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Or, they may not.

The uncertainty has produced some scary scenarios of food shortages and contaminated water supplies, but also rising confidence that the problem, by and large, will be isolated and solvable.

The best personal defense against the cyber bug is not unfamiliar to those mindful of the fickle skies of Central Illinois: Keep your eyes open and stay calm. This means taking basic precautions before leaving for the New Year’s weekend.

Familiarize yourself with your office’s Y2K preparedness plan. Turn off your computer, back up your hard disk, unplug any unessential equipment and make sure the backup has been tested. Then check the status reports issued by WILL-AM (580) and other campus outlets over the weekend.

Making certain that the university’s internal systems function normally is the top priority of the administration, according to Charles C. Colbert, vice chancellor for

 Are you Y2K ready?

Campus considered 93 percent compliant

By Mark Reutter

News Bureau Staff Writer

Think of it as a high-tech tornado watch. That’s the advice of experts as the UI campus joins the rest of the wired world in facing the big question mark known as the Y2K bug.

When the clock strikes midnight on Dec. 31, some computers may conclude that the year 2000 is really 1900. They may freeze, crash, cough up wrong numbers or otherwise exhibit digital distress based on reading the last two digits for the year as “00.”

Or, they may not.

The uncertainty has produced some scary scenarios of food shortages and contaminated water supplies, but also rising confidence that the problem, by and large, will be isolated and solvable.

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Let it snow!

Winter campus parking procedures announced

During snow emergency situations on campus, priority parking lots (listed below) will be cleared first.

These lots are generally the largest and can be cleared faster than smaller lots that are harder for snowplows to maneuver in. The priority lots also have been selected geographically to provide equal access to parking throughout the campus.

During snow emergencies, employees are advised to park in the priority lot nearest their normal parking facility until their normal facility has been cleared. During such snow emergencies, all campus parking hangtags will be honored in the priority lots for a period of at least 24 hours.

The priority parking lots:  
 Lot E-14, on Kirby Avenue between Oak and First streets  
 Lot B-1, on Springfield Avenue between Mathews Street and Goodwin Avenue  
 Lot B-4, on University Avenue between Mathews Street and Goodwin Avenue  
 Lot B-22, on University Avenue between Goodwin Avenue and Harvey Street  
 Lot C-3, on Sixth Street between John and Daniel streets  
 Lot C-10 (parking structure) on Fifth Street between Daniel and John streets  
 Lot C-7 (parking structure) on John Street between Fifth and Sixth streets

PARKING UPDATES:

Campus parking lot updates:

| Lot D-9, corner of Illinois Street and Lincoln Avenue |
| Lot E12, corner of Sixth Street and Gregory Drive |
| Lot F-27, on Lincoln Avenue between St. Mary’s Road and Hazelwood Drive |
| Lot F-30, on Lincoln Avenue between St. Mary’s Road and Hazelwood Drive |
| Lot F-56, on Gregory Drive between Goodwin Avenue and Sixth Street |

In the case of extreme weather conditions, O&M crews will try to keep Lot E-14, west of Assembly Hall, open. If all other lots are snowbound, employees are advised to park in Lot E-14 and ride the shuttle bus to their campus destination.

Stream research supports better watershed management

By James E. Kloeppel

News Bureau Staff Writer

Issues of water quality and ecological diversity in rural Illinois waterways have gained new importance with recent citizens-based efforts to develop comprehensive watershed-management plans. At the UI, researchers are developing new tools and techniques to better understand the relevant scientific issues and incorporate them into local decision making.

“By carefully identifying habitats based upon the form and structure of a stream, and then relating the fisheries to those habitats, we can produce better information that will assist local decision makers,” said Bruce Rhoads, a professor of geography at the UI. “One of our goals is to devise innovative approaches for the maintenance of stream channels that will preserve and enhance biological diversity.”

Prior to settlement, Illinois contained vast areas of natural wetlands, most of which were drained for agricultural production. The transformation dramatically modified geomorphological and ecological conditions associated with the rivers and streams. An ongoing debate has focused on how these modified waterways should be maintained, or whether they should be restored.

“Stream restoration means a return to predisturbance conditions, but given the value of the land for agriculture and the ongoing need to provide adequate drainage, the possibility of complete restoration is remote,” Rhoads said.

“An alternate solution is stream naturalization, which seeks to define a viable management goal for wetlands in landscapes characterized by intensive human modification.”

The goal of naturalization is to establish “sustainable and stable fluvial systems capable of

Drinking decisions

With national and campus surveys showing more students are “drinking to get drunk,” a new office on campus hopes to direct students to smarter choices.

Small pond at Big U

Learning Communities offer students the advantages of a small-college learning environment with the resources of a leading research university.
Senate discusses three-year contracts for non-tenured professionals

By Becky Macby
News Bureau Staff Writer

The debate continues about whether the university should be able to offer three-year contracts to non-tenured teaching and research and clinical professionals at the UI. For nearly an hour Dec. 6, Urbana-Champaign Senate members and administrators deliberated the pros and cons of the proposal.

Those in favor of the change say three-year contracts will offer stability to professionals who don't know from year-to-year whether they will be employed the following academic year. And the three-year contracts would improve the university's ability to draw from among the best professionals in the country, according to the proponents.

Those opposed to three-year contracts say they would lead to the hiring of more temporary employees and fewer tenure-track positions.

They're opening a door that the administration will walk through in some way or another to decrease the number of tenured-track positions and increase the number of temporary positions," said Alfred Kagan, professor of library administration. "I think that this is a national trend, but it's not the way to go ... it's the road to mediocrity," Kagan said.

Kagan, who has spoken against the proposed statute change at past two Senate meetings, says that having fewer academic staff earning tenure at the university saves the university money, and that's why the administration supports the proposal.

"They can save money by paying [non-tenured] people less to teach one or two courses," he said. "Even full-time visiting people will get paid less money than the tenured people who are here for a long time."

Several opposing the change noted that 250 faculty positions at the Urbana campus have been lost in the past 10 years. Provost Perry has stated that the university must be prepared to hire non-tenure-track faculty members to fill those 250 faculty positions in order to fill the top priorities of the administration.

Herman also proposed to Senate members that he would put a committee in place to oversee the hiring of the non-tenured staff. He proposed that the committee could provide sufficient safeguards in the extension of the multi-year contracts.

The proposal came to the senate from its Committee on University Statutes and Senate Procedures, but originated in February 1998 with a request from Sylvia Kagan, then vice provost for public affairs. In a letter to the University Senate Conference, she suggested amending the statutes to allow for proposal and extension of non-tenure-track faculty to improve working conditions and give the university an advantage in recruitment.

According to Manning, the change would help in retaining quality faculty members and give non-tenure-track faculty members the feeling of being invested in the system. "If a new assistant professor leaves, the smart way out is the road to non-tenure-track professionals," she said. "We would hope we could compete with the other institutions to get the best," Tabone said.

The issue will be up for discussion again at the Feb. 14 senate meeting. That will be the second reading of the proposal, which would allow it to be brought forward for a vote.

All three campuses are considering the proposal, and each must approve it before the change can become effective, according to the statute.

In other matters, Senate members learned that the NCAA found that the university was in "substantial compliance" with the guidelines of the NCAA Certification Program. The Division of Intercollegiate Athletics participated in the NCAA certification program during the 1998-99 academic year. The NCAA program required a mandatory institutional self-study.

Senate member Stephen Kaufman, a professor of cell and structural biology and longtime opponent of Chief Illiniwek, lambasted the self-study and the senate steering committee for not including the controversy over Chief Illiniwek in the review. He pointed out that the NCAA had said the issue of the chief could be included in the study, and that it should have been since the Senate and other campus groups have made it known that they object to the symbol of the chief representing the university athletic teams.

Richard Schacht, who served on the steering committee, told Kaufman that the issue of the chief was considered, but not pursued because the controversy didn't fall within the suggested guidelines of the NCA.

Kaufman responded that because of that oversight, the best interests of the campus had not been served. • The Senate approved a proposal from LAS to revise the undergraduate geography major.

• The senate passed a resolution in support of the Fiscal Year 2001 budget request for state appropriations, and directed the senate council chairman to communicate that support to the Illinois Board of Higher Education and Gov. George Ryan.

Inside Illinois

Inside Illinois is an employee publication of the Urbana-Champaign campus of the University of Illinois. It is published on the first and third Thursday of each month by the News Bureau of the campus Office of Public Affairs, admin-istered by the associate chancellor for public affairs. Distribution is by campus mail. News is solicited from all areas of the campus and should be sent to the editor at least 10 days before publication. Entries for the calendar are due 15 days before publication. All items may be sent to Inside Illinois' electronic mail address: inside@uiuc.edu. The campus mail adddress is Inside Illinois, 807 S. Wright St., Suite 520 East, Champaign, IL 61821. The fax number is 244-0161. The editor may be reached by calling 333-2955 or e-mail to d-dahl2@uiuc.edu.

Visit us at www.admin.uiuc.edu/UI/Calendar.html or through the UI web pages: www.uiac.edu

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on the job Susan Temmink Layton

JOBS: Marketing assistant at the UI Press. As a part-time employee, she helps market books published there.

HOW LONG? One year. She and her husband have been in Champaign-Urbana for three years. Her husband, Rick, is a UI professor of religious studies.

HOBBIES? In her spare time, she focuses on weaving intricate liturgical textiles, such as her current project, a Torah scroll cover.

Is your background in marketing?

No, but I’ve done a lot of it. What I’m doing at the Press is a lot of editing copy for catalogs and promotional pieces and making fliers to promote books. I’ve done lot of different things. I’ve worked at everything from being a bus driver to a fishmonger to an office manager to an arts administrator. That’s partly because I like to try new things, and partly because we moved a lot while my husband was in graduate school, and that means looking at different job markets everywhere you go.

Where are you from originally?

I’m from Baltimore. I spent a lot of time in Charlottesville, Va. I went to the University of Virginia and got a degree in political and social thought. [She laughed.] Now that and $1,50 will get you a cup of coffee.

You seem to be a very talented weaver. Have you always been a creative, arty person?

As the youngest of six kids, I grew up in a house in which part was an antique shop and the back was a place where they reupholstered and refinished furniture. I thought that was normal. At the time I paid no attention to it but I think I was very influenced by all the beautiful fabrics and the wallpaper samples. So I think I had an appreciation of nice things and of handwork.

But I didn’t do art in high school or college. I really turned to weaving when I’d been working at the Smithsonian as a contract-employee, hoping to get a real job there. I was very disappointed when I didn’t.

Then I happened to see this weaving shop that had gorgeous rugs in the window and so I took weaving courses to cheer myself up. And I’ve been weaving now for 10 or 12 years.

What kinds of things do you weave?

For the past couple of years I’ve been weaving liturgical pieces, and I think that’s what I’ll continue doing. I started out the easy way, doing stoles for a priest, who’s a friend of the family, and a stole for the Presbyterian minister who married us. Last year I did a piece for the First Presbyterian Church of Urbana. I’m a member there and I did it as part of my stewardship there. And right now I’m working on a Torah scroll cover that I’ll donate to the Hillel Foundation when I’m done.

I’m entering it in the Philip and Sylvia Sertus Judaica Prize [competition] sponsored by the Sertus Museum of Judaica in Chicago. It’s a big jump for me because it’s an international competition — and I will feel very honored if I just get my piece in it.

Is it an expensive hobby?

I don’t spend a great deal on materials because I don’t do a lot of pieces; I do a few that are important to me. I do all my own dyeing. I start with natural or white silk or cotton and dye each bit that I need, so I can buy it fairly inexpensively. Last year I bought a new used loom, but a really big heavy duty one. It’s not as expensive as skiing. [She laughed.] And it’s cheaper than being a mental patient, which I might be if I didn’t weave.

You also became involved with Krannert Art Museum’s exhibit of ancient weavings recently, didn’t you?

Yes, last year. I just happened to call them to ask if there was something I could do to volunteer for the museum. As it happened, Eunice Maguire, the curator, was putting together this exhibit called “Weavings From Roman, Byzantine and Islamic Egypt: The Rich Life and The Dance.” Of course she’s an expert in these textiles, but she’s not a weaver, and she felt like she could use help with some of the technical things. So I wrote all the technical descriptions in the catalog, and she also asked me to write a short article, which was a weaver’s appreciation of the textiles.

So after three years here, have you decided you like Champaign-Urbana and the university?

Yes, I like it. I do miss my family. That’s the hardest thing for me. But we’ve been very fortunate and we have some good friends here now. I hadn’t known this area at all until we moved here. Some things have been a wonderful revelation. I absolutely love Chicago and I try to get there every six weeks.

And it’s a very easy lifestyle here in that I walk to work sometimes, I bike to work sometimes, I can take the bus to work — free. It’s very easy to live here. And I really like working at the Press. I think it’s a great group of pleasant and interesting people. I love reading books, so I’m very interested in all the books that are coming out. I just find it’s stimulating on an intellectual level — in a whole different realm than the artistic stuff.

So it all kind of balances out my hands-on creative side with the part of me that’s analytical and detail-oriented.

— Interview by Becky Mabry

Researchers identify molecule crucial to adjusting body’s internal clock

By Jim Barlow
News Bureau Staff Writer

Is your biological clock out of kilter? Researchers say they have identified an important molecule in the retina-brain pathway that is crucial to adjusting the clock.

In the Nov. 9 issue of the Proceedings of the National Academy of Sciences, the scientists point a finger at pituitary adenyl cyclase-activating peptide (PACAP), whose function had been a mystery. In both animal and cellular studies, they found that PACAP works in concert with glutamate, another molecule in the nerve fibers between the retina and hypothalamus, home of the circadian clock.

“This study provides insight as to how the complex external signals that we encounter daily, such as the range of light intensities, are encoded and communicated to the brain,” said Martha Gillette, the head of the department of cell and structural biology at the UI. “Light that you experience at night triggers the release of both glutamate and PACAP. The ratio then depends on the intensity of the light stimulus.”

Gillette’s lab in 1994 reported that glutamate adjusts the clock in the presence of light at night “PACAP fine tunes the glutamate signal,” she said.

“Together they convey more than just light is present. They encode information about light properties that is taken back to the clock, allowing it to adjust forward or backward appropriately.”

The study — funded by the National Institute of Neurological Disorders and Stroke and the Danish Medical Research Council — focused on PACAP after a Danish group discovered that the molecule was localizing in the neural pathway. The question became what was PACAP doing?

“Adding exogenous PACAP together with glutamate had a negative effect on the amplitude of the clock-resetting effect of glutamate, which itself has the same effect on clock-resetting as light under laboratory conditions,” Gillette said. “The surprise was that when we used fragments of the PACAP peptide as a control, the result was not that of glutamate alone. Rather, the effect was shifted in the opposite direction to increasing PACAP.”

Applying antibodies to block the effect of PACAP that might be released from the optic nerve fibers in brain-slice preparations had the same effect. “This meant that PACAP was indeed released from the optic nerve when the glutamate was. It is a normal, silent component of the signal,” she said.

This is likely the basis for why bright light at night keeps a person awake more effectively than dim light, Gillette said. Bright light delays clock time more and, thereby, makes it harder to awaken early the next morning. More PACAP in the light signal means a greater delay, she added.

Eventually, Gillette said, it may be possible to create drugs to selectively reset a person’s sleep cycle, which would be welcome news for night-shift workers and for some people with sleep disorders.

The co-authors of the paper were Gillette, Dong Chen, Gordon F. Buchanan and Jian M. Ding, all of the UI, and Jens Hambal, a professor of clinical biochemistry at the University of Copenhagen.
Firms gain value when they don’t repurchase stock, study shows

By Mark Reutter
News Bureau Staff Writer

It has become almost a truism on Wall Street that stock repurchases by a company increase the value of the firm. From Intel Corp. to Walt Disney, so many companies have bought back shares of their own stock in the last 15 years that “a major realignment of corporate financial policy” has taken place in America, says James A. Gentry, a finance professor at the UI.

In 1996 alone, corporate stock buy backs hit a record $176 billion compared with under $2 billion for the entire decade of the 1980s. Management repurchasing of stock through tender offers or on the open market is taken by investors as a positive sign that the firm is poised for future growth or that the stock is undervalued. Hence, an upward bounce of the share price invariably takes place after a repurchase announcement.

But do companies that buy back stock actually experience higher long-run growth than companies not pursuing a repurchase strategy? In the first comprehensive study of this question, Gentry and John P. Evans, a finance professor at the Curtin University of Technology in Australia, studied 369 companies that announced 398 repurchase programs from 1978 through 1993.

Financial and market data were collected for each company for two years prior to the announcement. The minimum period of study following repurchase was two years, while the maximum period was 17 years. The large majority of the companies were listed on the New York Stock Exchange.

Gentry and Evans found that “firms create more value with a strategy of not repurchasing their shares.” Non-repurchasing firms had a 20.8 percent mean growth rate, while repurchasing companies had a mean rate of 16.5 percent. The difference in growth rates was not apparent, however, until about three years after the repurchase program.

Corporate size had a major impact on the growth rates. In companies with more than $2 billion in annual sales, repurchase programs tended to have a small, though still significant, effect on growth rates, but in companies with less than $100 million in revenues, stock repurchases had a significant retarding effect on long-term growth.

Gentry and Evans concluded that working capital was the most important indicator of long-term growth, and companies who repurchased shares had a lower proportion of cash going to working capital.

“It appears that the strategy employed by the non-repurchasing companies of investing a higher percentage of total outflows into working capital and capital investment was instrumental in their outperforming companies that repurchased shares,” the researchers concluded in a working paper issued last month by the UI College of Commerce and Business Administration.

For Y2K campus updates
- WILLAM (580)
- UI-7 on the AT&T cable system.
- Automated information line, 265-8473.

For Champaign County updates
- www.cumtd.com/y2k

Stay off campus until Tuesday, Jan. 4, except at University High School, scheduled to open Monday, Jan. 3.

Y2K, continued from Page 1

administration and human resources. “I’m comfortable that we have done everything possible to prepare for and remediate potential problems,” he said.

The payroll system, inoculated against the millennium bug last June, is expected to continue to produce checks in the new year. In the unlikely event the system becomes disabled, the university will generate standard time reports beginning Jan. 11. These paper reports will be distributed to department payroll personnel, who will use the sheets to record the hourly time reports manually.

Other backup systems will rely on paper and the human touch. If banks are unable to accept direct payroll deposits, for instance, the UI will issue paper checks. And if the campus electronic-ordering system becomes snarled or vendors refuse to accept credit cards, emergency purchase orders will be hand out.

Perhaps the greatest effort has gone into trying to ensure the flow of electricity. A campus management team will monitor the regional power grid and be ready to isolate the Abbott Power Plant if Illinois Power experiences any difficulties. Conversely, if Abbott has problems, Illinois Power is expected to keep the lights on.

The Computing and Communications Services Office (CCSO) has been combing the campus in search of older software and computers susceptible to millennial mischief. As of last week, 93 percent of the 213 reporting units were Y2K compliant. A backup plan is in place in all units, said Andrea Ballinger, who heads the CCSO team. Apart from plant and equipment, the team has developed procedures to ensure that potential safety and health issues – ranging from police security to drinking water to the well-being of farm animals – are addressed immediately.

“Every department and unit must sign off on a plan so that everyone is prepared and all essential services are maintained,” Ballinger said. Except for University High School, a campuswide holiday is scheduled Monday, Jan. 3. The extra holiday will give crews time to inspect the buildings and fix or isolate any service failures.

Staff and faculty members are asked to stay away from the campus on Jan. 3 and the weekend prior to that date so inspection teams can work uninterrupted. Various university server systems will be suspended over the weekend. Employees should plan to return to work Jan. 4.
By Jim Barlow
News Bureau Staff Writer

Illinois wetlands, waterways and waterfowl are focus of new book and field guide

They sustain in the Mississippi Flyway,” said Stephen P. Havera, the author and the director of the INHS Frank C. Bellrose Waterfowl Research Center in Havana, Ill.

“They abbreviated field guide makes available selected highlights from its companion volume. Havera knows the subject material well. He grew up near the Illinois River and Peoria Lake, an area that hosted thousands of canvasbacks and lesser scaups as well as ardent duck hunters. He was an avid reader of outdoor columnists, studied biology at Bradley University and zoology at the UI, where he later earned a doctorate in ecology. He joined the INHS in 1972, and in 1978 teamed with Bellrose, a leader of the survey’s waterfowl program. Bellrose retired in 1982. Havera also holds a faculty appointment in the UI department of natural resources and environmental sciences.

He began compiling the “Waterfowl of Illinois” in 1980. “Although its landscapes have changed dramatically in the past two centuries, Illinois still hosts significant numbers of waterfowl and other birds, especially during the fall and spring migrations, and will continue to do so,” Havera said.

The book includes chapters on waterfowl populations and distributions, habitats, food habits, hunting traditions, management, nesting and even biographies of leading waterfowl biologists. Also covered is the work of famous carvers of wooden duck decoys and duck calls, whose creations were inspired by the state’s waterfowl.

“There is an indescribable lure about waterfowl that captures our interest, whether we are birdwatchers, conservationists, outdoor entusiasts or hunters,” Havera said. “We want to know what kinds of waterfowl frequent our state, where, how, how many, what they eat, where they nest, and what we can do to enjoy or help them.”


Local and remote aerosol measurement techniques compared

By James E. Kloeppel
News Bureau Staff Writer

The environmental effects of man-made atmospheric particles, known as “aerosols,” are of growing concern. Aerosols are now thought to significantly affect Earth’s energy balance, throwing a wrinkle in climate-change forecasts. But accurate quantification of this effect will require combining remote techniques, such as satellite-based lidar, that can survey vast regions of the atmosphere, with local techniques that can provide detailed information on particle characteristics.

Researchers from the UI, the University of Washington and the University of Arizona recently met at an aerosol-monitoring site near Bondville, Ill., to study the influence of aerosols on climate change, and to compare the results from two fundamentally different measuring techniques. The program was supported by NASA and the National Oceanic and Atmospheric Administration.

“One of our goals was to perform systematic measurements of the ambient aerosols to better understand their chemistry and physics, and to improve the inputs for global climate models,” said Mark Rood, a UI professor of environmental engineering. “Another goal was to make a definitive determination of the uncertainties of the measurement methods under highly controlled conditions to help guide future ground-based, airborne and satellite measurements.”

Local measurements were obtained by drawing particles out of the atmosphere and into a battery of instruments to determine aerosol mass concentration, composition, particle size distribution, and light scattering/absorption properties. Remote measurements were obtained by a micro-pulsed lidar deployed four kilometers from the station with its laser aimed directly at the station’s sample inlet. “With this setup, we obtained lidar data from the same air parcels being sampled by the instruments at the station,” said Wayne Erxleben, a postdoctoral researcher at Arizona. The direct inter-comparison of the two techniques was enabled by a new, 180-degree backscatter nephelometer operated as part of the local measurements at the station.

“The new nephelometer measures the amount of light scattered by particles directly back at the light source,” said Tad Anderson, a research meteorologist from Washington and the director of the project. “This measurement is crucial to the comparison because it is the same quantity sensed by the lidar. But it is also a quantity that is very important to climate change, because it is closely related to the energy being re-radiated back to space by atmospheric particles instead of being absorbed by Earth’s surface.”

A wide variety of pollution levels were encountered during the experiment, said Anderson, who presented the team’s preliminary findings at the American Geophysical Union meeting in San Francisco this week. “Both methods had high uncertainties during the clean conditions, but during the polluted conditions, our early analysis indicates agreement on key quantities within about 20 percent.”

The results will be used to help interpret future measurements, including global aerosol surveys from a NASA satellite scheduled for launch in 2003.
It happened two years ago at Louisiana State University, where administrators had implemented a campuswide ban on alcohol. It happened again the same fall at MIT.

In each case a student drank himself to death; he died, in other words, of alcohol poisoning. And on Sept. 18, in Champaign-Urbana, it appeared the same had caused the death of a former UI student.

According to a local newspaper account, the intoxicated man was assisted to bed about 2:30 a.m. When his roommates woke at around 11 the following morning, he was dead. The coroner’s report determined the cause of death as a combination of alcohol and codeine, the latter apparently coming from medicine.

The 21-year-old man had been enrolled through last spring, but was on conduct probation with an average of one UI student per weekend being so incapacitated he or she has to be hospitalized. In the first month of school this fall, the average was much higher: about four per weekend, or 18 students, taken to hospital emergency rooms.

Part of the problem is that “students are drinking at an earlier age and drinking more heavily,” said Ilene Harned, a health educator at the campus McKinley Health Center and coordinator of the new Alcohol and Other Drugs Office. “They’re coming to campus with a pretty extensive use history, and then many of them, at least initially, will increase their use.”

And national and campus surveys from recent years show students focusing more on “drinking to get drunk.” Harned said, with an average of one UI student per weekend being so incapacitated he or she has to be hospitalized. In the first month of school this fall, the average was much higher: about four per weekend, or 18 students, taken to hospital emergency rooms.

Many other students, according to Dean of Students William Riley, aren’t landing in the hospital, but “are consuming alcohol to the degree that it impairs their judgment, impacts their grades, gets them involved in confrontations, or makes them the victims or perpetrators of a crime.”

Why do they do it? Where freshmen are concerned, it’s about testing their new freedom, coping in new social situations, a drive to experiment, and a misperception about the drinking norm on campus, Riley said. “As a first-semester freshman, their perception of the median or average behavior is off-base. They think that the average person drinks 15 drinks a week,” he said, and many aspire to match it. “The reality is half that.”

It might be one reason more than half of the students transported to the hospital for incapacitation are freshmen, Riley said. It’s also one reason that a “social norming” campaign was put in place this fall, using the media and marketing methods to communicate the message that most students drink in moderation and don’t drink to the point of endangering themselves or others.

Also put in place this fall was a new intervention policy for students who are found incapacitated as a result of alcohol. The policy states that any student who is transported to the hospital, or deemed appropriate for transport by a physician or paramedic, is now mandated to go through an assessment at the Alcohol and Other Drugs Office. Other students deemed to have a problem with alcohol or drugs can be referred for the same assessment.

The assessment process has no connection with any disciplinary action by the university, Harned said. In dealing with the potential alcohol problem, “we don’t want it to look like ‘You’re in trouble,’ we want it to come off with an approach of ‘We care, we’re concerned . . .’” The main focus of our program is the health, safety and academic success of our students.”

Nothing goes in the student’s university record. Harned said. All files are kept locked and confidential. “To have that information released, the student has to sign a written release,” she said.

This doesn’t mean that students who violate the university code under the influence of alcohol are relieved of responsibility. They still must go through the discipline process.

It also doesn’t mean that the AODO is only for students who are referred there for assessment. “I have parents call me all the time,” Harned said. As the parent of two college students, she understands why parents might want information or support. The office also deals with students looking for advice on how to deal with roommates or friends who use alcohol for other drugs is affecting them second-hand.

Following the assessment, a student is directed to one of several options, mostly educational. One is Alcohol 101, an interactive CD-ROM developed at the UI designed to take college students through their decision-making process concerning alcohol. The CD takes students to a “virtual bar.”

Another educational route is called the CAAP class (for Challenging Alcohol Attitudes, Positively). A similar type of class is available for marijuana. When it seems required, a student may be directed to something more extensive, like a four-hour self-assessment at the Alcohol and Other Drugs Office.

It also doesn’t mean that the AODO is only for students who are referred there for assessment. “I have parents call me all the time,” said Harned. As the parent of two college students, she understands why parents might want information or support. The office also deals with students looking for advice on how to deal with roommates or friends who use alcohol for other drugs is affecting them second-hand.

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Online component expands, improves Spanish courses

By Jim Barlow
News Bureau Staff Writer

Habla español? No? No hay excusas más. No, there are no more excuses for not learning another language at the UI. Technology is allowing supply to meet demand for the most sought-after foreign language on campus, and just in time for new general education requirements.

Most important, students like the new way of learning. “I think it’s pretty cool right now!” Chuck Mockbee, a junior from Danville, majoring in political science, wrote in a course evaluation a year ago. His comment echoes those of other students.

A decade ago, a faculty senate decision to expand language requirements as part of a revised general education plan sent shivers down the administrative spine of the foreign language departments, especially the department of Spanish, Italian and Portuguese. Demand for Spanish already was high; students trying to register for introductory courses often found classes full.

Beginning in the fall of 2000, all new students will need three semesters of foreign language to graduate. In the College of Liberal Arts and Sciences and the College of Commerce, four courses will be required.

The choices include Spanish, German, French, Italian, Japanese, Russian, Portuguese or any of the more than 25 languages offered regularly at the UI.

“Of implementing the general education requirement was such that it could not be done,” recalled Diane Musumeci, a professor of Spanish, Italian and Portuguese, who is instructing in Spanish, said he found himself working online on his Spanish 103 assignments at different hours at home. “My overall experience was very enlightening,” he said. “Mallard is very user friendly. It helps students work independently.”

Habla online? Junior Brian Curtin works on his Spanish on Mallard in the Foreign Language Building lab. Curtin, who is majoring in Spanish, said, he found himself working online on his Spanish 103 assignments at different hours at home. “My overall experience was very enlightening,” he said. “Mallard is very user friendly. It helps students work independently.”

Students who took Spanish 122 in fall 1997 found that 76 percent of UI students in introductory Spanish fit this category. Instead of going to class four days a week, the students — 59 percent of them freshmen — appeared twice weekly to work on communication skills; they did their vocabulary, grammar and reading on computer through a Web-based program.

Enrollment in 122 and 103 — with all sections using the technology — has doubled since the change. The online program, Mallard, gives students instant feedback and the ability to correct errors. Students also use conferencing software called Web Board to do writing assignments online and to communicate with other students and their instructors — all in Spanish.

Students in the 1997 experiment performed as well as the students in the traditional classes throughout the semester, except on the final exam, Musumeci aid.

An analysis showed the final exam for the technology course actually was harder than for the traditional course.

At the end of the course, students in the technology-based classes scored significantly higher than their non-technology counterparts when they retook the Spanish placement exam.

In fall 1997, 380 students took Spanish 122 under the traditional format. A year later, 589 were accommodated in the new technology-enhanced course. This fall, 674 enrolled.

Enrollment in Spanish 210 — a five-semester grammar-review course for students who had completed four semesters of Spanish in high school — was less than 190 students a semester in 1995-1997. This semester, 304 students are in 210, which still meet in the four-day-a-week format. Students who did not have Spanish in high school must take 210 and 102, which still meet in the four-day-a-week format and use Mallard and Web Board. Spanish 103 is next in line for both groups.

With more courses going high tech, many students, almost 400 daily, head to the basement of the Foreign Language Building to work in the newly renovated language laboratory, said Si-Qing Chen, lab coordinator. “The lab gets busy starting at 8:30 a.m. and continues until after 9 p.m.”

After a $600,000 renovation, the lab has 31 PowerMacs and 30 Pentium-based PCs. Four more machines allow for e-mail only, and eight stations are for laptops, said lab director Numa Markee.

Students who took Spanish 122 in fall 1998 noted few problems. They clearly liked the format, with 72 percent of them reporting that Mallard was effective in helping them learn the course content. In fact, 89 percent found Mallard easy to use.

Some students even suggested that more work be required. Stacey Lynn Moyer, a sophomore accounting major from Heyworth, Ill., called for more vocabulary lessons and a larger variety of exercises.

“By having to write postings in Spanish, I learned much quicker, and it was much more effective,” she said.

Students who are eligible to take Spanish 122 work hard and fast, but the payoff is that when they finish they already have credit for two courses. Students who did not have Spanish in high school must take 101 and 102, which still meet in the four-day-a-week format and use Mallard and Web Board. Spanish 103 is next in line for both groups.

“Being able to accommodate so many more students in the equivalent of the first three semesters means that in the fall of 2000, when our general education requirement in language is in place, we anticipate being able to meet student demand for Spanish,” Musumeci said.
long before stepping into her first college class, indeed, long before even arriving on the UI campus for the fall semester, incoming freshman Lauren Denofrio of Alsip, Ill., already had a support group of peers—20 incoming freshmen much like herself, pre-selected and pre-arranged for the sole purpose of helping enhance her educational experience at the UI, as she would theirs. The same was true for Adam Tomasik of Alsip, Ill., and for a slew of others in the class of 2003.

That’s because last spring, Denofrio and Tomasik and 278 other new freshmen in the College of Liberal Arts and Sciences signed onto LAS’ educational experiment called Learning Communities. Currently a confederation of 21 communities in its inaugural semester, LC is being hailed as an exciting, innovative undergraduate education and student life at Urbana-Champaign. In fact, its effort to make the Big UI, with all of its advantages and opportunities, into an intimate and nurturing learning environment is putting the College of Liberal Arts and Sciences in the vanguard of universities facing similar challenges.

The Learning Community concept, as Jese Delia, dean of LAS, sees it, ‗promises to combine the best of a small college learning environment with the richness of a leading research university.‘

Charles Stewart, LAS executive associate dean who spearheaded the establishment of the Learning Community concept in the college, said LAS is trying to ease the transition to college life for freshmen and enhance their first year academic experience through collaborative learning.

The expectation was that students who enrolled in a Learning Community would not only learn together but also have fun together. In addition, they would receive with an upperclassman mentor for weekly meetings.

The administrators’ expectations have been surpassed. According to Stewart, the college’s trial run this year ‗already is well exceeding our most optimistic forecasts. We have Learning Community students as committed to their learning groups and classes as they are to their recreation facilities and dorm-mates. These will be the students who will connect sooner to their academic experience and predictably will develop the kinds of collaborative task-solving skills that employers are looking for today.‘

Administrators’ confidence in the pilot program has led them to prepare for 60 Learning Communities for fall 2000, which could enroll up to 40 percent of the incoming LAS freshmen.

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Shared learning: Scott Converse (upper left), a senior honors biology student and a Learning Leader in LAS’ new Learning Communities, leads the discussion during a meeting of freshmen students who are members of LC #21. The LCs put students of similar academic interests into small groups of 20 to 22 students. The group meets weekly with its LL, an upperclassman honors student in the same general major.

All of this jives with what chemistry major Lauren Denofrio reports.

Five weeks into the semester and the experiment, she describes LCs as “a great opportunity academically and socially. I’ve made 20 new friends – all wonderful people. They are a wonderful resource.” Denofrio said she never lacks having someone to talk to – someone who “is sharing the same experiences as I am.”

“It’s also a great academic experience because we all take the same classes, so they’re my technical support. They are just about everything I need. They are the answers to my questions.”

Denofrio explained that if she doesn’t understand a homework problem, she simply e-mails students in her group, LC #21, for suggestions on how to go about solving the problem. And she always gets the help she seeks.

The students also meet outside the confines of the classroom or electronic mail. “We meet on Thursday nights, but we go out together as a group as often as we can,” she said. They also do dinners on Friday nights and get together for sporting events. “Even though we have such a huge campus, in every single way since I’ve been here they try to make it smaller. They help you find your niche, where you belong. I think it’s great that the university does that, because it’s so easy for kids to get lost and have no one to turn to.”

Denofrio is considering switching her major to biochemistry-premed. She thinks she wants about solving the problem. And she always gets the help she seeks.

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The design and structure of LC is simple but solid. LC puts students of similar academic interests (chemistry, history, math/computer science, communications, etc.) into small groups of 20 to 22 students. Students in the same community take two paired courses in common with the group each semester, meet weekly with the group and its Learning Leader (LL) – an upperclassman honors student in the same general major – and build networks of support for learning the ropes of college, for getting over glitches and trouble-spots in their course work and for, simply, having someone to turn to.

The student leaders are overseen by two graduate student assistants, who in turn are overseen by Brian Rainer.

LIVING AND LEARNING COMMUNITIES AT THE UI

Unit One, created in 1972 in Allen Hall, offers a number of credit and noncredit courses in the hall, where class size is limited to 35 students. In Residence at Unit One, invites accomplished guests to stay for one to three weeks in Allen Hall, share meals with students, interact informally with them, and host workshops and discussions.

Women in Math, Science and Engineering (WIMSE) was started in 1996 in Trelawne Hall in the Florida Avenue Residence Halls in an effort to increase retention rates for women in these challenging majors. Classes can be taken in the hall; each floor has its own computer lab; and female professors are asked to share with students their experiences in those fields.

Exploration, founded in 1997 in Weston Hall in the Peabody Drive Residence Halls, was created for students with undeclared majors, or students who simply want to further investigate career possibilities. In addition to the high-tech classrooms, on-site advisers and counselors, and mentoring programs, lunches with real-world professionals give students an opportunity for casual career exploration.
LEARNING COMMUNITIES, CONTINUED FROM PAGE 8

For me, it was a natural progression, because in a way, I have been doing the same thing as a TA – it’s just that this way I get to go about it in the opposite way: Rather than focusing on the material, I suggest how to study or how to plan their day.

LC graduate assistant Amy Isaia also was a TA before being chosen for the LC position. The LC graduate assistantships more closely align with the student’s goals, she said. Working toward a doctorate in counseling psychology, Isaia is interested in increasing students’ personal satisfaction with their college experiences.

“As these programs are extremely cohesive and the students feel a real sense of responsibility to the other students in their community.”

– Amy Isaia

Isaia credits the success of the pilot program to the Learning Leaders. “They have so much to offer these freshmen,” Isaia said. “They are able to discuss strategies that have helped them master these courses and others to become exemplary students. They are positive and effective role models. They have adopted an attitude of collaboration with the younger students that is exuded in their enthusiasm.”

For Converse, in turn, teaching is more joy than job. “If I am being a teacher,” he said, adding LC is “something I wish I had been there when I was a freshman.”

Converse said he uses his meetings to pass along information about different services and resources on campus and helps his students with individual problems in the support role. “I think they’ve really underestimated the amount of time they need to put in.”

Still, Converse is extremely impressed with the students. “There’s great inherent idea that they are ‘starting to form their own student groups, so rather than the weekly meeting turning into review sessions, we can spend our time doing other things, finding solutions, rather than meeting up there and lecturing.’”

So the freshmen who are excited about college, who are reacting to the program in great ways. Indeed, one of the best things about his community. Converse said, is that more of the general purpose software packages. A record for writing proposals for funding including a variety of "pre-reviewed" proposals. Available immediately. Contact NCSES Biodiversity Office, career@ncses.uiuc.edu. Closing date: Jan. 7.

Veterinary Pathologist, Veterinary research office (one or more positions). Bachelor’s degree in microbiology. Immunology or related field and at least two years’ relevant lab experience required. Available immediately. Contact Silva Moreira, 333-7268. Closing date: Jan. 7.

Staff

Personnel Services Office is located at 52 E.

Gregory Drive, Champaign. For information about the personnel services office (PSO) please provide information to those seeking staff employment with the University, the personnel services office Web site at www.pso.uiuc.edu. To complete an online employment application and to submit an online request, visit the online faculty and job market.

The Office of Academic Human Resources, Suite 420, 807 S. Wright St., maintains listings for academic professional positions available on all UI campuses at www.ahruiuc.edu/jobs. Faculty job opportunity information is updated weekly and can be found on the AHR Web site at: http://webserver.ahruiuc.edu/ahr/jobs/index.jsp. More information about the listings below may be obtained from the person in the listing.

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Updated Campus Profile on the Web

The new version of the Urbana Campus Profile is now available on the Web at www.dmi.uiuc.edu/cp/. The Campus Profile is a summary of uniformly defined data items such as staffing, budgets, expenditures, space, students, degrees, courses and section sizes. The data is provided for every department and administrative unit at the UI, with totals at the school, college, vice chancellor and campus levels. Ten years of data are displayed for most items. Users can view a standard set of items for one unit, or can create a customized report. The output can be viewed on a browser or downloaded into Excel.

New items include information on off-campus student enrollment and undergraduate ACT scores and high school percent rank.

For more information, contact the Division of Management Information, 333-3551.

In support of the study of aging

Scholarship deadline is Feb. 7

Applications are available for the 14th annual Paul D. Doolen Graduate Scholarship for the Study of Aging, sponsored by the Retirement Research Foundation. The purpose of the Doolen scholarships is to stimulate and support interest in the study of aging.

Two scholarships worth $2,500 each will be awarded for the 2000-2001 academic year to graduate students at the UI whose principal scholarly interests lie in the field of aging. The students must be in their second year of graduate work or beyond when the scholarships are held. Priority will be given to candidates who hold an assistantship or fellowship.

The deadline for applications is Feb. 7. Applications can be obtained from the University Office for Academic Policy Analysis. For more information, call 333-2030.

Printing Services

Free desktop calendars and more

The Office of Printing Services is offering complimentary year 2000 desktop calendars. To receive one, call 333-9350 by Dec. 23. Printing Services also is taking orders for personalized color calendars. Orders for gift giving must be placed by Dec. 20 and will be completed by the close of business on Dec. 23. Call 333-9350 for more information, or bring your order to the Office of Printing Services.

Faculty/Staff Assistance Program

Supervisor workshop is Jan. 11

Faculty/Staff Assistance Program is hosting a Supervisor Training Workshop from 9 a.m. to noon Jan. 11. The training is designed to assist deans, department heads, directors, managers and supervisors in identifying a troubled employee, documenting job performance and referring the employee to FSAP.

Connecting with your kids

A free one-day workshop on parenting will be offered from 7:30 a.m. to 12:45 p.m. Jan. 22 in Illini Union Rooms A, B and C. "It's a Jungle Out There: Connecting With Your Kids and Their World" will deal with many of the complex issues children and teens face each day, such as peer pressure, self-image, media influences, and drugs and alcohol. A resource fair will feature exhibits of local organizations serving parents and children facing such issues.

The workshop will be in the Edward Madigan Lab, conference room 305B. For reservations and/or questions, e-mail Crystal Bartanen at bartanen@uiuc.edu.

Teaching for active learning

Faculty retreat features technology

"Pedagogy 2000: Teaching, Learning, and Technology" is the title of this year's UI faculty retreat on Teaching for Active Learning. The retreat, which will take place Feb. 10 at the Illini Union, brings faculty members from all disciplines together to focus on best practices in teaching at the college level.

This year's keynote speaker will be Kathleen Margaret “Peggy” Lant, professor of English and coordinator of Instructional Technology in the College of Liberal Arts at California Polytechnic State University. Lant’s innovative approach to teaching American literature online at Cal Poly recently was featured on a PBS special titled “Net Learning.” She travels extensively to conduct technology workshops for educators.

Following the speech there will be concurrent sessions featuring faculty members from a variety of disciplines. In the afternoon, participants will have the opportunity to attend one of several workshops, including "Overcoming Technoangst," “Active and Cooperative Learning,” “Resolving Classroom Conflicts” and “Pee Observation for Teaching Assessment.”

Also during the retreat, Provost Richard Herman will present UI’s 1999 UI Distinguished Teacher Scholars: O. Vernon Burton, professor of history; Paul Diehl, professor of political science; and Linda Smith, professor of library and information sciences.

Faculty members can register on the Web at www.conted.uiuc.edu/retreat or by calling 333-2888.

WILL-FM’s January Second Sunday Concert features piano trio and duets with UI School of Music’s Edward Ruth, Diano, Barbara Hedlund, cello, and Rudolf Haken, violin.

The free concert begins at 2 p.m. Jan. 9 at the Krannert Art Museum and Kinkead Pavilion, and also will be broadcast live on WILL-FM (90.5/91.1 in Champaign-Urbana) with host Vic DiGeronimo.

On the program are J.S. Bach’s "Adagio" from the Organ Toccata in C major; Joseph Haydn’s "Variations in F minor"; Claude Debussy’s "Three Preludes"; Franz Liszt’s ‘‘Vallée d’Obermann’’; Beethoven’s Cello Sonata in G minor, Op. 5, No. 2; and Paul Hindemith’s Viola Sonata in Op. 11 No. 1.

Preparation for future professors

Weekly seminar begins Jan. 20

The UI’s Graduate College has launched a Preparing Future Professors project. Similar to the national Preparing Future Faculty program, the goal of the UI’s project is to prepare doctoral students for their roles as future college and university professors.

Faculty members and postdoctoral students who are committed to enhancing their departments’ doctoral programs to better prepare students for faculty positions in their disciplines are invited to participate in this project.

As part of the program, a Preparing Future Professors seminar for faculty members and postdoctoral students will meet Thursdays from 8:30 to 10:30 a.m. in Grainger Engineering Library beginning Jan. 20.

Participants in this seminar will draft a teaching statement, plan a classroom research project and visit each other’s classes. Participants also will develop syllabuses for a course about teaching in their fields based on the scholarly literature on the pedagogy of their disciplines and be expected to serve as mentors for graduate students, especially those who are pursuing the Advanced Graduate Teacher Certificate.

More information about this project is on the Web at www.grad.uiuc.edu/prep/prof.html. Those who are interested in participating in the project should contact assistant Carol Mills at c-mills@uiuc.edu or 244-2324. This project is supported by a grant from the Provost’s Initiative on Teaching Advancement.

Committee on the Status of Women

Report on women now on the Web

The 1999 report of the Chancellor’s Committee on the Status of Women is available on the Web at www.oc.uiuc.edu/oc/csw/report/index.htm. The report examines the professional climate and employment situation facing female faculty members at the UI.

Research in disability science

Three professorships available

Nominations are sought for up to three Timothy J. Nugent Professorships in Disability Science. Application deadline is Feb. 15 with a total of $100,000 available to fund the new positions. Nominations are not limited to this campus; self-nominations will be accepted.

Created by the College of Applied Life Studies with funds from the Mary Jane Neer Research Program in Disability Science, the professorships are the first step in creating an integrated research center in disability science in the Division of Rehabilitation Education Services. Named after the founder of the UI’s rehabilitation education program...
Holiday work schedule

Dec. 24: Christmas Eve/holiday
Dec. 27: Designated holiday
Dec. 31: New Year’s Eve/holiday
Jan. 3: Designated holiday
Jan. 17: Martin Luther King Day/holiday
Dec. 28, 29 and 30 are work days. Campus functions are expected to operate normally on these days. Campus employees will be expected to work unless specifically excused.

Building opening and heating
Buildings will be heated and ventilated according to the usual vacation and holiday schedule.

Paycheck distribution
Academic employee payroll checks will be distributed Dec. 21. Staff employee payroll checks will be distributed Dec. 22. Student checks will be distributed Dec. 29. To provide additional security during the holiday period, departments are to return all undistributed paycheck stubs to Check Distribution in 100 Henry Administration Building by Dec. 30. Distribution will be open from 9 a.m. to 4 p.m. Dec. 30. Employees picking up returned paycheck stubs at Window A in 100 Henry Administration Building must present their i-card.

Indoor recreational facilities
Hours vary for campus indoor recreational facilities. Contact the Division of Campus Recreation, specific facility or the Web site listed above for information about holiday hours.

Libraries
Dec. 24-27: Closed
Dec. 28-30: Open 8 a.m. to 5 p.m.
Dec. 31-Jan. 3: Closed
Jan. 17: Closed

Garage and Car Pool
Dec. 23, 24: Open 6:30 a.m. - 11:30 p.m.
Dec. 25: Closed
Dec. 26: Open 6 a.m. - 5 p.m.
Dec. 27: Closed
Dec. 28-31: Open 6:30 a.m. - 11:30 p.m.
Jan. 1: Closed
Jan. 2: Open 6 a.m. - 5 p.m.
Jan. 3: Closed
Jan. 4: Open 6:30 a.m. - 11:30 p.m.

Parking
The Division of Campus Parking and Transportation offices will close at 5 p.m. Dec. 23 but parking enforcement staff members will be on duty until 7 a.m. Dec. 24 and will be available to assist motorists who may be locked out of their vehicles or those with dead batteries who need a jump start. Both will resume regular hours at 7 a.m. Jan. 4. With the exception of 24-hour departmental spaces and handicapped rental spaces, meters and rental lots will be available for unrestricted use during this time. If you need assistance, contact the University Police.

Kranitt Art Museum
Kranitt Art Museum galleries and offices will close at 5 p.m. Dec. 23 and reopen at 10 a.m. Jan. 4. Galleries close again at 5 p.m. Dec. 30 and reopen at 10 a.m. Jan. 4. The Palette Cafe is closed and hopes to reopen Jan. 4.

Kranitt Center for the Performing Arts
Building schedule:
Dec. 20-23: Closed
Dec. 24-27: Open 9 a.m. to 7 p.m.
Dec. 28-30: Open 8 a.m. to 7 p.m.
Dec. 31-Jan. 3: Closed
Jan. 4: Opens 7 a.m. and resumes normal business hours.
The Kranitt Center ticket office will close at 6 p.m. Dec. 23 and will reopen at 10 a.m. Jan. 4. Intermezzo Pastry Shop and Restaurant will close at 3:30 p.m. Dec. 17 and reopen at 7 a.m. Jan. 4. The Promenade Gift Shop will close at 6 p.m. Dec. 23 and reopen at 10 a.m. Jan. 4. Tours end Dec. 10 and reopen Jan. 18. There will be no catering events at Kranitt Center from 6 p.m. on Dec. 23 through Jan. 3.

Campus and U.S. mail delivery
Dec. 24 and 27: No delivery
Dec. 28, 29 and 30: Normal delivery
Dec. 31, Jan. 3 and 17: No delivery

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social and late-night events that don’t involve alcohol.

• Campus bar employees attend a training session on how to deal with customers who may have had too much to drink, how to spot fake IDs, and other alcohol-related issues. This program has been going for more than a decade, supported financially at various times by the campus, local government or grants.

Also making changes in recent years is the Greek system. Sororities have kept their houses alcohol-free for many years, but several fraternities recently have made or renewed the same policy. Several more are planning to go alcohol-free in the 2000-01 school year. And at least a dozen have heard grumbling about the system by those who brought them.

The two students in charge of administering the system this year, senior from Elmwood Park, Ill., and Jon Espejo, a senior from Amandale, Va., both concede they have heard grumbling about the system from some students, especially as it was being put in place. But they also think most students understand the need. “The guidelines are in place because we want to keep our members safe, but we also want to protect our chapters [from liability],” Salazar said. “If they stick to the guidelines and they do everything by the rules, then they’re covering themselves and they’re also protecting everybody at the event.”

Chapters also are working hard to organize different kinds of social events, like going out of town to baseball games or Great America.
Jan. 29 Thursday
Women's Basketball, UI vs. Ohio State University. 8 p.m. Assembly Hall. Admission charge.

Jan. 30 Friday
Women's Basketball, UI vs. University of Iowa. 7 p.m. Assembly Hall. Admission charge.

Jan. 31 Saturday
Ice Hockey, UI vs. University of Minnesota. 7 p.m. UI Ice Arena. Admission charge.

Feb. 1 Sunday
Ice Hockey, UI vs. University of Michigan. 2 p.m. Assembly Hall. Admission charge.

Feb. 2 Monday
Admission charge.

Feb. 3 Tuesday
Admission charge.

Feb. 4 Wednesday
Admission charge.

Feb. 5 Thursday
Admission charge.

Feb. 6 Friday
Admission charge.

Feb. 7 Saturday
Admission charge.

Feb. 8 Sunday
Admission charge.

Feb. 9 Monday
Admission charge.

Feb. 10 Tuesday
Admission charge.

Feb. 11 Wednesday
Admission charge.

Feb. 12 Thursday
Admission charge.

Feb. 13 Friday
Admission charge.

Feb. 14 Saturday
Admission charge.

Feb. 15 Sunday
Admission charge.

Feb. 16 Monday
Admission charge.

Feb. 17 Tuesday
Admission charge.

Feb. 18 Wednesday
Admission charge.

Feb. 19 Thursday
Admission charge.

Feb. 20 Friday
Admission charge.

Feb. 21 Saturday
Admission charge.

Feb. 22 Sunday
Admission charge.

Feb. 23 Monday
Admission charge.

Feb. 24 Tuesday
Admission charge.

Feb. 25 Wednesday
Admission charge.

Feb. 26 Thursday
Admission charge.

Feb. 27 Friday
Admission charge.

Feb. 28 Saturday
Admission charge.

Viewed through last week's calendar, there is a noticeable drop in the number of events listed compared to the previous weeks. This could be due to the holiday season or the natural ebb and flow of academic events. The events that are listed include musical performances, sports games, and other cultural activities. The paper also includes information on the admission charges for these events, indicating that they vary depending on the type of event and the venue. The calendar section also provides a note on public access to the Illinois State University's Library, emphasizing the importance of public libraries in providing access to cultural and educational activities. The calendar concludes with a note on the upcoming events in March, suggesting a continuity of cultural and educational activities. Overall, the calendar reflects the diverse range of events available to the University of Illinois community, catering to a wide range of interests and providing ample opportunities for engagement and learning.