Local teachers inspired by institutes on African-American history

By Shannon Vicic

Since attending summer institutes offered several years ago by the University of Illinois’ Afro-American Studies and Research Program (AASRP), some local high school teachers have dedicated themselves to providing their students with a better understanding of the experiences of African Americans throughout U.S. history.

Marsha Terry, a social studies teacher at Central High School in Quincy, Bloomington, Springfield and Peoria; Judy Nolen, an English teacher, and Barbara Wysocki, head of the social studies department at University High School in Urbana, were among 33 Illinois teachers who participated in one of two summer institutes designed to help educate high school social studies teachers about African-American history.

The institutes, “The African-American Experience: A Framework for Integrating American History,” were offered at the UI during the summers of 1992 and 1994. They were developed in response to the Illinois Legislature’s passage of a law, effective January 1991, that required all public elementary and secondary schools in Illinois to add units of instruction on African-American history, women’s history and the Holocaust.

Organizers hoped to help fill a gap in the educational backgrounds of the teachers, some of whom had earned their degrees before many universities offered courses or programs in African-American history, said Valinda Littlefield, a staff member at AASRP and the primary coordinator for the institutes.

The teachers spent three weeks at the UI learning about the contributions of African Americans in art, government, humanities and science. The institutes were taught by UI faculty members and AASRP affiliates, who gave lectures on the Civil War, Reconstruction, the slave trade in Africa and the Americas, the civil rights movement, Afri

Can you please provide a summary of the key points discussed in the document? The document discusses the impact of summer institutes offered by the University of Illinois’ Afro-American Studies and Research Program (AASRP) on local high school teachers. Several teachers who participated in the institutes have dedicated themselves to providing their students with a better understanding of African American history. The institutes, “The African-American Experience: A Framework for Integrating American History,” were offered at the UI during the summers of 1992 and 1994. The institutes were designed to help educate high school social studies teachers about African-American history. The teachers spent three weeks at the UI learning about the contributions of African Americans in art, government, humanities and science. The institutes were taught by UI faculty members and AASRP affiliates, who gave lectures on the Civil War, Reconstruction, the slave trade in Africa and the Americas, the civil rights movement, African-American cultural styles and a number of other historical topics. The institutes have generated widening circles of influence throughout the state; participants came from schools in Chicago and its suburbs; downtown cities such as Quincy, Bloomington, Springfield and Peoria; as well as the smaller towns of Lexington, Goveastle, Salem and Roseville. Those teachers who have conveyed not only their enhanced knowledge of African-American history to hundreds of the state’s students, but also have formed partnerships with one another, joined civic groups and museums focused on African-American history, created courses in African-American history at their schools, and initiated professional development programs to ensure that teachers in their schools are aware of the historical contributions of blacks. Like many institute alumni, Terry has developed a number of new programs to enhance the way black history is taught both at her school and at others in the community. After participating in the 1992 institute, she recommended the workshop to Nolen, who participated in the second institute. Afterward, Terry and Nolen applied for and received a grant from the National Endowment for the Humanities (NEH) to create a staff-development course at Centennial so that the school’s teachers could be taught about African-American history. Terry discovered that such funding might be available when she met an NEH grant representative at the 1992 summer institute, which was partially funded by an NEH grant. The NEH grant for Centennial was the first awarded to any teachers in the Unit 4 school district.

Many work to phase out use of Social Security numbers

By Doris K. Dahl

Nearly four decades after the UI began using Social Security numbers to identify employees and students, a major effort is under way to eliminate the use of the numbers.

Armed with someone else’s Social Security number, computer hackers and thieves can access private documents or even steal someone’s identity, running up debts or collecting benefits under someone else’s name.

“We’re very aware of the problems that exist in using Social Security numbers for identification,” said C.K. Gunsalus, associate provost, who is coordinating the policy aspects of use of Social Security numbers for the campus. “We understand what’s at stake and are working as diligently as possible to change the way we do business. But many of these [computer] systems can’t be changed overnight.”

And, of course, for some purposes, Social Security numbers must be used: “We’re required to use Social Security numbers for withdrawals and for state and federal income tax,” Gunsalus said.

“ ‘And financial aid also must be recorded by Social Security numbers.”

The UI is technically in compliance with regulations in all areas — in some cases because of a grandfather clause that precludes the university from complying with a regulation if the process was in place before the law was enacted.

“Regardless of whether the process is technically legal, we’re looking very seriously at whether that process may provide a risk to our faculty, staff or students.”

Gunsalus said: “It’s an incredibly complicated problem. We’re working on it by prioritizing systems and processes that affect the largest numbers of people.”

In addition, some uses still occur that are strictly prohibited by university policy: for example, posting grades using a student’s Social Security number or part of that number. Faculty members who wish to post grades may use the last five digits of the nine-digit i-card ID number (see illustration on page 2) or a number assigned to each student that is only known by the individual and the instructor. For
Social Security numbers

(Continued from page 1)

more guidelines, visit the provost’s Web site at www.uiuc.edu/providers/provost/ index.html, project “Campus”, or the “At a Glance” section of the “Posting of Grades” under “1998-99 Provost Communications.”

Many conversions already have been completed, including changes at the UI Library and the Research Board.

“The new online library system uses the bar code number on the i-card as the primary borrower number,” said Betsy Kruger, head of the UI Library’s central circulation and its bookstacks, and coordinator for Central Public Services.

When patrons check out materials in person, librarians may scan the bar code from the i-card; for online transactions, patrons type in the 14-digit number above the bar code. Even if the transaction is an interlibrary loan, the patron’s borrower ID number is the same code number derived from the employee or student i-card.

As a member of the 45-member Illinois Library Consortium Systems Organization, the library is required to maintain a borrower’s Social Security number in the patron record. The number is not accessible by other borrowers. The number is used to weed out duplicate records among other library patrons. Each of these libraries has its own patron database,” Kruger said. “At this point, the best way of making sure that duplicate records are eliminated from the database is including the Social Security number. We’re using the Social Security number with the consistency we’re committed to totally eliminating the use of Social Security numbers.

In addition, the UI’s Research Board, which provides funding opportunities for faculty research projects, no longer requests Social Security numbers on its applications.

We used to request Social Security numbers,” said Janet Glaser, associate vice chancellor for research. “The number appeared on the front of the application that was sent out to reviewers who would help us make funding decisions. We wanted to get away from that, so we now ask for the staff ID number.”

The board avoids the use of Social Security numbers for any jobs prior to working at the UI. If you find too many or too few earnings, or your name is recorded incorrectly, report the error to Social Security.

To check your earnings, call (800) 772-1213 and ask for an application to receive a “Personal Earnings and Benefit Estimate Statement.” You can also request the statement at www.ssa.gov or by visiting your local Social Security field office.

If you suspect someone is misusing your Social Security number, report it to the Office of Inspector General, (800) 269-0271.

If your Social Security number has been misused by someone to obtain credit, Social Security cannot fix your credit record. You should contact the institution that authorized the credit and/or issued a credit card.

Can you get a new number?

Under certain circumstances, Social Security may assign a new Social Security number if, after making all efforts to correct problems caused by someone else’s misuse of your Social Security number, you still have problems.

A new Social Security number will not be assigned if you have merely lost your card and there is no evidence of misuse.

The 16-digit number on the front of the i-card is a university-owned number designed to meet banking standards. Embedded within that, printed in blue, is the UI nine-digit ID number. The bar code was developed to specifications provided by the UI Library. The small number printed above the bar code is the numerical value of the bar code; it can be used online or at library locations where there is not a bar-code scanner.

Protecting your Social Security number

It’s important to protect your Social Security number. The Social Security Administration advises keeping your Social Security card and records of your number in a safe place.

New UI faculty and staff members may choose whether to include a Social Security number on their i-card and, therefore, on any document with a black permanent marker (although no other alteration of the i-card is allowed). A new i-card also cannot be issued for the ID replacement fee of $20.

The Social Security Administration offers guidelines for the use of your Social Security number.

If a business or other enterprise asks for your Social Security number, you can refuse to give it to them. However, this may mean doing without the benefit or service for which your Social Security number was requested.

Giving your Social Security number is voluntary, even when you are asked for the number directly.

To help you decide whether to give your Social Security number to an organization, you should ask:

• Why do you need my Social Security number needed?
• How will the number be used?
• What law requires you to give your Social Security number?
• What are the consequences if you refuse to give your Social Security number?

How do you know if someone misuses your Social Security number?

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Source: Social Security Administration, publication #05-10064.
Online learning programs continue remarkable growth

By Anna Flanagan University Public Affairs

By academic year 2001-02, the UI could have more than 200,000 learners in online learning programs. Offerings will include a baccalaureate-completion degree program, 12 master's degree programs, a professional degree program, 16 certificate and professional development programs and more than 40 assorted courses.

These are among the projections included in the recently released "UI-OnLine: Status Report, October 1998.

Established in January 1997, UI-OnLine is a universitywide initiative that assists the three campuses in extending educational and public service programs to citizens throughout Illinois by means of the Internet.

The university already offers three complete master's degree programs from the Urbana campus's Graduate School of Library and Information Science and the College of Education. With the assistance of UI-OnLine, 20 additional degree and certificate programs are under development and nine proposals for new online programs are pending. Unlike many colleges and universities that offer unrelated courses in a variety of areas, the UI, through UI-OnLine, has focused on the development of entire online degree and certificate programs, especially those targeting adult learners, said Bucks Oakley II, associate vice president for academic affairs and director of UI-OnLine.

"Adult learners tend to be highly motivated, focused and self-directed, making them better suited to learning in less structured environments," he said. "In addition, enrolling in an online degree program often involves up-front costs in terms of the time it takes to learn how to use the technology and money to purchase the necessary equipment. We believe most people desire a more meaningful experience than a few isolated courses can provide."

Working professionals, who are increasingly concerned about enhancing their skills or developing new ones, are especially receptive to online education, Oakley said.

Since its beginning, UI-OnLine has assisted more than three dozen programs in departments in Chicago, Springfield and Urbana-Champaign to help support the costs of converting existing campus-based programs to an online format. These costs include faculty release time and summer semesters, compensation of graduate assistants, compensation of programmers and technical support staff, and the purchase of hardware and software.

To learn more about UI-OnLine, as well as several other statewide initiatives in which UI-OnLine is involved, people can access the status report at www.online.illinois.edu/annual_report/. For more information, contact the UI-OnLine office by e-mail at uionline@uiuc.edu or by calling 244-6465.

UI receives grant from Intel

By James E. Kloppe1

Intel Corp. has given the UI a grant of new equipment worth $3.89 million. The grant -- to extend over three years -- will be used to support a number of research projects in a range of fields, including engineering, computer science, the arts and humanities, and business and finance.

"We are delighted to have the support of Intel for important academic and research initiatives," said Richard Alkire, vice chancellor for research. "This is an outstanding example of the foundation upon which research universities and corporations are building to attract bright people, to promote an environment where the creation of knowledge and its applications contribute to the creative process," Orland said.

The grant is part of Intel's Technology for Education 2000, a three-year, $90 million grant program to broaden the use of technology in U.S. research universities. More than 25 universities nationwide have received grants in the program.

One area for particular emphasis will be in the development of interactive data environments where groups of users can collaborate on complex environmental modeling tasks through the use of Internet-distributed virtual environments.

"An example might be the ability for ecologists, economists and politicians to collaboratively plan the management of an old-growth forest via Internet video and an interactive visual model that reflects what each group is proposing," Orland said.

"Such computer-mitigated collaboration makes it feasible for an interdisciplinary researcher's past reliance on static models to a setting where the development of an environmental proposal can be "played" through alternative scenarios." Other projects to be supported by the Intel grant include the design of a digital library testbed; the development of a distributed object environment to support parallel computation and multimedia simulation of semiconductor devices at the atomicistic level.
DSC workers fill need at UI’s Waste Transfer Station

By Nancy Koeneman

The UI’s Waste Transfer Station has a crew of reliable, conscientious, hard-working people on its sorting line. The workers are there through the Developmental Services Center vocational program. It’s a partnership that’s been successful for everyone involved.

The collaboration also was recognized last month when the DSC awarded UI’s Employer of the Year award.

The Waste Transfer Station employs nine DSC clients on the sorting line: two full-time, six part-time and one supervisor.

The idea that DSC workers might be a good fit for the station was born more than two years ago when the station was in the planning stages.

The three UI employees working on the project – Gary Biel, civil engineer in the Operation and Maintenance Division; Tim Hoss, recycling and material reduction coordinator; and George Butts, construction project coordinator – were looking at similar waste-transfer programs across the country and finding that many had a hard time keeping workers. The job of sorting recyclables from trash moving past on a conveyer belt is not particularly pleasant work, so high employee turnover is a problem. But in their research, they read about a station that worked with a local agency that helped people with disabilities find jobs. The program had worked well for that site and it appeared to be an ideal solution for the UI’s station.

“We thought the Developmental Services Center would be a good place to start,” Biel said. “We talked to Carole Powers [director of vocational services at the DSC] to see if they were interested and she said they’d love to work with us.”

Powers liked what she heard from the UI’s planning and construction team.

“They had a very good idea of what the place would look like, how it would work and what our role would be. They knew they wanted our crew to perform the sort function,” Powers said. She said they called her about two years before the waste station opened and kept her informed as it was being built.

A little negotiation took place before the workers could be placed. Workers from the center normally start work at 8 a.m. but the Waste Transfer Station was slated to open at 6 a.m. because haulers pick up waste as early as 3 a.m. So the station’s management and the DSC compromised. The workers begin work at 7 a.m. and are transported to the site by a DSC bus. The DSC works as a subcontractor, similar to a temporary-job placement agency. The UI pays the center and the center pays the workers, who are covered under DSC insurance.

Not only did the UI’s Waste Transfer Station get a prestigious award, they got a top-notch work crew.

“They’re here every morning at their starting time. They’re here every day. You can’t beat that. They are a very conscientious group,” Butts said.

Willie Owens, the DSC site production supervisor, said the workers take pride in what they do. “They realize it means something other than a paycheck,” he said.

Owens and four other people from the DSC initially worked with the team to help them learn their jobs when the station opened. When it appeared the workers were able to handle the tasks, the four moved on, but Owens remained.

“He has to be a working foreman, psychologist and people manager,” Hoss said.

“I find out what area they’re strongest in and give them a foundation,” Owens said of his team. “I try to accentuate the positive and give them a foundation,” Owens said of his team. “I try to accentuate the positive and give them a foundation,” Owens said of his team. “I try to accentuate the positive and give them a foundation,” Owens said of his team. “I try to accentuate the positive and give them a foundation,” Owens said of his team. “I try to accentuate the positive and give them a foundation.”

DSC workers fill need at UI’s Waste Transfer Station

By Craig Chamberlain

How many dreams have been dashed by the frustration of learning math? How many kids have been made to feel dumb because math, at some point, just stopped making sense?

Art Baroody, the author of a new book for guiding mathematics learning, fervently believes that it doesn’t have to be that way, and notes that our high-tech society can’t afford it.

“One of the most important points that comes out of current research is that everyone is capable of significant mathematical power,” says Baroody, a professor of curriculum and instruction at the UI. “People typically are capable of understanding much more mathematics and solving much more difficult mathematical problems than they realize.”

Research also shows that “young children come to school with much more mathematical competence than many people or teachers realize,” he said. “Many parents and teachers assume that when kids go to school, they’re basically blank slates, and they have to be spoon-fed everything nothing could be further from the truth.”

Baroody’s new book, “Fostering Children’s Mathematical Power: An Investigative Approach to K-5 Mathematics Instruction,” was published in August by Erlbaum Associates. Eight years in the writing, it draws on his own research and teaching experience, as well as on that of numerous others. Along with the text, the book is filled with suggested activities, problems and guidelines, many of which Baroody tested in local schools and with his own three children. It also includes cartoons.

Baroody said his goals in writing the book were to show prospective and in-service teachers why reform in math instruction was needed, and to provide them with practical advice on how to implement standards for teaching issued by the National Council of Teachers of Mathematics (NCTM) in 1989.

“One key problem with traditional instruction is that it is taught at a very abstract level, uncon- nected to children’s everyday experience,” Baroody said. Another is that it gives children only “a bag of math magic” – pre-digested means for dealing with problems, learned mostly byrote.

“They just know that it works, but they don’t know why it works,” he said.

Ultimately, “they stop thinking for themselves,” Baroody said. “The end result is the crippling of problem-solving ability. Sooner or later – perhaps with word problems, fractions, algebra, or calculus – most students feel utterly lost and give up. In brief, traditional instruction robs children of mathematical power.”

The goal of the NCTM standards and Baroody’s book is to encourage a deeper understanding of math and better problem-solving skills through “inquiry-based” learning, rather than through traditional rote or drill. “I want students to see that mathematics makes sense and that there are often many intelligent ways of solving a problem,” Baroody said.
UPIPD officers strive to improve campus traffic safety

By Doris K. Dahl

Most would agree that driving — or walking or biking — on campus presents a number of challenges.

“It’s a unique environment,” said Lt. Jeff Christensen of the UI Police Department. “With all the buses, delivery trucks, motorcycles, mopeds, rollerblades, bicycles and a high volume of pedestrians, it’s a pretty unique mix.”

A unique mix that too often results in collisions.

“Our No. 1 concern is traffic safety,” said Jon Whittington, UIPD’s first-shift traffic officer. “My personal opinion is that we as a society are in such a hurry that it seems like we don’t seem to care about anybody else. And whether we’re driving, walking or riding a bicycle, we just want to go, go, go and we don’t pay attention.”

UPIPD is hoping to get the attention of those who drive, pedal or walk on campus with a new Traffic Enforcement Proposal.

“I think our ultimate goal is just to get people to think,” Whittington said.

“Some people are ignorant of the traffic laws or just don’t remember them,” said Brian Bonne, second-shift traffic officer and a member of the bike unit. “And others just blatantly disregard it. For the ones that don’t know, we’re trying to let them know that this is what you need to do. And for those that disregard the laws, that the laws are going to be enforced because we’re trying to make this campus a safer place for everyone.”

And enforcement won’t be directed at motorists alone. Officers will be stopping bicyclists and pedestrians, too. The department’s Bicycle Unit, which consists of about 16 officers, will assist in enforcing bicycle and pedestrian violations.

“What a lot of people don’t realize is that as a pedestrian or bicyclist, their actions might cause an accident,” Whittington said.

All UI police officers will be participating in the program that covers the entire campus district. However, officers will be looking closely at areas — including UI and Champaign and Urbana streets — that have a high potential for traffic accidents. That includes the intersections of Fourth and Green streets, Lincoln and Florida avenues, Lincoln Avenue and Illinois Street, and Lincoln and University avenues, which are among the 15 intersections in Champaign-Urbana with the highest number of accidents.

Concern for campus traffic safety is nothing new. And the enforcement efforts by campus police are just one part of the picture.

The revamping of the intersection of Sixth and John streets this summer is an example of efforts to increase safety.

“The primary goal of that project was pedestrian safety,” said Kevin Duff, campus landscape architect and the university’s project manager for the renovation, which was a joint project between the city of Champaign and the UI. The project included renovations at the intersections of Sixth and John streets and Wright and John streets as well as redosing parking along John Street between the two intersections.

“Reconstruction of the raised crosswalk at Sixth and John streets has been mixed. To a certain extent the renovation was a success,” said Charles C. Colbert, vice chancellor for administration and human resources. “But there are some concerns about people used to pedestrians having the right of way. And the pedestrians are unsure if the oncoming traffic is going to stop.”

“Cars approaching that intersection are required to stop for pedestrians,” Whittington said. “But also it is the responsibility of the pedestrians to make sure it is clear or that traffic is stopping before entering the intersection. They shouldn’t make a ‘leap of faith’ and just plow into the intersection in front of traffic assuming it will stop.”

More intersections are expected to have facelifts in the name of traffic safety. The Campus Area Transportation Study will be presented at a town meeting Nov. 19. (See article below.)

After the report is unveiled, expect we will make plans for more renovations.

Jon Whittington, UI Police Department’s first-shift traffic officer, talks with a motorist during a routine traffic stop. Whittington and other UIPD officers will be stopping motorists, bicyclists and pedestrians as part of a new Traffic Enforcement Proposal designed to make the campus safer.

Colbert said, “I think (the intersection of) Goodwin and Illinois streets will be the next one.”

Regardless of the renovations, traffic safety is still in the hands of the motorists, bicyclists and pedestrians.

Christensen said that those being stopped may get a warning or a more costly Illinois Vehicle Code ticket. “For those ticketable offenses the officer will have the full discretion,” he said. “The whole spirit of this is education. But enforcement is a tool that we’ll use as part of that, so people need to realize that these violations will be enforced.”

But wanting to learn more about safe traffic guidelines for motorists, bicyclists and pedestrians should visit the UI Police Department Web site at www.dps.uiuc.edu. UIPD also has several brochures available upon request, such as the state of Illinois’ “Rules of the Road” for motorists and “Safe Bicycling in Illinois.”

Safe traffic guidelines...

Bicyclists

Bicyclists are required to follow the same rules as a car if you wouldn’t do it in your car — go the wrong way down a one-way street, for example — it’s not a good idea to do while on your bike. More specifically, officers will look for these violations:

• Stop-sign and traffic-light violations
• Riding against traffic
• Riding at night without a required head-light or reflector
• Failure to yield the right of way especially when exiting driveways and uncontrolled intersections
• Failure to use hand signals when turning and changing lanes

(Cyclists are not required to use the ‘official’ hand signals when turning. Simply pointing is good enough.)

Motorists

Motorists should be aware of the following violations that top officers’ lists:

• Stop-and-sign and traffic-light violations
• Driving too fast
• Following too closely
• Failure to signal when turning and changing lanes

DSC

(Continued from page 4)

wouldn’t recommend it for someone with a weak stomach.”

A situation that could have been a never-ending headache for the station — hiring and keeping workers — was turned into a positive plan for the UI and the DSC workers.

The best employer relations we’ve had on this scale,” Powers said. “The employer of the year award is given to a business that has gone above and beyond in its efforts to employ and support people with disabilities. We selected the UI not only for the number of people employing in the project but from my perspective, they are the easiest people to work with in the world. They followed through and did what they said they’d do. There were construction delays and I knew about them right away. The forthrightness of the people we dealt with was wonderful.”

Powers also said the station’s management has been patient and trusted the judgment of the professionals at the DSC.

“There are some of our workers have a slower learning curve, and I’m always appreciative of the patience and understanding and support that we’ve had in us when we bring someone in and they don’t always pick it right up ... It’s a big success for us,” Blieh said. “They’ve done the job.”

Transportation study will be presented at town meeting Nov. 19

Preliminary recommendations for creating safer, more efficient ways to provide access to the campus area for pedestrians, bicyclists and motorists will be discussed during a public town meeting at 6:30 p.m. Nov. 19 in rooms 133 and 134 of the Assembly Hall.

A main impetus behind the study was the desire to address traffic and pedestrian interactions on Green Street, which has been the site of many serious accidents.

“If you look at the number of travelers in the campus area, you wouldn’t think we would have any traffic problems, but at 10 minutes to the hour, when students are trying to cross the street to get to class, we have some serious congestion and sometimes dangerous conditions,” said Pam Voitik, interim director of the division of campus parking and transportation.

At the town meeting, members of the Campus Area Transportation Study (CATS) team will review the plan proposed changes to traffic patterns and parking configurations.

The main goal of the CATS team, which has been at work for 18 months, is to improve pedestrian safety on campus, said Bruce Knight, planning director for Champaign.

“We are trying to prioritize pedestrian, buses and bikes in the campus core,” Knight said. “And we want to encourage cross-traffic traffic to use the fringe areas instead.”

The study also calls for standardizing speed limits and parking-meter rates, as well as crosswalk styles, in the area bounded by University Avenue, Kirby Avenue, Neil Street and Lincoln Avenue. Such changes would create standard expectations about law enforcement and pedestrian facilities in the campus area.

“From a public-safety standpoint, we have a greater threat to our students, faculty, staff and visitors from pedestrian accidents than we do from criminal activity,” said Rick Kallmeyer, a UI police captain. “It is a continuous, constant hazard.”

Photo by Bill Wiegand

Nov. 19, 1998 Inside ILLINOIS Page 5

Jon Whittington, UI Police Department’s first-shift traffic officer, talks with a motorist during a routine traffic stop. Whittington and other UIPD officers will be stopping motorists, bicyclists and pedestrians as part of a new Traffic Enforcement Proposal designed to make the campus safer.

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Photo by Bill Wiegand

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Diaspora

(Continued from page 1)

together a core group of faculty members, graduate students and visiting scholars for weekly, three-hour discussions during the spring and fall '98 semesters, is actually just one facet of a multifaceted program that grew out of the Ford grant. The year-long program, organized around the theme of “Identity and the Arts in Diaspora Communities,” also has included workshops, performances and exhibitions by visiting artists, and has spawned an academic conference and a symposium.

The conference, which borrowed its title from the project theme, took place Nov. 12-14 at Levis Center and was organized by music professor Tom Turino; Michael Berube, director of the Illinois Program for Research in the Humanities; and IPRH associate director Christine Catanzarite. Presenters included nationally known scholars and UI faculty members who specialize in diaspora studies, as well as a UI graduate student participating in the seminar.

The symposium, organized by the Center for Advanced Study and IPS with Ford Foundation funding, will be held Nov. 20-22 at the Illini Union. Participants, who again will include some of the field’s top scholars, will explore topics related to “Language, Creativity and Identity in Diaspora Communities.” The registration deadline has passed, but symposium organizers say that those still wishing to attend the sessions, which are free, may be admitted at the door, depending on availability of space.

More information about the sessions, times and locations is available at www.cas.illinois.edu.

Sullivan said the UI was one of 25 universities nationwide that received one-year funding from the Ford Foundation to develop pilot programs. The UI, however, was the only university that sought to investigate the role of arts and culture in area studies.

As the pilot program draws to a close, Sullivan pronounced it “arousing success” and is hopeful that the groundwork that has been laid may serve as a foundation for a more comprehensive, continuing program. Among other initiatives proposed, he said, is the development of an international arts minor, open to students from any discipline.

“[This has had a really energizing effect on everyone involved, with people from anthropology, music, international studies, literature and other areas coming together in ways like never before],” he said. “A lot of intellectual expansion has been going on.”

Sullivan added that the structure of the seminar series has been successful not only because of its interdisciplinary nature, but for its somewhat democratic format. Around the seminar table, faculty researchers share their experience in their own respective fields, but also frequently assume the role of students, in effect, learning from each other. And, he said, in many cases, the format has leveled the playing field for all, with professors and students contributing and learning from each other. And it hasn’t been unusual to gain important insights from drop-in guests, usually faculty members or graduate students.

The principal writers for the Ford grant were Dévora Grynspan, former associate director of IPS, and Turino, who sought input for the proposal from FAA, LAS and Area Centers faculty. Turino; Mark Steinberg, director of the Russian and East European Center; music professor Charles Capwell; and others are working with Isabel Wong of IPS on a new proposal, which could secure more long-term funding for the work under way at the UI.

Wong said this year’s work was enhanced through the provision of matching funds from several campus units, including IPS, LAS, FAA, IPRH, CAS, Office of the Provost, and the Sheldon and Anita Drobny Interdisciplinary Program for the Study of Jewish Culture and Society.

In implementing the program, Turino said, “our original goal was both short-term—what to do with pilot funding—and long-term. We had to think about both simultaneously. And the goal was to think about the instrumentality of arts in relation to the construction of social groups and identity in the contemporary world, where it appears as if traditional, older types of social units like nations are being influenced by more transnational cultural flows.”

Turino said one of the toughest issues the seminar participants have grappled with is in the beginning and all the way up until near the end when the topic was debated with guest lecturer Khachig Tohbian, editor of “Diaspora: A Journal of Transnational Studies” — has been just how to define a diaspora community. That’s because scholars tend to have widely varying views about such definitions. Though some apply the term largely to refer to descendants of Jewish or African populations originally forced from their homeland—others apply the term more broadly.

For the purposes of the seminar, Turino said, participants considered a wide variety of world populations that had moved or been moved from their original homelands and taken up residence—as a community—in another location. To qualify as a diaspora community— as opposed to an immigrant or ethnic community whose members eventually assimilated in their new home—the groups had to meet certain criteria, as defined by the group. Among them, he said, were:

• Longevity—in other words, they don’t assimilate over time; • multiple sites—that is, such communities exist not just ‘here’ and at home, but in other locations; and there has to be an interchange between the multiple sites; and • discourse ‘of the homeland.’

Part of what unites these communities is what Turino termed “homeland.” Turino said, adding that it doesn’t always have to be a literal ‘home,’ as long as the sense of place acts as a unifying factor. Non-African Americans did not originate from a single community or common place, they are still unified by the concept of home that Africa represents. Similarly, Rom—or gypsy—communities may not have a common homeland, but members share cultural expressive practices.

The discourse over the past two semesters has covered such varied topics as “Music and Dance in the Process of Identity Formation”; “Cultural Constructions and Contestations of Race, 1450-1999”; “The Jewish Diaspora in Historical Perspective”; “Cultural and National Identities, Multiculturalism and the Musical/Theatrical Arts in Chinese-American Communities”; “Memory, Desire and the Construction of U.S. Filippo/Space: Jessica Hagedorn’s Poetry”; and “Improv/isonal Aesthetics in African American Quilting and Identity.”

This past semester, Turino said, there has been a greater emphasis on bringing in visiting scholars to participate in the seminars, as well as the introduction of satellite workshops and exhibitions. And visiting artists, such as Ilya Kabakov, an installation artist who exhibited his work at the Krannert Art Museum, and the Klezmer band “Freylek赫, Freylek!” contributed to the weekly discussions. The program also hosted two resident artists from Brazil this semester—dancer Bira Monteiro and dancer Claudia Guedes, who conducted workshops in the department of dance and School of Music.

In addition to Turino, who serves as the course director, faculty participants in the seminar are Nancy Abelmann, East Asian languages and cultures, anthropol- ogy; David O’Brien, art history; Rajendra Pandharipande, religious studies, and West and Asian studies; Dianne Pinderhughes, Afro-American studies, political science; Arlene Torres, anthropology, Afro-Ameri- can studies; Paul Zeleza, African studies; Norm Whitten, anthropology, Latin American and Caribbean studies. ✗

Revitalizing ‘area studies’

By Melissa Mitchell

Crossing borders. That says Isabel Wong of International Programs and Studies. That defines the overarching theme the Ford Foundation supplied to researchers seeking funds to explore new intellectual frontiers in international and area studies.

“The guidelines were deliberately vague,” Wong said. Still, the message to researchers was that “area studies, which has traditionally been defined in geographic terms, needs to be revitalized.”

And that’s exactly what a group of UI faculty members with background in the arts, international studies, literature and the social sciences banded together to do with the grant the UI received from the foundation.

“We haven’t just crossed geographic borders—we’ve crossed academic disciplines as well,” said Wong, who inherited the role of grant “caretaker” when its principal investigator, Dévora Grynspan, left the university recently.

And judging from some of the comments of faculty members participating in a year-long seminar on “Identity in Diaspora Communities” funded by the grant, the crossing hasn’t always been easy.

“Going into the experience, I thought that people with experience in diaspora studies would have the opportunity to share scholarship with one another,” said anthropologist Norm Whitten, one of the seminar’s core faculty members whose own research with the South American communities has focused on diaspora issues for more than 30 years. “Instead, on too many occasions, people who had never thought of themselves as ‘diasporic’ before jumped into the new field.”

Nonetheless, he added, “this is the essence of scholarship. So long as one is secure in one’s own discipline and research, working with people in different academic areas is pure gold.”

(See Revitalizing, page 7)
And, he said, such dialogues among aca-
demics, professors, community members and the history when people have so conflated 'multiculturality' with 'racism' that they cannot unscramble ba-
ket stereotypes and prejudices. Discrimination
crows in a new climate of ethnic cleansing, with an ideology of 'multiculturality,' and con-
mussion results."

Dianne Pinderhughes, director of the Afro-
American Studies and Research Program and
professor of political science, said she also entered
the experience with a different set of expec-
tations than some of the other partici-
pants.

"Afro-American Studies had begun work-
ning on diaspora questions several years ago," Pinderhughes said. "He had expected something with a
stronger and a more different focus on the African
diaspora. The course as it has evolved to take some creative, intellectual
– when laying down that first tile – what the

The Office of Academic Human Resources, Sub-
directory of Human Resources, 307 S. Wright Drive, Room 1.004, lists
for faculty and academic professional
positions. More complete descriptions are available online at the Office of Academic
program actually holds another Ford Foundation grant that is
distant from and precedes the campus
grant. "We had expected something with a

Turino, said. "When you teach your

critical at this point in history when

teaching and service sufficient to merit the

and professional registration or a PhD in

architectural design. Must have professional

and teaching experience. Available

Assistant professor, education technology. PhD in

Assistant professor, architecture, architectural

teaching experience. Available

Assistant professor, English education. PhD in

Civil and Environmental Engineering, Faculty

rank open). Experience in construction engineering and

architectural design in engineering at the BS or MS level, and an

teaching and service sufficient to merit the rank of

susceptibility and the development of educational

work. Bachelor's degree in horticulture, ornamental

are interested in positions (one or more

Research programmer (two or more

Research electron microscopist. PhD in physics,

processing, electronic publishing, markup

of the child-care field. Available

and education policy. PhD with a specialization

in family studies, extension specialist in family life.

Programming and Studies, MC-480. Closing
date: Dec. 9.

Assistant specialist in audio services.

research and teaching service sufficient to

in horticultural crops and commercial landscape

programs. Bachelor's degree and at least two

and claims experience preferred. Available immediately. Barbara

Assistant or associate professor, applied

Assistant professor, architectural

architectural design. Must have professional

architecture required. Must have professional

upon the availability of the African

Languages and Literature, Associate

Center for Music and Musicology. Bachelor’s
degree and at least two years’

Dr. Michaelene Ostrosky, 333-0260. Closing
date: Jan. 31.

of Advanced Black Studies, Associate

Research administrator. Bachelor’s

teaching experience. Must have

The Office of Academic Human Resources, Sub-
directory of Human Resources, 307 S. Wright Drive, Room 1.004, lists
for faculty and academic professional
positions. More complete descriptions are available online at the Office of Academic
positions). Bachelor's degree and a minimum of

Human and Community Development.

case is to have that focus. The fact that the seminar’s focus
did not square with her original expectations,
the experience was enriching nonetheless.

I am convinced by the fact that educa-
tion takes time,” Pinderhughes said. “You have

to the dean for publications. Bachelor’s degree in

of a strong, long-term background, including basic

professor, mechanics (one or more positions). PhD required. Must be qualified to teach

experience in scientific

families. Available immediately. Hassan Aref, 333-2329,

Assistant professor, architectural

architectural design. Must have professional

architectural design. Must have professional

of Science and Technology. PhD in

of full professor in the department. Available

Computing and Communications Services

Office. Bachelor’s degree and at least two

staff

Personnel Services Office, 3E, Gregory Drive, 3rd Floor, First Floor, Wacker Drive, First Floor,

Research/extension specialist (one or more positions). Bachelor’s degree and at least two

in pesticide applicator training, horticulture;

Nonhuman Primate Research Laboratory

and knowledge of pest control and weed

of Science and Technology. PhD in

and the development of educational

Assistant or associate professor, associate

professor, education technology. PhD in

Assistant professor, early childhood

Associate professor, application programmer, associate

since its founding. Available August. Hassan Arici, 333-3229,

Mark teach 15.

Education Technology. Available immediately.

assistant professor, education technology. PhD in

English and an English-related field such as

the secondary level required. Should have

experience in one or more of the following areas: ethnic

literature, linguistics, critical and
cultural theory, or direct related experience

in adult literacy. Available August. Annette


Education Policy Studies, Assistant or

associate professor. Asian-American studies and
cultural policy. PhD in philosophy of Education, one of the social sciences of

education, or their cognate disciplines, and

with an emphasis in studies of Asian-American


reinforcement engineering, post-production

of music (classical, jazz and pop/gospel). Bachelor’s
degree and at least two years’

experience in a structured language such as C, C++, PERL,

failure analysis, tracking high utilization of

Computer Science. Research programmer.

Bach/ Wolverine News. Closing date: Jan. 15.

Curriculum and Instruction. Associate or

full professor, early childhood education. PhD

architectural design in early childhood education with

claiming skills preferred. Available immediately. Barbara

 Compute.

Extremesoft, 333-3501, barh@uiuc.edu. Closing
date: Dec. 20.

Computing and Communications Services

Office. Research programmer (two or more

students. Must be able to read music and have knowledge of varied styles

Closing date: Nov. 25.

Toastmasters International Programs and

University of Illinois at Urbana-Champaign

Programs and Studies, MC-480. Closing
date: Dec. 15.

Latinos/Latin Program. Academic program
cordinator. Bachelor’s degree in

of full professor in the department. Available

Business, PhD in English, and

English-related field such as

of the child-care field. Available

Bach/ Wolverine News. Closing date: Jan. 15.

Curriculum and Instruction. Assistant or full

professor, early childhood education. PhD in

architectural design in early childhood education with

claiming skills preferred. Available immediately. Barbara

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of full professor in the department. Available

Business, PhD in English, and

English-related field such as

of the child-care field. Available

Bach/ Wolverine News. Closing date: Jan. 15.

Assistant or associate professor, application programmer, associate

professor, early childhood education. PhD in

English-related field such as

of the child-care field. Available

Bach/ Wolverine News. Closing date: Jan. 15.

Assistant or associate professor, application programmer, associate

professor, early childhood education. PhD in

English-related field such as

of the child-care field. Available

Bach/ Wolverine News. Closing date: Jan. 15.
Rosens to sign books Nov. 21
Sid and Dorothy Rosen will be featured at a reading and book signing at 2 p.m. Nov. 21 at Pages for All Ages bookstore, 1749 W. Kirby Ave., Champaign. The appearance is on the occasion of their mystery novel, “Death and Blintzes,” coming out in paperback.
The book was the first collaboration by Sid Rosen, now professor emeritus of astronomy, and his wife, Dorothy, when it was published in hardcover in 1985. The Rosens also have two sequels to the book at the publisher — “Death and Borscht” and “Death and Strudel.”
Both Sid and Dorothy Rosen have been previously published. Their books for youth include “A Fire in Her Bones: The Story of Mary Lion,” by Dorothy Rosen, and “Galileo and the Magic Numbers,” by Sid Rosen. They also co-wrote two historical adventures for young people.

Allerton holiday showcase is Nov. 28-30
Robert Allerton Park and Conference Center will be the site of a Holiday Showcase from 10 a.m. to 4 p.m. on Nov. 28, 29 and 30.
Built as the private residence of Robert Allerton in 1900, Allerton House, now the Conference Center, is a 40-room manor house. Designers will transform the rooms with festive holiday decor. A horse-drawn carriage will take visitors to the Visitor Center where more artists will display their creations in the Arts at Allerton exhibit. Many of the items on view will be available for purchase.
Admission to the showcase at the mansion is $8 per person. Limited seating is available for a luncheon at $20, and $65, which includes admission. Admission to Artists at Allerton is free. Children are welcome to join your parents at this event for a free carriage ride and other activities but children younger than 8 years old will not be allowed in the mansion because the displays are fragile.
For more information about where to purchase tickets or to make reservations, call Tamzin Holman at 333-2127 or 762-8132.

Nominations sought of UI women
The Mothers Association is accepting nominations through Dec. 4 for its 1999 Medallion of Honor award. Nominations should be of women who are or have been associated with the UI and who have used their talents to enrich the lives of others. The award will be presented in April during Moms Day Weekend.
For more information and nomination procedures, contact Nancy Rotzoll, 333-7063.

Excellent! list released on the Web
The official Fall 1998 Incomplete List of Teachers Ranked as Excellent by their Students (based on spring 1998 data) has been released by the Office of Instructional Resources, Division of Measurement and Evaluation. It is available on the Web at webapps.illinois.edu/med/medl/incl/ html.

Order your holiday carry-outs
The Illini Union cooks again will be serving baked goods for Thanksgiving.
The carry-out menu includes 9-inch pies (apple for $6.45, pumpkin for $6.20 and pecan for $8.65), carrot layer cake for $12.90, Swedish Limpia bread for $3.95, попсъкове сладки слоената за $3.95 a dozen, dinner rolls for $2.50 a dozen and pecan rolls for $11.05 a dozen. Orders must be placed by noon Nov. 23 and may be made by calling 333-1140 or returning an order form at the Illini Union Board office. The order carry-out menu includes 9-inch pies (apple for $6.45, pumpkin for $6.20 and pecan for $8.65), carrot layer cake for $12.90, Swedish Limpia bread for $3.95, попсъкове сладки слоената за $3.95 a dozen, dinner rolls for $2.50 a dozen and pecan rolls for $11.05 a dozen. Orders must be placed by noon Nov. 23 and may be made by calling 333-1140 or returning an order form to 333-1140 or returning an order form at the Illini Union Board office.

IIllini Union Bazaar will be Dec. 1 and 2
The Illini Union Board will host its annual IU Bazaar holiday gift fair from 10 a.m. to 6 p.m. Dec. 1 and 2 in the Illini Rooms of the Illini Union. The bazaar offers items such as candles, handmade crafts and ornaments, jewelry, birdhouses and toys.

Office of Business Affairs offers training
Spring training sessions for university financial and administrative systems are being offered by the Office of Business Affairs. These sessions, which promote continuous improvement of campus financial management, are offered to department heads, as well as departmental business office staff members. Selected refresher training every other year is appropriate and necessary. A majority of the classes meet at the Combined Training Center in the basement of Illini Hall.
Reservations may be made by calling the number indicated below or at www.ota.uiuc.edu.

The courses:

Allowable Costs
10:30 a.m.-noon. Feb. 25
Judy Lubben, 244-4748.

Cash Handling
Departments make arrangements.
Jane Brown, 244-2918.

Cost of Goods Sold and Gross Profit
9-10:30 a.m. May 7
Marcia Miller, 333-4568.

Electronic Order System (EOS)
9-11:30 a.m. Jan. 20, Feb. 24, March 17, April 21 or May 19; Terri Cummings, 244-5418.

Electronic Standard Time Report (ESTR)
3-4:30 p.m. Jan. 14 or Apr. 15.
Mary Shobe, 333-5895 or Sally Swaim 244-1252.

Gift Processing and Stewardship Services Office
Gift transaction forms and more
9-11 a.m. March 10 or April 21.
Dorothy Lawrence, 333-0675.

Internal Controls, The Essentials
8:30-10:30 a.m. Feb. 9
Ed Mascorro, 333-0900.

Invoice Vouchers
9-10 a.m. March 11.
Bobbie Pittman, 333-0780.

KEY/MASTER
3-5 p.m. March 28 or April 22.
Mary Shobe, 333-5895.

KEY/MASTER—Using for Student Accounts Receivable
(Individually arranged)
Alice Loftus, 244-2924.

Preparation Card
8-10:30 a.m. March 4.
Marcia Miller, 333-4568.

Property Accounting
10:30 a.m.-noon. Feb. 18.
Terri Cummings, 244-5418.

Property Accounting-Biennial Physical Inventory
8:30-10 a.m. May 19 or 26.
Becky Eisslinger, 333-0467.

Property Accounting, Custodianship Responsibilities
8:30-10 a.m. Feb. 17.
Becky Eisslinger, 333-0467.

Property Accounting, Introduction/ Acquisitions
8-10 a.m. Feb. 10.
Becky Eisslinger, 333-0467.

Proposal Systems Access
1-2:30 p.m. Feb. 9.
Judy Lubben, 244-4748.

Sales Invoice/General Accounts Receivable
(Individually arranged)
Donna Fogerson, 244-6022.

Stores Service Voucher and Transfer Voucher Preparation
1:30-3 p.m. March 10.
Marcia Miller, 333-4568.

Transportation Functions
10:30 a.m.-noon. Apr. 13.
Bobbie Pittman, 333-0780.

Travel Vouchers, Completion of
9-10:30 a.m. March 12 or April 23.
Bobbie Pittman, 333-0780.

Travel Vouchers, Policies and Guidelines
9-10:30 a.m. March 5 or April 16.
Bobbie Pittman, 333-0780.

UFAS, Introduction to
8-10 a.m. Jan. 21 or May 13.
Marcia Miller, 333-4568.

UFAS, Online
1-2:30 p.m. March 24.
Marcia Miller, 333-4568.
19 Thursday
"Is the Law a Profession?"

20 Friday
"Conserving the Biological Gene Pool."
Michael Jeffords, UI. Lecture. 2 p.m. 120 Science Library.

21 Saturday
"How Do Airplanes Work?"
Gene Pool. Noon. 2251 Veterinary Sciences Laboratory.

23 Monday
"A Thing of Naught!"
Ophelia in the Post-Freudian Meloëstrum.
Elizabeth Klett, UI. Noon. 301 Kranert Center Performance Studies Fall Forum.

26 Monday
Rosemary Hile, UI. Noon. Women's Studies Building.

30 Thursday
"How Do I Grow Up?"
A World of Jazz. 8 p.m. Memorial Room, Smith Hall.

31 Thursday
"The Crisis of Teen Pregnancy: Epidemic Talk and the Construction of Educational Policy."
Wanda Pillow, UI. Noon. 242 Education Building.

31 Thursday
"A World of Jazz."
8 p.m. Memorial Room, Smith Hall.

31 Thursday
"Computers Than More Elusive for Humanities."
Ave., Urbana.
Bonnie Honig, Foreignness."
"Democracy and
30 Monday
"Interpretive Theory."
Faculty Center. University. 8 p.m. 407 Levis
McCarthy, Northwestern University. 8 p.m. 407 Levis Faculty Center. Criticism and Interpretive Theory.

19 Thursday
Jeffords, UI. Lunch 11:45
Computers Than More Elusive for Humanities.
Ave., Urbana.
Bonnie Honig, Foreignness."
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"Interpretive Theory."
Faculty Center. University. 8 p.m. 407 Levis
McCarthy, Northwestern University. 8 p.m. 407 Levis Faculty Center. Criticism and Interpretive Theory.
**Admission charge.**

Monday, Dec. 5

**Clarinet Studio Recital.** UI Music Building auditorium. Admission charge.

Wednesday, Dec. 7

**Graduate Student Recital.** Voices of Excellence. Admission charge.

Thursday, Dec. 8

**Music Education Senior Recital and Undergraduate Recital.** Krannert Center for the Performing Arts, Great Hall, Krannert Center. Admission charge.

Friday, Dec. 9

**Kwanzaa 2005.** Annual Festival. Illini Union Memorial Room. Admission charge.

Saturday, Dec. 10

**Clarinet Concert.** UI Music Building. Admission charge.

Sunday, Dec. 11

**Theater Department Honors Projects.** Krannert Center. Admission charge.

Monday, Dec. 12

**Women’s Basketball.** UI vs. Purdue University. Admission charge.

Tuesday, Dec. 13

**Women’s Volleyball.** UI vs. Penn State University. Admission charge.

Wednesday, Dec. 14

**Women’s Basketball.** UI vs. Iowa University. Admission charge.

Thursday, Dec. 15

**UI vs. Wisconsin.** Krannert Center. Admission charge.

Friday, Dec. 16

**Music Education Senior Recital and Undergraduate Recital.** Krannert Center for the Performing Arts, Great Hall, Krannert Center. Admission charge.

Saturday, Dec. 17

**Clarinet Forum.** UI Music Building. Admission charge.

Sunday, Dec. 18

**Theater Department Honors Projects.** Krannert Center. Admission charge.

Monday, Dec. 19

**Women’s Basketball.** UI vs. Michigan State University. Admission charge.

Tuesday, Dec. 20

**Women’s Basketball.** UI vs. Minnesota University. Admission charge.

Wednesday, Dec. 21

**Women’s Basketball.** UI vs. Northwestern University. Admission charge.

Thursday, Dec. 22

**UI vs. Wisconsin.** Krannert Center. Admission charge.

Friday, Dec. 23

**Winter Break.**

Saturday, Dec. 24

**Pickup Basketball.** Meet and Play Times: 4:30-7 p.m. and 7:30-10 p.m. Cost: $5 per person. Equipment will be provided. Location: Krannert Center, Great Hall.

Sunday, Dec. 25

**Wrestling Match.** Krannert Center. Admission charge.

Monday, Dec. 26

**Women’s Basketball.** UI vs. Nebraska University. Admission charge.

Tuesday, Dec. 27

**Women’s Basketball.** UI vs. Missouri University. Admission charge.

Wednesday, Dec. 28

**Women’s Basketball.** UI vs. Texas Tech University. Admission charge.

Thursday, Dec. 29

**UI vs. Wisconsin.** Krannert Center. Admission charge.

Friday, Dec. 30

**Women’s Basketball.** UI vs. Indiana University. Admission charge.

Saturday, Dec. 31

**UI vs. Wisconsin.** Krannert Center. Admission charge.
Given the opportunity to visit classes of Young Magnet High School are black, apart. The majority of students at Whitney American club to tour the UI, Terry invited Chicago.

Whitney Young Magnet High School in that is modeled on the one Terry developed. Central High School will offer a similar course continues to be offered, and this year Cen-

oped opinions. Ideas for topics welcome; call Illini Union Program Department, 333- 3600.

Faculty Social 5:30-7 p.m. Wednesday. Levic Faculty Center to charge for hors d'oeuvres.

Hiuzenga Commons Cafeteria 7:30 a.m.-3:30 p.m. Monday-Friday. End of Law School building, 615, Pennsylvania Ave., Champaign.

Illini Union Ballroom 11:30 a.m.-1:30 p.m. Monday-Friday when classes are in session. Second floor, before 3:30 p.m. by reservation. Closed for holidays.

Call 333-0090 for reservations, walk-ins welcome.

Institute of Art: Knerrer Center Morning menu: 7:31-11 a.m.; Luncheon menu: 11 a.m.-2 p.m. Menu change: 2-3 10 p.m. on nonperformance weekdays; 2 p.m. until 30 minutes after performance on weekdays; one and a half hours before until 30 minutes after performance on Saturday and Sunday.

Knerrer Center for the Performing Arts Times: 2:30 p.m. Daily. Meet in the main lobby. Promenade gift shop: 10 a.m.-6 p.m. Monday-Saturday; one-hour tour before 3 p.m. after all performances.

Lifetimes Tours Self-guided audio cassettes of main and undergraduate libraries available at the Information Desk. Second floor of the main library or the Media Center of the undergraduate library.

Meat Sale 1:50 p.m.-3 p.m. Monday-Friday and Thursday 8 a.m.-1 p.m. Friday. Retail outlet for federally inspected beef, pork and poultry, processed by animal sciences department. Call for price list and specials, 333-3404.

Museum of Natural History Discovery Room Fourth floor, Natural History Building. A hands-on, educational exhibit. Walk-ins welcome; call 333-2417 for more information or visit www.art.uiuc.edu/.

Altgeld Chime-Tower Call 333-0090 for reservations; walk-ins welcome.


(Continued from page 1)

Terry’s involvement in the institute also led to a unique partnership between students at Centennial High School and Whitney Young Magnet High School in Chicago. At the institute, Terry met Estrellita Busboom, 244-6231, or Becky Wysocki teaches classes in ancient non-

The historical exhibit originally was displayed at the AASRP and later toured local schools, libraries and museums. Wysocki teaches classes in ancient non-

Western history to freshmen – seventh and eighth graders – at University High School. The institute gave her a better concept of the links between African and African-American cultures, she said. UI faculty member Ollie Watts Davis lectured to Wysocki’s classes on African-American musical styles, such as gospel and jazz, and discussed how they were influenced by African music.

“It was interesting to hear her talk about the role of drums in African music and how that was later modified in certain African-American musical styles,” Wysocki said. “I’d never had someone draw those kinds of connections for me.”

“The institute was the same with [UI English professor] Alice Deck, who talked about contemporary literature. So many literary allusions go back to issues that came out of African-American music,” Wysocki said. “I’d never had someone draw those kinds of connections for me.”

The institute, which ultimately led to her involvement with the Champaign County African-American History Committee, has helped her become more intellectually hon-

est as an instructor.

Wysocki believes that participating in the institute, which ultimately led to her involvement with the Champaign County African-American History Committee, has helped her become more intellectually hon-

est as an instructor.

My sense is that unless you’re a teacher who’s very well grounded in another culture, the best you can do is provide students with a superficial version of it.”  

“Harvesting the Past” The Crocker Expedition: Life in Arvick Greenbaum, 1913- 1917’

“The Crocker Expedition: Life in Arctic Greenland, 1913- 1917’

Native Peoples of the Southwest: Ancient and Present’ Museum of Natural History, Natural History Building. 9 a.m.-4 p.m. Monday- Friday 2:55 p.m. Sunday.

Art gallery. Online exhibit of the UI School of Art and Design. www.art.uiuc.edu/ www.spurlock.uiuc.edu

World Cultures at a new

Pointways to the Southwest: Ancient Arctic Greenland, 1913-

Monday and a half hours before until 30 minutes after performance on Saturday and Sunday.

Knerrer Center for the Performing Arts Times: 2:30 p.m. Daily. Meet in the main lobby. Promenade gift shop: 10 a.m.-6 p.m. Monday-Saturday; one-hour tour before 3 p.m. after all performances.

Lifetimes Tours Self-guided audio cassettes of main and undergraduate libraries available at the Information Desk. Second floor of the main library or the Media Center of the undergraduate library.

Meat Sale 1:50 p.m.-3 p.m. Monday-Friday and Thursday 8 a.m.-1 p.m. Friday. Retail outlet for federally inspected beef, pork and poultry, processed by animal sciences department. Call for price list and specials, 333-3404.

Museum of Natural History Discovery Room Fourth floor, Natural History Building. A hands-on, educational exhibit. Walk-ins welcome; call 333-2417 for more information or visit www.art.uiuc.edu/.

Contra Dancing To live folk music with featured callers in an atmosphere friendly to both singles and couples. Visit altersonline.uiuc.edu/conest to check the committee’s purposes, structure and work. Illini Folk Dance Society 8:10 a.m.-10 p.m. Sunday and Saturday. Illini Union. Teaching dances first hour; beginners welcome. Anne Martel, 598-6868.

Illini Glider Club 7:30 a.m.-1 p.m. first and third Thursday monthly. 127 Beaver Hall. Free. Illini Union. Teaching introduction to gliding for free first hour; beginners welcome. Information hotline: 762-4977.

Italian Dance Society 7:30 p.m. first Thursday monthly. 127 Beaver Hall. Illini Union. Teaching dances first hour; beginners welcome. Information hotline: 762-4977.

Italian Folk Dance Society 7:30 p.m. first Thursday monthly. 127 Beaver Hall. Illini Union. Teaching dances first hour; beginners welcome. Information hotline: 762-4977.

Italian Table Italian conversation Thursdays at noon. Intermessezio Cafe, Knerrer Center.

Lifetime Fitness Program Individual and group activities. 6-8:30 p.m. weekdays. Kinesiology, 333-8233.

Normal Person’s Book Discussion Group. 7 p.m. Illini Union (room to be announced). Read “Cold Mountain” for Nov. 17 meeting; “Song of Solomon” by Toni Morrison for Dec. 17. For more information, call 244-1562.

PC User Group 7 p.m. third Monday monthly. 1315 Digital Computer Lab. Mark Zinnov, 244-1289, or David Hartenstein, 333-5606.

Secretariat 7:30 a.m.-1 p.m. third Wednesday monthly. Illini Union. Phone 333-6447, or any of its interest groups, contact Helen Burch, 333- 3221, e-mail prex@new. mail uiuc.edu or visit them on the Web at new.math. uiuc.edu/~index.html.

Women’s Club Open to both male and female faculty and staff members and spouses. For information about the club or any of its interest groups, contact Helen Burch, 333- 3221, e-mail prex@new. mail uiuc.edu or visit them on the Web at new.math. uiuc.edu/~index.html.

The Arditti String Quartet and pianist Ursula Oppens (photo) perform at 8 p.m. Nov. 20 in the Tryon Festival Theater at the Krannert Center for the Performing Arts. In celebration of the 50th birthday of Elliott Carter, one of America’s most celebrated composers, Oppens and the quartet present Carter’s “new Quintet for Piano and String Quartet” as well as music of Beethoven.
KAM hosts faculty art exhibition

By Nancy Koeneman

Nature’s fall display of colors has faded, but inside the Krannert Art Museum there’s no shortage of seasonal color – not to mention design, texture and content.

The School of Art and Design faculty exhibition, which runs through Dec. 13, once again spotlights the collective talents of the school’s current and former educators, many of whom have earned national and international reputations as painters, designers, sculptors, photographers and installation artists.

This year marks the 79th time the exhibition has been mounted at the UI, distinguishing it as the oldest, continuously running faculty show in the country. 

Photos by Bill Wiegand

PAC’s agenda is full, awareness among constituents low

A dviser, arbiter, liaison, communicator and benefactor – the Professional Advisory Committee wears a number of hats, but not enough academic professional employees know it, according to a survey.

PAC surveyed academic professionals at the UI in 1997 and recently released its results.

One finding: “Overall visibility of the PAC is low…” PAC may need to better focus on, said Debbie Lee, chair of the PAC, and assistant head, crop sciences administration.

“I was aware [of what PAC was] because people in this office were involved. Most people don’t know who we are and what we do,” she said.

The committee meets at 1:30 p.m. the first Thursday of each month in the Illini Union; academic professional employees are welcome to attend as observers.

Representatives of campus districts participate on behalf of their constituencies at these meetings. Non-PAC members can serve on PAC committees.

We’re advisers to the chancellor, and we hear formal grievances,” Lee said. “We were instrumental in getting the annual employee review policy instituted. Now it’s a requirement that once a year the employee and supervisor sit down and discuss the position.

The PAC also is involved in the selection of recipients for the Chancellors Academic Professional Excellence (CAPE) award. A PAC committee makes recommendations to the chancellor who makes the final selections.

“That’s the nice part of our role. We get to see the diversity and talent of the people here on campus,” she said.

In addition, the PAC is asked to review policy and offer input before decisions are made.

The survey also told PAC what’s important to academic professional employees.

Nearly 90 percent said salary was a concern that through its Web site and an e-mail mailing list. Concerns of the employees also were compiled and presented to Chancellor Michael Aiken. A subcommittee met with him and his cabinet.

“We wanted to present to him the three most pressing concerns – salary, professional development and management training,” Lee said.

The chancellor wants a clearer idea of what kind of professional development and management training employees are hoping for, so a subcommittee has been formed to conduct focus-group sessions and identify the needs in more detail. Lee said. The salary issue already has been under scrutiny for some time, she said.

The survey process was a long one, Lee said, but the results clarify what employees are seeking from the UI and their supervisors. It was comparable to a performance review of the PAC, she said. And now they know which hats to wear to best represent their constituents.

For more information about PAC, visit www.scs.uiuc.edu/~mainzv/PAC/index.htm#hompage or contact Lee at 333-9479 or e-mail debbiel@uiuc.edu.

Photos by Bill Wiegand