000 graduate students earning doctorates in English and foreign languages between 1996 and 2000, the report said, could expect to find full-time, tenure-track positions within a year of finishing their degrees.

At that same convention, a U search committee was experiencing this market glut firsthand. Looking for faculty to fill five tenure-track positions in the English department, the committee had whittled an original list of 1,300 applicants down to 18, and was now interviewing them in Toronto. Of these 18 interviewees, nine were later invited to campus. The five who were offered jobs began at the U this fall.

The whole process left everyone exhausted, admits English department chair Shirley Garner, who refers to it as the "mega-search." In spite of that, she says, "We're very, very pleased with the results. Exhausted, but pleased."

Since 1991, Garner's department has hired 10 faculty members. But hiring wasn't keeping up with the rate at which the department was losing people to retirements or other offers. "We were in desperate straits," Garner says.

Last year, the department received a windfall with the College of Liberal Arts decision to hire five new faculty members. Three would be replacements in the English department, and two would be incremental additions to CLA—both in English. Enter the task of finding those five from among the qualified thousands seeking tenure-track positions in the humanities these days.

The U decided to navigate the field by being completely open. Instead of looking in specific specialties, it would search for the "best and brightest," Garner says. "We said, 'if they all happen to be in American lit, well, we'll try it.'"

The result is hardly a homogenous group of scholars. If there are similarities, Garner says, it's in how these new assistant professors "embrace interdisciplinary work. This is very exciting to us. In terms of interdisciplinary direction, these people are ahead of the game."

She also emphasizes the strength each brings to "all areas we look at: scholarship, teaching, and administrative service."

Who are they, and what was it like experiencing the job hunt on the other side?

Thomas Augst

With an undergraduate degree from Yale and a Ph.D. from Harvard, Augst has a vita that includes an array of grants, various prizes for teaching and writing, and a host of competitive fellowships. Nevertheless, in the third year of his job hunt, and the last year of his lectureship at Harvard, "I was talking myself into other careers," Augst says. "The job market really challenges the idealism with which students pursue an academic career. It can be unspeakably demoralizing. It's pure chance. It's roulette."

It's not easy to be committed to an intellectual life in this culture, Augst says, a fact not helped by the job market glut. He does, though, have a "good feel" about Minnesota, and a search committee that "treated me with an unusual kindness and interest."

Augst, whose scholarly interests include 19th- and 20th-century American literature and cultural theories of reading, says he's now teaching his "dream course": the cultural history of reading, "which includes a look at novels read and written by women and how that played out as an alternative form of education."

Rita Raley

Rita Raley's Ph.D. is in English literature from the University of California at Santa Barbara. At first glance, her academic interests sound wildly varied—hypertext and the Internet, 19th and 20th century literature in a global context, detective and gothic fiction, cryptography.

Her interest in bringing a historical perspective to bear on a contemporary idea connects the pieces. "What do the humanities bring to hypertext?" she asks. "Methodologically we offer something different. The history of English studies is part of it. On one hand, you have the grand tradition of English literature; on the other hand is its place in the information structure."

"I'm an anomaly," she says, because the job search took



Photo by Tom Foley

The Pillsbury takeoff

John Sargent Pillsbury—called the "father of the University"—came to life October 23 when J.B. Eckert (in the foreground), played the part of the esteemed University benefactor as part of Beautiful U Day festivities. Pillsbury, whose support for the University included saving it from financial ruin in the 1860s, is memorialized in the statue by Daniel French that faces Burton Hall. Eckert is a public relations representative in University Relations.

her less than a year. "It's definitely left me with survivor skills. I feel lucky. I should have bought a lottery ticket at the same time."

She knew, too, that the U was what she wanted. "I wanted a public research university in an urban setting," she says. "My training inclines me that way: egalitarian and esoteric. The nice thing here is it seems like the potential for change exists. Faculty seem to welcome change and allow us to develop new areas within the department. That's not always the case."

Lois Cucullu

Lois Cucullu has a Ph.D. from Brown, an M.F.A. in cre-

continued on page 4

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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.

Creating a service culture

In the early part of this century, Henry Ford uttered his famous statement that Americans could buy any color car they wanted—as long as it was black. He could have easily added—as long as it was the Model T. Consumers had little choice when they purchased a car: They could buy a black Model T or get a horse.

In contrast, look through the *Consumer Reports Buyer's Guide* today and you'll see a multitude of makes and models, not to mention the various packages that further customize choices. As technology has made such variety possible, our expectations have similarly changed.

At one time, the University of Minnesota may have been the educational equivalent of the black Model T. Students had few choices when registering for a class. Faculty and staff had only one way to get maintenance work done.

No more. The traditional way of providing services here at the U has become less and less acceptable. Today the goal is customer satisfaction. We need to shift from an operations-centered service culture to a customer-centered service culture.

No matter how you slice it, everyone here at the University is in the service industry. Electricians, financial aid officers, tenured

professors, and others all provide important services that make this University what it is. We are not only givers, but receivers as well—whether we're depending on telephone service, academic advising, or a graduate seminar.

Whether we are on the providing or the receiving end, we want quality service—and consumer expectations define what that means. Simply put, service quality is the degree to which people get what they need when they need it. In the broadest sense, service is a function of satisfaction.

One obvious limitation of our ability to serve is that departments are constrained by resources. But scarce resources should not limit our ability to be creative. Just because we have always done something a certain way doesn't mean it is the only way to do it.

This focus on quality and responsiveness will require new thinking—a major culture shift in many units. We must use high standards, recipient expectations, and service-provider input to design service delivery. We must define services in terms of tangible products and proactive behavior, and we must adequately describe outcome-based service activities that help others achieve their mission. Everyone must think about how to improve service and strengthen our sense of belonging to a nurturing and sustaining University community.

We should move toward more than just the latest management-speak or bureaucratic

ploy. An example is University Services, which combines Facilities Management, Campus Health, Safety, and Transportation; and Auxiliary Services. The common thread among these groups is the goal of providing the University community with the best value for services requested.

Beyond the name change, University Services is making sure all employees have the tools and skills to shift from an operations-centered culture to one that is customer-centered. We have great employees; we simply need to empower them and treat them with respect. We are learning new methods: listening and getting to know the people we serve; giving others a voice and input at the decision-making table; providing more support and outcome accountability and less regulation to those who directly serve others; looking at how University Services does its work and determining how much input recipients have had in decisions.

On a practical front, it means that when something needs to be done, labor, management, and service recipients sit down and look at the task, their expectations, and the service realities of the work. Only then can University Services perform the right work, at the right time, in the right way.

—Eric Kruse

Interim vice president for University Services

Let's talk: the U confronts racism

For a week in November, the agenda was self-study.

On her way to a reception for faculty and students of color at Coffman Union, Rusty Barceló met a man also going to the event. Saying he had to go deal with a "phony minority" student, the man pulled out a picture of a female student and told Barceló, "You know, she doesn't look like a minority." Barceló, a Latina, replied, "She looks like a Latina to me." Realizing he had made an embarrassing remark, the man fumbled for an apology.

Barceló, the U's associate vice president for multicultural and academic affairs, relayed her experience at the opening symposium of the U's Dialogue on Race Week last month to illustrate that people of color face racism daily. "He only sees race within a physical context," she said. "That brings up the need for this discussion. Race is not black and white. It comes in many forms."

For that reason, Barceló applauded the launching of Dialogue on Race Week, a student-initiated event aimed at improving racial understanding and tolerance. "We are hoping to get people more comfortable talking about and asking questions about racial issues," said John Richardson, student chair of the event. "We want to promote understanding of people's backgrounds and cultures and make the campus a more comfortable place on all levels." Throughout the week, many departments sponsored discussions and programs, and on November 4, a campus-wide Day of Dialogue featured three symposia in Minneapolis and St. Paul, where students and staff of color voiced a common theme: Racism is alive and well on campus, and more open discussion and individual action are needed to combat it.

"Racism is very overt. It's not subtle at all," student Danae Curtis said. "They call it Minnesota Nice. I call it Minnesota Fake. The further I try to go into the

mainstream, the more I am exposed to racism."

Curtis recounted his experience as one of two students of color in a YMCA program that sent students on trips to do community service. The two had been on several of these trips and wanted to lead the next outing. Instead, they were pulled aside by the coordinator, given reasons why there weren't fit to be leaders, and asked to do minority recruiting for the program.

Alicia Lopez, a student who lived in Bailey Hall, recalled that the few students of color in the hall were subjected to cold treatment and blatant racism. One day, a sign was posted in the shower room that said, "White people use the showers on the left side, students of color use showers on the right."

Lee Hutton, a student from Texas, recalled an instance when he had witnessed a fight between two whites in front of his house and called police. "When campus police arrived, guess who were told to get on the floor? Me and my friend."

Students were not the only ones who said they experience racism. "We get pulled out and highlighted when we serve a purpose," said Jacqueline Cottingham Zierdt, director of the Academic Health Center's Multicultural Institute. "Otherwise we are hidden in the basement and marginalized."

Speakers urged individuals to take responsibility for change. "It's not enough to wish racism is gone," English professor Alexis Pate said. "No program, no policy can do that. We must stop it ourselves."

Cottingham Zierdt agreed. "Changes must come from horizontal movement. It's going to be one-on-one. I encourage all of us to take responsibility. We must ask, 'What can I do in my own workplace to make it a healthy environment?'"

The best way to improve the work environment is to have a diverse workforce, Grievance Office program director Nick

Barbatsis said. Five years ago, he worked at the Office of Student Affairs where five of the 12 employees were people of color. It was, he said, the most harmonious place he's worked in his 30 years at the U. "That's as close as I'll ever get to a workplace that's integrated enough that issues and conflicts transcended race and gender," Barbatsis said.

In response to a question on how to get administrators interested in dialogue on race, Barbatsis said, "Cling to the self-interest of the power brokers and appeal to their practicality. A diverse workplace just runs better."

Jessica Hughes from the Equal Employment Office said whites must be included in the dialogue on race before real changes can be made. "Until young whites say that this is important to our future and our children, this dialogue isn't going very far."

Therein lies a problem, pointed out Minnesota Student Association president Nikki Kubista. Most whites take an it's-not-me attitude when it comes to racism and are uncomfortable talking about it. "People have good intentions. They are aware of racism. However, there isn't enough dialogue," she said. "The typical response of whites is, 'I am not racist. End of story. There is a problem but it's not me.' To feel comfortable to talk about race we need to feel uncomfortable and be challenged."

Organizers are pleased with the first Dialogue on Race Week and hope to make it an annual event. "Sure, we'd like to have more people show up but the week is a success no matter what," Richardson said. "We have generated a lot of positive conversations."

The Board of Regents has invited organizers to present a report at the board's December meeting. "The dialogue may have policy implication down the road," Barceló said. "I hope this conversation will be a part of the ongoing growth of our University."

—Bob San

University staff and the community

In a multitude of ways, University staff members improve not only the U, but the community as well. One example is the Department of Environmental Health and Safety, which provides hazardous waste disposal service for educational institutions throughout the state at a reasonable cost and in an environmentally responsible way.

The program began in 1981 after many requests for help were received from high school chemistry teachers and the Minnesota Department of Education.

Today, the program serves K-12, as well as community, technical, and state colleges. In the last three years, University staffers have collected more than 75,000 kilograms of hazardous waste from 400 participants. Items commonly targeted for disposal include science stockroom chemicals, science experiment waste, ceramic glazes, photographic chemicals, paints,

inks, solvents, cleaning products, boiler treatments, pesticides, herbicides, fluorescent light ballasts, and fluorescent lamps.

The program charges participants only for expenses incurred. Perhaps the most beneficial aspect of the program is that staff members can dispose of waste, regardless of quantity, at the same rate per kilogram, for any participant in Minnesota. This is extremely important to rural Minnesota participants who could otherwise be looking at expensive disposal costs.

Staff members recycle marketable chemicals for use within the University of Minnesota system and provide technical assistance, when possible, or direct participants to an appropriate agency to answer questions.

If you have questions concerning this program or other hazardous waste issues at the University, please call the Department of Environmental Health and Safety at 626-6002.

—George Hoh
Communications and Public Relations
Subcommittee

Professional development funds available for 1999

If you have been thinking of attending a conference or registering for a (non-credit) course, we may be able to help with funding. All non-bargaining unit civil service employees working at least 75 percent time are eligible to apply for up to \$100. For further information and an application, go to 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
Professional Development Subcommittee

PROFESSIONAL AND ADMINISTRATIVE

ASAC to become elected body

Members of ASAC (the Academic Staff Advisory Committee) will be elected, rather than appointed, as soon as the new process is approved by the University's president.

ASAC serves in an advisory capacity to the president and advocates for the P&A class with central administration. In the past, ASAC members have been appointed by their unit heads and confirmed by the University president. In response to a P&A staff survey taken last year, ASAC forwarded to central administration a proposal to select new members by election. Carol Carrier, vice president for human resources, has endorsed the proposal and is moving it forward on behalf of ASAC for approval and implementation. P&A staff will begin electing representatives from their colleges and units once the proposal is approved.

In addition to electing members, ASAC has proposed expanding the number of seats on the committee from 24 to more than 30, to provide representation for all Twin Cities colleges and administrative units and each of the three coordinate campuses.

ASAC will contact units not currently represented, to initiate an election process as soon as possible. If a unit prefers to wait until spring to hold an election, its unit head may appoint a representative to serve until elections can be held. Current committee members may serve the remainder of their three-year appointments, after which elections will be held in their home units.

Each unit is responsible for managing its own election process according to ASAC guidelines. Letters with general guidelines and requirements will be sent to deans, unit heads, and chancellors of coordinate campuses.

Any academic professional and administrative class member is eligible to vote or

to be a candidate for ASAC membership. Each representative will serve a three-year term and is expected to attend every three-hour monthly meeting and to participate in the work of at least one ASAC subcommittee.

In the meantime, P&A staff should get to know their colleagues. P&A staff in some units have started e-mail lists or groups that have occasional meetings to keep in touch.

P&A staff interested in running for an ASAC seat should express their interest to their P&A colleagues, as well as their dean, administrative unit head, or chancellor.

To keep informed about ASAC activities, check the Web site at www1.umn.edu/ohr/asac/.

If you're a P&A staff member who's not receiving e-mail notices from the P&A listserv, please contact the listserv manager, Mary Ellen Shaw, shawx001@maroon.tc.umn.edu.

—Linda L. Fisher

Media watch

The announcement that alum **Richard "Pinky" McNamara** gave \$10 million to the U made headlines and newscasts statewide. Locally, the multi-million dollar news was covered by the *Star Tribune*, the *Pioneer Press*, Minnesota Public Radio (MPR), WCCO-AM, WCCO-4, KSTP-5, and KARE-11...A SAD (Seasonal Affective Disorder) story aired on KARE-11 just as clocks fell back for the impending winter months. Psychiatry professor **Paula Clayton** was featured...A Gay, Lesbian, Bisexual, and Transgender (GLBT) Fair for high school students—hosted by the GLBT Programs Office—was covered by the *Star Tribune* and the *Pioneer Press*. **Beth Zemsky**, director of the GLBT Programs Office, was oft quoted...A study on later school start times for adolescents and teenagers continues to generate interest locally and nationally. **Kyla Wahlstrom**, associate director of the Center for Applied Research and Educational Improvement (CAREI) in the College of Education and Human Development, has been interviewed by nearly every major media outlet in the country, including the

Congressional Quarterly and *Rolling Stone* magazine...At the National Forum on Media Accountability, hosted by the School of Journalism and Mass Communication, the *Star Tribune* and *Pioneer Press* were present and accounted for. Portions of the forum also aired on MPR, WCCO-AM, and WMNN-AM. Journalism School associate professor **Kathleen Hansen** provided commentary...Beautiful U Day, part deux, was a media favorite last month. Ceremonies and festivities were celebrated by the *Star Tribune*, the *Pioneer Press*, KTCA-2, WCCO-4, KSTP-5, KMSP-9, KARE-11, MPR, WCCO-AM, and WMNN-AM...Sunny day, everything's A-OK, for family social sciences professor **Bill Doherty** who was recently quoted in an article that appeared in *Sesame Street Parents* magazine...100 years of cheerleading could lead to a sore larynx, or a full page feature in the *Star Tribune*, which it did. Cheerleading was invented at the U in 1898 when medical school student **Jack Campbell** became the first "rooter king." Also cheering the century celebration were KOOL-AM and WCCO-AM...

Dialogue on Race Week was discussed on WCCO-AM, MPR, and WMNN-AM. **Rusty Barceló**, associate vice president for multicultural affairs, was interviewed...When a record \$134 million was given to the U in money, pledges, and deferred-giving arrangements during the past fiscal year, the *Star Tribune* and the *Pioneer Press* shared the wealth. According to the U Foundation, the giving helped the foundation's endowment grow to \$560 million...When staff and scientists from the **Bell Museum of Natural History** "bar-coded" trout at an Afton stream, *Star Tribune* readers and 50,000 middle school students across the country shared the experience. **Amy Theisen**, director of distance learning at the Bell Museum, beamed for satellite interviews...Accepting an invitation from the **Law School**, Independent Counsel Kenneth Starr participated as a panelist in an on-campus academic symposium on the history of executive privilege. The event was barraged with media—too numerous to mention.

—Mike Nelson

News digest

■ The U reached a settlement with the Department of Justice Nov. 17, ending a federal government lawsuit charging the U with illegal sale of the antirejection drug ALG and mismanaging federal research funds. Under the agreement, the government dismisses all case-related claims against the U. The U pays \$20 million to the government immediately, returns another \$8 million after receiving a \$40 million Social Security tax settlement, and self-funds \$4 million in NIH grants over the next three years.

■ Regents last month approved the U's biennial legislative request for an increase of \$198.7 million. They also got their first look at a supplemental capital request, which asks for \$15 million to convert Nicholson Hall into a Center for Freshman Studies, \$2.2 million to design a Center for Plant and Microbial Genomics in St. Paul, and a still undetermined amount to build recreational sports fields, which will soon be displaced by the new women's soccer facility.

■ **Steven Bosacker** has been named chief of staff of Governor-elect Jesse Ventura's transition team. Bosacker, executive director and corporate secretary to the Board of Regents, has been granted a personal leave of absence by the U. Also named to the Governor-elect's transition team is the U's chief financial officer, **Richard Pfutzenreuter**, who will co-chair the committee working on Ventura's biennial budget recommendations. Serving on a part-time basis, Pfutzenreuter is also the U's associate vice president for budget and finance.

■ **Richard "Pinky" McNamara** has donated the second largest gift from a living graduate in the history of the U. McNamara's \$10 million gift will go toward improving the undergraduate experience in liberal arts, to intercollegiate athletics, and to honoring the achievements of University alumni at the Gateway Center. "If I lived five lifetimes, I couldn't repay the University of Minnesota for what it has meant in my life and career," said McNamara, a 1956 CLA graduate who is CEO of Activar, Inc.

■ **Fall quarter enrollment** is up by 5.4 percent, with systemwide enrollment of 51,835 this year compared to 49,184 last year. All four campuses showed gains. Enrollment by campus is Crookston 2,492, up from 2,219; Duluth 7,831, up from 7,442; Morris 1,917, up from 1,908; Twin Cities 39,595, up from 37,615.

Minority enrollment kept pace with last year, totaling 11.53 percent of the student body, up slightly from 11.45 percent last year. Total minority enrollment is 5,977, up from 5,732. All minority groups increased in numbers from last year's count.

■ The U has filed a lawsuit against the Los Angeles-based **Frederick R. Weisman Art Foundation**, seeking to terminate the relationship between the Weisman Art Museum and the foundation. The lawsuit alleges that since Frederick Weisman's death in 1994, the foundation has attempted to dictate the museum's operation in a manner that compromises the museum's educational mission and integrity.

■ Former U president **O. Meredith Wilson** died November 7 in Eugene, Oregon. He was 89. Wilson was president from 1960 to 1967. "Meredith Wilson was one of Minnesota's great presidents," President Yudof said.

Five

continued from page 1

ative writing from George Mason University, and an M.A. in history from the University of North Carolina at Chapel Hill.

"I started out wanting to be a historian," she says, but after teaching for a while, she found "it just wasn't satisfying. The material went from me to a notebook and came back in an exam with no internal work. Clearly, it wasn't the kind of exchange I was looking for."

So she went back to school for a creative writing degree at George Mason University "and loved it." Later, she was accepted by Brown as a Ph.D. candidate.

"You repress it," is how she describes the crowded job market. "I figured I'd give myself three years, then see. Meanwhile, I was very committed to my dissertation. I'm not the norm—getting a position in THE year of the doctorate. That's unusual; most people have to do more."

"Everyone I talked to said the Twin Cities area was a jewel, and it's true," she says of her new home. "It's beautiful, vibrant. I've had more literate conversations with people in all walks of life. When I used to tell

people in Massachusetts I taught English, I'd hear, 'Oh, I have to watch my grammar.' In Minnesota I hear, 'Let me tell you what I just finished reading.'"

—Lois Cucullu

"When I told people in Massachusetts I taught English, I heard, 'Oh, I have to watch my grammar.' In Minnesota I hear, 'Let me tell you what I just finished reading.'"

—Lois Cucullu

Ray Gonzalez

As soon as he could, Ray Gonzalez moved his 150 boxes of books into his third floor Lind Hall office. "It's a way to feel secure," says this poet, who holds an M.F.A. in creative writing from Southwest Texas State University.

Gonzalez, who went back to school after 17 years, lived for years in Denver, where he edited the book review magazine, *Bloomsbury Review*. A move to San

Antonio and a stint as the literary director of the art center there followed.

He went back after such a long hiatus, he says, because "what was missing was the teaching, the opportunity to give something back. As an editor, I was used to giving feedback. As a student, I was getting it. Getting feedback from younger writers showed me a lot about teaching."

For three years he was an assistant professor of English and Latin American studies at the University of Illinois in Chicago, but wanted to teach in an M.F.A. program because "that's an ideal place for young writers."

He says an ideal would be to "take time for writing, developing programs to bring writers to the area. I'd teach a combination of poetry, fiction, mixed genre where you get to talk about the writer in the world."

"I like it here," he says. "It is overwhelming, but it's well-organized, well-planned in spite of hugeness."

Jani Scandura

Jani Scandura, too, went back to graduate school after a stint as a professional writer. Finding she wanted something with more "depth, whatever that means, something more profound," she got her Ph.D. from the University of Michigan. Last year, she completed a postdoctoral fellowship in the humanities at Stanford.

Among her interests: trash. She likes investigating scraps remade and reused into something else—scrapbooks, pieces of poems excised by a particular writer.

"It's an act of salvaging but also of preserving historical specificity," she says.

She's also interested in looking at the late 19th and early 20th centuries and how Morse code and coding have been part of creating meaning from noise.

"I begin with some idea and some weird opposition. Then I dig in the archives, find everything, then reframe what I'm thinking. Often my hunches are right on some level. I then find connections," she says.

"I feel like I was pretty lucky. I got a post-doc. So I was lucky I was employed. It's difficult out there. There are too many smart people who don't have jobs. The



Photos by Tom Foley

Jani Scandura

market's beyond luck now.

"It's made a huge difference to come in with a lot of other junior faculty," she says. "There's lots of cross-disciplinary talk going on. I have friends in many different disciplines."

"When you do that, suddenly you ask different questions. You're always on the edge of being a novice—which I like because it means you're always learning."

Shirley Garner knows what she means.

The last time a cohort of five was hired was in 1970; Garner was one of them.

"I was hired with five people and we formed a cohort and were able to make a difference. I expect these five to be a cohort. I have invited them to make a difference," she says.

—Mary Shaler



Thomas Augst



Rita Raley



Lois Cucullu



Ray Gonzalez

A U HOLIDAY gift guide

You say you're still suffering boutique fatigue from last year's holiday shopping season?

This year, why not impress your friends and loved ones with the sprightly ease by which you breeze through your gift buying?

You don't have to leave our friendly campus confines to give the gift of an overnight camping trip at the Bell Museum, or the chance to release a healthy falcon from the Raptor Center. And what better place than the U to buy the kids a book entitled Grossology? Mucous has never been so informative.

Pewter measuring spoons? Maple syrup? Pewter spoons to measure maple syrup? Some snazzy gift is probably just a stroll away.

James Ford Bell Museum of Natural History's Blue Heron Book Shop

10 CHURCH ST. S.E., MINNEAPOLIS

Nothing screams "the gift that keeps on giving" like a Boy Scout merit badge, and the Bell Museum is here to help. Overnight camping trips at the Bell are available all winter as part of guided programs for groups—and many are designed so Scouts can earn specific merit badges. Activities can also include scavenger hunts. Price is typically around \$25 per child; discounts are available.

Award-winning photographer Jim Brandenburg's new book is going faster than rabbits at a magician's convention. The book shop already has its second order in for *Chased by the Light: Jim Brandenburg's 90-day Journey*.



A page from Chased by the Light: a gem from the Bell.

For 90 days, Brandenburg snapped a single photo exposure daily. The \$35 book has autograph potential, too, since Brandenburg will be at the Bell Thursday, February 11, at

7 p.m. An exhibit of his work from the book opens there February 6.

The three grossology books range from \$13 to \$15. Consider it science with an attitude: All information is true and appealingly outrageous, with answers to such pertinent questions as, which animal produces the most saliva daily? Answer: the cow.

PHONE: 624-4171.

Weisman Art Museum Store

3333 E. RIVER ROAD, MINNEAPOLIS

Folks with a U card receive a 20 percent discount on all merchandise from November 30 through December 6, and the store will be open Mondays.

A line of ceramic bowls, platters, and mugs featuring a black and white rippled finish from award-winning St. Paul resident Monica Rudquist runs from about \$20 to \$75. Also available is a set



From the Weisman: art for the well-dressed table.

of pewter measuring spoons, some in the shape of fish, for \$44. The store has many holiday cards, typically priced at \$10 for a 12-card set. Also popular are the long- and short-sleeved T-shirts (\$16 and \$22) that feature the museum logo.

PHONE: 625-9495

Raptor Center gift shop

1920 FITCH AVE., ST. PAUL

Sure, it can get pricey, but how many times in your life will you give someone the opportunity to help return a rehabilitated bird to the wild?

The Center's variety of helpful sponsorships—some for as little as \$20—can do just that. More than 600 injured birds of prey are treated here annually.

For 20 bucks, pick one of eight eagles and get a certificate that says your friend or relative sponsored the bird. He or she will also receive quarterly updates on the animal's progress.

Adopt-a-Raptor. It costs \$100 and \$250 for smaller birds, \$500 for a falcon, and \$750 for an eagle. Adopt-a-Raptor-Plus sponsorships are pricier—\$250 to \$1,000—but your pal gets to release the bird when it's healthy.

Newsletter updates and a certificate of sponsorship accompany the deal.

The gift shop also features children's books; embroidered, hooded pullovers for \$55; ornaments; and a \$6.95 stocking stuffer video on the history of the Center, which is enjoying its 25th anniversary.

You can pick up a gift catalog during store hours, 9 a.m.–4 p.m. weekdays and 11 a.m.–4 p.m. Saturday.

PHONE: 624-4745

The U of M Bookstores

160 WILLIAMSON HALL; 2-554 MOOS TOWER; 100 ANDERSON HALL

For about 25 bucks, combine a little basketball and a little basketball jersey for the toddler with a hoop dream. Other stuff for the tykes includes li'l overalls with U of M logos.

You can find some very nice, U-related or other hard-cover books that once sold at \$35 or more on sale for a few bucks. Since you saved the money on the books, spend about \$35 on thick sweatshirts to get you through the hockey season.

University Arts ticket office

105 NORTHROP AUDITORIUM

You can purchase gift certificates, redeemable within a year of issue, for concerts and performances at Northrop, Ted Mann Concert Hall, and the Rarig Center. Phone 624-2345 for the concert line.

Upcoming performances include the Stars of the Paris Opera Ballet, scheduled for Thursday, January 14 at 7:30 p.m. in Northrop. Prices range from \$25.50 to \$43.50. Jazz tenor saxophonist Joe Henderson, who has enough Grammys to give away as his own holiday gifts, is at the Ted Mann Concert Hall 7:30 p.m., Sunday, January 10. Prices are \$20.50 and \$27.50.



On, Raptor! An ornament from the Raptor Center.

University of Minnesota Press

111 THIRD AVE. S., SUITE 290, MINNEAPOLIS

Our state bird, the loon, is one of the oldest living bird species, we learn in *M is for Minnesota*. Fairmont, Minnesota native Dori Hillestad Butler's book might leave the kids more knowledgeable than mom and dad are about the old home state. \$16.95.

There's nothing like a good murder saga to help you through the one week of winter that doesn't feature a televised National Football League game. *Stopping the Presses*, about the 1935 murder of Minnesota newspaper editor Walter W. Liggett, might help. The author has a fairly good grasp of the subject matter: She's the victim's daughter. \$18.95

Dairy Products Salesroom

1354 ECKLES AVE., ST. PAUL

The place is open only from 3 to 5 p.m. on Wednesdays. Product and variety are often limited, and the supply goes fast. Homemade ice cream, sherbet, frozen yogurt, white Roquefort cheese, and blue cheese are some of the rotating treats, and prices are typically in the \$3 to \$5 range—a nice gift price, in the unlikely event you'll give the stuff away, rather than eat it yourself.



For the Minnesota cheese-head: from the dairy products salesroom.

PHONE: 624-1290

Minnesota Landscape Arboretum

3675 ARBORETUM DR., CHANHASSEN

OK, you have to haul yourself off campus nine miles west on Highway 494 for this one, but real maple syrup, honey, and apple butter might be lure enough—and you can pick up a discounted membership at the same time.

Eight ounces of real maple syrup is \$7.50. And is it really the holidays without a 12-ounce bear-container of honey for three bucks? Nine ounces of apple butter runs \$3.50.

Discounted memberships for U students, staff, and faculty allow year-round admission, discounts on the sweet stuff above, a semimonthly newsletter, and advance notice of member and travel events. A single membership is \$30; one member and one guest per visit, \$40; two adults in the same household costs \$45; and up to six guests per visit \$60.

PHONE: 443-2478

Forestry Club

LOT CORNER OF CLEVELAND AND LARPENREUR AVENUES, ST. PAUL

The club is selling trees, wreaths, mistletoe, and assorted other holiday greenery. Proceeds go to the Forestry Club.

U of M Extension Service

Reg'lar folks have to pay about 10 bucks, but for U faculty, students, and staff, only \$4.50—plus tax, shipping and handling—buys the only calendar prepared exclusively for Minnesota gardeners. The '99 U of M Gardening Calendar is full color. Wire bound. Produced by the U of M Extension Service and the Minnesota Agricultural Experiment Station, it features tips for lawn and houseplant care, a page on growing small fruits in home landscapes, and maps indicating when, if ever, your backyard will be frost free.

PHONE 612-624-4900 OR 800-876-8636.

—Jim Thielman

HAPPY BIRTHDAY, FRED!

It's party time as the Weisman turns five.

Outside it's a gray November Sunday, but inside the Weisman, the color scheme is a tad warmer. Day-Glo even. As in the wild happenin' world of '60s Pop Art.

Over near the front window, in fact, is a little joint called the Happening Café where—for the price of asking—patrons can order their own live, spontaneous happening from a menu of same offered by a waitress young enough (she looks to be about 12) to be Andy Warhol's granddaughter if—well, you get the picture. But, you say happenings are so *yesterday*? Fine, then stroll over to the Dolly Fitterman Gallery where you can trace the outline of your favorite cartoon character artographed onto drawing paper or make lapel buttons inspired by pictures of work by Roy Lichtenstein—Pow! Bam! Wow! Or have Fun with Food in a seminar room overlooking the river.

The Weisman turned five this year. And the party's just beginning, with events planned throughout the academic year, like this one—Pop Art Family Day—coinciding with the museum's current exhibition of positively fab pop art multiples from the '60s.

Food fun art? Happenings? Button making and silk screened T-shirts? Is this any way to run a museum?

Apparently, yes, if the museum is part of the U, with a mission that is one part curatorial, one part educational, one part community outreach. Yes, if the museum is housed in a building that makes it clear it is a serious museum that doesn't necessarily take itself too seriously.

In 1993, the Fred, as its staff refer to it affectionately, attracted 30,000 visitors. Last year, that had zoomed to 150,000. Many of those were students, dropping in for a quick tour of the galleries between classes—an accessibility made possible by the museum's location sandwiched between Coffman and the Washington Avenue pedestrian arcade. Many visitors are K-12 students, participating in the Fred's growing number of outreach programs. Many are community members lured by the Weisman's family-oriented programming and relaxed atmosphere. Many others are artists or art lovers drawn by the steady stream of exhibitions that marry the aesthetic with the scholarly resources of a major university.

"One of the nicest things anyone said to me our first year was, 'I feel like at the Weisman I can talk out loud,'" says Lyndel King, the museum's director. "The wacky design of the building is part of the message we wanted to give, which is that this building is about art and it is right in the middle of your lives. You don't have to like it, but you have to deal with it, the same as with art."

The Weisman's central location and informal atmosphere have resulted in a steady rise in student participation. More than 2,000 attended the most recent Funk at the Fred—a mixer dance held each fall. The twice-a-year Doctor Date, co-sponsored by the *Minnesota Daily*, also draws thousands of students. So successful has the Fred been in attracting students that the Pew Memorial Trust Fund, which is funding a project aimed at involving students in the arts, told the Weisman's development director that the museum was doing more than in that regard than any other organization in the country.

In the U of M art museum's old, pre-Weisman space on the upper floors of Northrop, space limitations made K-12 outreach virtually impossible. Now, the museum has a full-time youth-program staff person, 50 volunteer tour guides, collaborative programs with two Twin Cities public schools, and more. When the Weisman did an exhibition dedicated to the work of Jacob Lawrence, a black artist whose career spans the Harlem Renaissance to the 1990s, 20,000 K-12 students toured the show.

Lest anyone think the Weisman's welcoming attitude extends only to students, King recounts an anecdote about an older woman who told one of the guides that she didn't

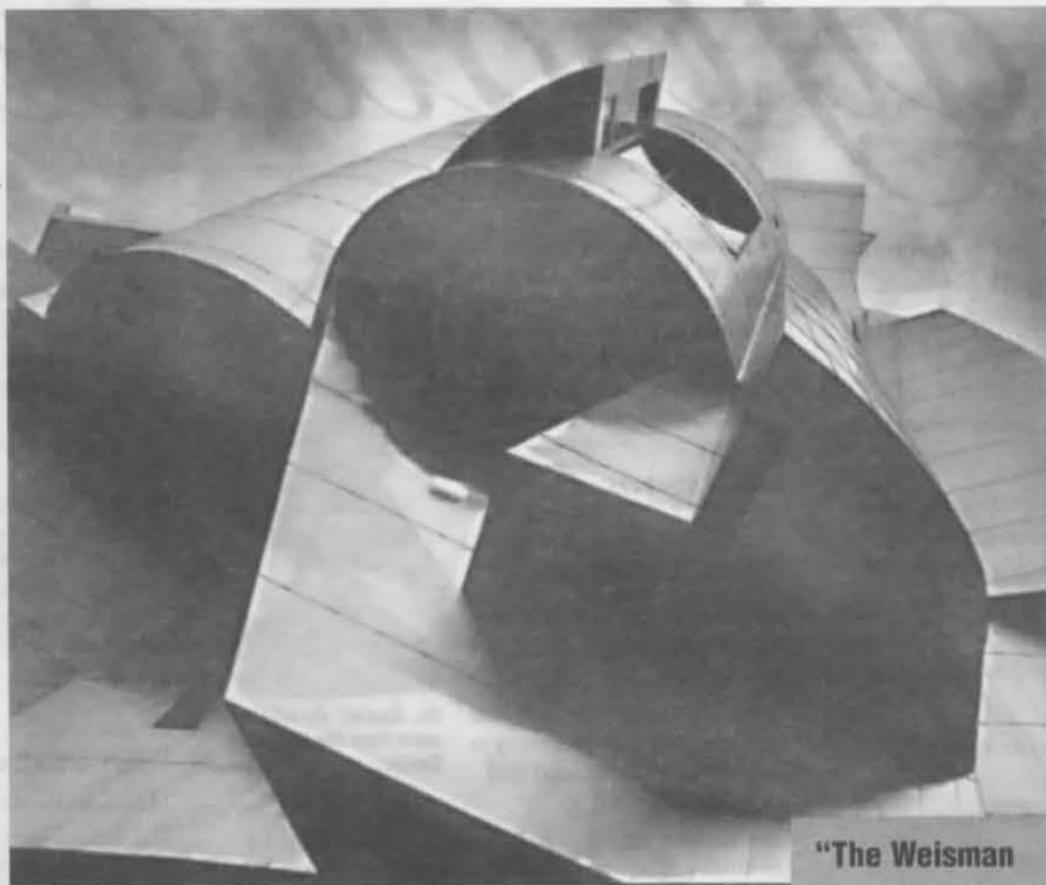


Photo by Tom Foley

know what the term "Fauvism" meant. What's more, she apologized for her lack of art history knowledge.

When King got a call from the front desk about the woman's query, she personally went down to the gallery to chat with the bewildered patron. "We never want to make our visitors feel as if they have to apologize for something like that," she says. In creating exhibits and writing labels for artwork, she says, "sometimes we leave out the complexity that art historians want, but we feel we have to make things clear for people who know nothing about art or art history."

When the Weisman's design was first proposed by architect Frank Gehry, reaction was about evenly matched between those who acclaimed his vision and those who jeered that the building was going to look like a heap of tinfoil beside the Mississippi.

Turns out, the cheerleaders were right. In its five-year existence, the Weisman has—among other things—turned into an instantly recognizable symbol not only for the Twin Cities campus, but for the Twin Cities as a whole, as evidenced by airport posters and tourism brochures. In that regard, it followed the same path as the Eiffel Tower, which was initially derided as an eyesore.

In addition the innovative building has become a favorite venue for special events sponsored by the U, by U faculty, staff, and students, by Twin Cities organizations, and private citizens alike. This is a far cry from the early fears that the Fred would prove to be not only an eyesore but a white elephant as well.

"Every campus needs a sense of occasion about it, and for the U it's the Weisman," observes Mary Abbe, art critic for the *Star Tribune*. "It's not just a flashy bauble on the Mississippi. It exemplifies modern art. And it functions—as a museum and a venue for events."

In Abbe's opinion, the Weisman also enhances the U's primary mission in many ways. "An art museum will always be tangential to the U's identity, but the Weisman does more than serve as a museum. It serves to heighten the U's identity. And it helps elevate visibility and distinction of the arts and humanities at a time when they are important to American cultural life but don't have the kind of economic and political identity that tend to matter most in an essentially philistine nation."

The Weisman, says architecture dean Thomas Fisher, is "a controversial building but one that fits the context quite well."

"The facade on the cliffside was conceived as an extension of the cliff," he says. "The brick facing on the back of the building refers to the overwhelming presence of brick on the campus. On the corner, right where the cliff meets Washington Avenue, the building becomes quite flow-

ing—an echo of the speed of cars coming off the bridge."

The Weisman, Fisher says, instantly placed the U on the country's design map—not a bad place for a major research university to find itself, he says. "The Weisman shows that the U is an institution that is willing to take intelligent risks. And after all, isn't that why we give faculty tenure—so they'll be willing to take those kinds of risks?"

Both Fisher and Abbe admire the way the Weisman encourages the synergy of aesthetics and scholarship. Abbe cites in particular a show earlier this year of Renaissance drawings collected by Norman Canedy, a U art historian, and his wife, Brenda. "It was a model of scholarship," Abbe says. "The exhibit took the history of ownership of the drawings—their 'provenance'—and really

researched it while explaining the scholarly process used to trace that history. The Minneapolis Institute of the Arts can do, and certainly has done, scholarly exhibits, but this would have been a little too personal for them to undertake."

For his part, Fisher is right now working with faculty from a number of departments on a future Weisman

"The Weisman shows that the U is an institution that is willing to take intelligent risks. And after all, isn't that why we give faculty tenure—so they'll be willing to take those kinds of risks?"

—Thomas Fisher

exhibit that will examine the concept of elegance from a wide array of perspectives. "To take what biologists, physicists, artists, mathematicians, designers, and others view as elegance, and the role elegance plays in their fields—this kind of show demonstrates the sort of intellectual influence the Weisman can have in the community. This is an example of how the Weisman can pull together so many different things in this institution," he says.

"The Weisman building is invigorating and frankly humorous," says art professor Thomas Rose. "It's a good neighbor to other buildings in the area and joins the campus to the river in a way nothing else at the U does." Rose, along with another U art professor, Diane Katsiaticas, participated in a joint 1996 installation, "Litany for That Which Is Sought." The exhibit, which dealt with issues of loss and longing, was a perfect example of the way the Weisman has been willing to take the chance of blending aesthetic with related personal and public issues.

"As an artist and a teacher," says Katsiaticas, "I have found the museum has given me a voice for my best efforts."

In the life of an art museum, as in the life of human beings, a fifth birthday marks only the end of early childhood. And while Lyndel King can express satisfaction with all the things the Weisman has achieved in its short lifetime—including the confounding of the early naysayers about the design of the museum itself—she has one overriding wish for the future that reflects the Weisman's brief, but whirlwind history.

"We would like to plan further ahead, which is a question of resources," she says, noting that the Weisman's staff currently stands at 28 full-time employees. "We have a very ambitious staff, but we have to be careful not to wear ourselves out."

—Richard Broderick

Virtual opportunities

Faculty and staff are invited to help develop Minnesota Virtual University (MnVU), an effort to provide efficient, easy entry to higher education and opportunities for lifelong learning.

MnVU includes most of the state's higher education institutions and corporate and public training centers. Task teams are at work in areas such as general and industry partnerships, K-12 connections, marketing, faculty and staff training, and distance education.

For more information, contact project manager Sue Engelmann at 624-3608 or sengelmann@extension.umn.edu.

Volunteer with the birds

The Raptor Center needs volunteers. Available positions include retail events assistants, gift store catalog order processors, and event preparation assistant. Time commitments vary. For more information, please call Noreen Huntington, 624-9753.

Opportunities are also available on the committee planning the 1999 RaptorFest, the Raptor Center's major fundraiser. Interested persons should contact Jennifer at 331-5432.

Label those chemicals

Beginning July 1, a \$35 fee will be charged for each container of unidentified chemical submitted to the U's hazardous waste program. Fay Thompson, director of environmental health and safety, said in an administrative memo in October that in 1997, 1,500 containers—4 percent of all containers received from U locations—had to be identified before disposal. The fee, she said, would offset processing and disposal costs and provide an incentive to departments to manage containers properly. "The goal is not to collect money but to avoid unlabeled chemicals," she said.

Information about the program and the schedule is available at www.dehs.umn.edu/uco/html. A brochure and more information can also be obtained by calling 626-7744 or 626-3676.

Nominate a journalist

Nominations are being sought for the School of Journalism and Mass Communication Alumni Board's Award for Excellence. Nominees for the award, which recognizes a distinguished

professional in the field of journalism and mass communication, must be graduates of the school and have established distinguished professional records or have made a single contribution of great impact and continuing influence in the field of journalism and mass communication. Deadline for submission is December 10. FFI: Rose Lenzmeier, 625-9824.

Biomedical Library offers December classes

Faculty and staff are invited to take a variety of free classes courtesy of the Biomedical Library. Here is a sampling of upcoming offerings.

Internet Basics	12/16	3-3:45 P.M.
Hands-on Practice on the Internet	12/16	4-5 P.M.
Keeping up with the latest in Health Sciences Lit.	12/17	10 A.M.-1 P.M.
World Wide Web Research Strategies	12/17	3-4:30 P.M.

To see the complete selection, click on www.biomed.lib.umn.edu/class.html. For more information, call 626-3260.

International studies on the move

The Institute of International Studies and Programs (ISP) director's office has moved to 201 Coffey Hall in St. Paul. New main number is 625-7753.

Included in the move are faculty services, grant writing support, the Papua New Guinea Higher Education Project, communications, and accounting. Other ISP offices remain in place: International Student and Scholar Services (190 Humphrey Center) and China Center (130 Management and Economics) on the West Bank; and Global Campus (102 Nicholson), International Study and Travel Center (48 Coffman), and Center for Advanced Research on Language Acquisition (333 Appleby) on the East Bank. ISP's new executive director is C. Eugene Allen.

The Bell is free to U

The Bell Museum of Natural History now offers free admission to all U students, staff, and faculty. Regular admission is \$3. For a list of this month's exhibits, see the *Kiosk* calendar (page 8) or call 624-9050.

Education. IAEAPE has members from more than 100 major universities and colleges in the U.S. and Canada.

■ **Samuel Krislov**, professor of political science and law, has been honored with a Lifetime Achievement Award by the Law and Courts Section of the American Political Science Association.

■ **Annalee Stewart**, assistant professor emerita, School of Social Work, and **Jeffrey Cookson**, associate director, Gay, Lesbian, Bisexual, Transgender Programs Office, each received the 1998 Breaking the Silence Award from the U's GLBT Employee Network. Given at the annual Coming Out Banquet, the award recognizes outstanding efforts to improve the campus climate regarding GLBT persons and issues.

■ 1998 U College Distinguished Teaching Award recipients are **Miriam Frenier**,

A call to quality service at the University

The University is taking steps to improve its service and become a friendlier place to learn and work.

Numerous factors are driving this, not the least of which is President Yudof's vision, reiterated in his State of the University address when he called for the University to offer "the highest quality, most hands-on, most humane undergraduate education of any comparably sized public research university in America." Key to this vision is a commitment to service—at all levels and in all the work we do.

Another driver of service improvement is the Enterprise Systems Project (ESP), which is prompting a serious look at how we do our work here and stimulating thought on how technology can improve service delivery. By integrating systems and operations, ESP will create an infrastructure with tremendous service-enhancing implications.

The breadth and degree to which many units are initiating service-enhancing change is exciting. We've simplified our class registration process and made it accessible via the Web. We've installed better signs and markers to help visitors navigate campus more easily. We've spruced up our grounds and buildings through the Beautiful U initiative. With its friendliness and welcoming atmosphere, admissions is wowing applicants and increasing undergraduate applications with its friendliness and welcoming atmosphere. Several units—the Academic Health Center and Human Resources, for example—have streamlined some processes and overhauled systems to be more service-oriented. This is just the tip of the iceberg.

The message is that each of us is responsible for ensuring quality service. Translating such a straightforward concept into concrete improvements, however, can be daunting, given the University's complexity. If we are to accomplish this goal, service concepts must permeate our infrastructure. Service quality must be the standard by which our performance and processes are gauged.

One committee tackled the issue of how our internal and external users experience the University. The First Impressions Task Force, assembled by the executive vice president and provost, University

Relations, and the Office of Human Resources, explored common perceptions about the University, strategized ways to enrich customer relationships, and focused on how to improve the University's "first impressions" with its users through enhanced service, improved internal processes, and targeted training.

The Center for Human Resource Development is sponsoring several forums to explore quality service at the University. During this academic year, the Center will take a multifaceted approach, targeting many levels and audiences, with workshops, information sessions, and conferences on quality service.

Included is an information blitz about the Enterprise Systems Project (ESP). Technical teams are visiting with collegiate units to explain ESP implications, and provide ideas about how to improve processes to take advantage of the new systems.

A new workshop, "An Alternative View of Customer Service: Will it Work for You?" debuts this fall. This interactive workshop helps participants define "customer" in higher education, explore the difference between "good" and "exceptional" service, and create action plans for improvement. A parallel workshop, "Taking Responsibility for Exceptional Service," will be offered to supervisors through the Supervisory Training Program.

On December 16, administrators and managers can explore quality service at "A University in Progress: Building Quality Services," a conference that will balance outside perspectives with University wisdom. Attendees will hear from University leaders including President Yudof and Associate Vice President Bob Kvavik. A panel features external organizations that have had some success in creating service cultures. The conference showcases progressive initiatives at the University, highlighting lessons learned. This conference is first in a series, with a common theme of service improvement across all University functions.

Collectively, we face the challenge of becoming a University known for the quality of its service. Individually, we all play a role in making this happen.

To find out more about these offerings, visit the Center for Human Resource Development's Web page at www.umn.edu/ohr/service, or call us at 626-0774.

—Kate Schaefer

Kudos

■ **Eville Gorham**, Regents Professor of Ecology and Botany, was honored with a scientific symposium November 7. Gorham, whose achievements span nearly a half-century, is best known for his pioneering work in acid rain and peatland ecology. The occasion included a proclamation from Gov. Carlson and the presentation of an honorary degree.

■ **William Jacott** has been elected chairman of the Board of Commissioners of the Joint Commission on Accreditation of Healthcare Organizations. Jacott is associate professor and head of the Medical School's Department of Family Practice and Community Health.

■ **David W. Johnson**, director of the University of Minnesota Employee Assistance Program, has been elected president of the International Association of Employee Assistance Professionals in

social science, UMM; **Thomas Halbach**, soil, water, and climate; **Jay Hatch**, science, General College; and **Merrie Kaas**, School of Nursing. Awards were presented at a ceremony October 27.

■ **College of Biological Sciences** first-year applicants had the highest average AAR score of applicants to any college at the U this fall. The AAR score combines high school rank and ACT scores.

■ The U's **ecology and environmental science program** has been ranked first in the nation by *Science Watch*, a publication of the Institute for Scientific Information. The rankings, based on the number of times a university's research is cited by other papers, appeared in the October issue. Also ranked: the U's agricultural sciences program (sixth) and pharmacology program (ninth).

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

December calendar



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

EVENTS OF NOTE

Dec. 7-12

Final examinations for students.

Dec. 24 and 25

Christmas holidays. University offices closed.

SPECIAL EVENTS

Thur.-Sat., Dec. 3-5

The Studio's annual holiday art sale—Ceramics, hand-made cards, jewelry, sculpture, raku, prints, and many more one-of-a-kind creations by University and community artists. Thur. and Fri.: 10 a.m.-8 p.m.; Sat.: 10 a.m.-5 p.m. The Studio is in the basement of Coffman Union.

Sat., Dec. 5

Auxiliary holiday sale—Great selection of handcrafted holiday items: wreaths of many sizes, centerpieces, candles, ornaments, bookmarks, pressed-flower cards, door swags, and fresh greens. Cash, checks, or auxiliary gift certificates. 9 a.m.-3 p.m., Minnesota Landscape Arboretum. FFI: 443-2460.

Sun., Dec. 6

Free an Eagle and Feed a Child—Bring 20 nonperishable food items to this Raptor Center open house and get your photo taken with a bald eagle. You'll also qualify for a Raptor Center gift store discount coupon and an opportunity to release a rehabilitated eagle back to the wild. Food donations go to Second Harvest St. Paul Food Bank. 11 a.m.-4 p.m., Raptor Center. FFI: 624-4745.

EXHIBITIONS

Bell Museum of Natural History, FFI: 624-7083

Margaret Mee: Return to the Amazon—A self-taught naturalist, Mee is credited with discovering many of the plants in this exhibit, some of which are now thought to be extinct. The exhibit includes 85 of Mee's botanical watercolors and drawings, as well as jungle hut and field equipment, information on ecosystems, displays of plants, and paintings. On loan from England's Royal Botanic Gardens. Through December 13. FFI: Nina at 626-7254.

In conjunction with the exhibition:

Heidi Grosch performs Margaret Mee—Grosch will assume the character of British-born Margaret Mee in a performance that includes stories about the perils and rewards of life in the Amazon rainforest. Noon; 1 p.m.; 2 p.m., Saturdays and Sundays through December 13. Bell Museum of Natural History. Free with regular museum admission: \$3 (adults); \$2 (children and seniors).

MORPHIN! The Science of Biological Change—This children's exhibit is based on moth research conducted by the U's entomology professor Susan Weller. Featuring live caterpillars, real butterflies and moths, and hundreds of paper butterflies created by children who visited the exhibit at the State Fair, the exhibit explores how common physical traits—like the ability to roll your tongue, wiggle your ears and write with your left hand—are all controlled by genetics. Through November 2000.

Minnesota Landscape Arboretum, FFI: 443-2460

Festival of Trees—With its 1998 theme—Birds, Butterflies, Bees & Blooms—the arboretum's Snyder Building auditorium is transformed into a holiday display of fresh evergreen trees, each decorated with handmade and natural materials by various garden clubs, herb societies, and other nonprofit groups. Self-guided or volunteer-guided group tours available by advance registration. Free with regular paid gate admission. Opens December 9 and runs through January 3.

Katherine E. Nash Gallery, FFI: 624-7530

Through December 11:

Main Gallery: BFA/MFA exhibitions

Teaching Gallery: BFA exhibition: Susan Fleming

Spotlight Gallery: Jody Williams

Public reception: December 4, 6-8:30 p.m. All events free and open to the public.

Weisman Art Museum, FFI: 625-9494

The Great American Pop Art Store: Multiples of the Sixties—For Pop artists in the 1960s, the multiple—a mass-reproduced three-dimensional object rather than a unique work of art—was a fundamental medium. Exhibit includes reproductions of soup cans, Coca-Cola bottles, jewelry, shopping bags, wallpaper, a LOVE ring by Robert Indiana, and much more. Through December 6.

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. Opens December 19 and runs through March 7.

Tweed Museum of Art, Duluth, FFI: 218-726-8527

McKnight Foundation Photography Fellowship Exhibition—Recent work of six Minnesota artists, including work indicative of the various uses of the medium in contemporary art practice. Through December 24.



Moths and butterflies reveal genetic secrets at MORPHIN! The Science of Biological Change at the Bell Museum.

1998 Art Faculty Biennial Exhibition—Artworks in a variety of media by 19 artists who teach in the Art Department. Through December 24.

Humanities Fine Arts Center Gallery, Morris FFI: 320-589-6230

Beyond the Horizon—Landscape paintings by Robert Sudlow and Keith Jacobshagen. Through December 11.

MUSIC

Wed., Dec. 2

University and Symphonic Bands—Jerry Luckhardt, Steve Davis, Denise Grant, Fred Harris, and Mark Olson, conductors. 7:30 p.m., Ted Mann Concert Hall. Free.

Fri., Dec. 4

Friday Evening in the Universe—Alternative/experimental concerts with Own, one of Minneapolis's best-known alternative bands, and Mickey Mao, an emerging experimental music group. 8 p.m., Weisman Art Museum. \$7 (general admission); \$5 (students). FFI: 625-9495.

U of M Symphony Orchestra—Kate Tamarkin, conductor. 7:30 p.m., Ted Mann Concert Hall. Free.

Sat. and Sun., Dec. 5 and 6

Myra Melford's Same River Twice and Dave Douglas's Tiny Bell Trio—Two-set concert opens with the Tiny Bell Trio, followed by the Same River Twice quintet. In her playing and composing, Melford works at the juncture of jazz and new music where elegant, romantic simplicity meets sharp-edged energy. Saturday, 8 p.m.; Sunday, 3 p.m., Walker Art Center. Co-presented with Walker Art Center. To order tickets: 624-2345.

Sun., Dec. 6

Lucy Shelton and Karl Paulnack—Soprano Shelton and pianist Paulnack perform songs by 20th century composers. 2:30 p.m., Weisman Art Museum. \$7 (general admission); \$5 (students).

Fri.-Sun., Dec. 11-13

Twin Cities Gay Men's Chorus—8 p.m. Friday and Saturday, 2 p.m. Sunday. Ted Mann Concert Hall, FFI: 624-2345. \$10.50-\$21.50.

LECTURES, WORKSHOPS, & CONFERENCES

Thursdays, beginning Dec. 3

Renewing the Heart and Soul of Our Work—Eight-week experience for health care professionals and faculty. Using a variety of mind-body methods, including meditation, imagery, writing, and dream work, participants will explore meaning and purpose in work life. Sponsored by the Academic Health Center. 7-9 p.m. \$375. FFI: Center for Spirituality and Healing, 624-9459.

Wed., Dec. 9

Gareth Andrews—Representing small and large scale bronze animal sculptures, Andrews's work was initially influenced by the art of his father and grandfather. Other influences include his personal experiences of the wilderness and his international travels. 2 p.m., Tweed Museum of Art, UMD. FFI: 218-726-8222.

FAMILY ACTIVITIES

Sat. and Sun., Dec. 5 and 6

Holiday Open House—Holiday craft activities for the whole family include making a balsam-scented bundle, potting a paper white, and making a holiday wreath for the birds. On Sunday enjoy the Children's Home Society Choir of Minnesota and Fa-La-La—with their splendid costumes and voices. 11 a.m.-3 p.m., Minnesota Landscape Arboretum.

Sat., Dec. 12

Holiday with the Elves—Celebrate the season with Santa's elves. Create a special keepsake, listen to Twink-stories, sing along, play a game, decorate holiday cookies to take home. Dress warmly for a winter woods walk. 9:30-11:30 a.m., Minnesota Landscape Arboretum. Recommended for children ages 3 to 10, who must be accompanied by an adult. \$8/child (non-members); \$5/child (members). Non-member adults pay regular gate admission fee. RSVP with check for full amount and names of people attending to: Membership Dept., 3675 Arboretum Drive, Chanhassen, MN 55317. FFI: 443-2478.

Sat., Dec. 19

Breakfast with Santa and the Mrs.—Storytelling, songs, and fun. Mr. and Mrs. Santa Claus will host a special brunch. 9-11:30 a.m., Minnesota Landscape Arboretum. \$10 (members); \$15 (others). RSVP by mail: 3675 Arboretum Drive, Chanhassen, MN 55317. FFI: 443-2478

Dec. 21-24

Winter day camps—Exploring Minnesota (grades 1-3) helps kids discover the state's animal and plant habitats; Migration, Hibernation, and Adaptation (grades 3-5) looks at the winter survival habits of the state's animals. Bell Museum of Natural History. FFI: 624-9050.

Dec. 28-31

Overnight winter day camps—Minnesota Seasons (grades 1-3) explores why and how seasons change; Winter Survival (grades 3-5) teaches participants how to adapt to winter cold. 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, University Relations, 6 Morrill Hall. Deadline for the January issue is December 21.