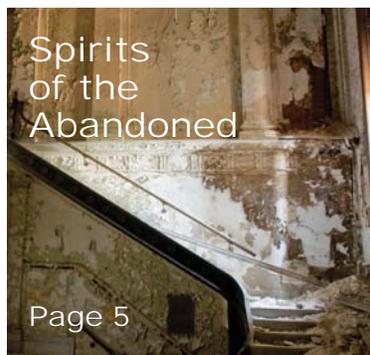


THE FACULTY VOICE

University of Maryland October 2008 Volume 22 Number 1



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An Independent Faculty Newspaper

Humanities Tech at 10

The Maryland Institute for Technology in the Humanities is now celebrating its 10th anniversary

By Neil Fraistat and Matthew Kirschenbaum

You are standing at the end of a road before a small brick building. Around you is a forest. A small stream flows out of the building and down a gully.

Recognize these lines? They're from the opening screen of Will Crowther's *Adventure* (1975), the first example of the genre known as interactive fiction and arguably the first virtual world—the distant ancestor to the massive multi player *World of Warcraft* and *Second Life*. There is also an appropriate literary resonance: this path in the forest where the straight way is lost is reminiscent of another great underground epic. Both Crowther and Dante fall under the purview of the Maryland Institute for Technology in the Humanities (MITH), which is internationally recognized as one of the leading digital humanities centers in the world.

At this point, you might be wondering exactly what a digital humanities center is—or, at least, what one does. We at MITH believe that there is no more urgent issue in the humanities today than the way that all its disciplines—creative, critical, and scholarly—are being transformed through new digital tools and technologies. The digital humanities takes this transformation as the haunt and main region of its song, as Wordsworth might have put it had he been a digital humanist.

The business of a digital human-

ities center such as MITH, simply put, is to rethink the Humanities, to build in both practical and intellectual terms its future. Located in McKeldin Library at the heart of the College Park campus, MITH is the University's primary intellectual hub for scholars and practitioners of digital humanities, electronic literature, and cyberculture, as well as the home of the Electronic Literature Organization, the most prominent international group devoted to the writing, publishing, and reading of electronic literature.

We conceive of MITH as an applied think tank. It is a place where theory and practice meet on a daily and a broadly interdisciplinary basis. If you walk into MITH on any given day, you are likely to find work unfolding on an interface and electronic environment for the scholarly study of Shakespeare's Quartos (*below*), living artifacts that tell the story of how *Hamlet*, *Henry*

V. King Lear, *Midsummer Night's Dream*, and *Romeo and Juliet*, to name just a few, first circulated in print.

In another corner of MITH, a group is in deep discussion about metadata standards for the preservation of virtual worlds and born-digital literature, whose long-term survival is imperiled by inevitable changes over time in both hardware and software. Meanwhile, a faculty fellow leans over the shoulder of one of our technical staff as they collaborate on building a 3D model of the Soweto township as part of a multimedia archive dedicated to the events on that fateful day in June 1976, when Soweto students gathered to protest the use of the Afrikaans language as a medium of teaching and learning in black schools.

Elsewhere in MITH, other staff members engage in everything from

continued on page 8



Purple Line at the Junction

By Webb Smedley, Project Manager, Facilities Planning

The eight year effort to complete a Draft Environmental Impact Statement (DEIS) for Suburban Maryland's Purple Line is coming to a close. Will the project get shelved, or will it move into the next, more serious "preliminary engineering" phase?

During the long and winding genesis of the Purple Line, it has been twisted into a busway, renamed a bicoounty transitway, and declared dead several times over. Despite all this, the Purple Line has survived. In fact, the project gained new life in 2007, even before gas prices began to drive transit ridership up in Maryland and across the country.

Ridership estimates for the medium and high investment light rail (LRT) options range from 62,000 to 68,000 – higher than almost all existing or proposed rail lines across the country.

Service to the University of Maryland has been a huge selling point for the Purple Line because of the concentration of potential riders.

As the project evolved from one with several major tunnels to one operating predominantly at-grade, the number of proposed stops in the College Park area was increased from 3 to 5.

Daily weekday boardings at these five stops are now estimated at between 14,500 and 15,100 for the medium and high LRT options. This includes between 4,500 and 4,700

boardings at the proposed Route 1 (East Campus) stop.

Despite these positive projections, the Purple Line has had rough sailing with the university, in part because of the lack of consensus on its impacts on campus. The concerns have included safety, noise, vibration, electromagnetic interference (EMI), and impacts on the beauty and pedestrian orientation of the center of campus.

Light rail advocates have noted that these systems operate successfully in congested pedestrian areas and universities throughout the world and that the vehicles are quiet, attractive and cause less vibration than buses do if constructed properly.

Maryland Transit Administration
continued on page 8



Volunteer Will Keay, a former University of Maryland physics student who now teaches physics in Montgomery County, Maryland, demonstrates angular momentum and torque using a bicycle wheel on a pivot before a program on rotational physics.

Physics is Phun!

By Richard E. Berg
Physics, UMCP

The free, public, physics demonstration program series at the University of Maryland, known as Physics is Phun, now in its 27th year, has drawn around 100,000 guests to the University to see physics demonstrations and hear about how they help us to understand physics laws and concepts.

The purposes of presenting these programs are:

- (1) To supplement the standard high school physics course by exposing the students to a large array of phenomenological physics;
- (2) To encourage younger students to study science (and even physics) by developing the students' interest in physics;
- (3) To provide some background for the scientific culture in which we live.

I would like to tell a bit of the background, give some belated credit to many deserving supporters, and encourage interested individuals to take advantage of these programs.

In 1972, recognizing the importance of demonstrations in the teaching of physics, the Department assigned me as the Director of the Physics Lecture-Demonstration Facility, with the goal of expanding use of demonstrations in our physics classes. The number of available demonstrations grew enormously during the next ten years, as did their variety and their quality, thanks to the support of our Faculty staff as well as the Physics Department Electronic and Machine Shops. By 1982 teaching faculty could select from over 1000 demonstrations, covering virtually every topic in physics.

Also in 1972, when my two sons entered the public schools, along with all of the parents, I was asked to come to the classrooms and talk about my work. Rather than talk, I packed my new Ford Pinto station wagon (sounds dangerous already, for those who recall the Pinto's problems) full of equipment and showed their classes an hour's worth of exciting physics demonstrations. Word of this spread at nearly the speed of light, and within a few years presenting traveling physics demonstration programs to schools could have been more than a full time job. The traveling programs became so popular that when my Pinto broke down in 1989, College Park's College of Computer, Mathematical, and Physical Sciences provided funds to purchase our *Physics is Phun* van.

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The Faculty Voice
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Economy Affects Faculty, Students, & Institutions

A Report on the AAUP Maryland Conference Spring 2008 Meeting

By Arthur K. Huseonica,
Computer Studies, UMUC
& Vice President, AAUP Maryland
Conference*

Effects of an economic downturn in the U.S. and Maryland impact not only our Maryland institutions of higher education, but also their faculty members and students. At the April 2008 semi-annual meeting of the American Association of University Professors (AAUP) Maryland Conference, the focus was the notable new aspect to our culture: the change in the economic position of our country at the moment.

The media have been overstuffing with confusing and unsettling reports of the restructuring occurring in higher education. Malcolm Gladwell in his *The Turning Point* used the phrase "tipping point" to describe the point in time when an idea, behavior, product, or trend becomes commonplace and significant changes can happen in an organization. In other words, a transformation occurs. Colleges and universities must be responsive to change agents in order to survive the transformation caused by the changing economic positions of states which directly impact their financial status. With this responsiveness, the current changes in higher education can be anchored by new approaches in the culture. However, culture is

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Editor:

William J. Hanna
(bhanna@umd.edu)

Editorial Board:

Stephen G. Brush
(brush@jipst.umd.edu)
Gary M. Pavela
(gpavela@umd.edu)
Jo B. Paoletti
(jpaol@umd.edu)
Tom Schumacher, *Humor Editor*
(tschumac@umd.edu)
Joshua Weiner, *Poetry Editor*
(jweiner1@umd.edu)
Peter Wolfe
(pnw@math.umd.edu)

Managing Editor:

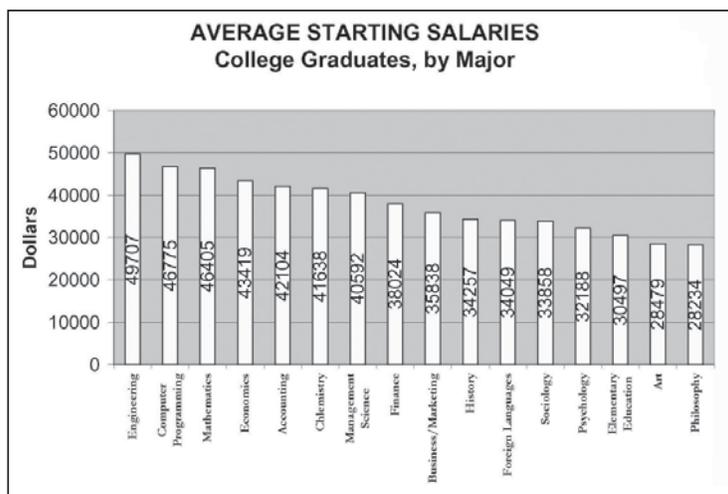
Jim Baxter
(jmbaxter@jmail.umd.edu)

Founding Editor:

Alan Pasch

Please submit articles, letters, and proposals to the Editor of The Faculty Voice, 0305 Marie Mount Hall, University of Maryland, College Park, MD 20742-4451 (Tel:301-405-7317; Email: facultyvoice@umd.edu) or to any member of the Editorial Board.

Editor's Note: The Faculty Voice has established a website. All past issues are available online at www.facultyvoice.umd.edu.



something that is not mandated by memorandum, meetings, or a rousing speech. Culture is learned and takes time to change.

Father Frank Haig, professor emeritus at Loyola College of Maryland and Maryland Conference president, opened the meeting by saying "We live in a period of manifest insecurity and uncertainty. As faculty members and parts of the higher education enterprise, it is our job to help our students prepare for these times. They need help, as do we in facing the unpredictable changes coming at us apace." The current situation has forced institutions to take defensive actions. Like corporate executives, college and university administrators work to manage costs and achieve greater efficiency. One example is how different categories of faculty members can work collaboratively with other nonacademic employees in the area of continuing education. This includes suggesting possible new courses to meet corporate hiring needs, staff training sessions to increase staff proficiencies, and increased faculty participation in student counseling.

Making the meeting's videotaped keynote speech, Dr. George W. Reid, Assistant Secretary of Planning and Academic Affairs at the Mary-

land Higher Education Commission (MHEC), said "When the economy catches a cold, higher education catches the flu." Colleges and universities must realize that changes are coming and we must face them. Maryland certainly isn't immune and thus its institutions of higher education are more vulnerable than ever.

Responding to questions, Dr. Reid believes that the U.S. is headed for a recession. The result is that certain student groups suffer more than others because of individual needs and no increases in state appropriations. This results in more people needing a piece of the dwindling resources pie, faculty salaries are frozen, and special projects are cancelled or fail to receive initial funding. Dr. Reid urged the AAUP to work with Maryland institutions of higher learning to help maintain realistic funding and cost management. One method of doing this is through planning. Another is realization that growth, much touted in the media for the past seven years, might not be realistic for an institution. In addition, priorities must be placed on funding and review of costs to manage possible reductions in growth, and resources must be better managed if higher education in Maryland is to remain better than most.

Despite the public character of

U.S. colleges and universities, this transformation requires that academic institutions and state governments recognize the need to change the way they have been doing business. Continued inadequate and unstable public financial support for higher education will force institutions to seek alternative funding sources. Creative thinking and reduction or elimination of burdensome restrictions has resulted in innovative funding approaches. However, to the dismay of many, one popular funding alternative is financial exigency. This method is used to remedy immediate financial shortfalls. Most notable of these occurred in 1994 at Bennington College in Vermont. According to the AAUP, Bennington's leadership used the financial exigency to terminate 18 tenured faculty members, suspended all existing governance practices and procedures, and eliminated presumptive tenure for all subsequent appointments. As the result of Hurricane Katrina, Tulane University in New Orleans declared a financial exigency and eliminated 65 tenured faculty positions. Institution presidents are also under tremendous pressure to grow with reduced revenue streams in the face of competition from the for-profits such as Strayer University and University of Phoenix Online.

The AAUP Maryland Conference's legislative committee, chaired by professor emeritus Jordan Choper from Montgomery College, and assisted by Nicole Byrd, the government relations associate at the AAUP headquarters in Washington, DC, reviewed the Maryland legislature's attempts at supporting higher education. Most of the discussion focused on a House Bill which would have given adjunct faculty members the right to collective bargaining. The bill failed in the House committee and the equivalent Senate Bill 617 was pulled by its primary sponsor (Maryland State Senator Jamie Raskin). Professor Choper said, "The legislature has deflected serious threats to the academic freedom of Maryland faculty, and have referred to MHEC those issues that might determine the policies of the various institutions under MHEC's purview in order to obtain a modicum of efficiency with the University of Maryland System."

The future of public higher education lies in the ability of institutions to manage themselves with less state oversight. This includes the alignment of academic assets with economic development. However, caution must be exercised because some decisions are viewed by the public as shocking in their intensity. This intensity is most frequently the result of the public not understanding the relationship between state governments and state academic institutions. For example, in 2000 the University System of Maryland (USM) revised the governance and funding of the System by establishing it as a public corporation with enhanced management flexibility. System institution presidents were given more autonomy and responsibility in the management of their institutions. With reduced state funding and uncertainty in future funding levels, this provided USM and its institutions the unique opportunity to manage its operations, including the faculty hiring patterns.

During the meeting's panel discussion, Stephen J.K. Walters, Prof. of Economics at Loyola College in Maryland, summarized research suggesting that the current "recession" is likely to significantly diminish

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Economic Downturn Strains Maryland System

By Bill Hanna, *Faculty Voice*

Over the past year, the stock market (carrying with it at least some of our retirement money) has declined about 30%, and some of our well-known companies have disappeared or gone into hiding. So what should the faculty member in Maryland do?

We don't know how the national and state economies will fare in the months and years ahead, but we do know that the state must cut its budget and Federal government actions may cause more cutbacks. The *Baltimore Sun* (10 September 2008) wrote: "A litany of painful economic news hit home yesterday when Maryland's fiscal leaders learned the state faces a \$432 million revenue shortfall that could rise to nearly \$1.3 billion in the next fiscal year."

What will happen to the Maryland System? Your campus? Your planned raise? Your job? Will depart-



- R.J.L.

ments be closed (as happened in the late-1980s)? Will early retirement be encouraged? Chancellor Kirwan has asked officials "to initiate a hiring freeze" (which is a "soft" freeze) and to increase faculty course loads by about 10 to 20 percent.

The lead article in *The Chronicle*

of Higher Education (10 October 2008) states: "Colleges have often considered themselves recession-proof. But last week's events compounded an already difficult year for many institutions, which have suffered from declining state support, tightening credit, and losses on endowment earnings."

What should we personally do? We could consider moving to a country where the economy is better, although according to data in the *New York Times*, only Jordan had a market increase so far in 2008. We can vote for a presidential candidate who is an expert in economic matters and will restore our global economic

leadership. Alas. So we'll probably have to stick it out, tolerate our deans calling us for emergency fiscal planning sessions that last hours and accomplish seconds.

But wait: gambling to the rescue. The Maryland System's Board of Regents voted in September to support a November referendum calling for slot machines in the state.

There's only one problem (if it is seen by some as a problem): most studies indicate that it is the working class and poor who bet the most money in slot machines, and if so, then the working class and poor will help to pay the Maryland System's bills. Redistribution!

**The Strain to Pay for College
Loans Are Drying Up and Savings Are Down**
(Headline, *Washington Post*, 19 October 2008)

Frostburg and the Environment

By Jonathan C. Gibraltar,
President
Frostburg State University



For many years, I have believed that we all should have a shared sense of obligation to the environment. I remember the oil embargo of the 1970's and waiting on line for gas using odd and even license plate numbers. I have lived through observing a nation that has, for the most part, taken advantage of and assumed that the earth would always replenish its resources. I grew up on Long Island and remember when you could swim in the East River. You can't swim in the East River any more. I lived in Syracuse, New York and there was a time when you could swim in Onondaga Lake. It is now a dead lake killed by Allied Chemical.

I feel fortunate to be at this point in our history to see a commitment to the environment unlike any I have seen in my lifetime. I also feel fortunate to be President of Frostburg State University. Our unique location in the mountains of Western Maryland provides a perfect setting for sustainability to be a priority. In addition, our programs in Recreation Management and Ecology and Conservation Biology and Wildlife and Fisheries, as well as our major in Ethno-Botany

provide an educational focus upon the environment. Finally, the commitment of our faculty and staff made my signing the American College and University President's Climate Commitment easy.

Soon after I signed the President's Climate Commitment and returned to campus, the work began to realize what it entailed. We formed a Steering Committee of which there are 23 members representing faculty, staff and students. We decided to refer to the initiative as the Learning Green/Living Green Initiative. We formed sub-committees to deal with the issues of:

- Greenhouse Gas Reduction
- New Energy Initiatives
- Energy Conservation
- "Green" Campus Master Plan
- Recycling & Solid Waste Management
- Curricular and Co-Curricular Opportunities
- Space Utilization
- Community Partnerships
- Research
- Student Engagement
- Individual Action

We decided that we would exceed the parameters of the Climate Commitment by reaching three instead of two of the standards. These are:

- All new campus construction to be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
- Appliance purchasing policy requiring ENERGY STAR- certified products. Policy is now in place.
- Policy of offsetting all greenhouse gas emissions generated by air travel paid by institution.

Through a grant from the Maryland Department of Energy, a faculty member, Dr. Oguz Soysal created the WISE project. This took one of our existing campus facilities and made it a demonstration project powered by a combination of a 2 kw solar unit and a 2 kw residential wind turbine. In addition, ABC @ FSU is heated and cooled by a closed-loop geothermal system. The geothermal system was installed in the mine cavities under the earth that had to be grouted to keep the building from caving in.

We conducted our first ever renewable energy conference at Frostburg State University in September. The conference was very well attended, and it was at this conference that University System of Maryland Chancellor William Kirwan made a commitment to have the entire University System of Maryland sign

the President's Climate Commitment. This has recently been accomplished, making USM one of the few public university systems in the country having signed to become carbon neutral.

Other initiatives at Frostburg State University include holding our Focus the Nation - National Teach-In, with a focus on sustainability. We had over 1,500 participants involved in panel presentations, community presentations, display booths, concerts, etc. We joined over 1,500 organizations nationally on this day. We are also exploring the integration of sustainability into our curriculum and are in the process of developing a bachelor's degree program in sustainability at Frostburg State University.

As campuses sign the ACUPCC, one of the important issues is conducting a comprehensive carbon audit. It is possible to do this independently if a campus is small enough and records of energy consumption and use are available for a period of years. If not, there are companies that will consult and assist with the Carbon Audit.

The ACUPCC uses the Clean Air/Cool Planet carbon audit process. There are three steps to the greenhouse gas emission inventory process:

- Data collection;
- Calculating greenhouse gas emissions; and,
- Analyzing and summarizing the results.

Energy sources will likely contribute over 90% of the university's emissions. This source is further divided into on-campus stationary sources, off-campus electricity production, off-campus steam production, and transportation. On-campus stationary sources will include all the fuels purchased other than gasoline or diesel fuel for vehicles. Most will probably be used for heating buildings, primarily oil, coal, or natural gas.

This section will estimate emissions from off-campus electric production. If your campus produces its own electricity, the associated emissions will be captured in the "On-Campus Stationary Sources" section (since it will be produced with the other fuels).

Likely uses include lighting, computers, refrigeration, air conditioning, and cooking. You will need to know

how much electricity was purchased (or produced) each year, generally gathered in kilowatt-hours (one kilowatt-hour = kWh - is the amount of energy that will power ten 100-watt light bulbs for an hour). These data are often already compiled, but may require digging through monthly energy records.

Transportation: Most universities keep a fleet of vehicles that are used for everything from employee travel, moving equipment around campus, collecting solid waste or materials to be recycled, delivering campus mail, or managing the grounds and roads.

The information gathered needs to be in gallons of gasoline and diesel fuel, MMBtus of natural gas, and kWh of electric used for the fleet. There is a field in the Calculator for alternative fuels. This category may be the most difficult to estimate. The goal is to estimate the number of annual miles traveled by faculty/staff and student commuters. To estimate this you will need to know how large these communities are, what their "average" commuter habits are (frequency of trips from home to school and back), the distance from home to school, and the number of commuting days.

All of the information gathered in the various scopes will provide a detailed view of the total emissions in metric tons of carbon dioxide. At Frostburg State University, we have roughly calculated that we were producing in 2006 approximately 30,000 metric tons of carbon dioxide.

Our goal is now to look at the various scopes and find where we can reduce our total carbon dioxide emissions. We are looking at electricity use, types of fuels used on campus, and all of the variables to reduce our carbon footprint.

The entire University System of Maryland has signed the American College and University Presidents Climate Commitment. All of our campuses are developing plans to reduce their carbon footprint.

I am honored to be a part of a system that has this level of commitment to the environment. I truly believe that as our nation reduces its reliance on fossil fuel and reduces its carbon footprint that we will have a better planet.

Economy Effects Faculty, Students, & Institutions

Continued from opposite page

employment prospects of graduating students. He said, "Those with the lowest initial predicted earnings tend to suffer larger and more persistent earnings losses than those at the top" (see graph, p. 2). With jobs harder to find, demand for education tends to rise during recessions, benefiting community colleges and institutions that cater to adult learners such as the University of Maryland University College. Sometimes the higher demand creates a budgetary "pinch." When asked what we can do, he responded that anticipating the financial stress is important; in other words, know what is going to happen. Realizing that state revenues decline during a recession, administrators and faculty members can expect higher education appropriations to subsequently decline. Given the rising demand for and importance of their services, however, Dr. Walters also noted that we faculty members have a strong case to make in lobbying to help counter budget fluctuations.

Also on the panel were Sister Trinitas Bochini of the College of Notre Dame of Maryland and Patrick Shaw, general counsel for the AAUP

Headquarters office. Prompted by Dr. Walter's discussion of institutions preparing for economic stress, Sister Trinitas talked about the inclusion of the College of Notre Dame of Maryland faculty in numerous aspects of the school's operation. Patrick Shaw discussed the need for faculty member to follow the actions of state's legislatures more closely, and to include monitoring legislation and active lobbying - all in conjunction with the efforts of MHEC.

The next meeting of the AAUP Maryland Conference is scheduled for November 1, 2008. Collective bargaining for the faculty will be the theme - with a strong focus on possible higher education legislation in the 2009 legislative session. Recent developments regarding organizing activities at Montgomery College will be detailed by those involved. Meanwhile, the Conference plans to increase its communication with MHEC to include meetings and collaboration on future legislation. In addition, increased communication with the Council of University System Faculty (CUSF) has already started.

*Jonan Choper, professor emeritus, Montgomery College, and Dr. Stephen J.K. Walters, Loyola College in Maryland, contributed to this article.

Let's Attack Education!

An article by Paul Fain in the *Chronicle of Higher Education* (2 July 2008, p. A3) suggests that Congress will be taking a hard skeptical look at university finances - the cost of tuition, the use of endowment money, and more.

"Tuition has become a populist cause in Washington," he writes.

Probably, that's the result of ignorance or the political fog about the costs and functions of a university. Clearly, it does not cost \$10k or more a semester per student just to provide him or her with a few introductory

classes taught by faculty members who only "work" six hours a week or so. So why charge more?

Fain quotes a senior staffer at ACE: "The debate presents an opportunity for colleges to educate lawmakers on the budget challenges they face."

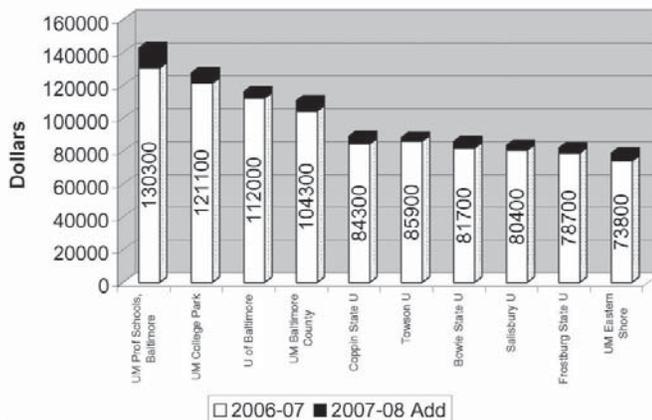
But can we educate members of Congress so that they understand the importance of research, the decline in public funding, the 70+ hour weeks, and so much more?

We may be heading for very difficult times. - BH

Salaries of USM Professors, 2007-8

The average salary for full professors at the University of Maryland Professional Schools in Baltimore [UMAB], \$142,700, is now the highest among all public institutions in the country, according to the 2007-8 survey by the American Association of University Professors (AAUP). For the previous year, it was only 5th highest in that category. UMAB is still well below the highest average for full professors at private institutions, \$191,200 at Rockefeller University.

The AAUP tabulated the average faculty salaries, as reported by more than 1,300 colleges and universities, for the academic year 2007-8. Details are given in the AAUP's magazine *Academe*. The following data for full professors in the University System of Maryland, including averages for the previous year, were published in the *Chronicle of Higher Education*, 20 April 2007 and 18 April 2007. There is only one change in the order of relative salaries: Coppin State University has moved up from 6th in the USM to 5th, changing places with Towson University. - SGB



Physics in Fun

Continued from page 1

College Park's College of Computer, Mathematical, and Physical Sciences provided funds to purchase our *Physics is Phun* van, photographed here (right) in 1989.

The van is still operating after more than 19 years of service and over 450 trips, traveling as far north as Maine, west as Indiana, and south as Georgia.

During that period, two of the Lecture-Demonstration Facility's most ardent supporters, Emie Knouse, then Head of the Physics Electronic Shop, and Emie Grossenbacher, then Head of the Physics Machine Shop, finally convinced me that regular public physics demonstration programs should be presented at the University of Maryland using all of the neat equipment that they had constructed over the years.

At the time I was somewhat skeptical that this type of program would really be much of an attraction, but acquiesced to their suggestions, and the *Physics is Phun* series was born.

We started with four programs per year, with each presented twice, on Wednesday and Thursday evenings. However, it grew way beyond my wildest dreams, regularly drawing over 500 people per evening to a hall with a capacity of 480. In order to avoid upsetting the fire marshal, we expanded in 1990, presenting each of the four yearly programs on three consecutive evenings (Thursday, Friday, and Saturday), and have continued that format to the present. Typical attendance has been 300 to 400 guests per evening, including high

The mouse trap model of a nuclear chain reaction, as seen in the program *Mysteries of Modern Science* in 1984.

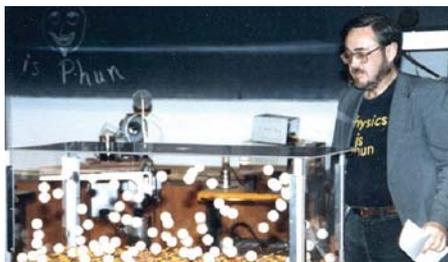
school students, teachers, families, and even adults with an interest in physics demonstrations.

The format has included a formal demonstration lecture from 7:30 until about 8:45 p.m., with a "hands-on" segment for about 30 minutes before the formal program with experiments around the room operated by volunteers who are mostly students and staff members at the University.

We encourage them to come by providing a free pizza dinner before the program for all of the helpers, following which they actually learn about the demonstrations that they will operate!

From 1989 to 1993 the *Flagship Channel*, as the University's cable TV channel was known at the time, videotaped thirteen of the programs and showed them regularly. I was amazed at how often someone whom I did not know would say hello and tell me how much they appreciated the programs. Lamentably, when the channel changed hands they stopped running the *Physics is Phun* videos because the videos did not meet the required technical specifications.

We now have programs covering



Physics is Phun van in 1989.

virtually all of physics, even such esoteric subjects as nuclear physics. Our mousetrap model of a nuclear chain reaction (seen below) was taken at a program on atomic and nuclear physics in 1984.

This program has since been divided into two programs: *The Atom* and *The Nucleus*. The program *Water*, which will be given during the current academic year, began when I was asked to do a demonstration program on water for the *Maryland State Agriculture Extension Service*. Although my initial reaction was to wonder if we had enough demonstrations to do a whole program on water, I quickly found that we had enough demonstrations to do a program over two hours in length! The Extension Service group liked it so much that it became a regular in our public program series.

For the *Year of Physics* in 2005,

I was pleasantly surprised to find that we had more than enough demonstrations to present a program on Einstein's three major accomplishments in 1905!

We now have over 16 programs that have been presented in a four year cycle, so that guests can attend *Physics is Phun* for four years without seeing a program repetition. However, each time a program is repeated new issues arise that make updating of the programs appropriate, such as understanding the thermodynamics of

global warming and recent discussion regarding increasing use of nuclear power.

None of this could have been remotely possible without the strong support of the Physics Department and a large number of staff, student and members of the public who volunteered to help. For this I am most grateful. *Physics is Phun* has been a source of joy and pride for me, and I hope that it will be remembered with affection by those who have honored us with their presence.



Reading Minds

AETL BOOK REVIEW COLUMN

Reading Minds is edited by members of the Academy for Excellence in Teaching and Learning (AETL), a community of faculty scholars at UMCP committed to fostering a culture of excellence in teaching and learning (<http://www.aetl.umd.edu>). AETL welcomes book reviews from faculty members. Send your review to aetlbooks@umd.edu.

Motherhood, the Elephant in the Laboratory; Women Scientists Speak Out

Edited by Emily Monosson, Cornell University Press, 2008

By Trudi Bellardo Hahn, College of Information Studies, UMCP

This book is predicated on the belief that women scientists who are mothers need to know they are not alone—their sisterhood wants to help them. Just as Betty Friedan inspired bored and unfulfilled suburban housewives with her revelations about them in *The Feminine Mystique* (1963), Monosson created this book to give 34 women scientists a forum to share their stories with their female colleagues who are feeling that their trials in trying to combine motherhood with a rewarding career are unique.

The stories are frank, humorous, and insightful, but sometimes shaded with sadness, especially when demands of work interfered with being present for important milestones and events in their children's lives. Bitterness, regrets, and resentment at having to choose between nurturing children and pursuing a career—a choice that weighs heavily on the side of career when tenure is at stake—characterize some of the stories. The period of seeking tenure often coincides with the period when junior faculty members are likely to be parents of young children. The burden of parenthood, however, does not fall equally on mothers and fathers.

The essays are organized chronologically by date of degree conferred, which enables readers to gauge how much academia and federal science laboratories have changed since the 1970s. The answer is: not as much as we might think.

Despite laws (e.g., the 1972 Title IX, which is not just for sports, but requires all educational institutions receiving federal funds to treat men and women equally), the social engineering that was dreamed of in the 1970s has not fully materialized. Significant differences still mark the experiences of scientists who are fathers and scientists who are mothers.

Nevertheless, many of the stories are upbeat and describe the ways in which women have managed to combine motherhood with their science careers. Certain changes in the workplace have helped. As part



of the general movement to balance faculty careers and family life, these changes include longer-term leaves of absence, temporary reductions in workload with no loss of professional status, tenure-clock-stop policies, day care close to office and lab areas, and helping spouses with placement.

Some of the women sought alternatives to academic careers, because they felt that academia is too competitive and rewards only individuals who can devote all of their time to research, grant getting, teaching, and professional leadership (i.e., men). Men can do it because they have support systems at home (i.e., women).

Other of the women gained career satisfaction by redefining success as something other than running multiple National Science Foundation grants simultaneously, having a cadre of graduate students, and being named to national scientific panels.

An alternative definition of success might be achieving "satisfaction through teaching, publication of research that has significance for you, some time for yourself and your family, and feeling that you gave your children the strongest foundation for life that you possibly could..." (p. 84).

Further, the extra challenge of having to learn to cope with the demands of children makes one a better person and more capable of facing stresses in the workplace.

(Readers interested in these issues may find Emily Toth's *Ms. Mentor's Impeccable Advice for Women in Academia* (University of Pennsylvania Press, 1997) also worthwhile.)

E-Chat With Deborah Yow

Athletics continues to be an important part of life in most major universities; sometimes it seems to faculty members to compete with academics. The *FV* likes to keep up with athletic happenings, and so we contacted College Park Athletic Director Deborah Yow seeking answers to two questions.

RECRUITING: A recent issue of *The Chronicle of Higher Education* reports that the College Park campus had the highest increase in athlete recruiting expenses of all the major athletic programs in the country. This item is around one million dollars now. Part of the significant increase is caused by catching up with other ACC recruitment expenditures, but we wondered what else is involved. Yow answers:

"The increases in the overall amount of money spent by Intercollegiate Athletics (ICA) at Maryland on recruiting by our coaches of our 27 varsity sports, as reported by the *Chronicle*, currently places us 6th out of the 12 ACC programs in recruiting expenditures...even with the increases cited. That fact pretty much sums up how poorly funded our teams were...and how we are still only in the middle of the pack in spending in the ACC in this category.

"The largest percentage increase was spent on our women's teams, something that is important to Maryland as an institution to best ensure Maryland remains a national leader in meeting federal Title 9 compliance requirements. It is a joy to provide such opportunities for women.

"We also added two women's varsity teams during the last few years, bringing our total number of women's teams to 15. Those two new teams added to our recruiting amount.

"In 1994, there were eight under-scholarshipped men's teams. We now have only three. As scholarship support funds were raised from private sources, the coaches of those teams began to recruit more often, since there were scholarships to offer that had not previously been in place."

COACH TENURE: Most faculty members are familiar with the academic side of hiring, tenure review, firing, and so forth. But the world of collegiate athletics is, we're sure, quite different. How are personnel decisions about retention are made in collegiate athletics? We see coaches let go all the time, some for lack of success and others for inappropriate behavior. At College Park, are there specific guidelines for decisions, and are coaches informed of the criteria? Yow answers:

"Insofar as the retention of coaches goes, a number of the more highly achieving coaches have multi-year contracts. Our intent is to honor those contracts. That includes Coaches Williams and Friedgen. Both have contracts that reflect the expectations of the institution, as related to behaviors. The student athletes in all of our sports provide in depth evaluations each year, as well, of the coaches and all support services we provide to them." —BH

College Park football coach Ralph Friedgen: "I don't know. I don't know. I don't know. Do they hear you? Do they want to hear you?"

(Quote from the *Washington Post*, 5 October 2008, p. D1.)

The overall amount of money spent by Intercollegiate Athletics at Maryland on recruiting by our coaches currently places us 6th out of the 12 ACC programs in recruiting expenditures

Despite laws, the changes that were dreamed of in the 1970s never fully materialized.

Spirits of the Abandoned

A photographer's MFA thesis at the University of Baltimore is a race against time to capture representations of a by-gone era.

By Sue Tatterson

Maryland's cities, towns and countryside are filled with empty, obsolete, and in many cases decaying buildings — hospitals, factories, schools and houses. We live in a constant cycle of abandonment and renewal, discarding the old for the new as we strive to build bigger and better facilities — erasing our past in the process.

My fascination for these long abandoned places led me on a photographic journey of discovery for my MFA thesis at the University of Baltimore entitled, *Spirits of the Abandoned, Maryland*. The absorbing nature of these buildings and their incredibly rich histories ensures the project will continue.

A common thread tying the places together is their dereliction and their metamorphosis into light and texture infused entities. With the complete absence of human existence and intervention they have taken on a life of their own and now possess a mythical quality. They tell their own stories with light, color and decay. They inspire us to imagine what went on within their walls, and they offer thought-provoking glimpses into Maryland's, medical, educational, theatrical and industrial past.

The feeling of racing against time provides continual inspiration.

Westport Power Plant, now completely demolished, offers proof of how rapidly parts of our history can be erased. The monolith that once stood on the banks of the middle branch of the Patapsco River now amounts to nothing more than several large mounds of iron and steel waiting to be shipped to a recycle plant.

Not all succumb to the wrecking ball, and many are given a second chance through redevelopment by historically-minded developers.

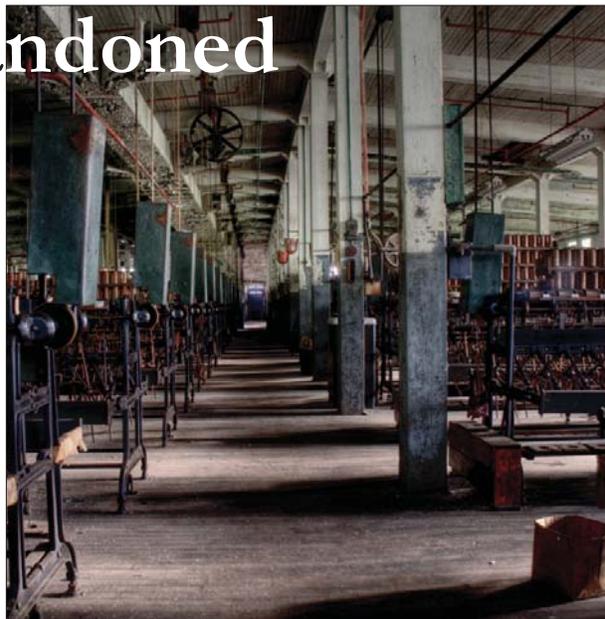
The Tome School for Boys, empty and decay-

ing for almost 25 years, stands out for me as one such place. The school's main building, Memorial Hall, remains breathtaking in appearance despite years of water damage and vandalism and is currently undergoing rehabilitation.

Similarly, the historic Mayfair Theater on Howard Street in Baltimore looks set to undergo major rebuilding while keeping the historic façade intact. Tragically the collapse of the Mayfair's roof in 1998, after heavy snow, will limit the developer's restoration efforts.

A recent exploration of America's only remaining silk mill in Lonaconing, saddened me and caused me to wonder if it will suffer the same fate as the Mayfair. Efforts to brace the decaying roof were evident and a heavy snowfall could easily cause this wonderful structure's demise. Standing as testimony to America's industrial past, there are mill houses with row upon row of silk spinning equipment, along with teetering stacks of spools, payroll journals and millworkers personal items. Closed over fifty years ago, time has stood still inside the mill walls and the loss of such a treasure trove of historic artifacts would be terribly sad.

A project such as this quickly becomes infinite in scope. There will never be enough time to uncover all that we've left behind in Maryland and beyond. Nature and development will destroy much of our past before I'm even aware of its existence. The *Spirits of the Abandoned* website will continue to grow and include neighboring states, and I will continue to



Lonaconing Silk Mill.

be amazed and intrigued by these truly fascinating abandonments.

To see more project photographs, visit: <http://www.spiritsoftheabandoned.com>



Westport Power Plant



Tome School for Boys



Thistle Mill

Towson's New Department of e-Business

By Carolyn M. Oleynik

The College of Business & Economics (CBE) at Towson University has established the new department, e-Business and Technology Management (EBTM), to better serve e-business and combined business administration - computer information systems majors. Dr. Sharma Pillutla, taking the helm as the department chair, will be responsible for managing the program as well as the various combined majors.

So what does e-business mean? It can be defined as business operations that are conducted electronically, in particular, on the Internet. An effective e-business system integrates and streamlines a variety of business activities, including product design and development, marketing, sales, resource planning and management, customer relationship management, supply chain management, business intelligence and decision-making, and more.

According to the U.S. Census Bureau's most recent e-Stats Report (May 2008, based on 2006 data), e-commerce has grown faster than total economic activity in all four major economic sectors covered by the report.

In manufacturing, e-commerce accounts for 31.2% (\$1,568 billion) of total shipments; in Merchant Wholesale, including Manufacturing Sales Branches and Offices (MSBOs), e-commerce accounts for 20.6% (\$1,148 billion) of total sales; in retail, e-commerce sales increased by 22%, accounting for 2.7% (\$107 billion), up from 2.4% (\$87 billion) of total retail sales in 2005. In service (based on selected industries),

e-commerce has increased by 14.9%. It accounts for 1.8% (\$114 billion) of these industries' total revenues—up from 1.7% (\$99 billion in 2005). The figure demonstrates e-commerce growth as a percent of total value across the four sectors from 2001 to 2006.

Recognizing this tremendous growth in e-business, the College under the leadership of Dean Shohreh Kaynama strongly believes that it is imperative that we prepare students with the requisite skills and training to support Maryland's workforce development goals.

Dean Kaynama envisions the new department to be the technology engine of the College. This department will be the champion of technology initiatives within the curriculum as well as within the entire College. The College's Advisory Board, composed of 20 area business professionals representing a variety of industries, strongly supports the new department.

In addition to nationwide e-business growth, the state of Maryland is among the most knowledge-based, globalized, entrepreneurial, information technology-driven and innovation-based economies in the nation.¹ The state ranks fourth in net high-tech business formations as a share of all businesses (35%), and fourth in the high-tech share of all business establishments (10.3%).²

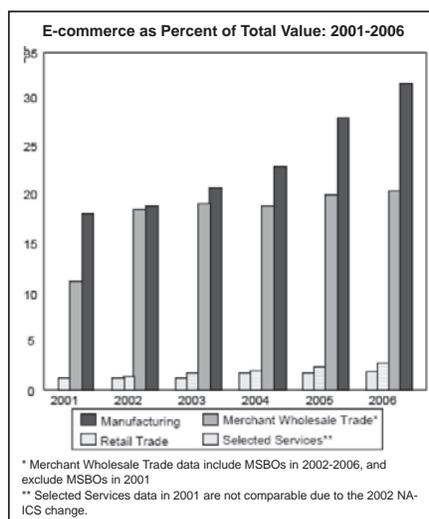
In order to sustain the increasing growth of its technology-driven economy, Maryland has a strong demand for technology-oriented managers and business professionals. The state ranks fourth in employment in high-technology

businesses as a share of all employment (15.1%) (Source: National Science Foundation, Science and Engineering Indicators 2008, using data from 2004).

It ranks 15th in concentration of technology jobs (which employ 80 of every 1,000 private sector workers in 2006), 11th in high-tech average wage of \$80,800, or 82% more than the average private sector wage, 11th in number of high-tech workers at 165,600, 12th in high-tech payroll of \$13.4 billion in 2006.³

It therefore behooves institutions of higher learning in Maryland to align their resources and program offerings to help the state retain its technological edge.

"The department aims to be on the cutting edge and strives to provide innovative and state-of-the-art programs and curriculum," Pillutla says. "More importantly, our focus is on providing an experiential learning model that extends beyond theory to hands-on, applied pedagogical approaches."⁴



¹ Ewing Marion Kauffman Foundation and the Information Technology and Innovation Foundation, 2007 State New Economy Index
² National Science Foundation, Science and Engineering Indicators 2008, using data from 2004
³ AEA (American Electronics Association) 2008 CyberStates
⁴ For more information go to <http://www.towson.edu/ebusiness>

Mentoring Junior Faculty

By Arthur N. Popper, Ellin K. Scholnick, Rhonda J. Malone¹

Recently there has been a growing call to expand and transform our approaches to mentoring. The targeted group of mentees might be anyone from undergraduates to deans (and beyond).

As College Park Provost Farvardin notes, in academia, people move into leadership positions without any training for additional responsibility,² and generally without any formal sources of advice and support.

In contrast, corporations train individuals in leadership as they advance upwards and thus explicitly provide the kind of knowledge to individuals that the academic community can only do through excellent mentoring.

While mentoring is of broad relevance in academia, this article focuses on junior faculty members. The academic environment is very complex.

While junior faculty members have been trained in their discipline and perhaps for teaching, they are often ill-prepared to assume the additional roles expected of them. Moreover, many have started families and need to work out ways to balance their academic and family responsibilities.

A Problem for the American Professoriate

In a national study,³ 53% of tenure track faculty members hired at research universities earned tenure, while 42% resigned before their tenure review. Similarly, of the faculty members hired between 1993 and 2002 at the University of Maryland, only 59% were promoted, while 31% withdrew from consideration for tenure.⁴

In both analyses, the withdrawal rate was higher among women and persons of color. Consequently the university has lost important talent and our efforts to further diversify our faculty have been stymied.

One contributor to the problem appears to be that junior faculty members do not arrive with all the knowledge and experience necessary to achieve tenure.

A recent report⁵ found that initially fewer than half of pre-tenure faculty members felt adequately prepared, simultaneously, to obtain grants, conduct research, teach, advise undergraduates, and serve on committees. They reported difficulty in time management and multitasking.

In contrast, the newcomers receiving mentoring found adaptation to their new job less stressful and they are better teachers and more productive scholars.⁶

The University of Maryland⁷ recognizes that a critical contributor to a junior faculty member's growth and achievement is learning to "navigate" the complexities of academic careers.

A recent Task Force⁸ advocat-

ed enhancing mentoring practices on campus and the recently revised campus promotion procedures added a requirement for mentoring junior faculty and emphasized evaluation of the nature and quality of mentoring provided by faculty members to students.

However, mentors differ in their view of the components of mentoring and appropriate mentoring activities. Similarly, junior faculty members vary in their understanding of mentoring, their expectations of the mentor-mentee relationship, and their need for guidance. Administrators charged with the creation and assessment of mentoring programs also have diverse definitions of mentoring and indices of success.

Successful mentoring requires the active and informed involvement of mentors, mentees and unit heads.

This article contains some suggestions about mentoring geared to each of these groups. We hope these ideas will help mentors construct a framework for their mentoring that will ensure that they not only work with their mentees on scholarship and teaching, but also that they extend their mentoring, as appropriate, to other aspects of their mentees' professional lives. It is also intended to help mentees clarify their needs and expectations of the mentoring relationship and to inform the administrators who are charged with designing, participating in, and overseeing mentoring programs.

The Nature of Faculty Mentoring

There are two types of mentoring, evaluative and developmental. *Evaluative mentoring* provides benchmarks and guidelines for career success and feedback about the mentee's progress in achieving those benchmarks. An example is the "three-year reappointment" review.

Developmental mentoring provides socialization into the scholarly community by supplying a road map for success and fostering acquisition of the skills necessary to travel a career path successfully.

Developmental mentors also facilitate entry into a disciplinary network, teach the "tricks of the trade" and survival strategies, and ideally serve as a sounding board and supporter. It is critical for the success of the mentee and the mentoring relationship that the mentoring relationship is supportive, confidential, and open.

Typically, developmental mentors are faculty members with more experience in the field than the mentee. Many evaluative mentors are chairs and deans who may also function as facilitators and overseers of the mentoring process.

Upper tiers of the institution can offer developmental mentoring programs on topics such as the tenure review process, assure that faculty members, particularly those from underrepresented groups, are provided adequate mentoring, and coordi-



-R.J.L.

nate evaluative reviews. These activities are valuable in helping new academics navigate broader issues, but unit level one-on-one mentoring is the most crucial. The remainder of this article provides suggestions to the contributors to this activity: the mentor and the mentee, as well as the unit head, who acts as evaluator and facilitator.

Faculty Mentors

Who should be a mentor? One university⁹ suggests that ordinarily a mentor should be someone qualified to offer the best information and able to serve as advocate for a junior faculty member. Ideally, mentors should be influential and experienced faculty members familiar with the university system. They should also be mature or recognized teachers/scholars in their field and usually higher up the organizational ladder than their mentee.

Additionally, mentors should possess some important personal characteristics. These include: interest in the mentee's professional growth and development, willingness to commit time and attention to the relationship, sensitivity but frankness, and commitment to act on behalf of the mentee.

What do mentors do? Mentors need to be proactive. Rather than waiting for junior academics to reach out for assistance, mentors should reach out to mentees initially and continue to do so over the pre-tenure years (and beyond, if appropriate). Since the mentoring relationship involves working on anxieties and vulnerable areas, the mentor must build trust by keeping interactions confidential. If a good relationship cannot be established, perhaps a new mentor should be appointed.

Mentors can play a number of roles that may differ for each mentee. Overall, mentors should act as advocates, protectors, coaches and challengers to, for example:

- Provide guidance on scholarly activities to help mentees achieve external recognition for their scholarship.
- Introduce the mentee to colleagues across campus.
- Provide guidance about sources for help on teaching, research, and personal issues.
- Provide insight into funding and help in access to funds.
- Provide career guidance.
- Provide guidance on campus politics and governance.
- Help the mentee set priorities, budget time and balance

- scholarship, teaching, service.
- Work with mentees as they start to mentor their students.
- Provide feedback on teaching.

It is particularly critical that mentoring be open, two-way, and fluid. The mentor should be available to the mentee, perhaps at regular meetings or informal lunches. "Dropping in" on the mentee for an occasional chat is encouraged, as are informal visits to the mentor by the mentee. It is essential that the mentor and mentor establish mutual expectations about the frequency of contacts and accessibility.

Why be a mentor? Mentoring relations can develop into collaborations and friendships. Successful mentoring enhances the reputation of the unit and the mentor within the university and the discipline.

The Role of Mentee

Mentees must play an active role in the mentoring process. It takes openness and commitment to enter into, facilitate, and profit from a mentoring relationship. Mentees should meet regularly with their mentors, use these meetings to ask for assistance and advice, listen actively to suggestions, and follow through on referrals. However, mentoring alone is not sufficient. Mentees should take responsibility for their own growth and achievements and keep informed of requirements for tenure and their progress toward meeting the requirements. The achievement of the aims of mentoring listed in the previous section can help increase the mentee's sense of competence, identity, and effectiveness.

The Contributions of Unit Heads to Mentoring

Unit heads play an essential role in mentoring by creating a climate for mentoring.^{10, 11} They should set expectations for mentoring and recognize and reward good mentors. They can encourage senior faculty members to initiate contacts with their younger colleagues by sponsoring welcome coffee hours, or setting up collaborations through team teaching, etc. They can also be particularly welcoming to new non-majority colleagues as well as those whose scholarship is unique within the department. Additionally they can help the department monitor and improve their mentoring by foster interchanges among mentors about experiences and best practices.

Unit heads are also vital to fostering their junior faculty's success. They contribute to developmental

mentoring by finding appropriate mentors for junior faculty members. They are also a prime information resource. They should meet with new colleagues very early to explain the processes for contract renewal, merit reviews and promotion and tenure evaluation and to provide department criteria for promotion and other faculty expectations. Besides clarifying departmental expectations, unit heads can help newcomers gain the resources to meet those expectations and reduce impediments to progress by exercising care in initial assignments (e.g., minimizing the number of different teaching preparations and committee assignments) and by finding ways to support pre-tenure colleagues, such as travel funds and good start-up packages delivered on time. They can nominate them for prestigious early career awards and use invited colloquia as a way to introduce the newcomers to senior people in the field. Unit heads should also be sensitive to dual-career and family issues and provide information about local resources and relevant policies, such as tenure delay.

Finally, the unit chair is a key evaluative mentor, serving as the junior faculty member's supervisor, conductor of performance evaluations and central player in the tenure review process. The chair should be informed of the newcomer's goals and accomplishments and provide regular feedback based upon a knowledge of the faculty member's field, and the department's needs and promotion criteria.

Conclusion

The success of any unit is dependent on the success of its faculty who are the unit's major resource. Effective mentoring enhances the quality of the unit and program, by retaining the investment made in junior faculty members when they are hired. Mentors can derive considerable satisfaction from having fostered the development of a junior colleague. The successful creation of an environment that nurtures the advancement of colleagues enhances reputation of the unit's administrator.¹²

¹ Dr. Popper is Professor of Biology, Associate Dean in CLFS, Dr. Scholnick is Professor of Psychology and Associate Provost for Faculty Affairs; Dr. Malone is Director of Faculty Mentoring and Development.

² Farvardin, N. (2006). Academic Leadership: Building the Base Camp. IEEE Signal Processing Magazine, 10 (January 2006). <http://ese.wustl.edu/~nehorai/paper/01593330.pdf>

³ Dorris, M. J. & Guidos, M. (May, 2006). Tenure achievement rates at research universities. Chicago, IL: Annual Forum of the Association for Institutional Research.

⁴ The remaining cases were denied promotion or their cases are pending due to delays on the tenure clock.

⁵ Berberet, J. (June, 2008). Perceptions of early career faculty: Managing the transition from graduate school to professional career. TIAA-CREF Institute. <http://www.tiaa-crefinstitute.org/research/dialogue/docs/92.pdf>

⁶ Boice, R. (1992). The new faculty member: Supporting and fostering professional development. San Francisco: Jossey Bass.

⁷ In a July 17, 2008 directive, the USM also endorses mentoring programs as a mechanism for recruitment and retention of high-quality faculty.

⁸ <http://www.education.umd.edu/EDMS/SFInfo/SenateMentoringReport.pdf> (also at: <http://www.senate.umd.edu/Policies/SenateMentoringTaskForceTransmitAbstReport.htm>)

⁹ http://provost.wsu.edu/faculty_mentoring/guidelines.html

¹⁰ Sorcinelli, M.D. (2000). Principles of good practice: Supporting early-career faculty. Washington, D.C.: AAHE.

¹¹ Olmstead, M.A. (1993). Mentoring new faculty: Advice to department chairs. CSWP Gazette, 13, 1 (August).

¹² Adapted from <http://lhup.edu/edu/provost/mentor-project.htm> (University of Pennsylvania)

Editor's comment: Some or perhaps most oldtimers also find it difficult to obtain grants, conduct research, teach, etc. at the same time. So perhaps part of the problem is widespread academic overload that administrators should work to relieve. Fortunately, some oldtimers have learned not to take seriously some of the academic "responsibilities" and therefore survive by avoidance.

Dining Around

By Bill Hanna, Faculty Voice *

The new academic year brings new faculty members to the Maryland system – and also returns some faculty members who demand to have this column's advice repeated so that counting on memory or stored issues of the *Faculty Voice* are not required.

So here are some basics in the Washington metro area; they focus on value and all offer at least a few meals for no more than about \$10. Many have been reviewed in depth (to use the word quite loosely) in past issues.

Important: We hope that some readers in Baltimore, Salisbury, and elsewhere will send along their suggestions for publication in future issues.

College Park Area

Favorite restaurants within two miles of the College Park campus: Samantha's (631 University Blvd. E near Piney Branch Rd.), which serves a mixture of Mexican-modern and Salvadoran dishes. Among the other worthwhile restaurants are Food Factory II (Afghan plus, 8145 Baltimore Blvd.), Woodlands (Indian vegetarian, 8046 New Hampshire Ave. at University Blvd.), Tiffin (Indian, 1341 University Blvd. near New Hampshire Ave.), Pho 75 (Vietnamese beef-noodle soup, 1510 University Blvd. E), Myoung Dong (Korean, 11124 Baltimore Blvd, Beltsville), Walia (Ethiopian, 6846 New Hampshire Ave, Takoma Park), Tres Reyes (Mexican street tapas, 5403 Kenilworth Ave., Riverdale), Sahara Oasis (West African, 3010 Hamilton Street, Hyattsville) and Adele's (American, the Stamp Student Union on the UMCP campus).

Note that an old favorite, YiJo, has moved from College Park to 5510 Kenilworth Ave. and changed its name to Koreana. The food is still good, but don't go late on weekends for Korean food because the restaurant is converted into a lively Latin dancing space with food brought in from the Alamo next door.

Want to meet local politicians? If so, there are two places to go: Franklin's Restaurant & Brewery (a variety of dishes from crab cakes to pizza plus local brews, 5123 Baltimore Ave.) for lunch and Copocabana [that's the way they spell it!] Bar & Grill (2031-A University Blvd for late-night with dancing next door).

Want a quick meal very close to the College Park campus? There are lots of fast-food restaurants serving reasonable food in the \$5-6 range (assuming your drink is tap water!), including Subway, California Tortilla, Oodles of Noodles, and Chipotle – to name the ones I most often frequent.

DC Metro Area

- Bethesda-Rockville corridor: Vegetable Garden (11618 Rockville Pike), a vegetarian Chinese restaurant where the food is good as is the presentation. Another very good Chinese restaurant on the Pike is A & J (small authentic Taiwanese dishes like tapas, 1319C Rockville Pike); Sweet Basil (Thai modern, 4910 Fairmont Ave., Bethesda).

- Silver Spring-Wheaton: Full Key (authentic Chinese, 2227 University Blvd., Wheaton), Hollywood East Café (dim sum at 2312 Price Ave., Wheaton), Taste of Morocco (8661 Colesville Rd., Silver Spring near AFI), Nava Thai (11315 Fern St., Wheaton), and for not-bad fast food before heading to AFI for a great film, Lebanon Taverna (933 Ellsworth Dr.).

- DC: near DuPont Circle, Pizza Paradiso (2029 P St. NW) and Malaysia Kopitiam (1827 M St. NW); near the Studio Theater, Rice (primarily Thai dishes, 1608 14th St. NW), upper Wisconsin Ave., Café Olé (Mediterranean mezze, 4000 Wisconsin Ave.).

- Northern Virginia: Temel (Turkish, 3232 Old Pickett Rd., Fairfax), Gom Ba Woo (Korean, 7133 Columbia Pike, Annandale), Minh's (Vietnamese, 2500 Wilson Blvd., Arlington), Huong Viet (Vietnamese, 6785 Wilson Blvd., Falls Church – and take time to explore Eden Center, which is the center of the Vietnamese community in Virginia with a score of shops and restaurants).

Two for One

There's one "two for one" opportunity not far from campus. Tijuana's Mexican Café III has opened at 949 University Boulevard near Carroll Avenue (301 408-4700, plenty of close parking); it replaces the less-than-inspiring Ana's Café. Other Tijuana's branches are on Viers Mill road in Rockville and Georgia Avenue in Silver Spring. The menu is wide-ranging with appetizers, salads, soups, and a range of luncheon specials and dinner entrees. Most of the items have roots in Mexico, but now there's a small selection of food linked with Guatemala.

When you go to Tijuana's III, be sure to save some time to shop at Angkor Supermarket in the same tiny strip mall, the area's only Cambodian grocery store. And if you are daring, try one of my favorite fruits, the sweet and creamy durian. It's the "king of fruits" in Southeast Asia, although its rich smell leads some people to avoid it.



* Of course, our reviewing team does its work secretly and with special techniques. To know more about our approach, go to <http://www.youtube.com/watch?v=LvkJy4mM05g>.

Mathematics Teaching and Learning at a Time of Crisis

By Denny Gulick,
Mathematics, UMCP

During the past several years, I and a substantial number of my colleagues in UMUC's Department of Mathematics have become more and more aware of problems in the preparation of students in their classes, especially the freshman classes.

Except for the top tier of students, a substantial number of students in such courses as finite mathematics, precalculus, and calculus seem to be having an increasing difficulty in learning new concepts, retaining what the teachers thought that they had learned, and reasoning effectively.

Although incoming freshmen are obliged to take an online placement test before registering for their mathematics classes, placement often appears to be inappropriate.

On the one hand, the bad placement could be due to lack of integrity of online tests because the campus allows the students to take the placement tests wherever they wish, under whatever conditions the students might wish. It could also be because the K-12 students are often trained to focus on tests, at the expense of gaining a deeper understanding of the concepts.

In particular, an increasing number of students, even in calculus, have difficulty simplifying algebraic expressions that are basic to Algebra II. Moreover, there are students in calculus who cannot navigate through decimals, fractions, and exponents of real numbers – that is, basic arithmetic.

Since all students entering the University of Maryland are required to have completed Algebra II before college, this deficiency is perhaps perplexing. However, it is not so perplexing when one realizes that in many cases there is too much reliance on calculators when students (even in elementary and middle school) try to solve mathematical problems.

Addressing Shortcomings

In the Mathematics Department we are trying to address the shortcomings of students in our classes. A few years ago, a series of hybrid courses was developed especially for UMD students who failed the placement test.

The top half of those who failed the placement test were allowed to take five weeks of remediation, followed by a retake of the placement test. Suc-

Editor's note: Further comments on the math/science challenge are most welcome. Send them to facultyvoice@jmail.umd.edu.

cessfully passing the retake allowed the students to immediately enroll in the corresponding credit-bearing mathematics course: an intensive version during the final nine weeks of the semester. This hybrid set of courses has been very successful.

In addition, there are other changes that have been developed, in particular in the beginning engineering calculus course, to address deficiencies in preparation and to address the issue of retention of concepts.

You might ask what has led to the deficiencies we find with respect to many students in our freshman mathematics courses. On the one hand, teachers in K-12 are under ever greater pressures to have their students succeed (e.g., because of No Child Left Behind), and at the same time the K-12 classroom environment is very often less student/teacher friendly than before.

Here's an example taken from a commentary sent to me by a mature high school teacher in Maryland, written earlier in 2008:

Among other issues, she mentions that there is inflexibility in the schedule of topical coverage in the mathematics courses, there is grade inflation for students who perform poorly on tests, textbooks apparently are frequently not assigned to the students, and administrative duties by the teachers can overwhelm lesson planning. The bottom line is that good teachers that she knows are "incredibly frustrated with the county."

How about elementary and middle schools? I have also heard from a mature kindergarten teacher in Virginia who is tormented not only by the mathematics program (with extensive teacher's manuals) she is required to teach her kindergartners, but also by the tight rein on daily schedule imposed by the school district. If she is frustrated with the teaching situation, then one can easily imagine that this would affect the learning of the students. We know that large numbers of students nationwide become disenchanted with mathematics around grade 3 or 4.

Thus it is not so surprising that by

middle school, such students may well be ill-prepared and disillusioned with mathematics. These same traits would likely be evident when the students go to high school and to college.

Action Items

How can or should UMD and other System institutions address the issue of mathematics teaching and learning? That is a very difficult problem, both administratively and politically. However, there are action items that are being undertaken, or should be undertaken. They fall into three categories:

A. Over the past year, the Department of Mathematics, working closely with the College of Education, has been scrutinizing the mathematics program for students preparing to teach elementary school, middle school or high school.

These programs are in the process of being adjusted to prepare better these pre-service students not only for teaching but to prepare better the students who will be in their classes when they become teachers. In addition, for the students who are directed toward science, engineering or mathematics, there are a number of changes in progress in the Mathematics Department's calculus courses that we hope will render those students more successful not only in mathematics but also in the allied disciplines.

B. UMD needs to give support and guidance to the teachers in the schools and their districts. In one initiative, the Mathematics Department, in collaboration with the College of Education, reached out to area high school mathematics teachers by giving a highly successful and important one-week summer 2008 course on non-traditional but interesting mathematical topics ranging from how Google works to cryptology. There are other initiatives focused on area school districts, teachers and students in the beginning stages.

C. UMD needs to reach out to the public sector. One of the goals of the Strategic Plan is for UMD to "be known as a good neighbor that shares its artistic, cultural and athletic offerings with the community and supports community efforts in these areas."

We agree wholeheartedly. However, in addition it is very important that the University expend energy in helping the public to understand academia and win the public's confidence in the academic enterprise.

Short Takes:

SParking\$

Well, parking at the University of Maryland is less costly than in the center of Manhattan, but the gap appears to be closing. The news is that annual parking fees will be \$404.00 for employees with salaries at or below \$50,000 and \$605 for employees with salaries above \$50,000. Six hundred and five dollars!!!!?

Government Intelligence

The University of Maryland has a new College Park tenant, the Intelligence Advanced Research Projects Activity. That organization's web site states: "IARPA invests in high-risk/high-payoff research that has the potential to provide our nation with an

overwhelming intelligence advantage over future adversaries." Among other things, this agency, which reports to the Office of the Director of National Intelligence, will (according to the Washington Post) study cross-cultural interrogation techniques. Does this mean the campus will be hosting activities linked to human rights violations? Does anyone care about some possibly undesirable linkages?

Campus Housing Or Prison?

Few people have a choice between living in campus housing or going to prison, and we presume if the choice existed that campus would win out. Which leads to the observation that campus housing and prison are now in a tight race to see which has more residents. They have both topped 2,000,000. Of course, the demographic patterns are a bit different. Campuses favor women whereas prisons favor men. The campus also has younger residents who are mostly European-

Americans, whereas the percentages of African-Americans and Latinos who are in prison are much higher than for European-Americans. Of course, there are students on campuses who describe their experiences "like in prison"; they should really know! Note: the number of adults in the U.S. on probation, in jail or prison, or on parole is now over 7,000,000!

Pell Money Shortage

The New York Times reports (18 September 2008), "Battered by a worsening economy, college students are seeking federal financial aid in record numbers this year, leading Bush administration officials to warn Congress that the most important federal aid program, Pell Grants, may need up to \$6 billion in additional taxpayer funds next year." Well, \$6 billion is a lot less than the trillion for military action in the Middle East and another trillion to save some financial institutions. – BH

MITH at 10*Continued from page 1*

database design to XML tagging to digital video production to planning for Digital Humanities 2009, the largest conference in the field, which will be hosted by MITH in June.

This tableaux did not take shape overnight. MITH was made possible over ten years ago by a major Challenge Grant from the National Endowment for the Humanities under the joint auspices of the University of Maryland's College of Arts and Humanities, Libraries, and Office of Information Technology.

During the leadership of its first director, Martha Nell Smith (whose tenure ran from 1999 to 2005), MITH went from being a purely conceptual space to a functioning and highly regarded institute, developing numerous projects across the College of Arts and Humanities with diversity as one of their chief hallmarks.

Since Neil Fraistat and Matthew Kirschenbaum began their terms as Director and Associate Director

(respectively) in 2005, joined a year later by Assistant Director Doug Reside, MITH has continued to expand, now numbering five faculty and full-time personnel and over a dozen full- or part-time staff members, supported through grant funding, graduate assistantships, federal work study, and internships.

MITH has also continued to expand its fellowship program, including its Winnemore digital dissertation fellowship for graduate students, while also pursuing an increasingly aggressive agenda of external collaboration and funded research.

During the past year alone, MITH faculty, fellows, and staff have won six significant grants and continued work on two others. Among these are projects funded by the Library of Congress, NEH, IMLS, NSF, and Mellon Foundation, with grant partners that include the Folger Shakespeare Library, the Bodleian Library, the British Library, Stanford University, Rice University, the Harry Ransom Center, and Linden



MITH's seminar on digital innovation in the humanities for the U.S. Department of State, held October 2007, brought participants from the Near East and North Africa to Maryland for a lively exchange of views about the international effects of the field.

Lab, the creators of Second Life.

MITH faculty, fellows, and staff regularly present the results of their research at all of the major international digital humanities venues and our projects have received notice in the *Chronicle of Higher Education*, the *Washington Post*, *Newsweek*, and blogs too numerous to mention.

Essential to MITH's research is its close collaboration with colleagues beyond the College of Arts and Humanities and the Libraries, notably the Human Computer Interactin Lab and the College of Information Studies (iSchool). These new partnerships have yielded stimulating new opportunities for intellectual exchange, with humanists working alongside of archivists, computer scientists, information policy specialists, and colleagues in the social sciences. New partners also mean new work habits. We learn to operate with quantitative and other methodologies long out of fashion in the humanities; our collaborators learn what it means to deal in disciplines without ground truth, disciplines where ambiguity and provocation are the objective rather than the anomaly.

Complementing MITH's research and intellectual mission are its public programs and events, most of which are free and open to the community. Every Tuesday during the academic semester we host Digital Dialogues in our conference room, a talk or presentation featuring either an invited guest to the campus or a member of our local research

community. Since 2005, MITH has hosted well over sixty of these Digital Dialogues, featuring many of the most prominent names in the field. Audiences are often standing room only, and with the speaker's permission we record talks for podcasting.

MITH has also hosted a number of successful conferences and symposia. In 2007, in conjunction with the National Endowment for the Humanities, MITH organized the first national summit of directors of digital humanities centers; this meeting led directly to the formation of centerNet, an international network of digital humanities centers with almost two hundred members, which is co-chaired by Neil Fraistat.

That same year we organized a symposium on the "Future of Electronic Literature" in conjunction with the Electronic Literature Organization. This event brought over one hundred attendees to campus, from as far away as California, Quebec, Spain, Norway, and South America.

In 2008, working with a committee of faculty from English and Comparative Literature, MITH co-organized and co-hosted "Digital Diasporas: Digital Humanities and African-American / African Diaspora Studies," the first dedicated conference to bring together members of these two research communities. Featuring a day and a half of invited papers and performances, this event also brought over a hundred visiting scholars and attendees to campus.

In October of 2008, in collab-

oration with colleagues at George Mason University's Center for History and New Media, we will lead an international invitational workshop on "Tools for Data-Driven Scholarship," sponsored by the NSF, NEH, and IMLS.

For more information about MITH and on how you or your students might become involved, please visit our Web site at www.mith.umd.edu.

You can subscribe to MITH-COMMUNITY yourself by sending a message with the command "subscribe mith-community" in the body to listserv@listserv.umd.edu.

You can also follow us on Twitter as umdmith, subscribe to our RSS feed at the URL above, call 301-405-8927, and send email to mith@umd.edu.

Or you can just visit us, Monday through Friday during normal business hours in B0131 McKeldin Library. Ultimately, MITH is a destination, a place to drop in, log on, create, think, build, write, and above all, connect and do.

You are in a maze of twisty little passages, all alike.

Like the players of Will Crowther's *Adventure* exploring the dark passages of Colossal Cave, we humanists have been trying to find our way through a new, exciting, and largely unknown terrain, an infospac that promises rewards that beggar its very palpable hazards. Though we may meet a troll or two along the way, this is the adventure we've undertaken at MITH. Will you join us?

Red Silence

Don Berger, English, UMCP

When I made the decision not to write anymore,
A book starves from its love of the shelf,
Dry-mouthed, and goodbye.
That'd be fun to lie there, put it in an envelope.

Fear keeps you in a room that's lost its doors.
Everything is alive, wishing you were more specific.
Nervousness just went out the neck in such invisible leg
lengths,
And showers' faint tails.

A stricter version of the way to seem calm,
It makes us sit here loving it in the quiet.

Standing rain and total ease under the blanket hearing rain.
A sweet miss, god must have been livid,
Time always leading the way out of itself,
And you think because the way of writing
Description, the shirt inside out, rain on the tin—
It was new to be in a street the way it happened,
Letting the day think it could lie there,
Writing too much.

The fork is leaving a mark in the meat
Which seems imprisoned, the donuts
That are inaccessible, the seed that was about
To graduate. You hear the speech
Whistle. See if it extends to a person
Other than an artist. A lovely person forgets
Whether the lousy painting is real or not.
Is it a landscape, a picture, a sea, a lagoon,
Or just paint, with too small a fire under its ass?

The Jokester



WHO SAID WHAT TO WHOM? *The Washington Times* (11 September 2008 – yes TFV checks the WT on occasion) reports that UMCP's soon-departing VP Doug Duncan claims the O'Malley administration threatened to fire him and cut campus funding if he, at a business dinner with former Governor Ehrlich, talked about the presidential campaign. The person delivering the threat, he says, is Pat Hogan, a System lobbyist. Not surprisingly, Hogan denies everything. Who said that academic affairs were not hysterically funny?

PH.D.s FOR SALE? Two years after giving former University of Louisville dean Robert Felner's research center a \$375,000 contract, a California school superintendent received a doctoral degree from the university in only one semester. A spokesman for the AAUP said it is "virtually unheard of" for a student to be awarded a Ph.D. in that short a time. U of L's own rules say that to earn a doctorate, "at least two years of study must be spent" at the university, including at least one in "full-time residency." But with Felner as chairman of his dissertation committee, John Deasy, then superintendent of California's Santa Monica-Malibu Unified School District, was awarded a doctorate May 2004 after being enrolled at U of L for only nine credit hours. Two years earlier, Deasy had persuaded his school board to approve a three-year, \$125,000-per-year contract with a Felner-run center to conduct surveys in the 12,800-student California school district. Deasy, soon departing superintendent of the Prince Georges County's Public Schools, didn't respond to telephone messages and e-mails sent to him by a reporter. (Paraphrased from a 10 September 2008 *Courier-Journal* article.) — BH

Purple Line*Continued from page 1*

(MTA) planners worked with faculty members at the university's School of Architecture to develop an open plaza concept for the campus core, and grass tracks are being considered for other areas.

MTA is working to address the EMI concern and has done a traffic assessment concluding that limitations on traffic along Campus Drive in tandem with the Purple Line can result in a far safer pedestrian environment than is currently the case, while allowing many more people to reach the core by convenient transit.

Another campus concern has been the aesthetics of overhead wires. Light rail is generally powered by catenaries which put danger out of the reach of pedestrians while eliminating fumes associated with internal combustion engines. MTA has shown examples of this power system being integrated with light poles in a manner that mitigates this concern, as is true in Portland, Oregon.

In November, four hearings will be held to review the DEIS (a copy will be available for review at McKeldin Library). A hearing at Ritchie Coliseum will be held on Wednesday, November 19 starting at 5 p.m. Input from the hearings will be considered

in the final EIS which will be the basis for Governor O'Malley's decision on moving the project forward early next year.

The primary value of the Purple Line to the university is that it will enable many more people to get to campus by transit – reducing traffic on the roads and demand for parking. Travel time from Bethesda to the center of campus is reduced dramati-



cally to between 30 and 34 minutes. MTA estimates that the project will remove 7,100 cars from College Park's overburdened roadways. But the project could have other value for the university.

It will raise the profile of the campus dramatically and prove to be the centerpiece of campus efforts at promoting sustainability. It provides good links between the campus and the metrorail system as well as major Maryland activity hubs. It will draw visitors to campus even as gas prices and traffic congestion make the trip more of a challenge for some. It

will result in a major upgrade to the campus' main street – Campus Drive. With university input, the roadway will be redesigned with new sidewalks, landscaping, crosswalks and lighting. The Purple Line will also encourage a more transit-oriented vision for East Campus, consistent with the programmatic goals of this important mixed-use project. The line will encourage attendance at athletic and artistic events on campus.

While the State's economic woes raise concern for all transportation projects, the Governor's revised transportation plan still includes adequate funding for preliminary engineering, according to Transportation Secretary John Porcari.

The Purple Line looks very strong alongside other projects competing for federal funding. The question of the hour is, therefore, whether enough support can be garnered to keep it moving forward (especially with some negatives in the DEIS).

The pace may be that of the Terrapin, but the end result will be worth it.

For additional information: wlsmed@comcast.net; www.purplelinemd.com; www.purplelinenow.com