Global Studies: The world at their doorstep

By Andrea Lynn

Nearly half of the freshman class in the College of Liberal Arts and Sciences at Illinois has enrolled this year in an experimental new global studies program that literally puts the world at its doorstep.

Called the Global Studies Initiative (GSI), the program has much to offer the 1,400 inaugural first-semester students and the 309 students this spring: immersion in a cluster of new and redesigned globally oriented courses; guest lectures by renowned speakers on major global issues and problems; and the opportunity to follow up with a study-abroad course during the winter or summer break.

Charles Stewart, the architect of the program and an appointed interim associate provost for international affairs and director of International Programs and Studies, calls the global endeavor “path breaking — certainly in the mega-research-university setting.”

“Our goal,” said Stewart, a scholar of West African and Islamic history, and a teacher in two of the GSI courses, “is to totally change the undergraduate student culture and introduce freshmen to the global environment in which they are living.”

According to Stewart, global awareness and change are “as critical to the training of a well-rounded graduate as the classics were a century ago. These courses are on target for providing both a cultural change for the student body and a common intellectual experience that will be formative in their undergraduate careers.”

Enrollments in last fall’s seven courses and the three spring courses involve about 50 percent of the university’s freshmen in LAS — “not a bad start,” Stewart said, adding that the courses are taught by “some of our best teachers.” At the end of the fall semester, 57 percent of the students rated their global studies work on a par or better than other large lecture courses they took.

This semester’s Global Studies courses are “Environmental Change,” a history course; “Literatures of Global Culture,” an English/comparative literatures course; and “World of Islam,” offered and taught by scholars in the South Asian and Middle Eastern Studies Program.

A variety of experts are lined up to speak to the freshmen this semester, including David Graham DuBois, founding president and CEO of the W.E.B. DuBois Foundation; and a professor at the University of Massachusetts; Shashi Tharoor, undersecretary-general for communications and public information at the United Nations; and several UI faculty members.

Regarding the origins of the GSI, Stewart said that what began as a seminar for seven faculty members to explore how to better deliver general education to incoming freshmen “ mushroomed to large meetings of techies and teachers, planners and production specialists.”

“You can call me the architect, but the ones who have built the program are the other faculty.

Continued on page 2

Off they go …

At the end of this semester, students who wish to participate will be invited to choose one of 14 four-week study-abroad courses, all of them taught by UI faculty members:

Avignon (France) a course on intermediate French
Barcelona Spanish language
Catania (Italy) Italian language and culture
Dublin (and Galway) Irish studies
Ifrane (Morocco) history and culture of the Arab and Islamic world
London (two courses) “London Calling: The Empire Writes Back” theater in Britain
Panchgani (India) Indian civilization
Paris plus other French cities “France From Ancient Times to Modern”
San Carlos (Costa Rica) internships in sociology
Shanghai “Learning About China”
Vienna (two courses) German language

“You can call me the architect, but the ones who have built the program are the other faculty.”

Charles Stewart, left, the architect of the new global studies program in the College of Liberal Arts and Sciences, calls the new global endeavor “path breaking — certainly in the mega-research-university setting.”

Rajmohan Gandhi, a visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, was one of last semester’s most popular speakers in the program.

The original Global Studies courses were “Anthropology in a Changing World”; “Macroeconomic Principles & Global Economics”; “Literatures of Global Culture”; “Religions & Globalization”; “Global History”; “World Religions”; and “Global Inequality & Social Change.” Some 52 upperclass honors students served as mentors in four of the classes.

One of last semester’s most popular speakers — rated as “best” by 90 percent of the students — was Rajmohan Gandhi, grandson of Mohandas Gandhi, the Indian national leader and social reformer who was assassinated in 1948. Rajmohan Gandhi drew a standing-room only audience.

A visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, Gandhi also directs the Global Crossroads International Living/Learning Community, based in the Pennsylvania Avenue residence hall.

In his lecture, Gandhi focused on the issue of intolerance.

He discussed his grandfather’s “strategies for addressing hate, intolerance and revenge”; what his grandfather, if living today, might say to extremists “who are inflamed with killing and who incite hatred”; and what his grandfather might say to President George W. Bush.

Rajmohan Gandhi said his grandfather’s message to President Bush might have been, in part, something like: “I hope you don’t want America to believe that some peoples and nations are inherently evil and others inherently good.”

“Myself fought the battle of good vs. evil, of tolerance vs. intolerance, of largeness vs. pettiness, in my own heart. Isn’t the human heart, every human heart, the place where this battle has to be daily fought?”

Other Global Studies speakers last semester included Tarig Ali, a London-based public intellectual, who spoke about “Fundamentalisms”; Dani Rodrik, Harvard University, on “Globalization Limits”; and a panel discussion on “Human Rights” with James Ross, senior lawyer at Human Rights Watch, and several UI faculty members.

Continued on page 2

Charles Stewart, the architect of the new global studies program in the College of Liberal Arts and Sciences, calls the new global endeavor “path breaking — certainly in the mega-research-university setting.”

Rajmohan Gandhi, a visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, was one of last semester’s most popular speakers in the program.

The original Global Studies courses were “Anthropology in a Changing World”; “Macroeconomic Principles & Global Economics”; “Literatures of Global Culture”; “Religions & Globalization”; “Global History”; “World Religions”; and “Global Inequality & Social Change.” Some 52 upperclass honors students served as mentors in four of the classes.

One of last semester’s most popular speakers — rated as “best” by 90 percent of the students — was Rajmohan Gandhi, grandson of Mohandas Gandhi, the Indian national leader and social reformer who was assassinated in 1948. Rajmohan Gandhi drew a standing-room only audience.

A visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, Gandhi also directs the Global Crossroads International Living/Learning Community, based in the Pennsylvania Avenue residence hall.

In his lecture, Gandhi focused on the issue of intolerance.

He discussed his grandfather’s “strategies for addressing hate, intolerance and revenge”; what his grandfather, if living today, might say to extremists “who are inflamed with killing and who incite hatred”; and what his grandfather might say to President George W. Bush.

Rajmohan Gandhi said his grandfather’s message to President Bush might have been, in part, something like: “I hope you don’t want America to believe that some peoples and nations are inherently evil and others inherently good.”

“Myself fought the battle of good vs. evil, of tolerance vs. intolerance, of largeness vs. pettiness, in my own heart. Isn’t the human heart, every human heart, the place where this battle has to be daily fought?”

Other Global Studies speakers last semester included Tarig Ali, a London-based public intellectual, who spoke about “Fundamentalisms”; Dani Rodrik, Harvard University, on “Globalization Limits”; and a panel discussion on “Human Rights” with James Ross, senior lawyer at Human Rights Watch, and several UI faculty members.

Continued on page 2

Charles Stewart, the architect of the new global studies program in the College of Liberal Arts and Sciences, calls the new global endeavor “path breaking — certainly in the mega-research-university setting.”

Rajmohan Gandhi, a visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, was one of last semester’s most popular speakers in the program.

The original Global Studies courses were “Anthropology in a Changing World”; “Macroeconomic Principles & Global Economics”; “Literatures of Global Culture”; “Religions & Globalization”; “Global History”; “World Religions”; and “Global Inequality & Social Change.” Some 52 upperclass honors students served as mentors in four of the classes.

One of last semester’s most popular speakers — rated as “best” by 90 percent of the students — was Rajmohan Gandhi, grandson of Mohandas Gandhi, the Indian national leader and social reformer who was assassinated in 1948. Rajmohan Gandhi drew a standing-room only audience.

A visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, Gandhi also directs the Global Crossroads International Living/Learning Community, based in the Pennsylvania Avenue residence hall.

In his lecture, Gandhi focused on the issue of intolerance.

He discussed his grandfather’s “strategies for addressing hate, intolerance and revenge”; what his grandfather, if living today, might say to extremists “who are inflamed with killing and who incite hatred”; and what his grandfather might say to President George W. Bush.

Rajmohan Gandhi said his grandfather’s message to President Bush might have been, in part, something like: “I hope you don’t want America to believe that some peoples and nations are inherently evil and others inherently good.”

“Myself fought the battle of good vs. evil, of tolerance vs. intolerance, of largeness vs. pettiness, in my own heart. Isn’t the human heart, every human heart, the place where this battle has to be daily fought?”

Other Global Studies speakers last semester included Tarig Ali, a London-based public intellectual, who spoke about “Fundamentalisms”; Dani Rodrik, Harvard University, on “Globalization Limits”; and a panel discussion on “Human Rights” with James Ross, senior lawyer at Human Rights Watch, and several UI faculty members.

Continued on page 2

Charles Stewart, the architect of the new global studies program in the College of Liberal Arts and Sciences, calls the new global endeavor “path breaking — certainly in the mega-research-university setting.”

Rajmohan Gandhi, a visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, was one of last semester’s most popular speakers in the program.

The original Global Studies courses were “Anthropology in a Changing World”; “Macroeconomic Principles & Global Economics”; “Literatures of Global Culture”; “Religions & Globalization”; “Global History”; “World Religions”; and “Global Inequality & Social Change.” Some 52 upperclass honors students served as mentors in four of the classes.

One of last semester’s most popular speakers — rated as “best” by 90 percent of the students — was Rajmohan Gandhi, grandson of Mohandas Gandhi, the Indian national leader and social reformer who was assassinated in 1948. Rajmohan Gandhi drew a standing-room only audience.

A visiting professor in the Program in South Asian and Middle Eastern Studies at Illinois, Gandhi also directs the Global Crossroads International Living/Learning Community, based in the Pennsylvania Avenue residence hall.

In his lecture, Gandhi focused on the issue of intolerance.

He discussed his grandfather’s “strategies for addressing hate, intolerance and revenge”; what his grandfather, if living today, might say to extremists “who are inflamed with killing and who incite hatred”; and what his grandfather might say to President George W. Bush.

Rajmohan Gandhi said his grandfather’s message to President Bush might have been, in part, something like: “I hope you don’t want America to believe that some peoples and nations are inherently evil and others inherently good.”

“Myself fought the battle of good vs. evil, of tolerance vs. intolerance, of largeness vs. pettiness, in my own heart. Isn’t the human heart, every human heart, the place where this battle has to be daily fought?”

Other Global Studies speakers last semester included Tarig Ali, a London-based public intellectual, who spoke about “Fundamentalisms”; Dani Rodrik, Harvard University, on “Globalization Limits”; and a panel discussion on “Human Rights” with James Ross, senior lawyer at Human Rights Watch, and several UI faculty members.

Continued on page 2
Globetrotting senior veterans abroad, finding challenges, success

By Andrea Lynn

Sally Netter’s e-mail messages end with a Nike tagline, the one that reads: “You have to take a chance to stand a chance.” Within minutes of meeting the graduating senior or reading her résumé, one realizes that she doesn’t take these opportunities lightly; she lives by them.

Like top students anywhere, the 21-year-old routinely says “yes” to the big challenges, and she is routinely rewarded for her efforts. She is an athlete, a volunteer, a stellar student and a responsible and enthusiastic employee.

But what distinguishes the Urbana native from many of her high-achieving peers at Illinois is the fact that in many of the challenges she took on, she developed a personal international aspect; a few even have been played on the international stage. This is no accident, no coincidence. The double major – in political science with a concentration in international relations, and in history with military history as a primary focus – is carving out a place for herself in the world of international relations.

Before that, during the spring semester of 2004, Netter traveled last summer to Istanbul, to be a student delegate at a NATO summit meeting. One of nine Americans selected to attend, and representing one of 37 countries, she was a member of the international press corps, and in so doing “gained insights into how the alliance is adapting to meet current transatlantic security threats,” she said.

From understanding cultural nuances to seeing the bigger picture of global events, I learned the importance of maintaining positive relations with foreign countries.

“I also loved being in a military environment. Military culture absolutely fascinates me, probably as a result of my course work in military history. I learned so much about how the military functions just by working at the Coast Guard, and it reaffirmed my reasons for wanting to work in service to the government.”

At Illinois, Netter has taken several courses with history professor John Lynn. It was his military history course that fired her enthusiasm for that field of history and his course on the history of France that she took two years ago in France, she said.

“Most likely State, Homeland Security or Defense,” Netter said. “But initially I’d like to work in the civilian sector and see foreign countries.”

“The opportunity to work for the Coast Guard and Homeland Security was an exceptional opportunity, she said.

“Growing up, I watched both of them work very hard at what they do in order to be successful.”

The world at their doorstep

Continued from page 1

members teaching these courses and an army of loyal and patient CITES (Campus Information Technologies and Educational Services) staff members who have instructed us in the possibilities of Compass (an online learning system) as a link across the courses.

Stewart said that the ATLAS staff made student surveys possible, the guest presentations work well and the CITES Compass system doable.

“Ironically, the extremely efficient technical support these courses enjoyed was not only felt in the convenience of video-streamed guest-speaker appearances or the ATLAS Web site, student quizzes and student surveys managed by ATLAS.

“Rather, it was the ‘face-time’ spent by instructors who developed these common tech support systems and worked together on the learning objectives that were shared across the Global Studies courses.”

One of the best outcomes so far was quite unexpected, Stewart said. “The enthusiasm and dedication of fresh freshmen has proven infectious to faculty who admit to being re-energized about their courses by the lively student interest.”

But equally impressive, he said, was a “rising student awareness of global themes,” as tracked through the surveys.

“From this, we can see that the ATLAS staff made student surveys possible, the guest presentations work well and the CITES Compass system doable.”

About the world with Study Abroad

Illinois students can pick their Study Abroad program by destination — six of the seven continents are available — including I-Vote; a member of Pi Sigma Alpha, the national political science honor society, and of Alpha Omicron Pi social sorority; and a part-time faculty administrative assistant with the university’s Division of Campus Recreation.

After she graduates in May, Netter wants to work for the federal government in Washington in some area of national or international relations and security.

“Almost every agency has an international office or arm of some sort. But I am not looking specifically at one department or agency.”

At the moment, Netter also isn’t entirely sure what her long-term goals are. She hasn’t ruled out serving on active duty in the Coast Guard. “But initially I’d like to start working in the civilian sector and see where that takes me.”

“Senior Sally Netter of Urbana has worked for the Coast Guard and Homeland Security and was a delegate at a NATO summit meeting in Istanbul.”

“She could have opted for a much lighter topic – on the café scene in Paris, for example – but she didn’t. Instead, she took a tough subject and did a great job with it.”

Lynn described Netter as “an all-American girl – extremely nice, cheerful, energetic, athletic and very smart.”

But she is more than that, he said.

“Sally is complex. She is a serious student who is pursuing some very narrow subject matter. However, he added, “there is no pretense about her. She doesn’t wear her knowledge or her accomplishments on her sleeve.”

When asked where her passion comes from, her drive to take on tough challenges and subjects, Netter responded in a way that would make any parent proud.

“I truly believe that you can do anything you set out to do. That being said, everything I’ve accomplished is a result of hard work and dedication, something that my parents instilled in me. Growing up, I watched both of them work very hard at what they do in order to be successful.”

B. Joseph White, the former interim president and dean of the business school at the University of Michigan, brings to the UI presidency leadership and other personal information to use for a wide range of crimes, including fraudulent withdrawals from bank accounts and false applications for loans and credit. People who respond to unsolicited e-mail, or spam, run the risk of disclosing personal data to unknown persons, who may use this “virtual” material to inflict real damage.

The Federal Trade Commission dubs one major type of Internet scam phishing. It works like this: Posing as a bank or a large corporation, the con artist sends consumers e-mail messages claiming that there is a problem with the billing of their account. The e-mail warns consumers that if they don’t update their billing information, they risk losing their accounts and Internet access.

The message directs consumers to click on a hyperlink in the body of the e-mail to connect to the bank’s or corporation’s billing center. When consumers click on the link, they land on a site with a hijacked corporate logo and links to real Web pages. The con artist then steals the identities of consumers who reveal their personal information.

Clark and other UI officials said there has been no noticeable upswing of identity-theft cases on campus – or at least not of reported cases. Mark Briggs, campus crime manager in the Office of Public Safety, said he believes that the complaints filed with authorities are only a fraction of the real extent of the problem.

Nationwide, about 500,000 persons reported identity theft in 2001 to local police and to the FTC, which collects complaints through a Web site and telephone hotline. “The average victim will spend over $1,000 and 175 hours cleaning up their credit reports,” Briggs said. “That’s a great deal of time and money out of your pockets. But until it happens to you or to somebody you know, identity theft doesn’t rise to the level of concern for most people.”

Briggs had his own personal awakening two years ago when his teenage son discovered that he had been billed for music CDs he had not purchased. “My son’s name and street number were used as the billing address for the CDs, but the items were shipped to an out-of-state address.”

While the cost of the heist was only about $60 – which the CD distributor reimbursed to the family when notified of the situation – what struck Briggs was the brazenness of the perpetrators. “The CDs went to an actual street address in Massachusetts. The company said it considered the theft simply a cost of doing business, and the police in Massachusetts didn’t have time to investigate.”

“Identity theft is not a violent-type crime that is going to get headlines and to take precautions. For example, almost everyone receives applications for ‘preapproved’ credit cards in the mail. Those who discard the applications without destroying the material risk the possibility that an identity thief will retrieve the documents and try to activate the cards for their own use. (Many credit-card companies have adopted security measures that require the card recipient to activate the card only from his or her home telephone number, but this is not yet a universal practice).”

Briggs said that because Social Security numbers have become a sort of ID card, all consumers should be extra cautious in disclosing this information. “Never print your SSN on your checks,” he advises. “After applying for rental property or anything else that requires a credit report, request that your SSN on the application be removed or completely obliterated. And question the need to provide your SSN on routine documents like credit-card applications, apartment leases and other business forms.”

Similarly, Briggs recommends that everybody keep duplicate records of Social Security cards, driver’s license and credit cards. “Copy both sides of your license and cards, so you have all the account numbers, expiration dates and phone numbers, so you can respond quickly to any problem,” he said. And if consumers don’t need department-store or bank-issued credit cards, they should close the accounts. A little-used credit card might turn into an active nightmare. He further recommends that consumers remove their names from marketing lists. The three major credit-reporting bureaus – Equifax, Experian and TransUnion – all maintain marketing lists that may contain personal information that can be stolen online by criminals. “Remove your name from lists, as well as the lists of the Direct Marketing Association, will reduce the number of pre-approved credit offers you receive in the mail.”

Finally, know at all times with whom you are dealing with in a financial transaction. “Never give credit-card numbers or other personal information over the Internet or telephone unless you have initiated the transaction and you fully and completely trust that person or business,” Briggs said.
Students work to dispel stereotypes, misconceptions

By Molly McElroy

Undergraduate women in computer science and engineering programs are dispelling the misconception that these fields are about programming from an isolated cubicle. By student-enrollment of middle and high school girls, student- and university-guided organizations at Illinois are working to increase the number of women in both fields.

"Women are well-suited for computer science and engineering fields," Larson said. "Women have much to offer those fields. Women in both fields have much to offer women, and that women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women are huge users of technology, so it's extremely important for women to be part of the design," Heeren said. Online shopping, cell phones, cars and minivans are all examples of technology readily used by women.

"Women have something to offer computer science," said Pj Mathur, a freshman computer science major from Streamwood, Ill. "Women understand what other women want. We can make products that other people find and use for CS can also benefit, because products made by computer scientists will no longer be made just for us. We don't want technology to leave women behind, we need to do our part to keep up with it."

An undergraduate computer science degree is useful for many disciplines. "No other career can give you so many choices," said hose and biology, and music, CS and physics, CS and psychology, CS and astronomy, or, really, CS and anything else you might be interested in," Slavova said. "The options are endless." Similarly, may people don't know how an engineering degree can be used. "Industry is the obvious route," Sensmeier said. "But some people use engineering as a route to medical school, human-factors research and teaching. I plan to go to law school and then go into patent law. Some engineering majors go on to get MBAs and then go on to manage a team of engineers."

"Women tend to want a career that is socially relevant," said Susan Larson, a professor of civil engineering. "Women want technology to leave women behind, we need to do our part to keep up with it."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"We don't always see the different applications of engineering," said Kristin Sensmeier, a senior in electrical engineering from Orland Park, Ill., who is a co-president of Women in Computer Science (WCS), a student-run organization that provides a social and professional network for women studying the subject.

"Girls want to make an impact with their work, and they don't see how computer science can give them that opportunity," said Gergana Slavova, a senior computer science and psychology major from Darien, Ill., who also is a co-president of WCS.

Such misconceptions prevent many girls from pursuing computer science. At Illinois, only 8 percent of computer science majors are women. “Before I started college, I didn’t realize the difference in the amount of women and men in computer science,” said Amy Hein, a senior computer science and psychology double major who graduated from Triad High School in Troy, Ill. “It was a shock going into my first lecture of 500 students and seeing that only about 20 of them were women. But you adjust to it.”

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"One woman explained that she was leaving the Women in Engineering program at Illinois. "Women tend to want a career that is socially relevant," said Susan Larson, a professor of civil engineering. "Women want technology to leave women behind, we need to do our part to keep up with it."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.

"Women need to be told about the different opportunities available to them," Larson said. "Women understand what's behind, we need to do our part to communicate well. They want to do a good job, and they want it to matter," Larson said. "Women are also good at understanding and solving problems. They have a creative side, and they're logical."

For all of these reasons, women are well-suited for computer science and engineering fields. But women in these areas of study at Illinois say that they are in the minority.
Student-designed wheelchair makes it easier for athletes

By Melissa Mitchell

Dispel stereotypes, misconceptions

Continued from page 4

Cutting the computer cord on campus

UIUCnet Wireless is a wireless network accessible in many campus buildings – from the Armory to Wohlers Hall – and libraries and residence halls and classroom buildings in between.

UIUCnet Wireless is designed to allow users to connect their laptops and handheld computers to the main UIUCnet network and the Internet from any location where the wireless base stations have been installed.

As of the end of January, 39 campus buildings had wireless access points.

First Class

Student-designed wheelchair makes it easier for athletes

By Melissa Mitchell

A ttractive athletes from the university’s Fighting Illini basketball team were amazed at what they could do, but at the same time, they were always crashing.

The Balance Sport Wheelchair introduces a new element in how athletes move on the court, Frogley said. “Currently there are no lateral movements. A player has to stop and turn slightly. Every time you have to take your hand off the ball, you’re at a disadvantage.”

The chair features an ergonomically correct seating and strapping system that goes beyond what’s currently commercially available. For Mike Frogley, the head coach of the UI men’s and women’s wheelchair basketball teams, the real measure of the chair’s value is that “it will take great athletes and make them better.”

“The chair introduces a new element in how athletes move on the court,” Frogley said. “Currently there are no lateral movements. A player has to stop and turn slightly. Every time you have to take your hand off the ball, you’re at a disadvantage.”

The chair also features an ergonomic design that stress that math is really OK for girls to enjoy. “Some researchers endeavor, are helpful in keeping girls interested.”

Girls’ disinterest in math and science may be due to how those subjects are taught. “Some researchers say that school mathematics have been portrayed and taught in ways that are more appealing to boys, with little attention given to girls’ preferred ways of learning and knowing,” said Lubinski, who discussed the topic in a chapter of a recently published book, "National Assessment of Educational Progress Findings Regarding Gender: Mathematics Achievement, Student Affect, and Learning Practices.”

To help retain current students, WIE also sponsors a seminar series for the engineering faculty. “Last semester’s seminar included tips for how professors can encourage students,” Larson said. Faculty were told that women are more aware of how the amount of praise drops in college relative to high school. "Simply writing ‘Good job!’ on homework assignments can make a difference," Larson said.

WIE also has an orientation weekend for new women students in the engineering program. "The orientation gives them a chance to get to know each other before starting school,” Larson said. “The women are able to form a supportive community.”
Environmental Fellows: Broad education reaching beyond disciplinary walls

By Jim Barlow

With required science classes nearly behind her, Nicole Wheatcroft faced a seemingly endless sizing of course work in her undergraduate major. While English was, and still is, her degree path, she said, the lament of “Tomorrow, and tomorrow, and tomorrow” from “Macbeth” resounded in her head.

More than a year ago, a visitor’s presentation in Professor May Berenbaum’s “Insects and People” entomology class stung her, bringing her mind out of impending tedium and providing her a diversion that has altered her planned career course. The guest’s talk wasn’t about people-eating bugs; it was an invitation to apply for admission into the Environmental Fellows Program, a minor offered through the Environmental Council at the UI.

For Wheatcroft, a senior from Mount Carmel, Ill., EFF broadened her education as well as her vision of the future. She would like to delay graduate school and her desire to become a university English professor so that she can promote literacy among women in Haiti or somewhere in Africa. Doing so, she said, could help improve the environment in such places and reduce the prevalence of diseases such as AIDS.

While it takes about 18 credit hours to complete the minor, it was the first class she took—“Contemporary Social and Environmental Problems” taught by geography professor Colin E. Thorn—that altered Wheatcroft’s course.

“The class focused on the developing world, William C. Sullivan, director of the Environmental Council. “It gives them a broad-based understanding of the environment so that they can target their disciplinary expertise in a way that really makes a difference. It prepares them to do things that can make positive changes in how we behave as a society.” EFF also adds strong credentials on applications for employment and graduate school, Sullivan said. “Employees today are increasingly interested in literally educated people who are articulate and who can analyze situations and solve problems. This program helps delvers. For grad school, a student gets a whole new set of interdisciplinary skills.”

The Environmental Council receives about 10 applications per semester for admission into its fellows program. Last fall 24 students were enrolled. Sullivan’s target goal is to have at least 1 percent of all undergraduates in EFF. Ideally, students should have at least three semesters left before graduation, but some flexibility allows for completion of the minor in two semesters.

John Balston of Buffalo Grove, Ill., saw a poster above EFF in the hallway in Gregory Hall early in his junior year. Already majoring in the Earth and Environmental Studies option in geology and hoping to go on to law school after graduation in May, he said, “I thought the EFF minor would help to better develop my understanding of environmental problems and policies.” So he applied.

“Coming into the program I didn’t really know what to expect, but I’ve been very pleased with what I’ve found,” Balston said. “In the classes I’ve taken, we’ve studied all sorts of issues, such as biodiversity, the carbon cycle, pollution and climate change. The past I have found the most exciting is the hands-on approach in which the classes are taught. In one class, we took field trips throughout the semester to places we were learning about, such as a power plant, a sewage treatment plant and a landfill.”

Wheatcroft and Balston both said that the use of guest speakers, including UI faculty members, researchers from other universities and outside professionals, continually added different perspectives to the information they learned in their classes. Erin Breen, a senior in civil and environmental engineering from Oak Park, Ill., said that a course she took involved intensive research but that the final product was worth the effort. “The class consisted of only seven students, she said. “Throughout the course, we worked in small groups to create a final document and oral presentation on a specified topic within our main course objective—a study of groundwater and the Mahomet aquifer.”

“My group presented on the environmental regulatory policies for water within the state of Illinois, while other groups presented the history of the Mahomet aquifer, the water production from wells, as well as the purchasing history by the various water companies. It was fascinating to have a variety of specific presentations involving one main subject come together.” EFF, Breen said, “has been an insightful and wonderful experience. It has allowed me the opportunity to take a variety of classes outside my major, thus expanding my knowledge on a number of environmental issues facing society today.”

Students have studied such things as the spread of disease on coral, erosion issues in soil, alternative strategies for energy use and ways to reduce the spread of infectious diseases from wildlife populations, and the West Nile virus, Sullivan said. Other projects have included how to get students interested in campus sustainability by reducing food waste in residence halls and design initiatives for energy-efficient housing.

EFF students get a chance to tackle a real problem through the Capstone Project, which can be an internship or an individual research project guided by a faculty member. Internships, which are arranged with the assistance of the Environmental Council, have involved trips to Florida for research on sea turtles and studying policy issues at the Chicago office of the U.S. Environmental Protection Agency. Other possibilities, Sullivan said, are internships with the African Wildlife Federation or U.S. Forest Service, or even trips to Central or South America.

Balston is working in the lab of Susan Kieffer, a UI professor of geology, this spring to complete his project. Wheatcroft did an internship last summer at Beall Woods State Park in Washington County, six miles south of her hometown. The park boasts one of the few remaining tracts of virgin timber east of the Mississippi River. She performed environmental studies and was involved with young children and put together a pamphlet about mosquitoes.

One of the real gifts of EFF, Wheatcroft said, is having access to and working directly with top-level researchers “who also are really good teachers.” EFF is for students from any discipline, Sullivan said. “We’re looking for students who want to use their skills, their talent and their passions to help shape the future,” he said. “We have designed a program that will help enrich their set of skills to do exactly that and give them expertise in a domain that desperately needs their attention.”
Laughter – Live at the Illini Union every Monday night

By John Loos

I

Once were a wedding dress to a funeral, I’ve also been impotent because of a rock quarry. I’ve been a samurai warrior and a WNBA center. I’ve killed deer with boomerangs and gotten into more knife fights than I care to laugh at them. Or, at the very least, us.

I discovered this untraditional theater form my freshman year at the UI after signing an e-mail list for an improv group on Quad Day and learning of their auditions several months later. I had seen it done on TV, had done some acting in high school, and was still searching for my niche as a first-semester freshman. The group was Spicy Clamato, the oldest improv troupe on campus and one of five at the time, and I was fortunate enough to become a member.

My first few months of practice were spent mortified over the thought that the members of Spicy would discover that I wasn’t funny, that one of them would see a loose thread on my shirt and pull on it, only to unravel the entire synthetic garment and reveal the true me. But then the funniest thing happened: I said something funny. It was on stage, in my first show, and had something to do with chimney sweeps. When the audience laughed, I joined ranks with every other improv comedian who had ever stepped on a stage and became, quite instantaneously, an addict. A laughter junkie. The more the audience laughed, the more I wanted to make them laugh.

Soon I would learn the value of the group, and learn that improv comedy is in every way a team sport. In fact, it’s the ultimate team sport. Everyone must be able to play both quarterback and center, goalie and long snapper. We must be able to lead, but also to support and protect our scene partners. Selfishness is not an option. If your scene partner doesn’t get any laughs, you’re not doing your job.

Spicy Clamato, established about 1991, is a short-form group, which means its scenes are generally short, fast-paced and contain a certain twist explained to the audience before beginning. For example, in film and theater styles, a two-person scene can be interrupted at any moment by a moderator who will change the style of the scene to something suggested by the audience before the scene began. Styles can range from spaghetti western to film noir to QVC. For an audience member, short form is quite approachable and understandable, with quick jokes and fast action for those ready to laugh early and often.

DeBono, a 10-year-old UI group that I joined my junior year, is considered long form. This means the scenes run longer and the characters are more developed. The backbone of deBono’s show is the Harold, a highly structured 30-40 minute game that was still searching for my niche as a first-semester freshman. The group was Spicy Clamato, the oldest improv troupe on campus and one of five at the time, and I was fortunate enough to become a member.

My first few months of practice were spent mortified over the thought that the members of Spicy would discover that I wasn’t funny, that one of them would see a loose thread on my shirt and pull on it, only to unravel the entire synthetic garment and reveal the true me. But then the funniest thing happened: I said something funny. It was on stage, in my first show, and had something to do with chimney sweeps. When the audience laughed, I joined ranks with every other improv comedian who had ever stepped on a stage and became, quite instantaneously, an addict. A laughter junkie. The more the audience laughed, the more I wanted to make them laugh.

Soon I would learn the value of the group, and learn that improv comedy is in every way a team sport. In fact, it’s the ultimate team sport. Everyone must be able to play both quarterback and center, goalie and long snapper. We must be able to lead, but also to support and protect our scene partners. Selfishness is not an option. If your scene partner doesn’t get any laughs, you’re not doing your job.

Spicy Clamato and other short-form groups that have come and gone with a unique repertoire of games, making it a fertile and welcoming training ground for students curious about the theater form. Currently, the best place to see improv is the Illini Union’s Courtyard Café on Monday nights where Spicy Clamato and deBono perform back-to-back hourlong shows for free. The improv following on campus is small but loyal, with each group having a modest group of returning customers, a top priority of any improv group. Bringing in anywhere from 40 to 100 students on a given Monday is a proud accomplishment for any UI group today who, after the years, had struggled through shows where as few as 10 people showed up.

“It’s neat to see your peers getting up there and doing something free for something they pretty much trained themselves to do,” says Steve Beallas, a senior in English and theater, a past president of Spicy Clamato and deBono. “That’s what’s cool about being in a group like deBono – everyone learns from each other, and we all improve together.”

What has kept Spicy Clamato, deBono and Like Disco around for so long is their continual focus on improv and recruitment as well as the strong emphasis on improvisation. If group members are friends, odds are they’ll be more comfortable and trusting of each other on stage.

Over the years, other improv groups have formed and disbanded, unable to prosper because of the elitist nature of the group members or the internally bickering between them. College improv groups die off in one of two ways: Everyone quits, or everyone graduates. But if group members can put their personal feelings aside and put the needs of the group first, then only will the troupe survive for more than a couple of years, it will improve itself with each and every practice and show.

I’m now the president of Spicy Clamato and deBono and one of five at the time, and I was fortunate enough to become a member.

My first few months of practice were spent mortified over the thought that the members of Spicy would discover that I wasn’t funny, that one of them would see a loose thread on my shirt and pull on it, only to unravel the entire synthetic garment and reveal the true me. But then the funniest thing happened: I said something funny. It was on stage, in my first show, and had something to do with chimney sweeps. When the audience laughed, I joined ranks with every other improv comedian who had ever stepped on a stage and became, quite instantaneously, an addict. A laughter junkie. The more the audience laughed, the more I wanted to make them laugh.

Soon I would learn the value of the group, and learn that improv comedy is in every way a team sport. In fact, it’s the ultimate team sport. Everyone must be able to play both quarterback and center, goalie and long snapper. We must be able to lead, but also to support and protect our scene partners. Selfishness is not an option. If your scene partner doesn’t get any laughs, you’re not doing your job.

Spicy Clamato and other short-form groups that have come and gone with a unique repertoire of games, making it a fertile and welcoming training ground for students curious about the theater form. Currently, the best place to see improv is the Illini Union’s Courtyard Café on Monday nights where Spicy Clamato and deBono perform back-to-back hourlong shows for free. The improv following on campus is small but loyal, with each group having a modest group of returning customers, a top priority of any improv group. Bringing in anywhere from 40 to 100 students on a given Monday is a proud accomplishment for any UI group today who, after the years, had struggled through shows where as few as 10 people showed up.

“It’s neat to see your peers getting up there and doing something free for something they pretty much trained themselves to do,” says Steve Beallas, a senior in biology from Lake Forest, Ill, and member of deBono. "That’s what’s cool about being in a group like deBono – everyone learns from each other, and we all improve together.”

What has kept Spicy Clamato, deBono and Like Disco around for so long is their continual focus on improv and recruitment as well as the strong emphasis on improvisation. If group members are friends, odds are they’ll be more comfortable and trusting of each other on stage.

Over the years, other improv groups have formed and disbanded, unable to prosper because of the elitist nature of the group members or the internally bickering between them. College improv groups die off in one of two ways: Everyone quits, or everyone graduates. But if group members can put their personal feelings aside and put the needs of the group first, then only will the troupe survive for more than a couple of years, it will improve itself with each and every practice and show.

I’m now the president of Spicy Clamato and the only senior in the group. This fall brought us two new freshmen members, so I know the group will survive after I’m gone. Monday nights will still be comedy nights at the Illini Union, freshmen will still sign our e-mail lists on Quad Day, and newly reared laughter junkies will continue to introduce the high art of improv comedy to anyone ready for a chuckle, duchess or otherwise.
Classrooms across campus being upgraded by tuition increases

By Sharita Forrest

The tuition that incoming freshmen and transfer students have paid during the 2004-05 academic year at the Urbana campus will do more than pay for these students’ education: It will benefit UI students for years to come by funding badly needed upgrades in classrooms around campus.

The truth-in-tuition law that went into effect beginning with the summer 2004 semester mandated that all public universities in Illinois charge incoming freshmen the same tuition for four consecutive years. The UI chose to extend the program to incoming transfer students as well, beginning with their initial enrollment at any of the UI campuses.

Students on the Tuition Policy Advisory Committee were concerned how the tuition differential for 04-05 would be spent and felt that upgrading some of the aging buildings around campus might “be a nice benefit in terms of recruiting professors and retaining them,” said William Mills of Schaumburg, Ill., a member of the committee and a junior majoring in political science and economics in the College of Liberal Arts and Sciences.

“We felt that it was an investment,” Mills said. “We want to retain some of the trademark buildings such as Lincoln Hall and Davenport Hall, but at the same time we want to renovate the inside. We don’t want to tear them down and get something new, because they are sort of a staple of Illinois.”

A $2-million-per-year classroom improvement initiative begun in 1994 was suspended in 2002 when the state’s economic crisis precipitated a series of budgetary reductions and rescissions for the university.

When the classroom improvement program began in 1994, Steve Hesselechwerdt, associate director for facilities management in Facilities & Services, toured all 400 of the general assignment classrooms on campus. “They were in horrible condition,” Hesselechwerdt said. “They hadn’t been maintained since the buildings were originally constructed. However, we have chipped away at this backlog of maintenance projects over the years and have turned the corner to where most of our classrooms are in excellent condition.”

Even so, FY05, which began in July, there was a backlog of classrooms needing new technology, new seating and extensive renovations.

“Classrooms are high-trafic areas, and they are heavily used and worn out,” said Associate Provost Bill Adams. “They just don’t last a very long period of time. Seats need to be replaced and technology changes a lot too.”

While some smaller classrooms on campus will only receive minor overhauls – new paint and new desks. In addition, eight of the classrooms in FLB, as well as four classrooms in the Armory, will be outfitted with new media: computer consoles with overhead digital projectors and videocassette recorders and DVD players.

When the student population on campus dwindles this summer, major renovations will begin on six of the computer lecture halls, including rooms 23, 31 and 32 in the Psychology Building; a computer lab and Room 66 in the Library, which accommodate 35 and 210 students respectively; and Room 144 in Loomis Laboratory of Physics, which accommodates about 99 people. Also during the summer, rooms 229 and 231 at the Natural History Building will be combined to create a larger lecture hall that will seat about 85 students.

Full renovations and media installations in each of these larger classrooms are projected to cost between $150,000 and $456,000 per room. Also on the “to do” list are the Living/Learning classrooms at Pennsylvania Avenue Residence Hall, Weston Hall, Illinois Street Residence Hall and Florida Avenue Residence Halls. New media and new seating will be installed in each of those rooms at a cost of $160,000 per room.

Room 116 Chemistry Annex, 116 Roger Adams Lab and 103 Transportation also will receive upgraded seating.

The goal is to have all renovations done before students return to campus in August, Hesselechwerdt said.

During summer 2006, two classrooms in the Vet Med building, rooms 80 and 100, will be updated as well.

Campus to upgrade voice/data network over five years

By Sharita Forrest

E-mail and the Internet have become as integral to campus as their technological predecessors—the photocopies and the overhead projector. And the escalating demand for online services and electronic communications has prompted the Urbana campus to launch a five-year plan for modernizing and upgrading its voice and data communication networks.

While the amount of data traffic on campus has increased by 200 percent since 1998, the majority of the campus’s network has not been upgraded since 1987, according to Campus Information Technologies and Educational Services.

The Internet continued growth of about 10 percent per year in the use of the network for the next 10 years,” said Peter M. Siegel, chief information officer. “This increased use makes it even more critical that the campus network has improved reliability and increased security. While no one can predict all the changes, we can bet that they will be significant, and we need a modern infrastructure on which to build all the new services.”

More than 260 of the 300 buildings on campus need new wiring and electronic to enhance security and reliability. Deteriorating equipment, some of which is unreliable and dissimilar from other units’, makes it difficult to provide technical support and escalates maintenance costs. Many communications equipment rooms around campus, which have been shoeboxed into buildings constructed long before the technology revolution, are substandard – cramped and lacking the proper lighting, air conditioning and controlled access needed for the equipment.

The five-year, five-phase project, now under way, calls for installation of more network jacks, infrastructure such as wiring or cabling, and the building or retrofitting of 60 communications equipment rooms around campus.

An estimated 156 buildings will get complete overhauls of their voice and data infrastructure; another 108 buildings will be upgraded as required. In addition to addressing deferred maintenance needs, the project will provide recurring funds for predictive, periodic upgrades according to equipment life cycles. Residence halls will not be included in the upgrade since their network (URHnet) is funded and managed separately.

The upgraded network will be more secure and have greater firewall and filtering capabilities at the network entrance to campus and offer improved tools to protect data integrity. The project will include managing and detecting quirky problems, such as those that result from malicious attacks. The new infrastructure also will allow for high-speed data transfer: 1 gigabyte-per-second connections from buildings to the backbone and 100 megabytes-per-second switched connections from jacks to the backbone.

The costs of the network upgrade will be funded as a campus priority within the overall set of campus needs. Campus priorities are funded from the total new funds available to the campus and from reallocation.

The costs of the network upgrade will be funded as a campus priority within the overall set of campus needs. Campus priorities are funded from the total new funds available to the campus and from reallocation.

Western Telecommunication Consulting Inc. of Los Angeles, a firm that has helped numerous major institutions modernize their networks, assisted with some of the initial project planning. CITES is planning and coordinating the upgrade and

Continued on page 10
Real World: Design students’ ‘Tunnel Vision’ coming into focus

By Sharita Forrest

S
ometimes a little tunnel vision is a good thing. Through a project called “Tunnel Vision,” the tunnel connecting the Undergraduate Library with the main Library is being refurbished according to the design work of students in the College of Fine and Applied Arts and the expertise of workers from trades in Facilities & Services.

Since the tunnel was constructed in conjunction with the Undergraduate Library in the late 1960s, it has been a rather lackluster space: home for several vending machines, a microwave and wall-mounted plastic tables and seats where pairs of students could snack or study.

In 2002, Illinois Student Government representatives asked the Office of the Chancellor if something could be done to improve the space and if the chancellor would help fund the renovation. Since then, it was a student-oriented space, administrators decided to turn to student designers for ideas on transforming the tunnel into a stimulating, relaxing and aesthetically pleasing environment.

During the fall semester of 2003, architecture professor Jeff Poss and industrial design professor Alex Fekete had eight interdisciplinary teams of seniors develop plans for renovating the tunnel as an end-of-the-semester project for their studio courses. The student designers quickly focused on three elements in the tunnel: poor lighting, bland colors and uncomfortable seating that was too reliant on the Americans With Disabilities Act, Fekete said.

One team envisioned a surreal environment with interactive vending machines and furnishings, including thermochromic paint that would change color when exposed to body heat. Another team researched color theory and proposed using vibrant colors on the walls and furnishings to divide the tunnel into discrete areas for different activities, such as eating and studying.

While the student teams had a wealth of creative ideas, the initial project budget of $20,000 was too small to bring many of those ideas to fruition, however.

After viewing presentations on the project by Poss and Fekete last winter, Chancellor Nancy Cantor and Richard Herman, who was then the provost and is now interim chancellor, offered additional support. They agreed to expand the project so that the outdated fluorescent lighting fixtures in the tunnel could be replaced and wireless communication technology installed.

“As far as proving to the students that their ideas could sell, that was really an important thing,” Poss said about the chancellor and provost’s support. “That got a lot of them excited, and there were a few students that wanted to continue with the project from the fall semester and other students who had heard about it and wanted to get involved. So it was interesting: We had everything from sophomores to seniors from both architecture and industrial design involved” during the spring 2004 semester.

A review committee led by Kris Campbell, coordinator of research in the Office of Public Affairs, reviewed the students’ projects and decided which ideas were feasible. The committee decided to incorporate elements from two of the teams’ designs into the final construction: tiered seating platforms and movable cubes that would encourage user interaction, and color gradations in the walls and furniture that would break the space visually into discrete zones for studying, relaxing and snacking.

With guidance from Fekete and Poss, a student team worked through the spring semester creating a final design. Using space at Hagge Hall, the student group constructed large models and a full-scale cross-section of the space and conducted numerous studies – full-scale and small scale, digitally and physically – to determine what the space could look like. Carl Lewis, a capital planning specialist in Planning, Design and Construction, met with the students to ensure that their designs complied with ADA regulations and to discuss with the team how design elements affect people with disabilities. Every two weeks the students met with campus architects and representatives of the sponsoring units for formal critiques.

The final design process was admittedly a bumpy ride for some of the students, as it was their first experience with a realistic project and designing with constraints such as a project budget and the specifications of the ADA, Poss and Fekete said.

“Doing a realizable project like this is unique for students because they will tend to fluctuate between really grand ideas and extremely conservative ideas,” Poss said. “Once they realize they have to be accountable they get very tight and their creativity tends to dissipate. The key is to keep energizing both of those so you’re integrating the creativity with the reality. That was the hardest thing during the spring semester – to get them to find ways of combining those multiple aspects.”

Some people on campus have expressed concern about the project taking so long to complete, Fekete said. “It started as a student-led project, and we could have maybe sped it up a little bit, but we wanted to have students go through the process of discovering and learning for themselves how things work in the real world. We didn’t want to rush them through it.”

Victor Jimenez of Chicago, a junior in architecture and industrial design involved in the College of Fine and Applied Arts, was part of the student group that developed the final design and coordinated construction with trades workers in the Facilities & Services unit throughout the summer and fall of 2004.

Jimenez, who also project updates on FAI’s Web page, said the experience has been “invaluable, because you just learn so much about the design process. In class, you rarely get to see your designs brought out into the real world. Seeing that transition and navigating it, where you start having to plan out the fine details, such as where the wall paint meets the floor or where two pieces of wood in seating connect, that’s where working with industrial design students really helped.”

Although the tunnel is still a work in progress, there are visible changes. Gone are the wall-mounted plastic tables and seats. Floor tile in a lighter shade has been installed, and the walls have been painted in large blocks of color that gradually change from a restful French blue at the east end to a jazzy orange at the west end, where the orange dissipates into several seemingly random orange blocks on the off-white walls where the tunnel meets the staircase leading up to the main library.

“The combination of the furniture and the walls really gives you a holistic feeling of color and light,” Poss said. “In class you rarely get to see your designs brought out into the real world. Seeing that transition and navigating it, where you start having to plan out the fine details, such as where the wall paint meets the floor or where two pieces of wood in seating connect, that’s where working with industrial design students really helped.”

Although the tunnel is still a work in progress, there are visible changes. Gone are the wall-mounted plastic tables and seats. Floor tile in a lighter shade has been installed, and the walls have been painted in large blocks of color that gradually change from a restful French blue at the east end to a jazzy orange at the west end, where the orange dissipates into several seemingly random orange blocks on the off-white walls where the tunnel meets the staircase leading up to the main library.

“The combination of the furniture and the walls really gives you a holistic feeling of color and light,” Poss said. “In class you rarely get to see your designs brought out into the real world. Seeing that transition and navigating it, where you start having to plan out the fine details, such as where the wall paint meets the floor or where two pieces of wood in seating connect, that’s where working with industrial design students really helped.”

Although the tunnel is still a work in progress, there are visible changes. Gone are the wall-mounted plastic tables and seats. Floor tile in a lighter shade has been installed, and the walls have been painted in large blocks of color that gradually change from a restful French blue at the east end to a jazzy orange at the west end, where the orange dissipates into several seemingly random orange blocks on the off-white walls where the tunnel meets the staircase leading up to the main library.

The ultimate goal is to change users’ perceptions of the tunnel from an uninteresting but expedient conduit between the two libraries to that of a destination in itself.

“Students will be coming here because they know about the amenities, because they know it’s comfortable and it’s been done – and done well – by students. Conceptually, I think the space will have a completely different feel,” Fekete said.

Jimenez said he would like to see more design opportunities such as that offered by Tunnel Vision made available to students.

“Having these projects where you can design it and see it built, and really have a positive impact on the university, they’re really important for the whole learning process,” Jimenez said.

Illinois Student Government, the Illini Union, the Library and the offices of the Chancellor and the Provost are sponsoring the project, which will cost about $100,000. Completion is tentatively scheduled for February.
The radio station has no studio — not even a microphone — and a coverage radius measured in blocks rather than miles. Its control room is a desktop computer in the corner of a campus office, monitored remotely by an education professor fascinated by language, radio and the Internet.

But for those wanting a taste of Spanish in their radio diet, the new Latino Radio Service (http://faculty.ed.uiuc.edu/g-cziko/lrs/) at the UI may be just what they’ve been listening for.

A lifelong fascination with radio and languages led Gary Cziko, right, a professor of educational psychology, to found UI’s Latino Radio Service. Giraldo Rosales, director of La Casa Cultural Latina, obtained funding for the station, which went on the air in January. The director of a UI Extension program geared toward Hispanic populations in the United States is interested in assisting Spanish-speaking students who want to produce and broadcast campus radio programs.

The new low-power voice of Spanish language radio on the Illinois campus, 1660-AM, went into full-time operation in January, transmitting from a 12-foot antenna recently installed on the top of Bevier Hall.

Sponsored by La Casa Cultural Latina, the Latino cultural center on campus, the station “may well be the world’s only fully automated campus radio station playing programming obtained via the Internet,” according to founder and station manager Gary Cziko (SEE-ko), a professor of educational psychology. “It is almost certainly the only U.S. university campus station doing so using programming in Spanish and Portuguese.”

The roots of the project go back to Cziko’s boyhood fascination with radio, beginning when his father bought him a shortwave radio and he listened to stations from Cuba to London to Moscow. The experience stimulated his interest in languages and cultures, which lead to a research interest in language acquisition, and along with that learning French, German and Spanish. He then discovered that federal law allowed

To program the station, Cziko said he has a lot to choose from. “There is a lot of really excellent international programming out there, particularly in Spanish, from all different places,” he said. “It’s just a matter of finding it and pulling it together, and getting permissions.”

The current schedule, posted on the station’s Web site (http://faculty.ed.uiuc.edu/g-cziko/lrs/), includes programs from Radio Bilingue, Radio Canada International, Radio Netherlands, the United Nations and the Voice of America. Also on the schedule is “Nuevos Horizontes” (New Horizons) (http://www.nuevoshorizontes.org/), a weekly program produced by University of Illinois Extension and geared toward Hispanic populations in the United States.

The format for the station is mostly news and information, with some Latino and world music mixed in.

Cziko makes no secret that the station will have its moments of dysfunction and dead air, based in part on its dependence on the Internet and on the shoestring nature of its operation. (He is recruiting volunteers to help monitor the station and kick it back into operation when it goes down.)

The antenna on Bevier Hall is about one-tenth the size it should be for the station’s frequency, and the low power of its signal, perhaps three watts right now, “may be equal to the power of three or four cell phones all on at the same time,” he said with a laugh.

Still, the station’s signal does the job in reaching the campus and a little beyond, and Cziko thinks it adds diversity and another resource to the campus environment. He’s already thinking about the potential for other languages.

Cziko is inviting interested listeners to help him find other Spanish programming to add to the schedule. And Mueller, executive director of “Nuevos Horizontes,” is interested in assisting Spanish-speaking students who want to produce and broadcast campus radio programs.

A computer lab in the Undergraduate Library. A major upgrade of service is under way.
Richard Herman makes ‘Illinois Promise’ to low-income students

By Craig Chamberlain

The Illinois Promise” will ensure that high-achieving in-state students from low-income families will be able to attend the University of Illinois at Urbana-Champaign.

Beginning with entering freshmen this fall, students meeting the program’s criteria will have the financial aid necessary to cover the estimated cost of all tuition, fees, books, and room and board throughout their next four years on the Urbana campus.

“As a public university, we must ensure that talented students of all economic backgrounds have access to our programs,” Richard Herman, the interim chancellor of the Urbana campus, said in announcing the program. “If the face of our campus does not reflect our society, we cannot fulfill our obligation to create the leaders of future generations.”

To be eligible, students must come from families with incomes at or below the federal poverty level, and with no contribution expected from the family toward educational expenses – as determined through the university’s financial aid application process. They also must be Illinois residents.

“We think that students who would qualify for this program are particularly vulnerable to dropping out for financial reasons,” Herman said. “We want them to know that we’re committed to seeing that finances are not a roadblock to their success here.”

The program will not affect the federal and state financial aid available to other students, including other low-income students who don’t qualify for the program, Herman said. About 70 percent of all undergraduate students at Illinois receive some form of financial aid, in the form of state or federal grants, loans or work-study. They also must be Illinois residents.

“Students in the program will receive the federal, state and institutional grants and scholarships for which they qualify and will be expected to participate in about 10 hours per week of on-campus work through the federal work-study program. The Illinois Promise will provide grants to cover the difference between that financial aid and the students’ estimated costs.

The funds for the program will come through grants from private support. Fund-raising began with a $250,000 commitment from Danville, Ill., businessman Lou Mervis, Herman said.

Administrators estimate that about 125 students will be eligible for The Illinois Promise in the fall of 2005, and they expect about a 10 percent increase in the first year, after deducting funds available through federal and state financial aid and work-study, is estimated at about $280,000.

For more details about the program, contact the Office of Student Financial Aid (http://www.osfa.uiuc.edu).

To contribute to the program, visit http://www.giving.uiuc.edu/.

Meet some administrators

Jesse Delia
Acting Provost
Office of the Provost
601 E. John St.
Champaign, IL 61820
217-44-9096
j-delia@uiuc.edu

Monica L. Fortune
Associate Director for Undergraduate Education
Office of the Provost
601 E. John St.
Champaign, IL 61820
217-265-0451
mfortune@uiuc.edu

Dan Mann
Director
Office of Student Financial Aid
620 E. John St.
Champaign, IL 61820
217-333-0100
dannmann@uiuc.edu

Julian Parrott
Director
General Curriculum Center
College of Liberal Arts and Sciences
915 S. Fifth St.
Champaign, IL 61820
217-333-4710
jparrott@uiuc.edu

Richard Herman makes ‘Illinois Promise’ to low-income students

By Craig Chamberlain

The Illinois Promise” will ensure that high-achieving in-state students from low-income families will be able to attend the University of Illinois at Urbana-Champaign.

Beginning with entering freshmen this fall, students meeting the program’s criteria will have the financial aid necessary to cover the estimated cost of all tuition, fees, books, and room and board throughout their next four years on the Urbana campus.

“As a public university, we must ensure that talented students of all economic backgrounds have access to our programs,” Richard Herman, the interim chancellor of the Urbana campus, said in announcing the program. “If the face of our campus does not reflect our society, we cannot fulfill our obligation to create the leaders of future generations.”

To be eligible, students must come from families with incomes at or below the federal poverty level, and with no contribution expected from the family toward educational expenses – as determined through the university’s financial aid application process. They also must be Illinois residents.

“We think that students who would qualify for this program are particularly vulnerable to dropping out for financial reasons,” Herman said. “We want them to know that we’re committed to seeing that finances are not a roadblock to their success here.”

The program will not affect the federal and state financial aid available to other students, including other low-income students who don’t qualify for the program, Herman said. About 70 percent of all undergraduate students at Illinois receive some form of financial aid, in the form of state or federal grants, loans or work-study. They also must be Illinois residents.

“One of those students is Andres Fernandez, a junior in political science from Champaign, who knows he wouldn’t be at Illinois without financial aid. When he entered as a freshman, his two older sisters and his mother, a single parent, were pursuing degrees at Illinois. Fernandez said he thinks that The Illinois Promise will make a difference among some low-income students who otherwise wouldn’t consider schools such as Illinois for financial reasons. Even when almost everything is covered by existing financial aid programs, the few thousand dollars still needed can be a big risk for some families, he said.

Under The Illinois Promise, “I see students getting a letter saying ‘Everything is paid. Come and try it out. What do you have to lose?’” Fernandez said.

Students in the program will receive the federal, state and institutional grants and scholarships for which they qualify and will be expected to participate in about 10 hours per week of on-campus work through the federal work-study program. The Illinois Promise will provide grants to cover the difference between that financial aid and the students’ estimated costs.

The funds for the program will come through grants from private support. Fund-raising began with a $250,000 commitment from Danville, Ill., businessman Lou Mervis, Herman said. Administrators estimate that about 125 students will be eligible for The Illinois Promise in the fall of 2005, and they expect about a 10 percent increase in the first year, after deducting funds available through federal and state financial aid and work-study, is estimated at about $280,000.

For more details about the program, contact the Office of Student Financial Aid (http://www.osfa.uiuc.edu).

To contribute to the program, visit http://www.giving.uiuc.edu/.

Meet some administrators

Jesse Delia
Acting Provost
Office of the Provost
601 E. John St.
Champaign, IL 61820
217-44-9096
j-delia@uiuc.edu

Monica L. Fortune
Associate Director for Undergraduate Education
Office of the Provost
601 E. John St.
Champaign, IL 61820
217-265-0451
mfortune@uiuc.edu

Dan Mann
Director
Office of Student Financial Aid
620 E. John St.
Champaign, IL 61820
217-333-0100
dannmann@uiuc.edu

Julian Parrott
Director
General Curriculum Center
College of Liberal Arts and Sciences
915 S. Fifth St.
Champaign, IL 61820
217-333-4710
jparrott@uiuc.edu

Richard Herman makes ‘Illinois Promise’ to low-income students

By Craig Chamberlain

The Illinois Promise” will ensure that high-achieving in-state students from low-income families will be able to attend the University of Illinois at Urbana-Champaign.

Beginning with entering freshmen this fall, students meeting the program’s criteria will have the financial aid necessary to cover the estimated cost of all tuition, fees, books, and room and board throughout their next four years on the Urbana campus.

“As a public university, we must ensure that talented students of all economic backgrounds have access to our programs,” Richard Herman, the interim chancellor of the Urbana campus, said in announcing the program. “If the face of our campus does not reflect our society, we cannot fulfill our obligation to create the leaders of future generations.”

To be eligible, students must come from families with incomes at or below the federal poverty level, and with no contribution expected from the family toward educational expenses – as determined through the university’s financial aid application process. They also must be Illinois residents.

“We think that students who would qualify for this program are particularly vulnerable to dropping out for financial reasons,” Herman said. “We want them to know that we’re committed to seeing that finances are not a roadblock to their success here.”

The program will not affect the federal and state financial aid available to other students, including other low-income students who don’t qualify for the program, Herman said. About 70 percent of all undergraduate students at Illinois receive some form of financial aid, in the form of state or federal grants, loans or work-study. They also must be Illinois residents.

“One of those students is Andres Fernandez, a junior in political science from Champaign, who knows he wouldn’t be at Illinois without financial aid. When he entered as a freshman, his two older sisters and his mother, a single parent, were pursuing degrees at Illinois. Fernandez said he thinks that The Illinois Promise will make a difference among some low-income students who otherwise wouldn’t consider schools such as Illinois for financial reasons. Even when almost everything is covered by existing financial aid programs, the few thousand dollars still needed can be a big risk for some families, he said.

Under The Illinois Promise, “I see students getting a letter saying ‘Everything is paid. Come and try it out. What do you have to lose?’” Fernandez said.

Students in the program will receive the federal, state and institutional grants and scholarships for which they qualify and will be expected to participate in about 10 hours per week of on-campus work through the federal work-study program. The Illinois Promise will provide grants to cover the difference between that financial aid and the students’ estimated costs.

The funds for the program will come through grants from private support. Fund-raising began with a $250,000 commitment from Danville, Ill., businessman Lou Mervis, Herman said. Administrators estimate that about 125 students will be eligible for The Illinois Promise in the fall of 2005, and they expect about a 10 percent increase in the first year, after deducting funds available through federal and state financial aid and work-study, is estimated at about $280,000.

For more details about the program, contact the Office of Student Financial Aid (http://www.osfa.uiuc.edu).

To contribute to the program, visit http://www.giving.uiuc.edu/.
Dear Parents,

“We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education. The complete education gives one not only the power of concentration, but worthy objectives on which to concentrate.”

—The Rev. Martin Luther King, “The Purpose of Education,” 1948

One of the hallmarks of the University of Illinois at Urbana-Champaign is our consistent production of leaders. We count as our graduates more CEOs of Fortune 500 companies than any other university. We produce leaders in engineering, journalism, law, the arts, accountancy, and many other fields. Our alumni include world political leaders, such as Atef Ebeid, the Egyptian prime minister, and Fidel Ramos, former president of the Philippines. Throughout our 138 year history, Illinois has prepared its students to do well.

It is equally important that we prepare students to do good, to become leading citizens who accept larger societal responsibilities. Each student should leave the Illinois campus eager to contribute beyond the scope of their discipline. There are key questions in this regard for the UI: How do we teach a love for civic engagement? What experiences do we give students that will make them more inclined to look for community service opportunities as graduates?

In part, the answers to these questions can be found in our partnerships with our host cities. When students come to school at Illinois, they not only join a vibrant campus; they also become residents of an outstanding community, Champaign-Urbana. The cities play a role in creating the learning environment at Illinois.

Some of our courses put our students in touch with community needs. Our Learning in Community (LinC) courses have undertaken projects such as designing and building a wonderfully energy efficient home with the local Habitat for Humanity chapter, helping Urbana’s Cunningham Children’s Home celebrate its 110th anniversary by producing its oral history, raising money for programs and supplies at the Swann School and Special Care Center by marketing a line of greeting cards featuring artwork produced by the severely disabled children, and creating a diversity program for students in the Unity East elementary school – a rural, mostly white school – by building linkages with urban schools in our cities.

Of course, outside of our institutional efforts, Illinois students have initiated a host of volunteer programs that put them in touch with community issues. Through the Illini HOBY (Hugh O’Brien Youth Leadership) Club, our students work with high school sophomores to develop their leadership potential. In 17 local elementary schools, hundreds of undergraduate students tutor through the America Reads/America Counts program, with their work coordinated by graduate students. And Bikur Cholim is the group of students who simply visit the sick and give them comfort and companionship.

In all, Illinois students work about 60,000 volunteer hours in an academic year, and we know through research that those who volunteer find it personally rewarding and are more likely to volunteer again in the future.

But to fully educate and exhort our students to contribute broadly to society, the Illinois campus must be an institutional example of civic engagement. With its land-grant heritage, this campus has the capacity and the obligation to contribute to the solution of public problems. Some of our civic engagement projects are well known and longstanding. The University of Illinois Extension is famous as the sponsor of 4-H and the county extension offices statewide. The East St. Louis Action Research Project has a 15-year history of using campus expertise to assist community groups in that city.

These opportunities, and hundreds of others like them, show our students how their course work and knowledge can be applied to existing issues in our communities while they are here, and in the communities they will join after graduation. As the world becomes increasingly complex, we will continue to look at ways to strengthen our powerful tradition of student volunteer service. We will continue to explore expanded curricular opportunities in the area of civic engagement, with more linkages to instruction and research. Blending the curricular and the extra-curricular in this way could ensure that graduates who leave our campus and our community will envision their future success in two ways: doing well and … doing good.

Richard Herman
Interim Chancellor

Spring 2005